

**DEVELOPMENT OF THE CAUSAL RELATIONSHIP MODEL
FOR INNOVATIVE COMMUNICATION MANAGEMENT
ON IMAGE AND REPUTATION OF INTERNATIONAL
PROGRAMS IN THAI UNIVERSITIES**

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**A Dissertation Submitted in Partial
Fulfillment of the Requirements for the Degree of
Doctor of Philosophy (Communication Arts and Innovation)
The Graduate School of Communication Arts
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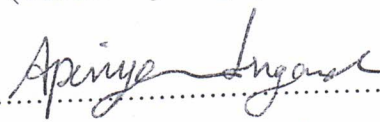
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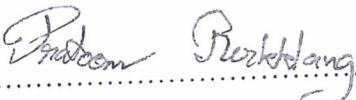
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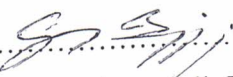
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ABSTRACT

Title of Dissertation	Development of the Causal Relationship Model for Innovative Communication Management on Image and Reputation of International Programs in Thai Universities
Author	Mr. Nutthaboon Pornrattanacharoen
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The aim of this research is to study the development of the causal relationship model of the management innovation of image and reputation communication of international programs of Thai universities. This research is a mixed research using a combination of methodologies including secondary data, qualitative research, and quantitative research. The samples are students studying in bilingual or English programs at public and private high schools in the Greater Bangkok Area totaling 580 respondents. Structural Equation Modelling was used to analyze the direct and indirect effects among the variables. The results of the analysis of the structural equation of the causal relationship model of management innovation of image and reputation communication of international programs of Thai universities were consistent with the empirical data in accordance to the statistical acceptance level with Chi-Square value = 42.124 df = 31.0 Sig. = 0.088 > 0.05 and CMIN/df. = 1.359 < 2.0. This model consists of the variables of perception of news and general information, integrated marketing communication, management, image, and reputation of international programs of universities in Thailand. The model fits the empirical data. The most influential factor affecting the image and reputation of international programs in Thai universities was the program management. This is followed by the integrated marketing communication of international programs in Thai universities.

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Secondly, I would like to thank people, those who have supported me in every aspect till the achievement of the doctoral degree completion.

Thirdly, Thanks to all interviewers that took valuable time for providing the in-depth interviews into this research, including all high school students who took time to make a survey that facilitated the collection of research data.

Fourthly, I hope this dissertation is highly useful for higher education institutions in bringing innovative communications to the institution and further researchers who will continue to develop their academic results in future. However, I would like to apologize for any mistakes and welcome the feedback that will come from this dissertation.

And finally, I would also like to say a heartfelt thank you to express my gratitude to my wife, two daughters, family and friends, who inspired myself to attempt to graduate my doctoral degree for helping in whatever way they could during this challenging period and give me a passion to follow all my dreams.

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CHAPTER 1

GENERALITIES OF THE STUDY

1.1 Background of Study

Education is an important indicator of the quality of the populace and development of Thailand. This research examines innovative communication management impact on image and reputation of the international programs in Thai universities studies the means. The study explored the management strategies to utilize communications to develop competitive advantage in an effective and efficient manner in educational institutions. With globalization rapidly changing education in particular the area of internationalization, institutions have the mission in teaching and learning, research, academics, and promotion of national culture. This is done with the goal to develop human resources that would propel the country by creating competitive potential in the age of globalization. Thus, it is important to respond to changes in the economy, politics, society, technology, and culture. Evidence of the rapid changes in the global arena are presented as follows:

- 1) Globalization has caused universities to aim for internationalization.
- 2) The ASEAN Community has enabled free flow of education in the region.
- 3) There is a trend in the increase of the number of foreign students, which has led to more intense competition. This happens as Thai and foreign universities compete to attract foreign students (student mobility).
- 4) The opening of international programs in various universities along with the expansion of Thai university campuses into neighboring countries. This also includes the joint venture with foreign universities.
- 5) Various universities have created relationships and cooperation with leading foreign institutions allowing for faculty and student exchange programs.

6) University world rankings help to build the image and reputation of the programs in various international universities as they aim to become world-class institutions.

7) Changes in communications, media consumption behavior, and communications tools have created modern means for reaching the target. The receivers have better access to information through advertising, public relations, media activities, and online social media. This has resulted in changes in media usage behavior impacting satisfaction and expectations of image and reputation of universities as more experiences are being exchanged in social media.

8) The impact from the reduction in population numbers resulting in fewer high school students. Thus, this has resulted in a lesser number of students entering universities. Therefore, it is critical for universities to adapt to this reduction in the number of students as there are more universities opened in every region in Thailand offering redundant programs that do not serve the needs of the labor market.

9) Development of innovative learning and communications technology through online social media to serve the learners of the 21st century.

Therefore, Thai universities have to continuously develop the quality of education in terms of academics, teaching and learning, research, and academic social service. Today many Thai universities, both public and private, have to face fierce competition in local and regional ASEAN market. Competition is especially intense from countries that have a better reputation in education such as Singapore, Malaysia, Australia, New Zealand, and India.

Universities have devised more offensive strategies that emphasize on integrated communications aimed at the target groups with the goal to create awareness, trust, confidence, and international standard quality that would be accepted both locally and abroad. There are plans for new communications designed to develop image, reputation, and improve the quality of universities to attain international standards or to become world-class university. Foreign language programs such as English, Chinese, Japanese, and ASEAN languages have gained popularity experiencing rapid growth. This has led to the drive for internationalization as one of the university's mission, which has led to the opening of international programs to increase competitiveness. The goal is to develop graduates, who are capable for working in ASEAN and international

markets. These graduates would have the necessary foreign language skills in response to the desire of high school parents and students. Students, who have parents that can provide the necessary support, can choose from international programs, English programs, and foreign language programs that have good image and reputation.

The study of innovative communication management impact on image and reputation of the international programs in Thai universities examines the students studying in both public and private high schools. These students may be studying in international programs or English programs. When they complete their studies, they would like to select undergraduate programs based on image and reputation of international programs in Thai universities. Other factors being studied include the communications process, content, presentation of content, and form of communications from the sender or university, which includes corporate communications or public relations units. These factors may affect the target group differently. All of these communications from universities tend to emphasize marketing, building the image of the institution, faculty, program, and department, to create awareness. The use of integrated marketing communications such as advertising, public relations, and education activities to disseminate the reputation of the institution. This is a reflection of the pride and liking of the institution that leads to confidence, trust, and expectations. As a result, students expect that upon graduation they would have the chance for advancement. They aim to be employed by organizations of their choice with the appropriate salary. In addition, they would have the opportunity to further their education in leading universities both locally and internationally. The most significant aspect is the value and image of graduates and alumni because they are the reflection of the university's quality. Ideally, they would be employed in the field of their study since they have knowledge from their education. In addition to career skills, graduates need to have the necessary morals that would creatively build society for image and reputation building of the university for acceptance in both Thailand and abroad. This would eventually lead to the enhancement of the reputation of Thai education in the eyes of foreign students, who may be attracted to study or have exchange. Thus, this would build graduates whose potential has been fully developed to propel success for their respective organizations culminating in the building of Thailand's competitiveness in the future.

Globalization is the result of advances in communications, transportation, and technology. It connected the world. Education was rapidly changing ushering the era of “Education in Globalization”. This has resulted in changes at all education levels as found in the research titled “Impact of Globalization on Thai Education within Five Years”. The research explained that the connection led to changes in the future labor market. There is a need to learn a foreign language because there were more tourists from around the world and investors. In addition, foreign institutions have come in to compete by offering international programs. There is a trend for the rise in the popularity of such foreign language programs in English, Chinese, and Japanese (Research and Development, Secretariat of Education Council, Ministry of Education, 2008, p. 72).

Another factor that has an impact on Thai education is the opening of free trade and exchange as a result of the ASEAN Community. This regional cooperation, Association of Southeast Asian Nations (ASEAN), was initiated on August 8, 1967 by the founding member states, which are Thailand, Indonesia, Malaysia, the Philippines, and Singapore. In 1984 Brunei Darussalam joined ASEAN followed by Vietnam in 1995. Myanmar and Laos joined in 1997 and the last country to join was Cambodia in 1999. Thus, the ten nation states were Thai, Myanmar, Laos, Vietnam, Malaysia, Singapore, Indonesia, the Philippines, Cambodia, and Brunei. The regional cooperation increases the negotiation power and competitive potential in the global arena. ASEAN has become a strong regional power ready to face new problems together as a family. In October of 2003 the ASEAN Community regional cooperation was signed to take effect in 2005. The ASEAN Community has three pillars, which are ASEAN Political and Security Community (APSC), ASEAN Economics Community (AEC), and ASEAN Socio-Cultural Community (ASCC). The two latter pillars are associated to the ASEAN Framework Agreement on Services (AFAS) including the Education Services Caucus. This would result in the free transfer of labor, knowledge, language, and culture within the countries in the Southeast Asian region.

In addition, all of the ASEAN nations have a common strategy, which includes Education for All, Community-Based Education, e-Education/ICT, private education and international education are under government control. It can be observed that

ASEAN countries are in the process of rapidly reforming education to develop students and faculty members to attain international standards.

The next factor is the growth in the number of universities both in the central and regional areas. There is also a growth in the number of foreign students intensifying the competition. Thus, Thai universities competed in attracting foreign students coming to study in Thailand. Thai universities have many strong points making them popular among both Thai and foreign parents. These advantages include a variety of programs, qualified faculty members, convenient facilities serving the needs of the students, as well as reasonable tuition and fees. Thailand is not too costly when compared to the education quality that is accepted at the international level. In addition, the country has a good location, moderate weather, and friendly character of the Thai people, which is preferred by foreigners.

The stakeholders of the universities include those at the national policy level such as the government (Ministry of Education and Office of Higher Education Commission) the University Council, and University Management. However, it is important to envision the development of the quality of education with emphasis on the creation of qualified graduates. By achieving such goals, the university becomes trusted by society making it qualified to compete in many areas. This includes competitiveness in the labor market, economics, society, and livelihood of those living in Thailand. The free trade in the education industry has led to the necessity in planning international programs. Therefore, issues such as opening international programs, establishment of international institutions or colleges, qualification standards for the employment of faculty members, and recruitment and selection of students, need to achieve international standards. In addition, plans need to be in place to ensure that graduates have a career upon education. Therefore, university management have the role in maintaining the image and reputation of the university. They are in charge of communications and public relations to create the best possible image to the public. This goes beyond external reputation to include satisfaction derived from the impression students have regarding the university's staff, which reflects both the strength and possible weakness.

International Education Services (Department of Export Promotion) explained in their report (2016) that Thailand is an international education destination in the

region, which supports the AEC regional cooperation slated for 2015. AEC requires that citizens need to have more skills in foreign languages in response to the free market especially in the field of education. This enables more foreign students to come to study in Thailand. It is expected that more Chinese and ASEAN students would come to study in Thailand. Thailand has many advantages as follows:

1) Thailand is located in the heart of the Southeast Asian region. It offers convenient travel as the gateway connecting to many countries in the region. This made Thailand suitably located to be the center of education in the future. In addition, the moderate temperature and friendly character of Thais is preferred by foreigners.

2) The tuition and cost of living is not too high compared to the quality of education that is accepted at the international level.

3) There are many universities that offer a variety of programs with qualified personnel and facilities. Thus, Thai universities are well suited to accept foreign students.

The report goes on to present some of the problems and obstacles faced in the development of Thailand as an international education destination. The first problem is the fact that the Thai education system is not that well accepted, the lack of sufficient qualified foreign full-time instructors to promote a sense of internationalization, credit transfers, and the distinctiveness of program offerings from various universities, expensive fees thus only they are only accessible to those who have the means, limitations in funding for the development of teaching materials, lack of information regarding both Thai and foreign students resulting in a lack of proper analysis in planning effective foreign promotions. Thus, foreign students do not have sufficient knowledge about Thai universities. The research by Chonlatis Darawong (2017) found that after the AEC regional cooperation was formally initiated, universities around that world have made the necessary adjustments. This is particularly true of universities in Thailand, wherein the expertise of programs has led to the development of strong curriculums that have attained international recognition with the to facilitate knowledge exchange with foreign students.

Another factor that has a major impact on undergraduate education is the rapidly declining number of students. According to the statistics from the Public Administration Department (2018), the population growth for 2017 is presented in

Figure 1.1. Thailand has a population of 66.19 million compared to 65.93 million people in 2016. It is found that the ratio between male and female in the population has been fairly stable in the past decade (2008-2017). The population growth, however, has continued to decline.

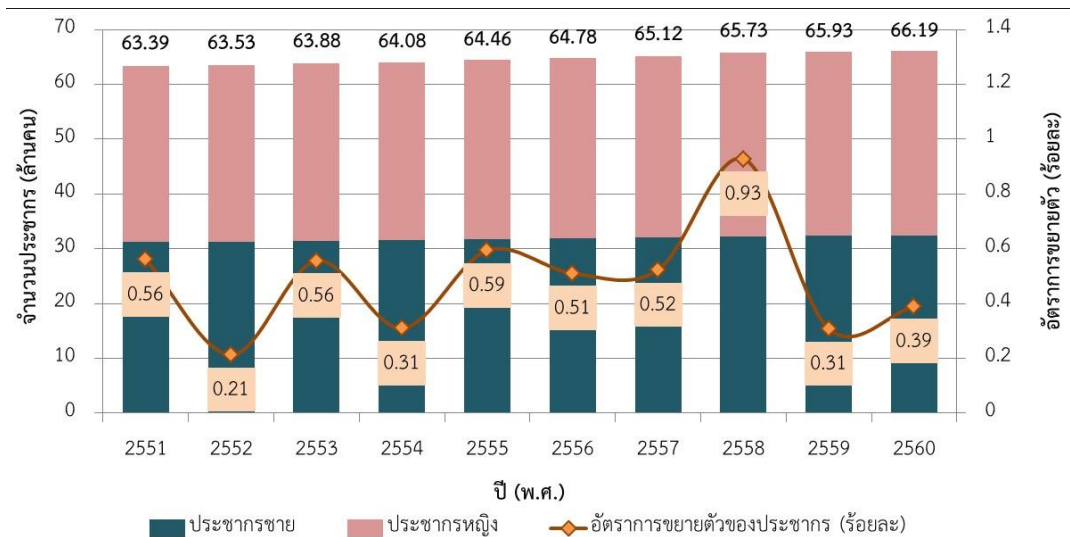


Figure 1.1 Population Size (2008-2017)

Source: Department of Local Administration (2018).

Kriengsak Chareonwongsak (2007) explained that Thailand's population growth would mirror that of Europe. This would mean a continuous decline in the population growth resulting in a change in the population structure. There would be less children from 21.6% in 2007 to 17.2% in 2037. The reduction in population size is the result of the government policy for family control initiated in 1970. The family size of 6-7 children was reduced to 1.7 (2005). This rate is less than the required population replacement level and is expected to continue to decline. At the same time there is a trend for the growth in the aging population from 8.2% in 2007 to 15.6% in 2037. Thus, Thailand would become an aged society eventually. This has an impact on the future of educational institutions especially from the reduced birth rate. Educational institutions such as schools and universities do not have enough students due to the decline in birth rate. The first to be affected would be educational institutions at the primary level. Thus, universities need to compete fiercely to attract students. However, since the curriculums

are similar, students opt to study at institutions with good reputations such as Chulalongkorn University, Thammasat University, Mahidol University, and Kasetsart University. These universities are perceived to have good quality in academics and reputation that they have built over the years. Therefore, the reduction in the number of students would have the most impact on the universities that do not have a strong reputation or new universities. These institutions would need to open international programs in order to attract foreign students from within the region such as Vietnam, Laos, Myanmar, Malaysia, and Indonesia before expanding to other regions in the world.

Kriengsak Chareonwongsak (2007) explained that the impact of decline in population growth resulted in a lower number of births. From more than 1 million children born per year 30 years ago to 600,000-700,000 births per year today. Therefore, only 80,000 children enter the admission system in 2017. This is the lowest number of students coming into the system in the past decade. Thai universities are entering a stage of empty classes, eventually leading to the close of the institutions.

Advances in teaching and learning technology has a major impact on the innovations in communications of the image and reputation of international programs in Thailand. Students can learn online in accordance to the digital trends for learners in the 21st century. Learners today have access to information through various options such as smartphones. Students can access a variety of contents on online social media such as Facebook, LINE, Youtube, Twitter, and Instagram. This includes the use as Google to search information from websites, which would enable self-learning eventually leading to the reduction in the importance of teachers in the classroom. Students can focus on their own interest without relying on teachers or the class eventually having less dependence on educational institutions (Bunyapon Poolsawat, 2017). Technology has helped learners with the appropriate skills to build knowledge and develop integration of technology for analysis. This would lead to the development of positive attitudes and morals through the use of technology for the betterment of the quality of life (Sutaphat Chanprasert, 2018).

Based on the aforementioned factors, Thai educational institutions and universities need to adapt. They need to be prepared to continuously develop quality to deal with increased competitiveness. They need to be competitive when compared with

other countries within ASEAN, which have good reputations. These are usually in countries with good educational reputation such as Singapore, Malaysia, Australia, New Zealand, and India. Both public and private institutions have acknowledged the national policy for the 15 Years Education Development Plan 1 (1990-2004) as well as Plan 2 (2000-2014) and Plan 3 (2017-2031) by developing international programs aimed to rival foreign institutions. The attempt at internationalization of education resulted in rapid expansion of international programs being opened in Thai institutions. Support from the government through the Ministry of Commerce and the Office of Higher Education Commission helped Thai international programs expand to global markets. The goal was to establish Thailand as the hub of international education in the ASEAN region. This is because Thailand had teaching and learning in international programs that have collaboration with foreign institutions leading to stronger reputation. As a result, Thai institutions caught the interest and gained trust of parents and students in Asia in particular ASEAN and South Asia. This is made possible through the various strengths of international education in Thailand.

Thai universities, thus, need to have policies and plans to adapt their strategy for survival in every regard. This has to be done to attract students. Adapting to the changes brought about by globalization, leads to the necessary advances in teaching and learning. Collaboration with foreign institutions includes the use of modern technology, exchanges of students and faculty members. This would lead to the creation of image and reputation that would propel the growth of Thai universities.

University rankings also play an important role in the creation of image and reputation of Thai universities in the global arena. This would uplift the quality of the Thai education system. Rankings serve as an indicator in monitoring quality and stimulating all universities to maintain their good performance. Universities need to continuously develop their educational standards for international acceptance, which would be influential in the decision to study at the university. It is the desire for students and parents to choose to study at an institution that has good quality and reputation. University management should thus use this information in the appropriate allocation of budgets in order to build the quality through collaboration with foreign institutions in the long-term.

Office of the Education Council, Ministry of Education (2014b, p. 61) reported that Thai tertiary educational institutions have been ranked by four major organizations as follows:

- 1) Times Higher Education World University Rankings with emphasis on research and teaching.
- 2) QS (Quacquarelli Symonds) World University Rankings with emphasis on academic reputation.
- 3) Webometrics Ranking of World Universities is made based on data collected online.
- 4) Green Metric World University Ranking is made based on how the member university has attained specific indicators from online data to showcase the potential of the management systems and facilities in being environmentally friendly.

Thai universities have to form strategic partnerships with foreign universities and private sectors, which can be used for the sustainable development of the country in the long-term. Within this context of disruptive change, Thai universities have to be dedicated in their quest in achieving world rankings. This would mean investing in building human resources, knowledge, and innovation that would answer the needs of the economy and society of the nation.

When considering the policy initiated by the Minister of Education in 2015, it could be seen that there is an emphasis on the development of the education management that would be necessary in uplifting the quality to an international standard. In addition, there has been demands for rapid development that have to show results within one year, in order to prepare for the AEC regional cooperation that would start at the end of 2015. Also, the preparation would be essential for maintaining continuity as the AEC integration takes effect. Activities designed at stimulating relationships and academic cooperation through exchanges within the region need to be continuously promoted.

The Office of Higher Education Commission has developed the master plan for Thai educational institutions in the ASEAN region in the face of the AEC integration. This plan would serve as the guideline for universities to develop strategic plans and policies both short-term and long-term to ensure quality of future graduates in the international arena. This also increases the nation's competitiveness. The collaboration

with other member states would open opportunity for the exchange of students and personnel. These exchanges may first start with neighboring countries before expanding further in order to enhance quality of graduates to the international level. The strategic plans can be formulated based on the policies as follows:

- 1) Develop English proficiency of Thai students to a functional level.
- 2) Develop the necessary professional skills and intercultural work skills of Thai graduates.
- 3) Promote learning of English and effective skill evaluation from the primary to tertiary level.
- 4) Create and develop faculty members who can teach in English and ASEAN languages for education at the basic, vocational, and tertiary levels.
- 5) Promote the teaching of ASEAN languages and knowledge from the primary to tertiary level. Research about ASEAN should also be conducted in the universities for development in teaching and learning methodologies.
- 6) Promote the exchange of students through facilitating transfer of credits between Thai and other ASEAN universities in a systematic manner.
- 7) Promote activities that would open the opportunity for students to expand their horizons to show their true potential at the international level in particular the ASEAN level. These activities should include awareness of ASEAN citizenship.

The management and communications of image and reputation of Thai universities in particular the international programs, usually focus on the reputation of the university that has a distinctive characteristic. These might stem from university symbols, décor, architecture, location, modern facilities, faculty members using communications technology in teaching and learning environment, and curriculums that serve the need to integrate varied cultures. These aspects are represented in the university's communications in various forms that is developed internally and disseminated to the public.

Thai universities in both the private and public sector use communication tools to disseminate information to improve the reputation of the university. These would include information about the institution, name of the faculty, program, and department. The image would be projected as modern to present the future for graduates such as

career opportunities. Thus, the university presents its most distinctive characteristic through public relations to create advertising messages.

Universities need to develop their products such as curriculum, department, teaching and learning to suit the modern learners. Students today can access information through various forms of information technologies. They form expectations about the institution before coming to study. They are attracted to the reputation forming loyalty and pride when these feelings are confirmed through employers' acceptance. The success in the career with high salaries or opportunities for further study in leading local and international institutions further propel feelings of loyal pride.

The most important indicator of success for universities is the quality of graduates, who work in their field of study using their knowledge to bring forth improvement for their organization. These successful alumni are the main draw that confirms the faith that society has in universities. Inadvertently they invite others to study in their alma mater. However, to make use of this information the university has to use the appropriate mix of communications to reach the target. By presenting the correct information, the university would create the appropriate image and reputation to gain recognition both locally and internationally. This would make the university attractive to foreign students, who would like to exchange their experiences. It would lead to the potential human development that results in successful business and national competitiveness in the future.

Universities need to compete to survive, thus they need to communicate their image for acceptance. The university has to become well-known and preferred for survival into the future. It is necessary to continuously communicate to the target group. Sith Therasorn (2009, pp. 93-101) explained that public relations tools serve as the means to disseminate information from the organization to the public. There are many different tools that could be used in order to project the benefits in a concrete way. These tools encompass traditional and new media including press conferences, events, press releases, interviews, publications, video and film, meetings, and on websites.

Universities need to adapt to the changes. They cannot avoid these changes in the face of internal and external factors such as lower birth rates, aging society, rapid advances in technology, intense competition in businesses, and need for more effective

operations that are environmentally friendly. As a result, university personnel need to adapt accordingly.

Education is the heart of development of the nation to achieve the vision of the government, “Thailand being sustainably stable and prosperous”. In general, the Thai educational system is quite problematic. The innovation in communications has an impact on the development of the image and reputation of international programs in Thai universities. These changes in education leads to management of communications that need to respond to developments in economics, politics, society, technology, and culture. Competition is intensifying as Thai universities need to compete among themselves and with international institutions leading to expansion and changes, which respond to the reduction in the number of students, rapid and convenient travel, AEC integration, teaching and learning innovation, and communications. The changes in communications technology have also resulted in change in channels of communications. Universities need to understand how to manage education providing the appropriate policies designed for international education. They need to truly understand the nature of the curriculum. This would lead to the appropriate development of objectives for communications designed to attract the target group. Once they come to study their needs have to be satisfied by preparing them for the future labor market to cope with the growth in the economy, society, environment, and technology. Thus, education is a strong indicator of the quality of the populace and prosperity of the nation.

International programs in Thai universities need to create innovative communications that integrates various arts and sciences through new knowledge. This would lead to newer forms of communications in distinctive and creative ways in approaching the target. The universities that can do this would survive in the long-term. Thus, university management need to constantly develop and improve communications disseminated to their target group in a clear, modern, and effective manner within this context of change. Therefore, it is important to present a unified image and reputation for international programs in Thai universities in order to increase competitiveness. It is important for universities to be ready to adapt to change all the time in order to ensure that society would be creatively developed.

1.2 Research Questions

Based on the aforementioned review the following research questions as follows:

- 1) How are international programs in Thai universities managed?
- 2) Have communications in terms of image and reputation of international programs in Thai universities used the integrated marketing communications or integration of communications channels for effectiveness in reaching the target group?
- 3) Do image and reputation of international programs in Thai universities have an impact on high school students from English Program (EP) selection of international programs?
- 4) Does the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities fit the data collected from high school students who are interested to study in international programs in Thai universities?

1.3 Research Objectives

This study aims to develop the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities with the following research objectives:

- 1) To study the management types, number of programs, majors offered, and international atmosphere in international programs at the undergraduate levels in Thai universities.
- 2) To study management and planning of communications in terms of image and reputation through various media channels.
- 3) To study how general knowledge leads to the awareness of image and reputation of international programs in Thai universities at the undergraduate level.
- 4) To examine the factors high school students use in deciding to study in international programs in Thai universities resulting from image and reputation.
- 5) To develop the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities.

6) To test the model fit of the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities.

1.4 Significance of the Study

1) The study would present the causal relationship among the basic factors of management types, number of curriculums, programs offered, international atmospheres, and international curriculums in undergraduate programs in Thai universities.

2) The results of the study would provide understanding of the management and strategies for building image through integrated communications by international programs in Thai universities. This would include various media tools that need to be shaped to suit the communications of the university.

3) The results of the study would provide the understanding of how information about image and reputation of international programs in Thai universities is received by the target.

4) The results of the study would provide the necessary understanding to develop suitable communications guidelines for international programs in Thai universities. This would lead to the development of innovative communications to become more modern. Universities can apply these recommendations for more effective communications aimed at the appropriate target in terms of image and reputation for international programs in Thai universities.

1.5 Scope of the Study

This study aims to develop the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities by examining high school students in the Greater Bangkok Area and their choices. The research methodologies included the use of secondary data, qualitative research, and quantitative research as explained in the following section.

1) The first stage of the study was the compilation of secondary data, which was collected from websites of the universities, Office of Higher Education Commission, and other institutions that offer undergraduate international programs.

2) The second stage of the study was the collection of the qualitative research. The researcher conducted personal in-depth interview of management of universities, as senders, who were responsible for managing the institution's image. The management interviewed were from 8 universities namely Chulalongkorn University, Mahidol University, Prachomklao Thonburi Institute, Thammasat University, Prince of Songkhla University Had Yai, Dhurakijbundit University, University of Thai Chamber of Commerce, and Rangsit University. The criteria for the selection was based on the university's offering international undergraduate programs, variety of programs offered, and having both Thai and foreign students. The scope of the interview focused on the communications strategy in managing the university's image, the process of the development of the communications strategy, types and tools used in the communications to reach the target, and the evaluation of results as well as the analysis that leads to the modification of the communications strategy. The results from this qualitative study would be used to develop the questionnaire, which would be data collection tool for the survey.

3) The third stage is the quantitative study, wherein data would be collected from high school students who are interested in studying in international programs in Thai universities. The survey using the questionnaire as the data collection tool would encompass the topics such as the factors influencing the image of international programs in Thai universities and its subsequent impact on the selection of program of study. The questionnaire has five sections which are demographics, factors in selecting international programs, media and activities exposure and usage, and exposure to integrated marketing communications based on the university's mission.

4) The analysis of the quantitative data would be used to develop the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities. The direct and indirect effects among the variables would be further examined based on the structure and hypothesized relationships derived from literature review. The

structural equation modelling is the appropriate tool because it provides accurate analysis in presenting the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities.

1.6 Definition of Terms

Innovation may be defined as the ideas, operation processes, and inventions that have never been used before or improvement of existing things and processes. The goal is to use innovations in order to increase effectiveness and efficiency in order to save time and labor.

Communication Innovation may be defined as the presentation of innovative ideas, operation processes, and inventions in communications in order to change existing methods to increase efficiency. As a result, communications between senders and receivers through various channels would be more complete. Media innovations is directly affected by information technology and communications innovation would result in more changes in the future.

Image and reputation may be defined as the perception that is derived from the feelings that people have towards an institution based on the reputation, honor, fame, and actions of that particular organization. This would lead to the image of the organization or individual that is created in the minds of people at various levels from their exposure to information and both direct and indirect experiences. These perceptions may be created and hence they can be changed. For the purposes of this study it can be categorized as institution image, role related image, and brand image (curriculum).

Thai universities may be defined as institutions that offer undergraduate programs in various fields of studies that confer certificate or degrees for the completion of study at the undergraduate, masters', and PhD. Levels. For the purposes of this study, the focus would only be on undergraduate programs.

International programs are defined as qualified programs that have been approved for teaching and learning in all languages. They can be described as follows:

- 1) Programs that offer enrollment opportunities for Thai and foreign students Content has to be international.

2) Faculty members should be experts in the courses they teach and have good proficiency in the language they teach.

3) Must have sufficient facilities, textbooks, information technology, and other supporting equipment that are up to date for maximum benefit to students.

4) Must have activities that promote internationalization such as student and faculty exchanges as well as the promotion of cultural exchanges between countries.

5) Must have academic cooperation with foreign institutions.

Image and reputation of international programs may be defined as the perception that individuals have regarding an organization. This might be derived from direct and indirect experience. Individuals may have direct experience or hear about it from others such as friends or relatives. There are many factors that promote the reputation of the university which includes management, teaching and learning, research, academic service, cultural promotion, community service, location and architecture, tuition fees and costs, teaching and learning technology, international accreditation, admissions process, scholarships, students exchanges, quality of graduates, employment rate, and salary levels. This would lead to the trust and loyalty of target group. Factors including management, faculty members, students, reputation of curriculum, role of the university in society have an impact on the choice of parents and students.

Undergraduate degrees may be defined as the level of study in universities that range in duration from 4-6 years. Those who complete the undergraduate degree would be hence called “graduate”.

High school students may be defined as those who are studying the final years of the secondary education level from M.4 (Grade 10) to M.6 (Grade 12).

High schools offering English or bi-lingual programs may be defined as schools that operate under the Education Act of 2001 but uses English as the medium of instruction, which would enhance the potential of students. The courses need to include considerations of morality, ethics, and good cultural values. The teaching and learning must in line with international standards and can be categorized as English Program (EP) and Mini English Program (MEP).

Factors considered for the selection of international programs in Thai universities may be defined as factors that impact the decision in choosing to enroll in such programs by high school students from international or English Programs.

Awareness of general information may be defined as the exposure to information disseminated by international programs in Thai universities through various media, which can be classified into four categories as follows:

- 1) Personal communications such as parents, relatives, friends, senior students, counselors, university personnel, teachers, and tutors
- 2) Mass media such as print media, newspaper, magazine, poster, brochures, signage, outdoor signs (cutouts), television, radio, and cinema media
- 3) Internet media (educational institution websites) and social media
- 4) Activities such as open house events

The creation of image and reputation through integrated marketing communications may be defined as the process in developing communications. This would use a variety of communication tools such as advertising, public relations, personal contact, sales promotion, and communication activities.

Management of international programs in Thai universities may be defined as the standard of curriculums that are based on 6 factors as follows:

- 1) Flexibility in management
- 2) Curriculums with emphasis on internationalization
- 3) Students come from a variety of nationalities
- 4) Faculty members represent a variety of nationalities
- 5) Must have internationalization activities
- 6) Must have sufficient supporting facilities

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH FRAMEWORKS

The objective is designed to develop the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities. As a result, the researcher would review theories and related studies in this chapter as follows:

- 2.1 Globalization and Modernization
- 2.2 Theory about Image and Reputation
- 2.3 Theory about Integrated Marketing Communications
- 2.4 Theory about Media Exposure
- 2.5 Information of International Programs in Thai Universities
- 2.6 Relevant Research

2.1 Globalization and Modernization

The world is evolving through a period of change with a transition towards stronger communities. Globalization has been defined as the rapid sweeping change due to connectivity as a result of information technology development. The term globalization was created to explain the phenomenon of change that transpires in one area has an almost immediate impact in the global arena in terms of economics, politics, environment, and culture. It is thus defined as the process that has unified the global community created by joint influences in terms of economics, technology, politics, and socio-cultural dimensions.

Toffler (1980) explained in his book, the Third Wave, that there are three wave of changes. The First Wave is the period in human history wherein the first economic revolution took place with the introduction of agriculture. At this point humans started

farming and domesticating animals. This became the major drive for economic development for the nation. The economic impact was dependent on the size of the cultivated lands and the resulting yields, which led to the strength of the economic growth. The Second Wave is characterized by Industrialization (1650-1750). Humans have started to use machines in the production line to create mass products with quality controls. The capability for mass production under quality control drives the growth of the nation. The Third Wave is the information technology revolution. Computer technology and telecommunications network first came into play in 1955. This led to the development of the New Economy. The Third Wave or Information Technology Revolution or Globalization drives the nation's economy in various aspects through the development of high-performance networks.

The Third Wave or Globalization is sweeping the world. The word is the combination of the word "global", which means world, and "ization", which means process. This results in changes that encompass the borderless world through international cooperation and multinational connections through communications and transportation that are happening rapidly. These connections have resulted in transformations that have created the modern lifestyle.

Globalization resulting from technology advances brings about changes in the global context. This flow of information technology creates values, attitude, trust, and a feeling of being together in the global village and global household. Computer technology has been developing at a very high speed. In addition, computers are now connected to form a network system.

Narumol Rodnieam (2007) explained the globalization enables the world to be connected as one in terms of ideas and perspectives. This would lead to changes in terms of the economy, education, culture, and lifestyle. Thus, globalization is a development discourse utilizing terms such as "development", "civilization", and "modern". This is based on the Western definition of economic systems such as capitalism and consumerism, which promote economic expansion. However, this might also threaten people, who are not from the West. This is because globalization started in the West. Therefore, it can be observed that many of the concepts in terms of politics, administration, economics, culture, and technology are imbued with Western ideology, which are developed countries.

Kriengsak Chareonwongsak (2017) explained that entry into the age of globalization has an impact on every aspect of society. It usually resulted in social advancement and culture of symbiotic relationships. The world resolves to have a single global standard, which is beneficial for the quality of products and services. This also has an impact on education because it is critical in the development of human resources and creation of global connection through learning. Education, thus is beneficial in this era of globalization.

Resulting cultural changes from the borderless global connectivity also resulted in the realization of the differences that were fundamental to numerous societies. Increased access to the Internet, through cheaper and faster communications technology, has driven to rapid information exchanges on the networked society. This constant flow of information poses a major challenge for modern day education.

Today changes in society, economics, education, culture, and lifestyle are dependent on information technology. The networked society has driven production at the global scale benefiting from the connectivity inherent in globalization. As Toffler had suggested this high technology revolution would lead to a new economy and culture. It would revolutionize industry, economy, society, politics, and education. Humans would share a common culture much like a global village or one world village. Thailand is also currently being affected by these globalization trends that have propelled rapid changes in society.

Thailand is being faced with the challenge of modernization under the capitalism economy ideology based on the new world order. It is undeniable, however, that the Thai people are not ready for these changes. The superficial changes need to be truly addressed and the populace needs to be educated so that they would be aware of the changes affecting the various aspects of society. Thus, the application of the Western ideology in Thai society is driven by four major factors as follows:

- 1) Changes in ideas that have spread globally
- 2) The adaptation of the democratic ideology
- 3) The economic expansion at the local and global level
- 4) Rapid and modern changes to information technology

As the world becomes more borderless, more information is available creating a more varied society. The birth of this multicultural society results in more Thai

students travelling abroad to study. This thus becomes common practice and popular destinations include the USA, Canada, Europe, and Australia.

Educational institutions need to plan for the future and adapt to changes to keep up with the times in order to ensure survival. Management needs to ensure that education standards meet the international criteria. Recognition at the national and international level for international programs would lead to successful student and faculty exchanges. This would lead to the improvement of the education quality, through modern knowledge in terms of science and technology to keep up with the global changes that are making the world united as one.

Should a university choose to adapt and develop, they would fail to keep up with the critical innovative trends. This would result in reduced effectiveness, which would eventually lead to a decline in competitiveness in the education competence. Finally, this would lead the institution to close down. Thus, it can be said that education today is comparable to the production line in a factory. Sakda Dikampor translated the “Changing Education Paradigms” by Ken Robinson and explained that education is currently being departmentalized. Schools have departments categorized by academic disciplines, processes, dividing students by years of study, having placement and evaluation exams much like factory quality control. Thus, in this perspective, education is not different from the industrial production line.

Communications of image and reputation is the result of the postmodernism. Society is changing in many different dimensions, which includes advances in technology, employment in service sector, and rise of the industrial society. These changes are critical to businesses and consumers transforming them more than factors in the industrial sector could ever do (Apipa Prachapreuk, 2011).

In his article titled “La Morale des Objects”, Baudrillard (1969), critical school thinker, explained that the consumer no longer consumed to fulfill their basic needs or direct benefits from consumption. Rather they engage in the consumption of sign. This meant that products and services have come to represent meanings that they did not have. They became symbols, which have come to gain meaning from a system of values that have been created in the modern society. Today most people consume products out of want for something that is more than the function. It is the want for something different that has been defined by society. Therefore, the modern society is defined by

unending needs. Thus, the consumeristic society stems from the desire to show off or engage in conspicuous consumption based on the creation of meaning in the era of post modernism. Consumption becomes a process of representation where concepts are given value in the perception through the use of language and connections of thoughts and words. This leads to the connection to real objects, people, events, and even imaginary people and situations. Thus, educational institutions have also come to be image representations of faith and trust in the creation of quality education.

Baudrillard (1969) explained that there were four logics of consumption as follows:

- 1) Functional logic of use value defines the utility or perception of object as an instrument.
- 2) Economic logic of exchange value defines the idea of equivalence or in marketing terms the view of products as commodity.
- 3) Logic of sign value defines the status and sign that represent standing, identity, style, prestige, and power of an individual.
- 4) Logic of symbolic exchange defines the ambivalence as a gift or symbol of representation.

The ideas of Baudrillard present a new means for the analysis of the problems plaguing educational institutions today. In this multicultural society that engage in consumption of signs, conspicuous consumption is characterized by the desire to be different. Consumers do not really consume the products but rather the advertising that creates the desired image.

Therefore, educational institutions need to adapt to the production of qualified graduates who are smart consumers. Educational institutions can no longer claim the monopoly on being experts in the production of knowledge. In this era characterized by the implosion of boundaries, postmodern societies have become borderless. Having off-shore campuses of international collaborations enabling the exchange of students and faculty need to be implemented. Management of education across borders should be made through information technology based on the idea of multicultural education. The emphasis should be on the development of learners in terms of knowledge and language skills. This should not only focus on the promotion of knowledge and language from developed countries but also the learning of language and cultures from

neighboring countries such as Myanmar, Laos, and Malaysia. This is in line with the research conducted by the Office of the Higher Education Commission (Office of the Education Council, Ministry of Education. (2014a) regarding the impact of globalization in the next five years. The commission found that Thai educational institutions are seeking to create images of quality and differentiation in the face of intensifying competition. However, these institutions had limited resources in terms of qualified students and their ability to serve the labor market. It is also found that students have more choices available thus many institutions have resorted to the development of networking opportunities with other universities. This would serve to mitigate the weaknesses and bolster the strengths through sharing of resources, research, knowledge, and expertise, which would enhance the image of quality education through collaboration.

Universities that fail to compete would end up being closed or taken over. Education is no longer limited to any geographic location, the competition has expanded to regional, national, and global level. The competition is intensifying continuously therefore, it is imperative to develop the quality of education and reputation of the university in order to attract students and gain social recognition.

This research aims to examine the methodologies of integrated marketing communications used by Thai universities that offer undergraduate international programs. The results of the study could be used to develop guidelines for improving communications that would enhance awareness and create future reputation. It is important to focus on the use of media that would be influential in the creation of image and reputation. The idea of message orientation is no longer sufficient. It is important to manage and develop communications that are formulated to achieve objectives in developing image through various communication activities. The communications needs to facilitate understanding and have a continuously clear direction in order to develop the appropriate image for the international programs at the undergraduate level in Thai universities.

2.2 Theory about Image and Reputation

Image and reputation of universities is critical because today educational institutions need to open numerous programs. Students are presented with a variety of choices based on the image and reputation of the institution, which is the indicator of trust and loyalty of the target group. The image includes perception of management, faculty members, students, and reputation of the institution, which has an impact on the choice of parents and students.

Educational institutions are the source for training members in society. It has the role in transferring culture from generation to generation. This is done through management of the curriculum, admissions exam, teaching and learning, training, and offering degrees. Universities provide social standards through life lessons through working in a career and passing on the culture from the previous generations. When an institution has a good reputation, it is perceived positively by society. The result of the reputation leads to trust that society would have for the long-term stability of the institution.

Image has been defined by numerous academics. Kotler (2000, p. 553), the marketing guru, explained that image encompasses beliefs and impressions that people have. Thus, all attitudes and actions are highly related to the image of that object.

Robinson and Barlow (1991, as cited in Wirat Lapirattanakul, 1997, p. 77) explained that the mental image is the result of direct and indirect experience. This includes personal experience or indirect experience through listening to others such as friends, relatives, or reputation.

Abratt and Nsenki Mofokeng (2001) explained that image is an asset of the company that needs to be managed. Good image results in better sales through improved customer satisfaction and loyalty. This would make the company more attractive to investors and employees.

Wirat Lapirattanakul (1997, pp. 81-82) explained that corporate image is the mental image the public has regarding a company. This includes perception regarding management, product, and service. Therefore, image has a broad definition that encompasses every dimension of the business including operations of the company.

Porntip Pimolsil (2008) explained that image is the mental perception about a certain object or individual or organization. This results from the impression derived from awareness, which occurs through direct or indirect experience of the individual. This can also happen through the exposure to information disseminated by the organization such as news, articles, documentaries, television programs, and other activities.

Corporate reputation has a critical relationship with corporate image, which results in the use of the terms interchangeably. Studies of corporate image have traditionally been done using cross-sectional research methodology. However, the latest stream of research has promoted the use of cross-sectional image study methodology exploring each of the stakeholders' groups. This would include examination of values, expectations, and experiences. Corporate reputation is the sum of overall attractions about the organization by all of its stakeholders. It is more complex than corporate image in terms of dimensions and time necessary to accumulate knowledge about the organization.

Phathom Rerkklang (2009, pp. 149-150) has categorized image into 3 types, which include institutional image, functional image, and commodity image.

1) Institutional image is the attitude held by the target or the public regarding the organization. It can be categorized as follows:

(1) Corporate image is the impression held by the target regarding the business as a part of the community. It is more than selling products.

(2) Store image results from the ability of the organization to create customer satisfaction. This derives from the ability to serve the customers' needs which is the result of experience. This includes relationships with the product, policy, personnel, and price.

2) Functional image is the image regarding the activities generated by the business organization. This is dependent on the role of the organization that can be categorized as follows:

(1) Service image is the customers' attitude towards the organizations' service such as speed, serving customers' needs, and service effectiveness.

(2) Price image is the impression towards the price and discounts.

(3) Promotion image is the customers' attitude towards the marketing activities during promotional periods.

3) Commodity image is the attitude that customers have towards products offered by the organization, which can be categorized as follows:

(1) Product image is the customers' feelings towards the product in terms of reliable quality.

(2) Brand image is the customers' attitudes towards the products in terms of design, packaging, product characteristics, and importance.

Corporate reputation has multiple definitions. Barnett, Jermier, and Lafferty (2005, p. 34) conducted a meta-analysis of the term, which culminated in what is known as corporate reputation. It incorporates collective judgments of the observers based on the assessments, which impacts finances, society, and the environment of the organization over time.

Fombrun, Gardberg, and Sever (2000) posited that there were six dimensions of corporate reputation, which are emotional appeal, products and services, vision and leadership, workplace environment, social and environmental responsibility, and financial performance.

Walsh, Beatty, and Shiu (2009) explained that there are five dimensions of corporate reputation, which are customer orientation, good employer, reliable and financially strong company, product and service quality, and social and environmental responsibility.

On the flip side all businesses have problems resulting in negative image. This might originate from people in the organization, administrative mission, or the product. Therefore, it is important to carefully solve the problem. It is critical to find the source of the problem and evaluate the attitude of the external stakeholders. Therefore, it is important to set the priorities in solving the problem as follows:

1) Build relationships through the use of public relations through the powerful mass media, which would build trust among consumers. The use of effective public relations plays an important part in building the desired relationship through using mass media by practicing media relations. This enables the organization to present the positive image of the product or administrators to the target group through the use of experienced professionals.

2) Have employees take part in reducing the negative image through the use of plans that are communicated to all employees, who must all participate in the directives set by the organization. This entails that the employees must all understand and participate in the problem solution as defined by the organization. However, it is necessary to exercise caution by ensuring that the explanation is easy to understand and does not break any laws. In addition, it is important to ensure that the communication is done in the same direction.

3) Build good relationship with the community being a part of society through creation of understanding with all stakeholders. This would be in line with the concept of corporate social responsibility (CSR). Thus, the community would help to explain about the brand on the organization's behalf.

4) Salvaging the image through rebranding might be necessary because the problem is too great to solve. However, this is no easy feat because it is necessary to change the brand's DNA. The change has to be more than superficial change creating a positive image for the organization, products, or services in order to create trust among the target group and publics. Therefore, it is necessary for the organization to always monitor its image.

Fombrun (2012, p. 101) explained that corporate reputation is comprised of four dimensions, which include collective assessments, company's attractiveness, defined set of stakeholders, and relative to a reference group of other companies.

Blackboard Inc. (2014) explained that many leading companies provide advise to universities around the world. It is a leadership strategy for recruiting graduates, which inevitably would draw more students to the institution. In the era of intense competition, the opening of new curriculums and programs, needs to be done in a suitable manner in order to serve the needs of students and the labor market. Therefore, the use of marketing strategy to recruit students would be necessary. These would include the following:

- 1) Research the market before launching a new degree program
- 2) Understand target student profile and market
- 3) Develop a customized communication strategy that entices the targeted candidates
- 4) Nurture prospective applicants every step of the way

The market research conducted prior to opening a curriculum or program in order to guarantee success through stimulating the number of applicants needs to address the following issues:

1) It is important to discern the applicant goals. Institutions need to conduct appropriate market research to examine the topics such as the needs of the labor market. This would be necessary for students to plan for their graduation, which would be 2 to 4 years in the future. It is critical to determine the need for graduates in the labor market.

2) The Institution's Brand Identity needs to be studied before offering the new curriculums. It is important to determine whether the curriculum is suitable to the institution in terms of image and reputation in that particular field.

3) It is important to determine the needs of the labor market due to the demands of the future employers. Thus, it is necessary to study the trends of employment and career opportunities for graduates to ensure that the curriculum develops the necessary skills, which would result in its success.

Market research needs to be conducted to understand target student profile and the market. It is crucial for the development for the path for students to become successful in their studies. Thus, for universities to be successful they need to know more about their target in terms of age, beliefs, behavior, and attitudes towards studying and the reputation of the educational institution. As a result, the institution can clearly segment the target group in terms of geographic location, interest, and background of study. Consequently, this understanding would lead to the success of graduates, which would eventually lead to the success of the institution.

The development of a customized communication strategy that entices targeted candidates is a critical communications weapon initiated by the institution to provide the necessary information regarding the curriculum. Thus, it has to utilize clear language in explanation of the content regarding the curriculum in an interesting way. It must provide details regarding curriculum benefits such as job opportunities upon graduation, cooperation with both local and international institutions, industry linkages, foreign student exchanges, and the opportunity for higher education both in Thailand and abroad. To do so, it is necessary to use a variety of communication tools to reach the target group.

Another critical aspect is nurturing prospective applicants every step of the way through understanding their needs and continuous building of relationships. It is imperative to develop database of students that would enable the use of various communications channels. Thus, the university must pay close attention to the applicant at every step of the process. For instance, it is necessary to have basic information, communications channels, and provision of necessary timely support. Universities need to build relationship with students through increasing engagement. The use of Customer Relationship Management (CRM) to keep a record of engagements and solutions to student problems would have a positive impact in terms of marketing and building of good relationships.

Bunyapon Poolsawat (2013, p. 32) explained that image of an organization is based on the perception of the target group or the community resulting from its actions. Thus, the development of image takes time together with the process of public relations in building the desired reputation.

Today the creation of organization reputation is very important. These brand building strategies that traditionally relied on public relations have grown to incorporate multiple means of communications that need to be integrated to create the desired image.

Determining the wished or desired image is important in developing the effective differentiation strategy.

The factors that are components of the creation of the desired image as follows:

- 1) Management are determined to fulfill their promise and manage the process effectively.
- 2) Have clear policies that are appropriate with the size of the organization.
- 3) Employees' attitude in providing services such as personality, mannerisms, and automatic communications that are part of the behavior
- 4) Supportive environment such as cleanliness and aesthetics
- 5) Collaborative experience in work and activities
- 6) Motto embodies the values of the organization that brings harmony among employees

7) Social image based on the organizations continued commitment to society, which brings pride to employees leading them to provide service with sincerity

Thus, the communication of the image and reputation of the international programs in Thai universities needs innovation and integration in the use of the appropriate media tools to create a differentiated creative campaign. It is important to create modern communications to reach the target group for survival. Therefore, top management need to study and improve their communications to be clear, fast, and modern to suit the context of change as explained.

2.3 Theory about Integrated Marketing Communications

This research is aimed to develop the structural equation model of causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities. Thus, communications would be the crucial issue that needs to be examined.

Communications is a mechanism developed since prehistoric times that humanity is involved with since birth to death. It used to be confined to analog means such as the sound of drums or smoke. Humans then learned to write on the cave walls depicting their family and animals. Later, humans started to learn to write using alphabets allowing communications to spread further moving from one society to another even going across cultures. Today communications technology has developed significantly enhancing the effectiveness of communications.

Communications has its roots in the term *communis*, which means communications is the transfer of news, information, experiences, feelings, opinions, and desired message through various communication channels. The communications might be done in the form of speaking, writing, and use of symbols that is suitable in establishing the commonness of thought, which is the objective of communications in eliciting a response.

Costa and Gramston (2002) explained that communications is critical to the achievement of objectives. This can be done through spoken language supplemented with the tone of voice, level of loudness, arrangement of content, and using the appropriate words for ease of understanding. In addition, there is the use of non-verbal

communications that is observed to the posture as well as facial expression. Communications is the means for relaxation, developing identity, and creating trust. Communications can be done quickly, conveniently, and effectively. It has become an important part of life; thus, humans are constantly communicating. Globalization is an era of information that has numerous benefits through the dissemination of knowledge. Communication is therefore, critical in the development of the country and advancement of society, presented as follows:

1) Communications is an important part of human life. No one can live without communications. Every occupation needs to communicate in order to do business. Human society consistently changes and develops, which drives advancement in communications.

2) Communications results in creation of relationships between individuals and society. This helps promote the good understanding between people in society. In addition, it serves to transfer culture presenting its civilization and way of life. This would enable peaceful harmonious existence in society.

3) Communications is an important aspect of development for individuals and society, which includes morality, ethics, and science and technology. Thus, communications is integral in the continuous development, which would lead to improvement in quality of life and development in other dimensions.

2.3.1 Communication Objectives

1) To inform-communications aims to inform or explain news, stories, situations, and other content to the receiver.

2) To teach or educate-communications aims to transfer knowledge and academic knowledge in order to ensure that the receiver is more knowledgeable.

3) To please or entertain-communications may create satisfaction and entertainment to the receiver, which can be in the form of speaking, writing, and other expressions.

4) To propose or persuade-communications may propose or persuade receivers in order to lead them to act in a certain manner.

5) To learn information necessary to the receiver. This includes the search of information to better understand the content the sender desires to communicate.

6) To dispose or decide in the daily life of individuals, which is done continuously. Decisions are made as a result of persuasion by others through recommendations.

Pasvatee Nitikasetsunthorn et al. (2013, p. 142) studied the communications model examined the sender and proposed two roles as follows:

1) Role of the sender in sending the message to the receiver in presenting the thoughts, feelings, and information.

2) Role as the persuader, which is the role in creation of content that has the power to sway the receiver. For instance, a salesman would persuade the customer to buy a product. The sender is the creator of the image, which is used to persuade the receiver without their knowledge.

The researcher found that the image could be created using advertising, public relations, and customer service. All of these experiences would contribute to the development of the image through marketing communications, which can be considered as follows:

1) Image has been created as a result of modern service with strong identity in building reputation through the use of technology.

2) Image in terms of price is generally the first thing that consumers consider. They would evaluate whether the price was fair. In situations of intense competition image of price has another dimension. Therefore, the price, interest rates, or fees have come to reflect the positioning of the product.

3) The desired service image can be projected through service channels. The emphasis would be on convenience of location, service, and service provider including network, number of branches, employees, aesthetics, and unique identity.

4) Desired promotion image can be categorized into two aspects as follows:

(1) Image of the corporate communications activities, which includes communications through various channels such as advertising and public relations that are modern and have good taste. In addition, the communications have to be integrated,

unified, and sincere in the depiction of the identity and respond to the needs of the target.

(2) Image of the promotion activities in terms of form and function to the consumer. This would include activities that promote sales and enhance the appropriateness of the product such as the distribution of souvenirs, premiums, and use of presenters. These activities must be done at the appropriate time in a suitable social context.

(3) Desired image in terms of service effectiveness is comprised of two dimensions, which are service providers and business process. Thus, the development of the business process in order for it to be more modern, accurate, and faster, would go hand in hand with the expertise of the employees so they would have good personality and attitude in order to serve the goals of the organization in enhancing its reputation.

2) Desired image in terms of the organization is the good reputation or unique identity. Each organization needs to identify the character that is differentiated based on the concept of “Good Corporate Citizen”.

3) Desired image in terms of knowledge and moral character is reflected in the business owner and management. This would define the development of the organization in terms of academics and business. Knowledge would lead to work effectiveness and relationship with employees, which is imbued with ethics and social responsibility through preservation of culture, education, youth, and the environment. This is usually observed in major organizations and has to be done continuously. It is this resulting image that would be imprinted in the mind of the customers.

Lasswell (1964, pp. 37-38, as cited in Rattanaporn Suvagondha, 2001) explained that the components in the communications model were who, what, channel, to whom, and effect as explained in Figure 2.1.

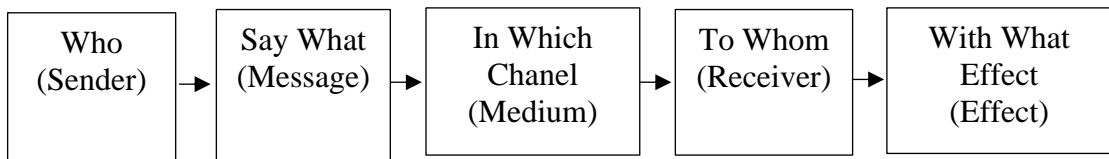


Figure 2.1 Communications Model

Source: Lasswell (1964, as cited in Rattanaporn Suvagondha, 2001, p. 15).

Receivers are not simply passive recipients of information; they are active with roles in selecting and responding to stimulus. They are not easily swayed to accept information. Obstinate audience happens when the information contradicts or is not relevant to the interest of the receiver due to the limited effect of communications. It is a characteristic of the receiver that is important in determining the response. When the information is not consistent with the beliefs, attitudes, or opinions of the receiver, it would be ignored. Therefore, it can be said that people usually seek information that support their existing attitudes and avoid those that contradict them. However, when contradictory information is received the condition, cognitive dissonance occurs. Therefore, to reduce this feeling of dissonance, information that is supportive of the existing viewpoint, attitude, or belief.

Selective processes determine the success or failure of communications. Despite the best efforts of the sender to communicate using expertise of the spokesperson to enhance the effectiveness of the communications, there is no guarantee that it would be 100% successful. The selective process of individuals may differ based on their experiences, beliefs, needs, and attitudes.

Pira Chirasopone (1992, pp. 636-640) explained the selective processes as having 3 layers of filters as explained in Figure 2.2

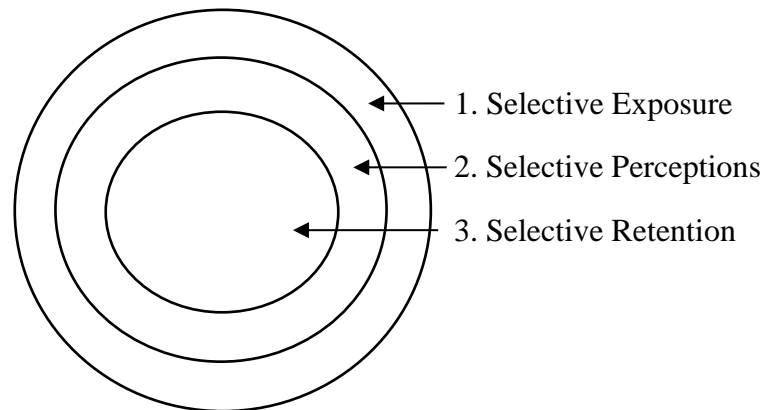


Figure 2.2 Receiver's Selective Processes

Source: Pira Chirasopone (1992, pp. 636-640).

The selective processes in communications can be explained based on the following stages:

1) Selective Exposure is defined as the tendency to pay attention to information provided in media of choice. For instance, it is the selection to consume information from a certain newspaper or radio station.

2) Selective Perception or selective interpretation is defined as the process wherein the receiver would choose to interpret information that may be contradictory to their views based on experience, attitudes, desires, and motivation including emotions and physical context.

3) Selective Retention is the tendency to remember only information that is congruent to existing interests and desires of the receiver. Allport and Postman (1947, as cited in Pira Chirasopone, 1992, pp. 637-638) explained that rumors may spread among people. As the information is passed on from one person to another, only portions of interest are passed that the message is distorted. This is a phenomenon that is seen in daily life. For instance, when an individual relates a story heard on radio, the message would only encompass content of interest to that person.

Mcleod, Atkin, and Chaffee (1972, p. 123) explained that indicators of media exposure can be categorized into two dimensions as follows:

- 1) Time spent with media
- 2) Frequency of the media exposure to different content

Measuring time spent with media has a major weakness because it is dependent on the availability of time and medium. Therefore, it cannot be interpreted in psychological terms. Thus, it is difficult to draw its relationship with other variables. To address this weakness, frequency has been used in a more specific manner such as frequency of exposure to news on television.

2.3.2 Marketing Communications in Identity Creation for Marketing

The development of a marketing strategy requires consideration of multiple factors dependent on the business and goals. It is imperative that the goals are achievable within the context of the business situation. Thus, it is important to consider the following basic factors:

- 1) Business factors include the size, industry, production technology, market, policy, and goals inclusive of the budget for image creation.
- 2) Economic factors include the conditions of growth and decline from the global, country, community, and personal level.
- 3) Industry competition within the industry includes consideration of the competitor's strengths and industry trends.
- 4) Social aspect encompasses culture, way of life, and legal framework. It is important to consider issues such as the consumer protection laws as well as food and drug requirements.
- 5) Occupation ethics in particular businesses that involve the life of people such as hospitals need to consider the ethics framework of the medical profession.
- 6) Impact on the environment includes consideration about the energy and resources. Businesses need to embrace the concept of green marketing as a marketing strategy.

These factors would frame the image that would be appropriate and communicated through the various marketing communications tools, which is defined as the marketing activities that create awareness, understanding, and acceptance that eventually leads to sales and customer loyalty. Marketing communications is comprised of the major tools of advertising, public relations, sales promotion, and direct marketing.

Schultz proposed the concept of integrated marketing communications (IMC), which ensures the effective use of marketing communication tools namely mass-media advertising, personal selling, sales promotion, public relations, direct marketing, and packaging. The goal is to have clear, consistent, and compelling messages.

The development of strong brand identity (Kotler & Armstrong, 1999, p. 439) is the integration of the image and the information regarding the brand. This means the consistent communications have to define the positioning and image presented through public relations, direct marketing, advertising, and sales promotion.

Determination of image to support marketing activities to achieve the business goals has to be analyzed based on the marketing communications tools framework, which are presented as follows:

- 1) Advertising is the main marketing communications tool for promoting products revealing its characteristics such as aesthetics and leadership in technology. This develops the image of the brand. Advertising is composed of elements such as product image, slogan, major selling point, channel, and contact information. These aspects help to develop the clear positioning of the product.

- 2) Public relations is a tool that is effective in building trust. It is highly flexible and helpful in building the image of the brand, product, and even the company. It presents the positive information in a subtle way, which helps to build trust in the long-term. Public relations builds reputation through campaign activities that present the effectiveness and advancement of the company reflecting its commitment to social responsibility.

- 3) Personal contact is conducted through sales people, representatives, and members in a direct marketing scheme. They are crucial in delivering information and provide customers with service, information, and good attitude towards the business to achieve the activities. Direct sales is the most important component in driving the business and communicating with customers in terms of the product, service, and activities. In addition, the employees play an important role in developing the brand image.

- 4) Sales promotion includes activities and equipment that drive sales. These two aspects need to work together to accomplish the goals in promoting the good

image of the product and brand. It reflects the positioning when done in good taste appropriate for the target.

5) Business identity communications is the design of the major components of the business through product identity. The emphasis would be the product design and packaging that would establish the positioning. In addition it is communicated through the corporate identity with emphasis on the architecture, interior design, atmosphere, signage, and employee uniforms. This would help to communicate the comprehensive meaning and positive feelings in the desired direction.

The necessary component in developing marketing communications is the creation of a clear systematic strategic plan. Each related function needs to be capable of achieving the goal together in order to develop the image to promote marketing. It is a blue print for the development of the organization's image which has to include the following elements:

1) Target group definition is necessary because image development needs to clearly define customer or member, target consumer, and general public. In addition, to clearly defining the groups it is important to analyze the demographic, economic, social, lifestyle, and consumer behavior.

2) Brand image objectives determine the goal of the image building efforts. It is based on the Hierarchy of Effects which start from awareness, knowledge, liking, preference, and conviction.

3) Strategy or marketing communication tools needs to distinguish each of the strategies and selection of tools such as advertising, public relations, and personal selling, based on the target and objectives.

4) Strategy in using media and activities would encompass aspect of duration and budget, which needs to consider the two elements of type of media and use of activity and timing.

5) Message strategy is the selection of a type or combination of media in presenting information for persuasive purposes.

6) Monitor and evaluate the effectiveness of the campaign based on the target set. However, the monitoring and evaluation has always been a point of debate between academics and practitioners. The argument is based on the maximum accuracy of assessment, reliability, and trustworthiness.

Current image is the evaluation of the current situation considering the multiple images that occur in the eyes of the consumer. It is important to evaluate whether the resulting image is consistent with the desired image. The process of monitoring and evaluation of the image can be done empirically based on the indicators' achievement of preset criteria. This should be done consistently at least every 2-5 years in response to the new changes. In addition, this continuous assessment of the situation would enable a timely remedy of any negative situation. The process of monitoring and evaluation has to be conducted to have both breadth and depth. Thus, the methodologies need to encompass survey, a quantitative methodology, and focus group discussion, a qualitative methodology.

In addition, indicator and criteria need to be standardized and measured based on the differing details such as the management, product, service, and social service. Additional minor indicators could be included for instance product encompasses quality, shape, or type of the product based on the available technology.

Kotler (2000, p. 553) proposed two levels of scales. The first level is familiarity scale, which could be measured on a five-point Likert scale as follows:

- 1) Never heard of
- 2) Heard of only
- 3) Know a little bit
- 4) Know a fair amount
- 5) Know very well

It is found that consumers are often at the first two stages, thus it is important to build awareness rapidly.

The second level is the favorability scale, which could be measured on a five-point Likert scale as follows:

- 1) Unfavorable
- 2) Somewhat unfavorable
- 3) Indifference
- 4) Somewhat favorable
- 5) Very favorable

Based on the article in Positioning Magazine (July 13, 2012) titled, "Universities Use Major Agencies in the Battle for the Hearts of High School Students".

It is found that many universities utilized advertising to present their image through television, online, and social media. The content usually presents classroom experience and the various programs in a way that appeals to the target audience. Some of the positioning include the following:

Bangkok University emphasized the positioning as the “Creative University”. Additional information from Prachachat Thurakij (May 7-9, 2012) explained that Bangkok University had increased its marketing budget by 10-20% from the previous year.

The University of the Thai Chamber of Commerce created a mini-series titled, “Love 18+, Make Your Choice”.

Panyapiwat Institute of Management (PIM) emphasized the work-based learning curriculum, which is the main differentiating point when compared to other universities.

Durakij Bundit University presented the concept “Discover the Pride in You” as the key message presenting its 44 years legacy.

Rangsit University developed television commercials, “Why Sharing”, to reinforce the brand positioning and using new media to present the positioning of the CSR University.

Sripatum University focused on four policies, which are modern curriculums serving industry needs, difference in learning with anywhere access through online and mobile, environment conducive to learning with modern equipment, and industry network creation.

Assumption University, which is the largest international institution, does not focus on public relations. It focuses on new curriculums to attract students.

Rajabhat Suan Sunantha also emphasizes on the development of the institution’s image to create trust and loyalty through communications regarding the creative experience on a continuous basis.

2.4 Theory about Media Exposure

Exposure and selection of information differ by individuals based on their preferences. For instance, students selecting a university are affected by multiple factors that could include negative and positive assessment of the university's reputation. In addition, they are shaped by the information they receive about the university. These factors have an influence in the development of the image of the university in the minds of their target.

Becker (1972) explained that information exposure behavior always starts with information seeking, which could be done for a specific purpose or simply general information search. The next step is information receptivity, which is based on the interest of the individual. The next step is experience receptivity, which is exposure to information for relaxation purposes.

Researchers have explained the process wherein individuals screen information to ensure congruence with beliefs as presented in the following section.

Friedson, Riley, and Flowerman (1951) explained that the motivation of individuals in a society would determine the interest in media exposure to fulfill their needs.

Klapper (1960, pp. 19-25) explained that selective processing follows four stages as follows:

- 1) Selective exposure is the first stage of this communications screening process. Individuals can choose to be exposed to various media channels such as the purchase of a particular newspaper or listening to a certain radio station based on their interests and needs. The selection of the media is also dependent on the preference of the individual. For instance, some individuals might prefer to read a newspaper or some may prefer to listen to the radio.

- 2) Selective attention is the tendency to choose information from a particular source based on their existing interest, beliefs, or attitudes. The aim is to reduce incongruent information that may cause cognitive dissonance.

- 3) Selective perception and interpretation posit that communications or establishment of commonness of thought may not always be successful. This is because individuals interpret messages differently based on interest, attitude, experience,

beliefs, needs, expectations, motivation, physical and mental conditions. Thus, individuals would choose certain aspects of the information to be processed. Therefore, some parts of the message would be discarded or distorted to satisfy the individual.

4) Selective retention is the process of retaining information that is congruent to the interest, needs, and attitude. The information that is incongruent would not be retained thus it would not be disseminated to others. Thus, information that is retained tends to support existing feelings, thoughts, attitudes, values, and beliefs making it harder to change over time. Some of these information would be used to maintain personal views when contradicting news is presented.

Atkin (1973, p. 208) explained that those, who are exposed to more information having broad perspectives, have better understanding of the environmental context than those who are exposed to limited information.

McCombs and Becker (1979, pp. 51-52) explained that there are four needs that drive exposure to information as follows:

1) Surveillance is the need to monitor the movements and situations in the immediate environment to keep up to date.

2) Decision is the need to seek information regarding a situation to make appropriate choices in daily life.

3) Discussion is the need to have information to communicate with others.

4) Participation is the need to take part with ongoing situation in the society.

Factors that influence selective processes in communications are explained in the following section (Parama Satawatin, 2003, pp. 122-124).

1) Need is the most important drive that arises from the physical and mental domains. These needs range from lower to higher levels, which stimulate the choices made to fulfill them. In addition, this would affect the choices of information needed to show taste, gain acceptance, and gratification.

2) Attitude and values dictate the preferences and predisposition of individuals. It determines the drive to take certain actions in relation to the environment, attitudes, and values as well as selection of media, news, interpretation, and retention.

3) Goals are inherent in all individuals dictating daily activities including socialization and relaxation. It also affects the choices of media and news necessary to achieve goals.

4) Capability is the ability in terms of knowledge and language that impact the exposure, interpretation of information, and retention.

5) Utility is the interest in using the media to receive a certain benefit.

6) Communication Style is the personal preference that dictates whether a person might like to watch television while another might prefer reading the newspaper.

7) Context includes the location, individual, and time of the situation that might have an impact on media and information selection. This would lead to the interpretation that would fit the expectations of the people within the same situation.

8) Experience and Habit is the receiver's tendency to receive information based on past experiences, which has an impact on interest, interpretation, and selection of content.

Khwanruean Kittiwat (1988, pp. 23-26) explained that the following factors had an impact on exposure to information.

1) Personality and psychological traits of individuals are the result of factors such as the family upbringing, environment, level of intellect, attitude, and learning processes as well as motivation.

2) Social relationships are important to individuals because they are influenced by their reference groups. Therefore, their attitude and behaviors would closely resemble those of the reference group.

3) Environmental context beyond the communications such as gender, occupation, level of education, and income result in similarities in the exposure to information as well as consequent responses.

Schramm (1973, pp. 121-122) explained that there are other factors that influence information selection of individuals as follows:

1) Experience drives individuals to have differing exposure to information.

2) Evaluation of information benefits would determine whether it serves to fulfill the needs of the individual.

- 3) Background explains the reason people have different interests.
- 4) Level of education and environment lead to differing levels of ability that may be based in emotional and physical aspects affect information exposure behavior.
- 5) Personality impacts the emotional dimension that assists or detracts understanding of meaning that is being communicated.
- 6) Attitude determines the response to information received.

Kittima Surasonthi (1990, pp. 46-47) explained that the individual screen all of the information. They make conscious choices in exposure and selecting only information that is beneficial for retention and dissemination to others. Therefore, it is imperative to select the content that is deemed necessary by the receiver in order to guarantee the success of communications.

Surapong Sothanasathien (1990, pp. 40-44) categorized the objective for exposure to information into four types as follows:

- 1) Cognition-Receivers need information to fulfill their need for knowledge.
- 2) Diversion-Receivers are exposed to media to seek out thrills, excitement, and relaxation.
- 3) Social Utility-is the need to build relationships and familiarity with those in the same social circle.
- 4) Withdrawal is the use of media to avoid people in the immediate environment such as in the workplace.

Yupadee Thitikulcharoen (1994, p. 3) explained that communication is a crucial component to daily life much like food, shelter, clothing, and medication. Although, it is not directly a life and death matter it is very important because it is the tool to achieve the goals of the individual. It allows the formation of societies becoming more critical with the growing complexity of economics, industry, and social contexts. Thus, communication becomes very important in maintaining a good understanding among members in society.

Duangrutai Pongpaitoon (2001, pp. 13-14) explained that receivers would expose to information in three forms as follows:

1) Receive information from mass media – Receivers would expect to receive information from mass media that would fulfill their needs. This would result in changes in attitude, personality, and behavior. The choice to use certain media would be based on the motivation and goals of the individuals.

2) Receive information from personal sources – Receivers choose to expose themselves to interpersonal communication.

3) Receive information from specialized sources – Receivers are exposed to communications and activities that have been designed for a specific purpose. This would include newsletters, brochures, posters, handbooks, and exhibitions.

Individuals expose themselves to information in order to make decisions. In addition, receiving information helps individuals to keep up to date and adapt to the situations they face.

Therefore, the researcher has adapted the selective processes framework to study the communications of international programs in Thai universities. The intensifying competition and introduction of new technology and communications options, have created more choices for students. In addition, the labor market has higher expectations for graduates entering the workforce. Organizational forces have also forced both public and private universities to struggle hard to become self-sufficient. Thus, education has become a full-fledged business with the goal of maximizing income. This has led to the use of marketing communication tools such as public relations, counseling, and advertising to build the image and reputation of the institutions. Consideration is made based on the 8Ps as follows:

- 1) Product
- 2) Price
- 3) Place
- 4) Promotion
- 5) Process
- 6) People
- 7) Physical
- 8) Productivity and Quality

Communications that create the image of the university may lead to the success of the institution. To be considered by the target, it is important to understand that image

is the culmination of knowledge, feeling, and attitudes that students may have about the program. It is the result of exposure through various media and personal experiences. Whether it is positive or negative partly rests on the individual's personal assessment that may be influenced by their lifestyle and individual traits. The image and reputation of the university is a combination of the performance of the administration, employees, products and services, and the location and facilities provided.

2.5 Information of International Programs in Thai Universities

Today there are numerous public and private Thai institutions that offer international programs based on growing demand by students. This is a consequence of the changes in Thai society, which has resulted in the need for more competition in terms of English skills and knowledge to work in a borderless business environment. Another reason for the growth in the popularity of the international programs is the integration of the Association of Southeast Asian Nations (ASEAN), which comprises of the head of states of Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Vietnam. The integration of the ASEAN into a single market and production base. Many of the public and private institutions have been trying to develop preparations to serve the use of English as the central language in communications in the region. In addition, there are additional collaborations termed as ASEAN+3 (China, Japan, and South Korea) and ASEAN+6 (India, Australia, and New Zealand).

Thailand cannot avoid these waves of changes as a member of ASEAN. The impact of free trade in education and the labor market would lead to free movement of labor across borders. Thus, when considering the Education Development Plan 11 (2012-2016) proposed by the Office of Higher Education Commission, indicated the need for changes in higher education to create a lifelong learning society based on the sufficiency economy. This is necessary for Thailand to maintain its importance in the ASEAN and global community.

Therefore, the Ministry of Education in 2013 had a drive to promote learning English and other languages as well as awareness about ASEAN. This has led to the

establishment of ASEAN Studies Centers that have facilitated the convenience in the movement of labor and the development of Thailand as the regional Education Hub.

International program as defined by the Ministry of University Affairs in the Strategy for International Programs in Private Institutions (1999) is a curriculum that conforms with the required standard using foreign languages as a medium of instruction to offer international students an opportunity to study. These programs can be classified into two categories as follows:

1) International studies programs are curriculums that have content regarding economics and cultures of various countries such as Thai Studies or American Studies.

2) International programs are curriculums that provide the opportunity for Thai and foreign students to study its content. The faculty members have to be experienced in their respective field promoting international experience in the classes. Activities include foreign student applications, exchanges of students and faculty members, academic cooperation with foreign institutions, and the use of modern equipment and books.

International studies programs can be taught in Thai; however, the international programs need to be taught in a foreign language. These international programs need other elements to their curriculum in addition to the use of foreign languages as the means for teaching and learning.

International programs can be developed through many different means such as inviting experts to teach, faculty and student exchanges, credit transfers, Joint Degree Programs, and Joint Ventures.

One institution that offers international programs is Assumption University, commonly known as ABAC, managed by the Brothers of St. Gabriel. The university has two campuses in Huamak and Suvarnabhumi along with two learning centers, which are the City Campus and ACC Campus. The university offers programs providing degrees at the bachelor's degree, masters' degree, and Ph.D. Levels. It offers programs that conform to the international standards and boasts an international community, which incorporates those with different ethnicity, religion, culture, and traditions with faculty and students from over 80 countries.

Mahidol University has opened the International Student Degree Program (ISDP) under the Mahidol University International College in 1990 in Salaya, Nakhon Pathom. It offers 19 bachelor degrees and 2 master degree programs. English is the medium of instruction by a faculty, half of which are foreigners. It has also been trusted by more than 100 institutions from around the world enabling student exchanges.

Chulalongkorn University started their international programs with the creation of the SASIN Institute with two programs. Over the years the university has created an additional 28 international programs through collaborations with international institution. On the other hand, Kasetsart University developed their international programs based on three pillars, which are international students, professors, and activities. Chiang Mai University, a regional institution, has also developed a drive towards internationalization based on the recommendations by the American Council on Education (ACE) as follows:

- 1) Internationalization broadly refers to institutional efforts to integrate an international, global, and/or intercultural dimension into the teaching, research, or service functions of higher education. (ACE's Mapping Internationalization on U.S. Campuses 2012)

- 2) A commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise be embraced by institutional leadership, governance, faculty, students and all academic service and support units. It is an institutional imperative impacts all of campus life and the institution's external frames of reference, partnerships, and relations (Hudzik, 2011).

Darren McDermott, senior consultant to the EU presented the Report on Higher Education Internationalization Strategy to OHEC in 2013. He presented strategy for communities of practice (COP) that would incorporate policies, quality, and international strategy. There is an emphasis on diversity allowing inbound mobility for international networking opportunities, which gave rise to the Mae Jo University Internationalization Promotion Plan 2011-2013 to transform the university into a leading ASEAN institution.

The key success for internationalization has to be driven by the top management in the form of policy, institution, and faculty. This would lead the university on a systematic path to internationalization through the creation of a common vision for all personnel. The university must consider benchmarking with other local universities as well as those at the regional and international level. The comparison should be made with universities that have similar characteristics.

There should be systematic student exchange programs supported by the university. This can be achieved through collaborations and networking that would be critical for the development of personnel. It is important to have both short- and long-term planning based on the direction set in the strategy. Content should include sharing of information, knowledge, teaching and learning experience, research, and management. In addition, it is critical to develop an understanding, networking opportunities, and exchanges to develop students and faculty members.

2.5.1 Policy for International Programs

1) International programs should have foreign students and medium of instruction should be in English.

2) Programs that are not meant to be international can use any language as medium of instruction and there is no requirement to have foreign students may employ foreign instructors.

3) International programs that are academically strong comparable to the international standard may use any language for the medium of instruction if there is no goal for recruiting foreign students.

4) All curriculums have the goal of internationalization.

5) All curriculums may choose not to use a foreign language as the medium of instruction.

2.5.2 Criteria for Opening International Programs

1) There is a plan to use these programs to uplift the institution to the regional level.

2) There are collaborations with foreign institutions that have good quality and reputation to develop academic and personal to the international standard through student and faculty exchanges.

3) Must provide equal opportunity to all for study providing scholarships for those in need.

4) Recruiting international students as presented in the proposition to open the program.

5) Must not offer a Thai program simultaneously.

The researcher conducted an analysis from Dek-D.com, which claimed that Thammasat University is one of the first Thai public universities to offer international programs at the bachelor's degree level. The InterCamp TU is an activity for recruiting students. With campuses at Tha Phrachan and Rangsit, the university offers modern facilities and equipment.

Analysis of information from Post Today (Sept. 18, 2017) about the King Mongkut Institute of Technology showed that internationalization as part of the ASEAN integration. The initiative required the use of foreign language as a medium of instruction, student and faculty exchanges, and research.

International programs have become critical as parents would like to send their children for study abroad for future career opportunities. Therefore, it is necessary to have the knowledge of a second or third language. By being with foreign friends, children learn different cultures through their relationships, which would be useful for their future business opportunities. However, these international programs are more expensive and those who do not have sufficient English background would have a hard time graduating.

The Office of Higher Education Commission (2013) developed an offensive strategy to support universities to improve their ranking in order to become a world class university. This is an important drive to propel Thai universities to reach international standards. In Thailand five often referenced ranking are the following.

1) Time Higher Education World University Rankings (THE) ranks 400 universities from around the world. The King Mongkut Institute of Technology ranks between 351-400. Ranking in Asia include 7 from Taiwan, 6 from Hong Kong, and 6 from South Korea.

2) QS World University Rankings ranked 300 institutions based on the assessment of faculty members from around the world (40%), ratio of faculty to student (20%), citation of research (20%), evaluation of employers (10%) and international cooperation (10%). Mahidol University is ranked at 42, Chulalongkorn University at 48, and Chiang Mai University at 98. In Thailand a total of 11 universities were ranked which are Thammasat Universities (107), Prince of Songkhla Universities (146), Khon Kaen University (161-170), King Mongkut University of Technology Thon Buri (161-170), Kasetsart University (171-180), Burapha University (191-200), King Mongkut Institute of Technology (251-300), and Srinakarin Wirot University (251-300). Taiwan has 49, Malaysia (18), and Hong Kong (7).

3) Shanghai Rankings ranks 500 global universities based on quality of education (10%), faculty quality (40%), research (40%), and academic performance (10%). However, there are no Thai universities ranked but there are 11 from South Korea, 9 from Taiwan, and 5 from Hong Kong.

4) Webometrics Ranking of World Universities by Cybermetrics Lab or Internet Lab located in Madrid, Spain, ranks the capabilities as an E-university. The rankings would be presented every January and July. It is based on web publications and open access, which indicates the university's dedication for dissemination of knowledge. In 2014 the top ranked Thai university was Kasetsart University at 214 followed by Mahidol University at 308 and the third is Chulalongkorn University at 482.

5) UI Green Metric World University Ranking is conducted based on the environmental friendliness of the institution. The top ranked university in 2014 was the University of Indonesia. On January 16, 2015 a total of 360 institutions from 61 countries were ranked. Chulalongkorn University was the top ranked institution from Thailand in 2013 at 40 followed by Mahidol University at 71.

The Standard Team wrote an article about the Times Higher Education (THE) regarding the World University Rankings for 2019. The article showed that 14 Thai institutions were acknowledged in the ranking, which is an increase from 10 in 2018. However, the universities either maintained their ranking or fell in their rankings due to the more intense competition.



Figure 2.3 World University Ranking

Source: The Standard Team (2018).

The World University Ranking has moved from emphasis on teaching and learning, research, knowledge transfer, and internationalization to focus more on international and industry collaborations. Thus, it is imperative that Thai universities need to communicate the image and reputation in terms of international educational opportunities.

Freeman (2005) explained that students as customers purchasing the university services are concerned about the following issues:

- 1) Career Opportunities
- 2) Availability of a Specific Academic Program
 - (1) Academic Facilities
 - (2) Availability of Housing
 - (3) Campus Setting

- (4) Reputation of University
- (5) Student Morale
- (6) Visit to the University
- (7) Variety of Courses
- (8) University Social Life

There are many other reasons that universities need to convey their image and reputation through various channels to increase the number of applicants. It is important to provide information because applicants access various sources in order to attain details regarding the application process. Communications are necessary to project the image of the university, disseminate news, and provide information about various university activities involving faculty members and students.

Manager Magazine (2012) explained the obstacles facing the Thai education system in its drive to internationalization stems from problems in the social and values system. International education means more than just studying English for instance regional institutions should offer languages of neighboring nations. However, many deem this unnecessary because ASEAN uses English as the common language.

Assumption University was the first to offer a bachelor's degree in English. This was followed by other private universities such as Rangsit and Bangkok universities. Then public universities joined in including Mahidol, Chulalongkorn, Thammasat, Khon Kaen, and Chiang Mai after 1990. Usually international programs offered content that was directly translated from their Thai counterparts. The advantage of this type of international program lies in the fact that the faculty members of the institutions can offer their expertise. These faculty members would want to take part in teaching international programs because they get higher pay. However, the major problem of such programs is the management and inability to attract as many international students. It is found that about 80% of the students are Thais. However, the only difference between international and Thai programs is the use of English as the medium of instruction. Thus, there is no real difference between the education received, while students in international programs pay 2-3 times more than their Thai counterparts.

The second type of international programs are multi-disciplinary or interdisciplinary, which are organized as schools or autonomous programs. The independence of these programs may result in its weakness because it is necessary to

employ new faculty members requiring cooperation from existing programs. Thus, the cost of these programs tends to be higher than the first type. However, these programs also have a clear advantage. In employing new instructors, these programs can truly hire those who have the specific expertise keeping them relevant to the needs of the 21st century learner. Examples for such programs are those offered at Rangsit and Bangkok universities, where such programs have become strong reputable programs such as the Philosophy, Politics, and Economics and Communication Arts. These programs have faculty members, who have strong expertise and their fields, and the universities provide state of the art facilities, thus enhancing their reputation.

Kriengsak Chareonwongsak (2007) in the article, *Direction of Thai Education* explained that Thai institutions need to find strong points of differentiation, networking, and building of expertise. Thai higher education needs to develop the image and reputation of quality to remain competitive and attractive to the global community in order to attract faculty and students for the development of research opportunities. In addition, new technology such as e-education, e-learning, or evolving towards a virtual university needs to be addressed.

However, Thai universities have failed to take advantage of the free market for education. This is because Thai institutions are not strong enough to enter the international arena. This is due to the negotiation power, regulations, and competitiveness. In the next five years, Thai universities should be able to strengthen the subjects with strong identity such as Thai cooking, arts, and language. Universities that fail in this competition would need to close or form joint ventures. This is because competition is no longer limited to a geographic area. Competition today has become regional and global accordingly. Thus, the key to survival is effective management in the drive for improving quality to make the institution attractive. The inability to do so would lead to failure to compete and eventual closure or takeover of the institution in the future.

Thai institutions have moved towards becoming more profit oriented. Public universities have to be less dependent on government funding while private institutions also need to survive financially. This has led to the opening of master's degree, PhD., and online programs. However, if the universities failed to maintain quality and ignored ethics such as being easy on the grading. Other problems in online classes might be the

lack of quality in particular at the dissertation level allowing easy graduation of unqualified graduates.

Thai institutions can no longer operate in the manner they thought right. They were being pressured by globalization through the free education across borders policy. This has led to changes in socio-economics in Thailand. As a result, Thai institutions in their struggle for survival, should not result in their negligence of their mission in creating quality graduates to improve the nation's socio-economic condition. However, not many of the Thai institutions would survive this intense competition.

Kriengsak Chareonwongsak (2007) in the article, *Direction of Thai Education* explained that Thai institutions, explained that globalization has led to the connection of trade and investment. This would lead to changes in the labor market requiring staff, who have foreign language skills. Thus, institutions need to produce graduates who have foreign language skills. As a result, there would be opportunities for international institutions to offer foreign language programs in Thailand. Therefore, international programs would become more popular. However, because of the high cost, access to international programs is limited to the affluent.

Education in Thailand would become more internationalized as a result of globalization. This has resulted in the transfer of knowledge, which brings about improvement in investment, education, economics, society, and culture. Consequently, free trade in education would allow the transfer to curriculums, faculty members, and educational institutions. This competition has driven Thai institutions to develop their education quality to create the reputation for international acceptance. The desire to get international standard education led to the internationalization initiative by Chiang Mai University (2014-2016) with the goal to create global citizens based on the 21st century learning. This is in line with the European Union's Bologna Process. The ASEAN networking counterpart working with the Office of Higher Education Commission developed the AUN for accreditation, which considers the use of information technology, intercultural learning, and university social responsibility.

Universities have the mission to develop quality human resources through internationalization. The goal is to become a world class university to develop graduates, who are in great demand in the global arena. Globalization, which is the result of information technology and transportation advances, connects the world in a

more convenient and faster manner. Education in globalization resulted in the changes at every level. Research indicates that Thai education would change in the next five years due to global networking. The labor market of the future would require workers with foreign language skills especially with more tourists coming to Thailand and making investments in the country. This would lead to more interest in studying a foreign language. In addition, more international institutions would enter in the country to offer programs in English, Chinese, and Japanese, which would make such programs more popular (Research and Development, Secretariat of Education Council, Ministry of Education, 2008, p. 72).

Theera Nuchpiem (2003) explained that universities in the era of education in globalization resulted in more across border activities and faculty member and student mobility into many geographic regions through academic research, faculty, and student exchanges. This requires changes in the paradigm driving the strategy to become a world-class university with a mission towards internationalization through development in teaching and learning, faculty, student, and environment.

Arisra Boonrat (2014) explained that education would improve the quality of life through a successful career. However, there are problems and changes in the Thai education, which require the university's management to be capable to manage these challenges and continue to grow in the era of globalization of the 21st century. The global connection enables a flow of trade and investment thus the labor market of the future would need workers who understand cultural pluralism. They would have the skills of the global citizen with the knowledge to cope with the rapid technology changes around the world. Therefore, the curriculums need to become more international.

Ratda Thoopthong (2016) explained that both public and private universities are on the path to internationalization. Universities established policies initiating the offering of international programs. This has led to the establishment of units responsible for international cooperation, student and faculty exchanges, and modification of international programs to keep up with the times in terms of content, academics, and research. The bid for internationalization requires the participation of students and faculty members under the guidance of the administrators in order to create activities and culture that are conducive to internationalization.

ASEAN has three pillars which are the ASEAN Political and Security Community (APSC), ASEAN Economics Community (AEC), and ASEAN Socio-cultural Community (ASCC). Under the ASEAN Framework Agreement on Services (AFAS), liberalization of services including the Education Service Caucus was implemented. This allowed the free transfer of labor, knowledge, language, and culture across the borders in ASEAN. In addition, this has led to the common policy of Education for All, Community-based Education, and e-Education/ICT. Therefore, it was evident that Thai institutions have become dedicated in improving the education quality to reach the international standard.

Jaranya Theppornbunchakit (2013, p. 27) explained that the drive for internationalization is critical to the survival of universities. It is found that the most popular international students in terms of the number of foreign students are at the bachelor's degree. This is due to the demand of the labor market for employees, who are skilled in the use of a foreign language while catering to the international schools, which has recently gained popularity. Therefore, students from international schools seek universities that teach in English with quality that is adequately serving the needs of the learners (Benja Kalyapruerk, 2009). However, it is found that most of the Thai universities are weak and require improvements in their bid towards internationalization.

The Department of Trade Promotion 2016 reported about Thailand's drive towards becoming an international education destination as part of the AEC integration in 2015. As a result, the need for learning a foreign language has grown while more foreign students from neighboring countries and China have come to study in international programs. Thailand is the country that has the largest number of foreign students coming in from the region because of the reasons explained in the following section.

- 1) Thailand's geographic location in the heart of the ASEAN region makes it convenient for travel. In addition, it is the gateway to the region thus it is a suitable center for education. Also, the climate is temperate and people are friendly, making the country favorable to foreigners.

- 2) The cost in terms of tuition and cost of living is not too high while the education quality is accepted at the international level.

3) There are a variety of universities offering a range of courses to choose from. Faculty members and facilities in Thai universities are sufficient to serve foreign students.

However, the greatest challenge in the development of the international education destination is the reputation of Thai institutions, which is not well accepted at the international level. There is a lack of qualified foreign instructors, problems in credit transfers, some curriculums are not well defined, and some are very expensive. Therefore, international programs are accessible only by the affluent. Institutions lack the funds for developing teaching and learning tools. There is no government unit that provides consolidated information for analysis necessary for the development of effective communication strategies. Thus, foreigners do not know of Thai institutions. The research titled, “Expectations, Awareness, and Satisfaction of Students Studying in International Programs in Thai Universities” (Chonlatis Darawong, 2017, pp. 22-31), found that universities around the world have been transforming to meet up with the demands of the AEC integration. The institutions have developed their expertise to create curriculums that reflect their strengths as a means towards internationalization hoping for exchanges with foreign students.

2.6 Relevant Research

Nguyen and LeBlanc (2001) explained in their research titled, “Image and Reputation of Higher Education Institutions in Students’ Retention Decisions” that image and reputation of institutions led to the loyalty of students. There is a relationship between the service and environment, which have an impact on the decision making of students. The management of good service including the interaction with faculty and staff in the institution have an impact on satisfaction. The image and reputation of the institution has an impact on the awareness and loyalty of students.

Hemsley-Brown and Oplatka (2006) explained in their research titled, “Brand Harmonization in the International Higher Education Market” that competition has intensified. There is a trend towards global mobilization of students, therefore universities in the UK have invested in the development of the image and brand of their respective institutions based on their identity. They present the image through the

British Council based on the branding theory. British Council takes part in promoting these universities in new markets in an effective manner. The website advertises that British education is one of the best in the world making it attractive to prospective students. The researchers concluded that each university should develop their unique identity and correct the negative perception to reinforce the market differentiation. Then the collaboration with British Council could be used to reinforce the image and reputation of the institution to better attract foreign students.

Chitlawan Bunnag (1996) explained in the research titled “Private University Image among High School Students” that image of private universities among high school students was good. It can be said that universities have a positive image (3.53). It was found that 54.6% of the respondents were not interested in studying in private institutions. The remaining 45.4%, who were interested in studying in private institutions, said they would choose private universities because they could not enter public universities. They also perceived that the quality of the private and public institutions was about the same.

Kornkanok Virojsrisakul (2003) explained in the research titled “Image of Chulalongkorn University among Bangkok Residents” that Bangkok residents viewed Chulalongkorn University as an institution with good reputation. The students were competent. The teaching and learning is also very qualified. It is the first Thai university that Thais accept. It is the undeniable that Chulalongkorn University is the undisputed leading institution. However, there is a flip side to this image. It is perceived as being a society for the rich and full of luxurious privilege. Overall, there is limited exposure to information about the university. The most significant source of information is newspaper followed by personal and television. In general, it can be said that respondents have a good attitude and relationship with Chulalongkorn University. Thus, it can be concluded that the image of Chulalongkorn University is generally positive.

Tanate Chitsuthipakorn (2004) presented the research titled, “Strategies Development for International Programs in Thai Universities”. The research had four research objectives as follows:

- 1) Analyze the current situation and problems in international programs in Thai universities.

- 2) Analyze the types of international programs in Thai universities.
- 3) Compare the success of the different types of international programs in Thai universities.
- 4) Present the strategies for different types of international programs in Thai universities.

The research found that there were six components that drive internationalization which are faculty members, international activities, support teaching and learning resources, management, and the international curriculum. In 2004 there were 520 programs, with 4,170 students enrolled (2003). The majority of international students came from China (28.44%). Most these international students used their own personal funding (67.53%). There are four types of international programs. The first type is defined as developed by the Thai institutions. The second type is defined as the collaboration between Thai institutions. The third type is defined as the collaboration with international institutions. The fourth type is defined as the collaboration with international institution to establish an institute within the Thai university. Most of the international programs in Thailand are the first type followed by the third type. There are about the same number of type 2 and 4. The problems usually stem from the small number of international students and the lack of variety in the programs. Since there are few students, these programs have less students. Also, there are program level problems, which are the internationalization of the program and atmosphere of study, which extends to the administration. The management of programs are usually comparable in status to a department or faculty. In addition, the research presents 13 success factors in international programs which are vision, leadership, flexibility in quality management, faculty members, modern curriculum, up to date website, good communications, offensive public relations, effective use of resources, external source of funding, institution reputation, common interest, and word of mouth of alumni. Internationalization strategies can be summarized into two recommendations. The first strategy for internationalization includes the issue of diversity in terms of students and faculty members. There needs to support for international activities and supporting facilities to encourage research. In addition, the program needs to have a drive towards internationalization to develop cooperation and

identity. The second strategy is the increase in competitiveness, which includes cooperation and identity building strategy within the curriculum.

Sutchinda Dangkong (2008) conducted the study titled, “Identity of Rajabhat University Lampang”. Most of the respondents were female with education level from high school, vocational school, and university level with income 5,000-10,000 baht were exposed most to information from the mass media in particular radio. They were exposed to additional information through brochures. The personal media used most is personal communication with friends. Public relations content was the most consumed information. It is found that Rajabhat University Lampang was viewed positively. In terms of social responsibility, the university was evaluated as moderate. Rajabhat University was viewed most positive as being the institution of the people of Lampang.

Onuma Chaiyasate (2008) conducted the study titled, “Payap University Image among High School Students in Chiang Mai and Payap University Students”. It is found these two groups did not have significant differences in attitude towards the university. In addition, students in the different years of study in Payap University did not have differences in attitude towards the university.

Apisak Umchansa and Patcharaporn Lansri (2010) conducted the study titled, “Image of Kasetsart University Sakon Nakorn among Management and Advisors in the Upper Northeastern Region”. The research found that internet is the most used communications channel of the respondents. The frequency of exposure is at least once a month. Respondents have a good attitude towards the education quality, research, academic service, and culture preservation. It is found that there is no difference in attitude based on the demographics characteristics.

Ronnachai Kongkaphan (2011) conducted the study titled, “Image of Rajapruek College among Phuket Residents”. The study examined six dimensions, which are risk, graduates production, research, culture preservation, academic services, and identity. It is found that respondents, who were primarily female aged no more than 25 years old with a bachelor’s degree education living in Phuket, were exposed to information about the college through radio, billboard, and newspaper respectively. They had a moderate attitude towards five dimensions except identity, which was rated high.

Wimolpan Arpawet and Sawittri Chiwasat (2011) conducted the study titled, “Education Quality Image of the Mass Communications Technology, Rajamongkol

Pranakorn among Bangkok High School Students”. It is found that the Internet is the media they used most followed by personal communications, television, magazine, radio, and newspaper. They have moderate knowledge, yet have a good attitude towards the faculty. It is found that the differences in perception was found in those who came from different educational institutions. In addition, the study found a relationship between exposure to information and knowledge towards the faculty. However, there is no relationship between knowledge and the image of the faculty.

Yadpirun Suprakornsakul (2011) conducted the study titled, “Comparison of Rajabhat Phetchaboon Image to Other Institutions in the Region among High School Students in Phetchaboon”. Other institutions include Rajabhat Nakorn Sawan, Rajabhat Phibulsongkram, and Naresuan University. Respondents had a good attitude towards Rajabhat Phetchaboon in terms of reputation, facilities, and faculty members. In terms of quality of graduates and curriculum have moderate attitude, when compared to other universities in the region. It is also found that the attitude towards Rajabhat Phetchaboon, Rajabhat Nakorn Sawan, and Rajabhat Phibulsongkram did not have significant differences in perception in terms of quality of graduates, reputation, facilities, and faculty members. The only significant difference was found when compared to Naresuan University.

Varaporn Klayprayong (2013) concluded that there are six factors that drive competitiveness in the educational institutions in ASEAN, which are management flexibility, internationalization of curriculum, diversity of students, diversity of faculty members, international activities, and facilitating resources. International programs should meet international standards, which means acceptance from countries that are dynamic. These means they are capable to be flexible in adapting to the changing context. Therefore, there are three formats for providing international education which are 1) English program, which is taking Thai programs to be taught in English and almost all students and faculty members are Thai; 2) Teaching and learning is conducted in English with foreign students and faculty members; and 3) International programs, which had at least 10% foreign students, faculty members who were experts and had good language skills, facilities that support international education, and exchange programs of students and faculty members.

Nitiya Sripoon (2013) found that people in Songkhla province used internet as the most important source of information about universities. They would be exposed to this media at least 3-4 times a week. They learned information about mission, role, and responsibility of the universities in Songkhla. The respondents rated reputation of Songkhla institutions highest followed by teaching and learning, and management respectively. In addition, it is found that the highest rated university was the Prince of Songkhla University followed by Thaksin University, Rajabhat Songkhla, Rajamongkol Srivichai, and Had Yai University respectively. In general, respondents were positive in regards to the local universities in particular in terms of education quality management followed by community involvement, graduates quality, and facilities and equipment respectively. It is also found that the highest ranked university was the Prince of Songkhla University followed by Thaksin University, Rajabhat Songkhla, Rajamongkol Srivichai, and Had Yai University respectively.

Rungnapar Pitpreecha (2013) conducted a qualitative research regarding the factors indicating the quality of Thai universities in Thailand. The research investigated 20 institutions equally divided between private and public institutions. It is found that most of them utilized the OHEC quality accreditation. However, some institutions such as Chulalongkorn University, Chiang Mai University, Rajamongkol Technology Bangkok, Suranaree University, Naresuan University, Bangkok University, Siam University, University of Thai Chamber of Commerce, and Assumption University added their own quality indicators. The most important aspect of quality control is graduates quality to ensure they serve the needs of the industry. The indicators of curriculum quality, faculty members, and research, are rated in importance accordingly.

Jaranya Theppornbunchakit (2018) conducted the qualitative study titled, "International Programs Management in Thai Private Universities". The study utilized in-depth interviews and document analysis regarding international programs management in Thai private universities. Based on the four types of international programs in Thai universities, six areas have been studied. As a result, the research presented recommendations in five areas, which are academics, management, research, finance and human resource, and recommendations. Therefore, internationalization should address the six components which are 1) management of program identity; 2) international curriculum that meets international standards using international language

instruction that is conducive to transfers; 3) diversity of students; 4) diversity of faculty members; 5) international activities that create a experiential culture; and 6) providing convenient resources to facilitate search for information and knowledge.

Based on the review of literature, the effective management of international programs in Thai universities in terms of knowledge management should include 1) development of interesting curriculums of quality that serve the needs of the market; 2) develop curriculums that reflect the university's expertise; 3) develop curriculums that collaborate with well-reputed international institutions; 4) develop quality international programs; 5) develop teaching and learning with emphasis on thinking skills, moral, ethics, and academics. Thus, it is crucial to develop knowledge that is suitable to the times through continuous improvement and teaching of emotional quotient (EQ).

The management of international programs in Thai private universities need to address the importance of curriculum development to be modern, dynamic, utilize English language, emphasis on global excellence, and have quality accreditation. In addition, they need to develop faculty members to have expertise in English, content taught, diversity of nationalities, and research. In conclusion, students need to have expertise in communications in English or other internationally accepted languages.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Methodology

The study titled, “Innovative Communication Management Impact on Image and Reputation of the International Programs in Thai Universities” utilized the mixed research methodology combining analysis of secondary data, qualitative research, and quantitative research as explained in the following section.

3.1.1 Stage 1 Secondary Data

The researcher examined secondary data from various sources including public relations content from universities, published articles, research, university websites, and social media of Office of Higher Education Commission and universities that offer undergraduate international programs. The information was used to develop the definition of undergraduate international programs and number of curriculums that offer undergraduate international programs in Thailand.

3.1.2 Stage 2 Qualitative Research

After the research collected the data in Stage 1, would be used as a guideline for the interview of informants from the universities to gain the necessary key information. The data in this stage would be collected using personal interview technique. The key informants, who are management in charge of the image and reputation communications, are the senders, who need to be analyzed to understand the communications model. The purposive sampling was used to select the respondents, who were responsible for corporate communications, marketing, public relations, and management of international programs. They would include presidents, vice presidents, directors, department heads, faculty members, and staff, who have been assigned to be in charge of international programs in Thai universities.

Public universities, under the government administration-Chulalongkorn University, Mahidol University, Thammasat University, Silpakorn University, King Mongkut University of Technology Thonburi, Prince of Songkhla University, and Khon Kaen University The criteria for selection is based on the variety of international programs offered that have been offered for many years and its reputation leading to acceptance by both Thai and foreign students.

Private Universities-Assumption University (ABAC), Dhurakijbundhit University, University of Thai Chamber of Commerce, Bangkok University, and Rangsit University The criteria for selection is based on the variety of international programs offered that have been offered for many years and its reputation leading to acceptance by both Thai and foreign students.

The researcher recorded the interview making notes of the key points that have then been grouped for further analysis. The technique used for analysis is descriptive analysis based on the conceptual framework with consideration of the research objectives. The findings would be combined with the secondary data that would be applied to Stage 3 Quantitative Research to collect data from the sample, who are defined as high school students interested in studying in international programs.

3.1.3 Stage 3 Quantitative Research

The researcher developed the questionnaire for data collection in the survey. It is designed to collect data from respondents, who are defined as high school students interested in studying in international programs. The questionnaire would examine the factors affecting awareness regarding image and reputation of international programs that affect the choice to study in these undergraduate programs in Thai universities. The sampling frame are high school students from both private and public schools that have international or bi-lingual programs, who are interested in international programs.

3.2 Data Collection Methodology

3.2.1 Stage 1 Secondary Data Research

The researcher collected secondary data from the websites Office of the Higher Education Commission and universities that offered undergraduate international

programs. This is done to define the characteristics and education management (type/number/name) of undergraduate international programs in Thai universities.

3.2.2 Stage 2 Qualitative Research

3.2.2.1 Qualitative Research Data Collection Methodology

The researcher started with the secondary data collected from websites, libraries, public relation materials, and relevant domestic and international research. The result was used to develop the semi-structured question guide to be used as the data collection tool. The open-ended question format was used so that respondents can freely respond. The questions are flexible in order to get the necessary information. The questions examine the aspects of international program management. Probing questions examined the image and reputation development communications designed for the target group. It is the goal of the researcher to understand the planning, strategy, type of communications, messages, format, presentation, tools, channel, and activities used in the development of image and reputation. In addition, the researcher examined the aspects of evaluation of the image and the guidelines necessary to solve problems that arise.

The researcher conducted the interviews to seek the basic reasons and factors in offering international programs in Thai universities, communications management for image development, and communications characteristics designed to reach the target group. In addition, the relationship between the target group's information seeking behavior and their awareness of the university's image. Also, discussions would include the factors high school students in the Greater Bangkok Area used to choose studying in international programs. The information was then used to develop the causal model innovative communication management impact on image and reputation of the international programs in Thai universities. Thus, there are three discussion areas as follows:

- 1) General information about the international program and the university
- 2) Communications format and tools including marketing communications, public relations, and informative activities

3) Image of the university that enhances the reputation of the internationalization of education management

The details of the questions are presented as follows:

(1) General information regarding the international program would cover the following topics:

a) Reason and objectives in offering the international program

b) Management and form of the undergraduate international program

c) Main target making the decision to study the international program

d) Distinctive and uniqueness of the international program

(2) Communications format and tools

a) Does the university have a unit dedicated to the development of the university image?

b) What is the process in planning and developing the communications? This would include discussions about the format of the communications, message, presentation type, and image of the university.

c) What are some of the communication tools or channels or activities to provide the target group with information? Personal communications include parents, friends, teachers, tutors, and university staff. Mass media includes newspapers, magazines, posters, brochures, billboards, television, radio, cinema, digital media (websites), and social media. In addition, this would include exhibitions in schools and on campus open house.

d) How do you think innovative communications can be used to develop the image of the university in this information age?

e) Do you have a communications strategy in this time of intense competition to attract both local and international students to study at your institution?

f) How do you think marketing communication strategies (advertising, public relations, and activities) help to develop the image of the international program at your university?

(3) Image of the university that enhances the reputation of the internationalization of education management

a) What is the image that your international program at your university projects to both internal and external stakeholders?

b) How does your international program provide sufficient variety to serve the needs of Thai and the international community?

c) How does your international program develop continuous collaboration with leading institutions and organizations? How is this important to the development of the image and reputation?

d) What is the importance of global rankings in strengthening the international quality image and reputation?

e) Do you think that Thai universities can compete with international institutions and what are some of the obstacles in the operations?

3.2.2.2 Research Data Collection Tool Quality Examination

The researcher had experts conduct content validity tests for the research data collection tool. This is to ensure that the research tool provides an opportunity for respondents to open up and discuss during the interview. The goal is to create a friendly atmosphere opening the free flow of information exchanges. The interview would be transcribed verbatim. Then the data triangulation process would be used. Any data that was inconsistent would be examined again through additional data collection in order to better understand it. This information would be collected from university recommendations, websites or further interview with key informants for clarification.

3.2.2.3 Data Analysis

After the completion of the interviews, the researcher would analyze and synthesize the findings based on the steps as follows:

- 1) Verbatim interview transcription
- 2) Review the content in detail
- 3) Seek key words and concept

4) Categorize the content based on the objectives and make the necessary connections

5) Make the necessary connections to confirm the relationships based on the objectives

The data collected from the interviews that have been recorded was supplemented with the notes of the key points made by the researcher. Descriptive analysis would be used based on the conceptual framework. The findings would be categorized in accordance to the research objectives to compare and analyze the aspects of the management of the image and reputation communications of each university. This would then be applied for the development of the quantitative research and questionnaire for the survey.

3.2.3 Stage 3 Quantitative Research

The researcher developed the questionnaire as the data collection tool for the survey. The objectives were to study the satisfaction towards international programs in Thai universities. The questionnaire included six sections, which are respondents' profile; factors for choosing international programs in Thai universities; awareness of general information; integrated marketing communication efforts; management of international programs; and image and reputation that have an impact on the decision to choose to study in international programs in Thai universities.

3.3 Verification of the Quality of the Data Collection Tool Stage 2

The researcher would assess the quality of the data collection tool by utilizing the tests of validity and reliability. Thus, after the questionnaire was completed the validity and reliability were tested prior to actual data collection. The procedures are explained in the following section.

3.3.1 Validity

The researcher evaluated the content validity by interviewing 5 experts to ensure face validity. The experts evaluations would be analysed using the Indexes of Item-

objective congruence (IOC). The congruence would be done based on the proposition made by Patchanee Cheyjunya (2015). The calculation would be made as follows:

The questionnaire together with the conceptual framework was evaluated by 5 experts considering congruence to objectives. The scores given have three levels, which are +1, 0, and - 1

1) The definition of these scores are provided as follows:

+ 1 means item is congruent to measurement objective

0 means uncertain that item is congruent to measurement objective

- 1 means item is not congruent to measurement objective

2) Collect the opinion of the five experts measured by the three scoring levels of +1, 0, -1

3) Calculate Item Objective Congruence (IOC) from the following formula:

when $IOC = \text{Item Objective Congruence}$

$\Sigma R = \text{Summary of scores provided by experts}$

$N = \text{Number of experts}$

The IOC score of more than or equal to 0.5 would be included in the questionnaire.

The researcher conducted the validity evaluation of the questionnaire by interviewing 5 experts as follows:

1) Asst. Prof. Dr. Chanin Yoopetch

Faculty Member, International College, Mahidol University

2) Dr. Chaiyarit Thongrod

Vice President for Research, Logistics and Supply Chain College, Suan Sunantha University

3) Dr. Pacharapha Euamonwanich

Program Director, Communication Arts Rajabhat University

4) Asst. Prof. Nattaya Kantasena

Faculty member, Public Relations expert

5) Dr. Chomchanai Bunluesin

Senior Officer 5, AOT

From the analysis of the 5 expert opinions, the overall IOC score of the questionnaire was 0.80. This showed high congruence to the objectives because IOC score of 0.80 is close to 1. The criteria is that values over 0.50 are acceptable, while any values below the cut-off point is not needing modification.

3.3.2 Test of Reliability

To test the reliability, the Cronbach's Alpha Coefficient could be examined to show the internal consistency of the questionnaire items. The items were developed from reviews and modified by experts and the advisor of the researcher. The resulting questionnaire was tried on 30 respondents, drawn from high school students, who were not in the sampling frame. They had similar characteristics with the sample. The completed questionnaires were analysed using the Item Total Correlation to determine the Cronbach's Alpha. The cut-off point was accepting any item that had Cronbach's Alpha values exceeding 0.70. The items would be examined in terms of corrected item-total correlation, which should have value equal to or more than 0.30. Thus, consideration of the alpha if item deleted, which means the increase in the coefficient alpha would increase in value. Any item that fails these three considerations would be deleted from the questionnaire.

3.3.2.1 Population and Sampling Design of the Quantitative Study

The population and sampling frame for the study is high school students, who are enrolled in English and Mini English programs (MEP). Therefore, the researcher used the formula presented by Cochran (1953), which has 95% confidence interval with error margin of $\pm 5\%$ (Kanlaya Vanichbuncha, 2006).

Utilize the W. G. Cochran Formula

$$n = \frac{P(1-P)Z^2}{d^2}$$

when n is number of respondents

P is the proportion of the population for sampling (usually 30% or 0.30)

Z is the desired confidence interval such as

Z at the confidence level 0.10 is equal to 1.65 (confidence level of 90%) >> $Z = 1.65$

Z at the confidence level 0.05 is equal to 1.96 (confidence level of 95%) >> $Z = 1.96$

Z at the confidence level 0.01 is equal to 2.58 (confidence level of 99%) >> $Z = 2.58$

d is proportion of acceptable error (Z-value has to fit with confidence level) as follows:

at the confidence level of 90% the error is 0.10

at the confidence level of 95% the error is 0.05

at the confidence level of 99% the error is 0.01

The resulting sample size is 384.16 respondents, thus the number 400 was used for convenience.

The researcher used the purposive sampling methodology to draw respondents from the sampling frame from high schools offering international and English programs in the Greater Bangkok Area. This convenient sampling method enabled the researcher to distribute the questionnaire in the schools. There were 15 schools where data was collected. These schools offered international and English programs, which are Nawamin, Triam Udom Nomklao, Samsen College, Yothinburana, Pothisarn Pittayakarn, Bangkok Christian College, Tiwpaingam, Sarasas Romklao, Sarasas Bang Bon, Sacred Heart Convent, St. Joseph Convent, Assumption College, Wat Nai Rong, Sarasas, Satriwit, and Assumption Convent.

3.3.2.2 Quantitative Research Data Collection Procedure

The researcher used the questionnaire with close ended questions that can be divided into six parts as follows:

Part 1 Respondents Profile

Part 2 Factors in Selecting to Study in International Programs in Thai Universities

Part 3 Awareness about General Information of International Programs in Thai Universities

Part 4 Integrated Marketing Communications of International Programs in Thai Universities

Part 5 Management of International Programs in Thai Universities

Part 6 Image and Reputation of International Programs in Thai Universities

Part 1 Respondents Profile This section explains the demographic characteristics such as gender, age, school, location, program of study, and academic year of study. Additional information includes their knowledge regarding international undergraduate programs in Thai universities. The questions in this section would be nominal in nature and close-ended with multiple-choice answers.

Part 2 Factors in Selecting to Study in International Programs in Thai Universities This section can be divided into two parts as follows:

Part 2.1 Identification of the factors that affect the choice to study in international programs in Thai universities

Part 2.2 Identification of the most important factors that affect the choice to study in undergraduate international programs in Thai universities

The scoring criteria in part two of the questionnaire utilizes the rating scale. The Likert Scale adapted by the researcher can be defined as follows:

Score	5	defined as	Most important
Score	4	defined as	Quite important
Score	3	defined as	Moderately important
Score	2	defined as	Not quite important
Score	1	defined as	Not important at all

Part 3 Awareness about General Information of International Programs in Thai Universities The questions regarding the behaviour of media usage to expose themselves to general information provided by international programs in Thai universities can be categorized in three parts as follows:

Personal communications-This includes parents, guardians, counsellors, seniors in universities, university staff, and tutors.

Mass media-This includes newspapers, magazine, radio, television, billboard, transit advertising on MRT/BTS/and public transport, university brochures, and cinema advertising.

Online media-This includes university and educational sites such as Dekdee, EduZones, Pantip, Google Search, Facebook, LINE, YouTube, and Instagram

Promotion activities-This includes activities such as counselling/exhibition at schools, department stores, on campus open house, road shows, competitions, and contests in terms of academics, sports, and entertainment.

The scale used for measuring the frequency items would be the Likert scale wherein the rating can be defined as follows:

Score	5	defined as	Most Often
Score	4	defined as	Often
Score	3	defined as	Sometimes
Score	2	defined as	Occasionally
Score	1	defined as	Rarely
Score	0	defined as	Never

Part 4 Integrated Marketing Communications of International Programs in Thai Universities examines the integrated marketing communications (advertising, public relations, and activities) that help to build the image and reputation of international programs in Thai universities. The questions have been developed from the qualitative study, which could be categorized as follows:

1) Advertising would emphasis in terms of content and experience to develop the image stimulating the reputation of the international curriculum in Thai universities can be itemized as follows:

- (1) Content is concise and easy to understand.
- (2) Attractive, interesting, engaging, and quick in remembering university name.
- (3) Reflect image and reputation of university.
- (4) Modern, good taste, and international.
- (5) Can communicate directly to target through a variety of channels.
- (6) Short story or episodic format.
- (7) Advertising has gone viral on social media.

(8) Atmosphere both in and out of the classroom.
 (9) Interactive learning experience (realistic cases).
 (10) Can visualize future upon graduation from international programs.

(11) Clear evidence for intercultural exchanges.

2) Public relations for awareness can be itemized as follows:

(1) University public relations is trustworthy.

(2) Present continuous news about academics and activities.

(3) Quick and accurate information.

(4) Proactive public relations regarding internationalization.

(5) Provide information regarding curriculum, expenses, and scholarships through multiple media.

(6) Public relations in all communication channels.

(7) Public relations unit only provides information regarding international programs.

(8) There is convenient, effective, and easily accessible communication channel for information request.

(9) Direct public relations to target group.

3) Educational activities to provide information can be itemized as follows:

(1) Organize roadshow events in schools.

(2) Organize exhibitions and consultation in department stores.

(3) Organize open house events for university visits.

(4) Organize academic, athletic, and entertaining competitions or contests.

(5) Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address.

(6) Provide scholarships and financial assistance during the period of study.

(7) Provide volunteer activities that show social and community responsibility.

(8) Have art, cultural, and language exchanges.

(9) Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university's activities.

(10) Have trial courses for students before they decide to study at the university.

The ordinal scale is used in combination with the Likert scale in five interval levels as follows:

Score 5 defined as Strongly Agree

Score 4 defined as Agree

Score 3 defined as Not Sure

Score 2 defined as Disagree

Score 1 defined as Strongly Disagree

Part 5 Management of International Programs in Thai Universities is an important component developing the image and reputation of the international programs in Thai universities as follows:

1) Characteristics of International Program

(1) Develop international institute such as international center providing the necessary supporting resources

(2) Have management vision towards internationalization

(3) Have cooperation with leading international institutions

(4) Organize international curriculums

(5) Faculty members should have expertise and necessary language skills with continuous development

(6) Modern and adequate teaching and learning media such as textbooks and computers

(7) Have international activities such as student exchanges including art, culture, and language

2) Format of international program management

- (1) Request assistance from foreign institutions in the curriculum development
- (2) Invite experts to teach or provide special lectures
- (3) Student and faculty exchanges
- (4) Credit transfer with foreign institutions
- (5) Development of Joint Degree Program
- (6) Development of Special Projects
- (7) Curriculum provides opportunity for both Thai and foreign students to enrol
- (8) Use international language in teaching and learning
- (9) Have a network for curriculum development
- (10) Have quality and expertise in course content
- (11) International research publication

The ordinal scale is used in combination with the Likert scale in five interval levels as follows:

- Score 5 defined as Strongly Agree
- Score 4 defined as Agree
- Score 3 defined as Not Sure
- Score 2 defined as Disagree
- Score 1 defined as Strongly Disagree

Part 6 Image and Reputation of International Programs in Thai Universities examines the opinions of students towards the image and reputation of international programs in Thai universities that can be examined as follows:

- 1) University Dimension (University/College/Institute)
- (1) Reputation for international programs
- (2) Internationalization is accepted both in Thailand and abroad
- (3) Well-known teaching and learning of international programs
- (4) Reputed as globally ranked university

(5) Emphasis on proactive public relations of international programs

(6) Support advertising and activities to increase awareness among tar

2) Teaching and learning Dimension

(1) Curriculum serves the needs of the labor market

(2) Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN.

(3) Curriculums support students from diverse and international backgrounds

(4) Faculty are experienced at the international level in teaching and research.

(5) Faculty have qualified degrees from a variety of nations.

(6) Program of studies are accredited both locally and internationally.

(7) Academic cooperation, collaboration, and exchanges at the international level

(8) Organize international academic seminars and research

(9) Graduates are accepted by both local and international organizations.

(10) Graduates have a good employment and high-income opportunity.

(11) Graduates can continue their studies in higher degrees both locally and internationally.

(12) Graduates have good English communication skills.

3) Service and Support for Internationalization

(1) Have a unit in charge and caring for international student exchanges.

(2) Have staff with good English communication skills.

(3) Have staff providing advice and assistance for students all the time.

(4) Provide financial assistance and scholarships

- (5) Has international student exchanges
- (6) Have activities that promote both local and international culture
- (7) Have volunteer projects that help community and society
- (8) Have activities that stimulate friendship among students who come from different backgrounds and culture
- (9) Have modern and international facilities to promote international atmosphere
- (10) Have modern teaching and learning equipment and technology
- (11) Have fast and adequate Wi-Fi on campus
- (12) Have modern library facilities that supports quick information search
- (13) Have safe, modern, and clean facilities for students to read, prepare for exams, and relax
- (14) Have dormitories for international students
- (15) Have good security and healthy environment
- (16) Variety of communication channels for contact, advising, filing complaints, and requesting assistance
- (17) Provide information for admission and providing curriculum details
- (18) Have quick and effective admission and selection process

The ordinal scale in Part 6 is used in combination with the Likert scale in five interval levels as follows:

- Score 5 defined as Strongly Agree
- Score 4 defined as Agree
- Score 3 defined as Not Sure
- Score 2 defined as Disagree
- Score 1 defined as Strongly Disagree

The resulting score would be averaged, compared, and interpreted based on the meaning of the Likert Scale (Poonlarptawee, 1987, p. 210, as cited in Wangraj, 2012, p. 26).

Average	4.21 – 5.00	means	means agree with most
Average	3.41 – 4.20	means	means agree
Average	2.61 – 3.40	means	means moderately agree
Average	1.81 – 2.60	means	means not quite agree
Average	1.00 – 1.80	means	means not agree with at all

3.3.2.3 Data Analysis

After the completion of the data collection from the target, who are high school students from both private and public institutions studying in international and English programs in the Greater Bangkok Area. The questionnaires were then coded in preparation for statistical descriptive analysis. This would include the examination of mean and standard deviation. In addition, inferential statistics would be analyzed using a statistical program.

Part 1 The descriptive analysis of the respondent's profile would include the examination of frequency that would be presented as percentage to be utilized in tables and explanations.

Part 2 Factors in selecting to study in international programs in Thai universities would be analysed using mean (\bar{x}) and standard deviation (S.D.) that would be presented as percentage to be utilized in tables and explanations.

Part 3 Awareness about general Information of international programs in Thai universities would be analysed using mean (\bar{x}) and standard deviation (S.D.) that would be presented as percentage to be utilized in tables and explanations.

Part 4 Integrated marketing communications of international programs in Thai universities would be analysed using mean (\bar{x}) and standard deviation (S.D.) that would be presented as percentage to be utilized in tables and explanations.

Part 5 Management of international programs in Thai universities would be analysed using mean (\bar{x}) and standard deviation (S.D.) that would be presented as percentage to be utilized in tables and explanations.

Part 6 Image and reputation of international programs in Thai universities would be analysed using mean (\bar{x}) and standard deviation (S.D.) that would be presented as percentage to be utilized in tables and explanations.

Part 7 Structural equation modelling is used to develop the causal model of innovative communication management impact on image and reputation of the international programs in Thai universities. The researcher would use the inferential statistics to examine the causal relationship between the variables. Confirmatory Factor Analysis (CFA) would be conducted as part of the Structural Equation Model (SEM) development. The assessment of the model fit would be conducted using the indexes including Chi-Square, CMIN/df., CFI, GFI, IFI, NFI, AGFI, RMSEA, and RMR that would be examined using a statistical program. The results would be compared to the model fit criteria to draw the conclusions that would be presented as percentage to be utilized in tables and explanations.

3.4 Research Conceptual Framework

The Research Conceptual Framework for the study titled, “Innovative Communication Management Impact on Image and Reputation of the International Programs in Thai Universities” can be defined as follows:

There are 4 Latent Variables, which are

- 1) Management of international programs
- 2) Awareness of international programs
- 3) Marketing communications of international programs
- 4) Management of image and reputation of international programs and

13 observed variables, which are

- (1) CHAR International characteristics
- (2) FORM Forms of international program management
- (3) PERS Personal media
- (4) MASS Mass media
- (5) SOCI Social media
- (6) ACTI Academic activities
- (7) ADVE Advertising

- (8) PUBI Public relations
- (9) PROM Promotional activities to disseminate information
- (10) IMGE Image of international program management
- (11) INSI Educational institution
- (12) LAND Teaching and learning
- (13) INTE. Provide services and support for internationalization

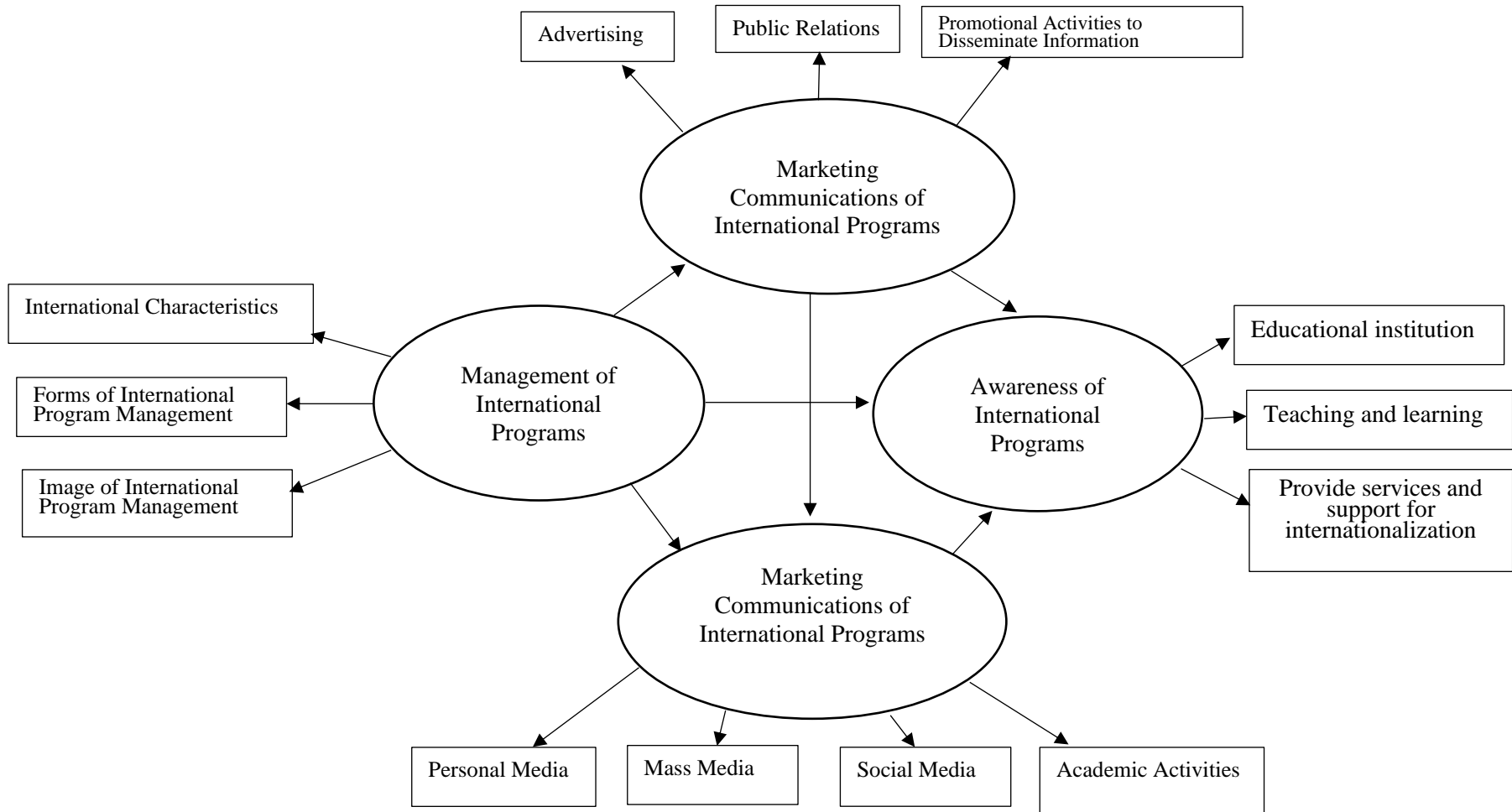
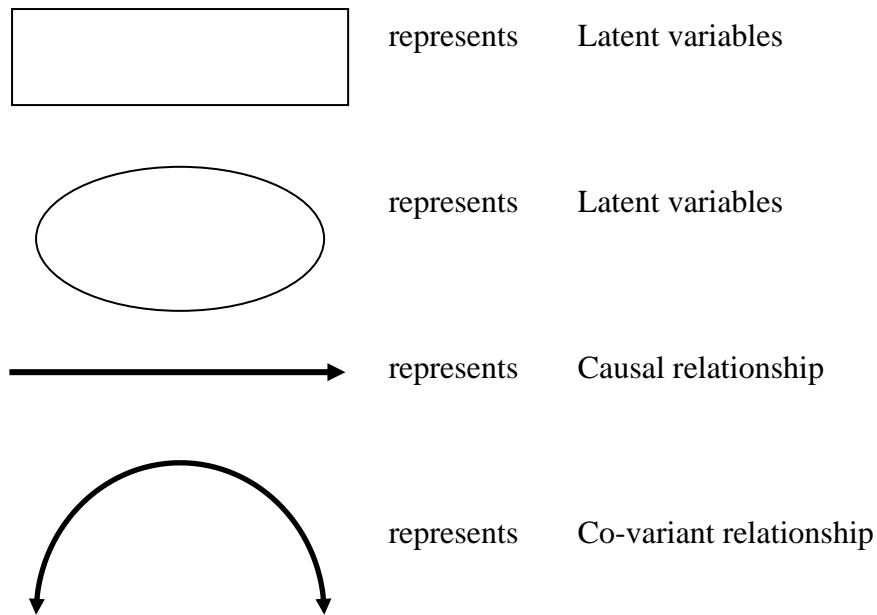


Figure 3.1 Research Conceptual Framework for the Study Titled, “Innovative Communication Management Impact on Image and Reputation of the International Programs in Thai Universities”

Definition of Symbols and Abbreviations in Data Analysis

To ensure a common understanding for the data analysis in Chapter 4, the symbols and abbreviations are presented in the following section. The analysis would be conducted after the respondents have collected the data to answer the research objectives.



3.5 Symbols for Data Analysis

n	means	Number of respondents
\bar{x}	means	Average/Mean
SD	means	Standard deviation
C.V.	C.V.	Coefficient of variation
r.	means	Pearson's product moment correlation coefficient
χ^2	means	Chi-square
λ	means	Factor loading
e.	means	Standard error of indicator
Sig.	means	Statistical significance
df.	means	Degree of Freedom
R ²	means	Coefficient of relationship squared

**	means	Statistical significance level at 0.001
*	means	Statistical significance level at 0.05
CFI	means	Comparative Fit Index: CFI
GFI	means	Goodness of Fit Index: GFI
AGFI	means	Adjusted Goodness of Fit Index: AGFI
RMSEA	means	Root Mean Square Error of Approximation
SRMR	means	Standardized Root Mean Square Residual
NFI	means	Normed fit index
IFI	means	Incremental fit index
CFA	means	Confirmatory Factor Analysis
EFA	means	Exploratory factor analysis
AVE	means	Averaged observed variance
CR.	Means	Critical ratio

Definition and abbreviation of research variables

PERS1	is	Father, mother, and guardian
PERS2	is	School counsellor
PERS3	is	University seniors
PERS4	is	Friends
PERS5	is	University staff
PERS6	is	Tutors
MASS1	is	Newspaper
MASS2	is	Magazine
MASS3	is	Radio
MASS4	is	Television
MASS5	is	Outdoor advertising
MASS6	is	Transit ads on BTS/MRT/Public areas
MASS7	is	Documents introducing the university
MASS8	is	Cinema advertising
SOCI1	is	University website
SOCI2	is	Websites such as Dekdee, EduZones, Pantip
SOCI3	is	Google Search

SOCI4	is	Facebook
SOCI5	is	LINE
SOCI6	is	YouTube
SOCI7	is	Instagram
ACTI1	is	Counselling in schools
ACTI2	is	Counselling in exhibition halls or department stores
ACTI3	is	University campus open house
ACTI4	is	Contest/Academic competition/Sports/Entertainment
ADVE1	is	Content is concise and easy to understand
ADVE2	is	Attractive, interesting, engaging, and quick in remembering university name
ADVE3	is	Reflect image and reputation of university
ADVE4	is	Modern, good taste, and international
ADVE5	is	Can communicate directly to target through a variety of channels
ADVE6	is	Short story or episodic format
ADVE7	is	Advertising has gone viral on social media
ADVE8	is	Atmosphere both in and out of the classroom
ADVE9	is	Interactive learning experience (realistic cases)
ADVE10	is	Can visualize future upon graduation from international programs
ADVE11	is	Clear evidence for intercultural exchanges
PUBI1	is	University public relations is trustworthy
PUBI2	is	Present continuous news about academics and activities
PUBI3	is	Quick and accurate information
PUBI4	is	Proactive public relations regarding internationalization
PUBI5	is	Provide information regarding curriculum, expenses, and scholarships through multiple media
PUBI6	is	Public relations in all communication channels
PUBI7	is	Public relations unit only provides information regarding international programs

PUBI8	is	There is convenient, effective, and easily accessible communication channel for information request
PUBI9	is	Direct public relations to target group
PROM1	is	Organize roadshow events in schools
PROM2	is	Organize exhibitions and consultation in department stores
PROM3	is	Organize open house events for university visits
PROM4	is	Organize academic, athletic, and entertaining competitions or contests
PROM5	is	Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address
PROM6	is	Provide scholarships and financial assistance during the period of study
PROM7	is	Provide volunteer activities that show social and community responsibility
PROM8	is	Have art, cultural, and language exchanges
PROM9	is	Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university's activities
PROM10	is	Have trial courses for students before they decide to study at the university
CHAR1	is	Develop international institute such as international center providing the necessary supporting resources
CHAR2	is	Have management vision towards internationalization
CHAR3	is	Have cooperation with leading international institutions
CHAR4	is	Organize international curriculums
CHAR5	is	Faculty members should have expertise and necessary language skills with continuous development
CHAR6	is	Modern and adequate teaching and learning media such as textbooks and computers

CHAR7	is	Have international activities such as student exchanges including art, culture, and language
FORM1	is	Request assistance from foreign institutions in the curriculum development
FORM2	is	Invite experts to teach or provide special lectures
FORM3	is	Student and faculty exchanges
FORM4	is	Credit transfer with foreign institutions
FORM5	is	Development of Joint Degree Program
FORM6	is	Development of Special Projects
IMAG1	is	Image and reputation of the institution
IMAG2	is	Experience and duration in operating the international program
IMAG3	is	Standard in managing the international program
IMAG4	is	Gaining acceptance in terms of program management of international programs
IMAG5	is	Trust in the management of international programs
INSI1	is	Reputation for international programs
INSI2	is	Internationalization is accepted both in Thailand and abroad
INSI3	is	Well-known teaching and learning of international programs
INSI4	is	Reputed as globally ranked university
INSI5	is	Emphasis on proactive public relations of international programs
INSI6	is	Support advertising and activities to increase awareness among target
LAND1	is	Curriculum serves the needs of the labor market
LAND2	is	Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN
LAND3	is	Curriculums support students from diverse and international backgrounds
LAND4	is	Faculty are experienced at the international level in teaching and research
LAND5	is	Faculty have qualified degrees from a variety of nations

LAND6	is	Program of studies are accredited both locally and internationally
LAND7	is	Academic cooperation, collaboration, and exchanges at the international level
LAND8	is	Organize international academic seminars and research
LAND9	is	Graduates are accepted by both local and international organizations
LAND10	is	Graduates have a good employment and high-income opportunity
LAND11	is	Graduates can continue their studies in higher degrees both locally and internationally
LAND12	is	Graduates have good English communication skills
INTE1	is	Have a unit in charge and caring for international student exchanges
INTE2	is	Have staff with good English communication skills
INTE3	is	Have staff providing advice and assistance for students all the time
INTE4	is	Provide financial assistance and scholarships
INTE5	is	Has international student exchanges
INTE6	is	Have activities that promote both local and international culture
INTE7	is	Have volunteer projects that help community and society
INTE8	is	Have activities that stimulate friendship among students who come from different backgrounds and culture
INTE9	is	Have modern and international facilities to promote international atmosphere
INTE10	is	Have modern teaching and learning equipment and technology
INTE11	is	Have fast and adequate Wi-Fi on campus
INTE12	is	Have modern library facilities that supports quick information search

INTE13	is	Have safe, modern, and clean facilities for students to read, prepare for exams, and relax
INTE14	is	Have dormitories for international students
INTE15	is	Have good security and healthy environment
INTE16	is	Variety of communication channels for contact, advising, filing complaints, and requesting assistance
INTE17	is	Provide information for admission and providing curriculum details
INTE18	is	Have quick and effective admission and selection process

3.6 Statistical Criteria for Analysis

The Chi-Square (χ^2 -test) statistic is highly sensitive to the sample size. Therefore, it is often considered as a ratio of χ^2/df . Therefore, to consider the model fit is based on the criteria that any value over 2.00 means the model fits the empirical data (Hair, Anderson, Tatham, & Black, 1998; Bollen, 1989; Sorbon, 1996).

The Comparative Fit Index (CFI) is the comparison that considers the relative fit. Good CFI value should have a value of 0.90, which means the model fit the empirical data (Hair et al., 1998). The Goodness of Fit Index (GFI) presents the observed variance, which can be explained by the model (Hair et al., 1998; Mueller, 1996). Good GFI value should have a value of 0.90, which means the model fit the empirical data. The Adjusted Goodness of Fit Index (AGFI) explains the observed variable that has been adjusted based on the degrees of freedom (Hair et al., 1998; Mueller, 1996). Good AGFI value should have a value of 0.90 or 0.80, which means the model fit the empirical data (Gefen, Straub, & Boudreau, 2000).

The Root Mean Square Error of Approximation (RMSEA) presents the model fit through the examination of the covariance matrix. Ideally values should be less than 0.05 or at least range between 0.05-0.08 (Hair et al., 1998; Browne & Cudeck, 1993) to show model fits empirical data. The Standardized Root Mean Square Residual (SRMR) presents the residual mean values that shows that the model fits the empirical data. The value should be less than 0.05 (Diamantopoulos & Siguaw, 2000). The Normed fit index (NFI) should have values more than 0.90 to show that the model fits

the empirical data (Hair et al., 1998). The Incremental Fit Index (IFI) tests the null hypothesis that the variables do not have any relationship. Therefore, the value of 0.90 shows that there is a relationship between the variables. Thus, the values of should range between 0.90 to 1.001 (Hair, et al., 1998) to show model fits empirical data.

CHAPTER 4

RESEARCH FINDINGS

The study titled, “Innovative Communication Management Impact on Image and Reputation of the International Programs in Thai Universities” is designed to develop the causal model.

4.1 Data Analysis

The researcher utilized the mixed methods research methodology. The qualitative research would be conducted based on the content analysis and in-depth structured interview, which would be analysed in conjunction with the quantitative research methodology. The research could be categorized into 3 parts as follows:

Part 1 Secondary Data Study

Part 2 Qualitative Research

Part 3 Quantitative Research

4.1.1 Part 1 Analysis of Secondary Data Study

The researcher collected secondary data from the educational websites, Office of Higher Education Commission, and websites of universities that offer undergraduate international programs.

The researcher examined the definition of international programs referencing documents such as executive summaries, management of international program strategies, Quality Assurance Office, Ubon Ratchathani University. The Office of Higher Education Commission has policies and guidelines for international programs that would be explained in the following section.

International programs are curriculums that have met quality standards and offer the opportunity to use any language as the medium of instruction. These programs can offer admission to foreign students.

International is defined as being accepted at the global level. “The teaching and learning process must have an international component that includes diversity in culture. In addition, it must have internationalization as part of the objectives, mission, and teaching and learning of programs offered at the tertiary level (after high school).

International Studies Program are those that have content and activities that encompass studies about economics, culture, and politics of various countries. This might then be narrowed in scope to become area studies such as Thai Studies, American Studies, or Asia Studies. The goal is to create common understanding in an interdependent world through the creation of a global perspective to develop a harmonious world order. This is critical in the era of global economic competition that requires technology transfer among nations.

International Programs

Characteristics of international programs as follows:

- 1) Provides the opportunity for Thai and foreign students coming from study abroad programs and student exchanges.
- 2) Develop curriculums that are international in nature.
- 3) Faculty members should have the necessary experience and language skills that is good enough to teach. In addition, it is important to have continuous faculty development.
- 4) Teaching support facilities such as books, information technology, and other supporting equipment need to be up to date and provide the maximum benefit.
- 5) The institutional activities with the goal to promote the international atmosphere, students exchange with foreign institutions, and multicultural activities.
- 6) Development of institutional relationship with foreign institutions.
- 7) Organize the institution to be more international through the use of international data sources, international students center, supporting resources, international faculty members, and administrators, who have international perspectives.

Management forms of international programs could be done in many ways as follows:

1) Requesting assistance from foreign institutions in curriculum development

2) Sending experts to teach in the programs

3) Student and family exchanges

4) Credit transfers

5) Offering joint degree programs

6) Developing various joint ventures

Thai Institutions that Offer International Programs at the Undergraduate Level

The researcher analysed data from websites and reports compiled by the Office of Higher Education Commission. There are 155 institutions as follows:

Table 4.1 Type/Number of Higher Education Institutions (2018)

Type of Higher Education Institutions	Number	Total
Public HELs		82
Autonomous Universities	23	
- 20 universities		
- Maha Chulalongkorn Universities		
- 2 Institutions		
Public Traditional Universities	12	
Rajabhat Universities	38	
Rajamangala Universities of Technology	9	
Private HEIs		73
Universities	42	
Institutions	11	
Colleges	20	
Total Number of Institutions		155

Source: Office of Higher Education Commission (2018).

The researcher analysed data from the university websites and information from the Office of Higher Education Commission database. There were a total of 332

undergraduate international programs offered in 56 institutions (Data as of March 31, 2019). The data is presented in Table 4.2 as follows:

Table 4.2 Name of Thai Universities Offering International Programs

Number of Undergraduate Programs Offered in Each Institution	
Public/Autonomous Universities	
1. Chulalongkorn University	9
2. Kasetsart University	8
3. Chiang Mai University	7
4. King Mongkut University of Technology	10
5. Northern Bangkok University of Technology	3
6. Khon Kaen University	6
7. Thammasat University	23
8. Burapha University	5
9. Maha Chulalongkorn University	4
10. Mahidol University	28
11. Prasarnmit University	3
12. Silpakorn University	4
13. Suan Dusit University	1
14. Prince of Songkhla University	12
15. Chulabhorn Royal Institute	1
16. King Mongkut Institute of Technology	17
Total 16 Institutions 141 Programs	
Public/Autonomous Universities	
17. Narathiwat Rajanakarin University	1
18. Naresuan University	5
19. Mahasarakham University	2
20. Ramkhamhaeng University	4
Total 4 Institutions 15 Programs	

Table 4.2 (Continued)

Number of Undergraduate Programs Offered in Each Institution	
Public/Rajabhat Universities	
21. Rajabhat Chiang Rai University	1
22. Rajabhat Chiang Mai University	2
23. Rajabhat Thonburi University	2
24. Nakorn Sawan Rajabhat University	1
25. Phuket Rajabhat University	1
26. Walailongkorn Rajabhat University	2
27. Rajabhat Suan Sunantha University	9
28. Rajabhat Utaradit University	1
Total 8 Institutions 19 Programs	
Public/Rajamangala Universities of Technology	
29. Rajamangala University of Technology Bangkok	4
30. Rajamangala University of Technology Thonburi	4
31. Rajamangala University of Technology Rattanakosin	1
32. Rajamangala University of Technology Lanna	6
Total 4 Institutions 15 Programs	
Private Institutions/Universities	
33. Bangkok University	9
34. Bangkok Thonburi University	1
35. Kasembundit University	6
36. Christian University	3
37. Sinawatra University	4
38. Durakijbunhit University	3
39. Stamford University	15
40. Asia-Pacific University	10
41. Payap University	3
42. Mae Fah Luang University	4
43. Rangsit University	5

Table 4.2 (Continued)

Number of Undergraduate Programs Offered in Each Institution	
44. Webster University (Thailand)	8
45. Sripatum University	6
46. Siam University	2
47. University of Thai Chamber of Commerce	3
48. Hua Chiew University	1
49. Had Yai University	3
50. Assumption University	37
51. Panyapiwat Institute of Management	1
52. Rajaphak University	2
53. Dusit Thani College	2
54. Thongsuk College	1
55. St. Theresa International College	15
56. International Buddhist College	1
Total 24 Institutions 145 Programs	
Total 56 Universities	335

Source: Office of Higher Education Commission (2018).

Table 4.2 shows that there are numerous Thai institutions that offer international programs. Assumption University has 37 programs, which is the highest number. This is followed by Mahidol University (28 programs), Thammasat University (23 programs), Stamford University (15 programs), and St. Theresa (15 programs) respectively.

The researcher has analysed the documents concluding that most of the Thai universities offered international programs at the undergraduate level on the institution's property in the city. Most of location includes Bangkok and the surrounding areas, which are Pathom Thani, Nakhon Pathom, and Samut Prakarn. There are also regional universities located in major cities of major cities such as Songkhla, Khon Kaen, Phuket, Chiang Mai, Ubonratchathani, and Chonburi.

The researcher found that all of the Thai institutions used websites for internal and external communications.

Table 4.3 List of Thai Institutions that use Websites for Internal and External Communications

University in Thai Alphabetical Order	URL
Kasetsart University	http://www.ku.ac.th
Bangkok University	http://www.bu.ac.th
Bangkok Thonburi University	http://www.bkkthon.ac.th
Krirk University	http://www.krirk.ac.th
Kasembundhit University	http://www.kbu.ac.th
Khon Kaen University	http://www.kku.ac.th
Chulalongkorn University	http://www.chula.ac.th
Shinawatra University	http://www.siu.ac.th
Chiang Mai University	http://www.cmu.ac.th
Taksin University	http://www.tsu.ac.th
King Mongkut University of Technology Thonburi	http://www.kmutt.ac.th
North Bangkok University of Technology	http://www.kmutnb.ac.th
Mahanakorn University of Technology	http://www.mut.ac.th
Suranaree University of Technology	http://www.sut.ac.th
Thammasat University	http://www.tu.ac.th
Durakijbundhit University	http://www.dpu.ac.th
Naresuan University	http://www.nu.ac.th

Table 4.3 (Continued)

University in Thai Alphabetical Order	URL
Burapha University	http://www.buu.ac.th
Payap University	http://www.payap.ac.th
Maharakham University	http://www.msu.ac.th
Mahidol University	http://www.mahidol.ac.th
Mae Jo University	http://www.mju.ac.th
Rangsit University	http://www.rsu.ac.th
Rajabhat University	http://www.rajapark.ac.th
Ramkhamhaeng University	http://www.ru.ac.th
Walailuck University	http://www.wu.ac.th
Srinakharinwirot University	http://www.swu.ac.th
Sripatum University	http://www.spu.ac.th
Silpakorn University	http://www.su.ac.th
Prince of Songkhla University	http://www.psu.ac.th
Siam University	http://www.siamu.ac.th
Sukhothai Thammarat University	http://www.stou.ac.th
University of Thai Chamber of Commerce	http://www.utcc.ac.th
Huachiew University	http://www.hcu.ac.th
Assumption University	http://www.au.edu
Eastern Asia University	http://www.eau.ac.th
Asia University	http://www.sau.ac.th

Table 4.3 (Continued)

University in Thai Alphabetical Order	URL
Ubol Ratchathani University	http://www.ubu.ac.th
King Mongkut Institute of Technology	http://www.kmitl.ac.th
Rajamangala University of Technology Thonburi	http://www.rmutt.ac.th
Rajamangala University of Technology Suvarnabhumi	http://www.rmutsb.ac.th
Rajamangala University of Technology Bangkok	http://www.rmutk.ac.th
Rajamangala University of Technology Rattanakosin	http://www.rmutr.ac.th
Rajamangala University of Technology Pranakorn	http://www.rmutp.ac.th
Rajamangala University of Technology East	http://www.rmutto.ac.th
Rajamangala University of Technology Lanna	http://www.rmutl.ac.th
Rajamangala University of Technology Northeast	http://www.rmuti.ac.th
Rajamangala University of Technology Sriwichai	http://www.rmutsv.ac.th
Kampaengphet	http://www.kpru.ac.th
Kanchanaburi	http://www.kru.ac.th
Kalasin	http://web1.rru.ac.th
Chombung	http://www.mcru.ac.th

Table 4.3 (Continued)

University in Thai Alphabetical Order	URL
Chankasem	http://www.chandra.ac.th
Chiang Rai	http://www.ricr.ac.th
Chiang Mai	http://www.cmru.ac.th
Chayabhum	http://www.cpru.ac.th
Thepsatri	http://www.tru.ac.th
Thonburi	http://www.dru.ac.th
Nakhon Pathom	http://www.npru.ac.th
Nakhon Phanom	http://www.npu.ac.th
Nakhon Ratchasima	http://www.nrru.ac.th
Nakhon Srithammarat	http://www.nstru.ac.th
Nakhon Sawan	http://www.nsrु.ac.th
Bansomdej	http://www.bsru.ac.th
Buriram	http://www.bru.ac.th
Phra Nakhon	http://www.pnru.ac.th
Ayutthaya	http://www.aru.ac.th
Pibulsongkram	http://www.psru.ac.th
Phetburi	http://www.pbru.ac.th
Phetchaboon	http://www.pcru.ac.th
Phuket	http://www.pkru.ac.th
Maharakham	http://www.rmu.ac.th

Table 4.3 (Continued)

University in Thai Alphabetical Order	URL
Yala	http://www.yru.ac.th
Roi-et	http://www.reru.ac.th
Rachanakarin	http://web1.rru.ac.th
Rambhaiphunnee	http://www.rbru.ac.th
Lampang	http://www.lpru.ac.th
Loei	http://www.lru.ac.th
Walailongkorn (Phetburi Walailongkorn)	http://www.vru.ac.th
Srisaket	http://www.sskru.ac.th
Sakol Nakorn	http://www.snru.ac.th
Songkhla	http://www.skru.ac.th
Suan Dusit	http://www.dusit.ac.th
Suan Sunantha	http://www.ssrु.ac.th
Surat Thani	http://www.sru.ac.th
Surin	http://www.srru.ac.th
Jombueng	http://www.mcru.ac.th
Udon Thani	http://www.udru.ac.th
Uttaradit	http://www.uru.ac.th
Ubol Ratchathani	http://www.ubru.ac.th

In addition, the researcher examined the related research about international programs in Thai universities. One of the studies examined is Arisra Boonrat (2014) examined that education enabled people to improve their livelihood. They can be

employed in careers that promote advancement in their life. However, the problems and changes in the Thai education industry has to be managed effectively. It is imperative to continuously adapt in order to lead the country to long term survival. Growth in the era of globalization in the 21st century is connected in terms of trade and investment. Thus, the labor market of the future that would employ future graduates need individuals, who have multiple competencies. These skills include the ability to communicate in foreign languages, understanding of multiple cultures, analytical skills, and awareness of civic responsibility in the era of technology of fast communications that is accessible from all over the world. As a result, the management of curriculums need to encourage internationalization.

Ratda Thoophong (2016) explained that both public and private Thai universities all have the strategy for internationalization. They all have policies such as offering international programs, creating international cooperation unites, students and faculty exchanges, modification of curriculum to reach modern international standards, and promotion of international academics and research. These changes are critical to the survival of both public and private institutions. Operational policies in the move towards internationalization is based on the strategy promoting involvement of faculty and students, enabling them to accept changes, and adjust their beliefs and values. This is done through the role of university administrators, faculty members in charge of the teaching and learning as well as student activities, and the creation of the university's culture in becoming more international.

Theera Nuchpiem (2003) explained that education in the age of globalization has resulted in changes affecting educational institutions. This includes the necessity to provide student activities that transcend boundaries and faculty and student mobility. As a result, there is a growth in the number of academic cooperation and study abroad programs covering many regions around the world leading to paradigm shifts necessary to cope with these challenges. One of the strategies is implementation of development of the university ranked as a "World-class University", which requires many initiatives to take place. This would include internationalizing the curriculum, teaching and learning, faculty, students, and the conducive environment that promotes intercultural diversity in the university.

Ruther (1994, as cited in Ratda Thoopthong, 2016) cited who analyzed that internationalization needs the following support.

1) Leadership and management skills that determine the policies, operational guidelines, strategies, and provide supporting resources

2) Organization structure, line of command, allocation of responsibilities, center of commands, and determination of the workload to promote international cooperation

3) Projects and activities have to be tangible in promoting internationalization such as exchanges, cooperation, academic management, and international research

4) Resources and environment, management of resources, budget, creation of motivation, and recognition of the internationalization team in the organization

5) External environment, awareness of the global changes, and motivation to propel development in the institution

Jaranya Theppornbunchakit (2013, p. 27) explained that internationalization is an important direction for learning institutions. This is promoted through the growth in the number of international curriculums. This is particularly true in undergraduate programs, which has the largest number of international students (Quality Assurance Center, Phra Chomklao Phra Nakorn Nua Institute 2009). This is because the labor market needs more people, who are well-versed in foreign languages. In addition, this would serve the need of the popularity and increase in the number of international schools, that produce graduates with good English skills, who are seeking a well-reputed university for further study (Benja Kalyapruek, 2009). However, the study found that many of the international programs in Thailand are still weak. This is because they do not focus sufficiently on quality and management systems that would lead to internationalization.

In addition, the researcher examined research about marketing communications from Nuntika Jitreengam (2018), who studied the impact of integrated marketing communications on the decision to choose a university by high school students in Nonthaburi province (sample size 394 respondents). The research indicated that most of the respondents were women aged between 18-19 years. In terms of advertising and

public relations, it is found that the respondents preferred using the Internet, special activities, television, personal communications, outdoor, souvenirs, brochures, and direct communications. The factors of interest stimulating the decision to study at an institution are website, Facebook, and Line.

The researcher found that integrated marketing communication strategies are tools critical in the communications for universities. It serves as the means to attract students to study. Based on the previous analysis it is observed that integrated marketing communications is an important strategy. It is comprised of advertising, public relations, and counseling activities, which all have an impact on the decision made by students (Siriwan Sareerat et al., 2007).

Therefore, seamless integration of the marketing communications creating a single-minded message are important in creating a strong brand image, which is integral to marketing (Kotler, 2000, pp. 296-297). Having a good image is beneficial to the brand in three ways as follows:

- 1) Create brand personality
- 2) Create differentiation for distinction from competitors
- 3) Create mental image that stimulates emotional responses

The transfer of image through all communications channels and brand contacts can be made through symbols on printed material, audio-visual messages, atmosphere, and various activities. This includes the behavioral expressions of the staff.

The image and reputation of international program in Thai universities have a major impact on the decision of high school students from English Program (EP) to decide to continue their studies at a particular institution. They gain general awareness regarding information about the international programs in Thai universities. In addition, they would look at the management as well as the image and reputation of the international programs in Thai universities. However, there are additional individual factors that impact the exposure to information. This might include interest in studying in international programs. Thus, fulfilling the needs of the individual to receive the desired the information to show the taste of the individual or create social acceptance and satisfaction. Individuals have biases in selecting information and retaining it for achieving their goals. Another factor that affects individuals is the capability of individuals in particular language skills affects the selection of information,

interpretation of meaning, and retention of information. This is the reason some people prefer listening to the radio, watch TV, or read newspapers, which is dependent on the context of location, individual characteristics, and time. The final most important issue is experience. Students may choose to use a certain media based on their interest. Their interpretation and retention are congruent to the work of Atkin (1973, p. 208), which explained that people who are exposed to more information would have better understanding of the environment. They tend to more modern and are kept updated of the timely events. Kittima Surasonthi (1990, pp. 46-47) explained that individuals would not acknowledge all of the information that comes in. They would only select the aspects that they deem beneficial. Therefore, the news and information that flows from the various channels need to be screened all the time. Interesting news that is deemed beneficial by the receiver would lead to successful communications.

4.1.2 Part 2 Analysis of Qualitative Research

Based on the analysis conducted in Part 1, the researcher sought for more information in order to better study the changes in the communications usage behavior. The modern communication tools effectively reach the target enabling them to better access information from advertising, public relations, and activities. In addition, they access information on a variety of social media thus their satisfaction of the information received and expectations regarding the image and reputation of universities have changed. Experience plays a role in the consideration of information through exchanges. Consequently, innovation in communications that has led to digital learning experiences designed for learners in the 21st century has led various universities to adapt and develop more proactive strategies with emphasis on integrated marketing communications (IMC) to effectively reach their target. This would enhance knowledge about the programs increasing trust in the quality that is accepted at both the local and international level.

Many universities have developed new strategic plans that enhance the image and reputation of the university in terms of quality. As a result, the researcher has decided to examine the curriculum, objectives, understanding of communications designed for the target, motivation for student applications, and support provided for students to ensure future employment in the labor market that is in line with the

demands of the economy, society, environment, and technology. This forms the basis for the examination of the communications generated to create image and reputation for international programs in Thai universities in the form of integrated marketing communications implemented through various media for effective communications to the target.

The researcher has defined the sampling frame with key informants drawn from those who have administrative positions in international programs responsible for managing the image and reputation of the universities. These are defined as the senders. The data was collected using the personal interview technique. The purposive sampling and subsequent judgmental sampling methodology were used to draw respondents from the population. These administrators or staff members were drawn from those responsible for marketing communications, public relations, or manage international programs in 12 universities. The public universities are Chulalongkorn University, Chiang Mai University, Khon Kaen University, Mahidol University, Thammasat University, Silpakorn University, and King Mongkut University of Technology. The private universities are Bangkok University, Assumption University, Dhurakijbundhit University, University of Thai Chamber of Commerce, and Rangsit University. The selection criteria is the reputation in terms of offering international programs that have both Thai and international students. The researcher made prior appointment for the interview and was given the opportunity to conduct interviews at 8 institutions as follows:

- 1) Deputy Dean for Administrative Affairs, DPUIC, and Director of International Affairs, Dhurakijbundhit University (December 19, 2015)
- 2) Head of International Affairs Department, Mahidol University (December 24, 2015)
- 3) Assistant to the President for International Development, Rangsit University (December 24, 2015)
- 4) Admissions, Marketing, and International Affairs Staff, University of Thai Chamber of Commerce (January 19, 2016)
- 5) Deputy Department Head, Student Development and Special Activities, International College, Silpakorn University (January 19, 2016)

6) Vice President for International Affairs, Thammasat University (February 8, 2016)

7) Founder International College, Prince of Songkhla University (February 15, 2016)

8) Vice President for Planning and Information Technology, King Mongkut University of Technology Thonburi (February 15, 2016)

The researcher had sent a letter requesting an interview to Assumption University, Bangkok University, Chiang Mai University, and Khon Kaen University but did not receive any response to set an interview appointment date.

The researcher used the semi-structured interview format using open-ended questions in order to allow respondents to freely express their thoughts. The researcher had set three topics to be explored as follows: 1) Topic 1 General Information of International Programs in Thai Universities 2) Topic 2 Communications, Tools, Marketing Communications, Public Relations, and Academic Activities 3) Topic 3 Image of the University in Strengthening International Education

1) Topic 1 General Information of International Programs in Thai Universities

A quote from the Deputy Dean for Administrative Affairs, DPUIC, and Director of International Affairs, Dhurakijbhornhit University stated that,

The reason that Dhurakijbhornhit University offered international programs is to serve the students' need for English development. In addition, the university aims to expand its offerings to enhance its reputation through having diverse curriculums.

The program is organized as a separate faculty known as the International College, which has its own dean, deputy, and program head responsible for managing the teaching and learning.

There is emphasis on a study of the third language such as Chinese, Japanese, or other languages. Students are encouraged to go on exchanges, which is done in many universities. DPUIC sends students on exchanges in Europe and Asia. In addition, internship is very important and the college allows students to take intern positions abroad.

One of the major adjustments made for ASEAN is student mobility and exchanges, thus the curriculum has to be more responsive to this group. This includes offering subjects about ASEAN such as culture and case studies that cater to the differences of the member nations. For instance, we have a faculty member from CIMB, which has branches in many ASEAN countries. This faculty member has taught students well driving their full potential to the point that they have been invited to work in Cambodia.

The interview from the Vice President for International Affairs, Thammasat University explained the opening of the international programs.

The first international program was offered in the Faculty of Economics. At that time the Acharn Puay, the Dean gained cooperation from the Rockefeller Foundation. Faculty members were given scholarship for further study in order to open an international master degree program. This has attracted more foreign instructors to teach at the faculty because the teaching and learning in English. The curriculum was offered from 1969 to 1993 until it was eventually transformed to the Bachelor of Economics Program-BBE and Bachelor of Business Administration. Other faculties then started to offer international programs. However, not all programs were equally equipped with sufficient experience, qualified lecturers, and budget. As a result, the International Affairs Department was set up to take care of these programs. The research unit then came in to support research conducted by exchange faculty and collaboration projects because it is important to determine what these foreign lecturers have accomplished in teaching students. Later students were encouraged to participate in exchanges to study subjects that are innovative and not currently offered in Thailand. Consequently, the international program has to be flexible enough because it is a chicken and egg problem. It is difficult to determine the appropriate balance because we would like our students to attend courses abroad but it means we need to take foreign students in equal numbers. Thus, it is imperative for the university to provide courses that serve this growing number

of foreign students. Therefore, there is a drive to offer more international programs.

International programs are important because it serves the dynamic changes in the world. It is the role of universities in fostering collaboration and integration through academic, faculty, researcher, and student exchanges. There has to be an understanding of culture and language as a means for effective communication necessary to encourage learning. This understanding would create better understanding across cultures. When students are exposed to different cultures and can use language effectively to learn they would be able to understand the differences among people of different nations. Upon their graduation they would become effective in their careers through handling personnel effectively through their international perspective. When these graduates become part of any organization they would become valuable contributors because of their language skills and positive attitude, resulting in positive problem solving that is based on good understanding among people.

Thammasat University started as an open university. It is an educational institution that believes in opening its doors for those who want to study. The foundation courses are shared with all students before they study in their respective specializations. This is what we have done for the past 80 years. We do not compare with other institutions and do not wish them to compare with us. It is our philosophy to combine our know-how from various countries to create a curriculum, we believe is well suited for Thai students. We do not aim to compare with other institutions but maintain our uniqueness. We are the marketplace for knowledge that offers students the freedom of choice.

In the interview, the Deputy Department Head, Student Development and Special Activities, International College, Silpakorn University, explained that

International programs create an advantage for students through language skills and international experiences. It is a major initiative known as “A Pillar of SU’s Internationalization.” Silpakorn University has recognized the impact of globalization on society, which consequently led to the opening of the

International College in 2003. The goal is open an undergraduate program that is taught in English. The initial programs offered are double degree programs. The B.B.A. in Luxury Brand Management is a double degree program in collaboration with the Paris School of Business, France. The B.B.A. in Event and Leisure Marketing is a double degree program in collaboration with the Rennes School of Business, France. The B.F.A. in Digital Communication Design is a double degree program in collaboration with the Birmingham City University, UK.

The interview with the Head of International Affairs Department, Mahidol University, revealed that,

International programs in Mahidol University is part of the internationalization drive to create graduates, who are transformative leaders with width and depth in skills of their field of study in line with the goal of quality graduates in the 21st century.

The teaching and learning in the undergraduate international degree programs may take different forms. Some are international programs while others may be English Programs, but all of them would use English as the medium of instruction as required by the Office of Higher Education Commission (OHEC).

The Admissions, Marketing, and International Affairs Staff, University of Thai Chamber of Commerce explained that,

The university has a unique international program based on the expertise of the university. For instance, the university offers international programs in Business Administration or Accounting, to promote the reputation of the university. It is the goal of the university to be the number one in Asia, therefore the university is on a path of continuous development. The international programs offered are a choice for students, who want a better future. As Dr. Chakarín Srimun, Dean of the International College explained that UTCC is still new therefore it would

only offer programs that in which the university has evident expertise. International education is crucial for learning and exchanging culture, language, and religion. This is especially important for students, who wish to become business practitioners because they need to understand a world full of diversity. Business practitioners need to understand the nuances of religion and cultural differences. The international program at UTCC goes beyond education in the classroom and students have the opportunity to go on study abroad trips. Therefore, education in the international programs are aimed to prepare graduates for their future through learning a foreign language. The programs offer good language skills and understanding of cultural diversity, which enables graduates to expand their knowledge and business networks.

The Founder International College, Prince of Songkhla University explained that

Society today is interconnected and communications can be made rapidly. As a result, they can either cooperate or compete for development of their own respective countries. Cooperation can be done in many areas such as communications, trade, negotiations, and promotion of understanding. However, to access the relevant data it is important to have the appropriate language skills. Thus, English cannot be limited to only one course in the curriculum as stated in the Education Act of 1999 that English is necessary skill for the development of the country in the context of global and ASEAN regional competition. This would be critical for Thailand to get of the middle-income trap. It is, thus, important to have people with good English skills to serve as models for others in order to uplift the English skills of the people. In addition, English is critical for the connections necessary in the era of globalization. Also, English is a critical skill for the development of research, which makes it necessary to develop personnel, who have both quantitative and qualitative skills. The Prince of Songkhla University is the center of education in the south, thus it is the goal of the institution to develop those with the necessary English skill to conduct teaching and learning effectively. This is because in the present

day there are many of those, who do not have the appropriate skills or expertise, which directly impacts the education outcomes. To improve the English knowledge that is taught at the high school level international programs at the tertiary level imbue additional experiences that complement the learning experience. Students who have the appropriate English language skills may waive the English courses. Faculty members, who lack the teaching experience would be given the opportunity to fine tune their skills to ready them for their job.

In the interview, the Vice President for Planning and Information Technology, King Mongkut University of Technology Thonburi explained that

KMUTT places utmost importance on developing graduates, who have primarily good language skills, understand multicultural diversity, and have leadership skills and communications capability. At the university the programs are located within the faculties, however, they are not separate entities rather they help to propel the regular programs as well. In addition, it is critical in improving the performance standard of staff because they must be capable of serving international students. Thus, the key is to ensure that the programs can compete at the international level. It is therefore appropriate to start with admissions of students from the regional level. The entire university has to move together thus every step is a learning experience. There are exchanges among the different faculties because it is not the responsibility of any one single unit. Thus, it is a knowledge transfer at the organizational level. Consequently, all of the processes including admissions are not done separately but rather every part of the process is improved to support international programs.

The Assistant to the President for International Development, Rangsit University explained that,

The international program at Rangsit University started for 18 years before the opening of the International College. This supported English as a medium of

instruction to accommodate students who may not have enough funding to study abroad or some, who have parents preferring to have their children stay close to them. In addition, foreign students may come to study at the International College, thus the atmosphere must have the appropriate international ambience for all students.

The researcher has therefore summarized the content of the in-depth interview in the following section.

Topic 1 General Information of International Programs in Thai Universities revealed that universities offering international programs have three types of management as follows:

Format 1 This type of format provides teaching and learning of international programs at the undergraduate level that is managed by faculties or departments. Examples include Chulalongkorn University, Thammasat University, Kasetsart University, Mahidol University, Chiang Mai University, Srinakarin Wirot University, King Mongkut University Thonburi, Payap University, Sripatum University, Dusit Thani College, Rajabhat Chiang Mai University, Rajabhat Suan Dusit, Rajabhat Suan Sunantha, and Siam University.

Format 2 The university offers teaching and learning as well as management of international programs as a college or as international university. These offer international courses at the undergraduate level. Examples include the International College Mahidol University, Prince of Songkhla University, Silpakorn University, Rajamangala Technology Bangkok, Dhurakijbundhit University, Rangsit University, University of Thai Chamber of Commerce, Bangkok University, Assumption University, Webster University (Thailand), St. Theresa International College, and Stamford University.

Format 3 The university that offers teaching and learning by offering a combination management at both the department/faculty level including collaboration with international institutions/faculty/department to offer international programs, international institutes, and international college such as Thammasat, Silpakorn University, and the Faculty of Science, Mahidol University.

Analysis of the in-depth interviews of the key informants revealed a variety of objectives for offering international programs in Thai universities as follows:

(1) To promote internationalization standards or attainment of the goal to become a world class university, which is in line with the OHEC policy to develop curriculums to become a world class university.

(2) To serve the needs of students, industry, labor market, and future society.

(3) To prepare for integration to the ASEAN Economic Community (AEC), which fits the policy for human resource development in the region.

(4) To prepare for communications and industry certification as well as the preparation for the expansion of education in the region.

(5) Cooperation with international institutions that have image and reputation in terms academics and education quality of the faculty/university through internationalization initiatives such as faculty exchanges

(6) The programs offer the opportunity for Thai, foreign students, study abroad students, and student exchanges as well as research in order to facilitate knowledge, expertise, intercultural communicative competence, and English as a global language proficiency.

(7) The ability to live with those who differ in terms of ideas, way of life, education, and culture. This would open new opportunities for learners to have opportunities to study beyond the classroom. For instance, cooperative education would enable students to use their knowledge in their future careers.

(8) To create learners, who are confident in their language competencies as international communicators. These students should have the ability to analyze different forms of communications in order to communicate effectively as experts in English and intercultural communications.

(9) To provide Thai students the opportunity to exchange knowledge, academics, and cultural aspects. In addition, Thai and foreign faculty members can exchange ideas, academic knowledge, and culture.

(10) To create knowledgeable graduates who have knowledge, ability, and skills in foreign languages.

The interviews revealed that students, who are interested in international programs at the undergraduate level can be categorized in two groups as follows:

- (1) Local students who have graduated from high school.
 - a) International high schools both in Thailand and abroad
 - b) Private and public high schools that offer English Programs
 - c) Private and public high schools that teach in Thai
- (2) Foreign students who have graduated from abroad as well as student exchange from collaboration with international institutions.

It is found that Thai students are the majority of those enrolled in undergraduate international programs. They usually graduate from high schools that offer international, English program, and Thai high schools. Some of the students are graduates from international high schools in both Thailand and abroad. Foreign students, who graduate from international high schools in both Thailand and abroad are a minority.

2) Topic 2 Communications, Tools, Marketing Communications, Public Relations, and Academic Activities

The various communication tools and activities to reach the target of international programs at the undergraduate level of Thai universities include personal media such as parents, friends, counsellors, university staff, and mass media such as newspaper, magazine, poster, brochures, outdoor billboards, television, radio, cinema, websites (university website), and social media. In addition, activities such as in school exhibitions, open house on campus, and education fairs.

The Deputy Dean for Administrative Affairs, DPUIC, and Director of International Affairs, Dhurakijbhumhit University explained regarding the marketing communications tools, public relations, and academic promotion activities. “The primary emphasis is on internal communications. The marketing communications would have the communications department manage international marketing. The university has the policy that students, faculty members, and employees need to take part in the communications. The website of the university would be totally redesigned every two years. There would be creation of new messages. Advertising in media has appropriate budget allocation for messages in magazine and newspapers. In addition, there is emphasis on social media. Also, there are activities in the schools that aimed at

target schools. These would include academic seminars, counseling services, and sessions to explain the curriculum.”

The Vice President for International Affairs, Thammasat University explained that,

Thammasat University has two public relations divisions. The first is the general public relations and another that emphasizes on international public relations. These units are under the care of the Assistant to the President with responsibility in developing organizational communications and promoting the image of the university.

Thammasat University emphasizes on being the number one as an international university, research university, and public service university. Thus, the university is dedicated to its mission as a university that serves the public, conducts world class research, and internationalization. Therefore, this is the image that is communicated to the public resulting in the university’s reputation.

Thammasat University maintains a good relationship with the Thai embassies abroad as well as foreign embassies in Thailand. Therefore, this cooperation is one of the tools of the communications that strengthens the relationship with other universities and the creation of the reputation of the international programs to the global arena.

The Vice President for Planning and Information Technology, King Mongkut University of Technology Thonburi explained regarding the marketing communications tools, public relations, and academic promotion activities.

The management of communications is centralized in the Mass Media Department. Therefore, the university has a set of media selections. The messages would be gradually released. Public relations would usually have content related to the industry context. Therefore, when media need comments they would come to the university. We would source the appropriate faculty members to make the comments in media rather than just advertising about the

programs. The website would be developed based on the interactive platform suiting the needs of the target. It is a good media to communicate about the academic prowess and information about various programs. For instance, communications about the Design Media program would be targeted towards the groups with the relevant interest. The content developed for each program would also be different.

The university organizes event communications that can be categorized as internal and external activities. For instance, the Open House, youth camps, or education fairs both local and international would be used to promote the international programs to foreign students.

It is the goal of the university to achieve world university ranking by increasing visibility of its reputation and creation of an international atmosphere. In addition, graduates' qualifications need to be developed in a bid to achieve the university's internationalization strategy.

The Deputy Department Head, Student Development and Special Activities, International College, Silapakorn University explained regarding the marketing communications tools, public relations, and academic promotion activities.

The target can be categorized into three groups. The first are students from international schools. The second are those from high schools that offer English Programs, of which 80% are located in Bangkok and 20% from the provinces. The third are those from traditional high schools, who might be interested to study about hospitality.

The communications promoting the university image is based on the slogan "Share your future without global experience". Branding is done under the umbrella of the Silapakorn University strength in the arts.

Communications includes the use of mass media, personal media, electronic media, and activities. Currently, the communications focused more on Google/Facebook. The website is also being updated as a channel for receiving feedback.

The president is directly responsible for the management of the program through setting of policies and providing the necessary support. The next in the level of the hierarchy would be the Vice President and Assistants, who need to transform the policy into IMC strategies that drive the mission of Silapakorn University.

The key informant, who is the Admissions, Marketing, and International Affairs Staff, University of Thai Chamber of Commerce, explained regarding the marketing communications tools, public relations, and academic promotion activities.

The target of UTCC can be categorized into two groups. First are international students, who pay a different rate from Thai students. There are two teams that correspond to the target group. The first team conducts road shows in introducing the programs and requesting cooperation with foreign institutions promoting international exchange. The second team focus on Thai students by emphasizing the schools that have the potential to pay the price for the international program. In addition, the university utilizes education agents.

UTCC had an organization communications department, which is now the marketing and communications unit. This department is in charge of both internal and external communications. Technology is used to communicate to the target group through a variety of channels such as smart phone utilizing Facebook or Line. Information could be disseminated at a low cost rapidly. In addition, it enables quick feedback.

The university has a presence in major media through the use of advertising and public relations, while providing information directly to the target through social media such as Facebook, LINE, Youtube, and the university's website. UTCC relies on the expertise of the staff, who can use their experience to provide analysis. These experts share their knowledge with younger students through various activities held by the university. In addition, the university promotes staff and students to join activities and study abroad.

Student exhibitions can be categorized in three types. The exhibition organized for students both locally and abroad. The road shows would be

focused on target schools or schools, where students have the potential to study in international programs. This is because students, who do not have sufficient English skills, would face difficulties in studying. Therefore, the university might feel that it is not worth doing activities in schools that are not the target.

Head of International Affairs Department, Mahidol University explained regarding the marketing communications tools, public relations, and academic promotion activities.

The target can be classified into two groups namely the internal and external customer. There are staff, who have a good understanding of Mahidol University's image, on hand to communicate to external customers including students, parents, as well as industries or businesses related to the university. Initially the university centralized this unit. However, the international programs have developed their own public relations in order to communicate the Mahidol University to the international markets.

In terms public relations, Mahidol University has organized exhibition and Open House activities, on its various campuses for parents, students, and counsellors to experience the teaching and learning at a personal level.

With regards media, Mahidol University prefers to set up news conferences for instance the announcement of the university world ranking. The university prefers not to purchase editorial or media space. In addition, the university creates brochures, billboards, magazines, and journals like other universities. The university primarily communicates through the Mahidol Channel that provides health information, which is designed to look modern and appealing. Messages are disseminated through the website and Facebook page.

Assistant to the President for International Development, Rangsit University explained in the interview regarding the marketing communications tools, public relations, and academic promotion activities.

The university is a product therefore it is our job to get consumers to purchase our products and services. Rangsit University emphasizes network marketing and digital marketing. The form is more like B2B, wherein the university collaborates with the foreign affairs ministries of various countries by offering scholarships, representatives, or education agencies as marketing agents.

Each year Rangsit University develops specific themes for communications with emphasis on being “Super Power International Program”. All of the communications are geared towards the target. However, there is also focus on internal communications. This is because in the past two years, it is found that faculty, staff, and students know that Rangsit University offers international programs. Thus, this would stimulate word of mouth inviting their relations to study at Rangsit University. In addition, digital media is used extensively. Advertising is done on websites such as Sanook and other education websites. The university also provides activities at target schools by offering English camps, hospitality training, and IT training such as the Hacking Camp for free. This would reinforce a positive image for the university through relevant experience that would lead students to study at Rangsit University.

The interview of the key respondents revealed that various tools are used to communicate to the different target groups interested in studying in international programs at the undergraduate level. The messages include information about the curriculums, image, and reputation of the university. Most of the communications are supervised by high level management such as vice presidents, deans, directors, and department heads. They usually are responsible for organizational communications, policy, strategies, integrated marketing communication plans, manage the image and reputation of the university. In addition, there are usually units responsible for public relations, organization communication, marketing, and admissions. These units are often assigned to be in charge of public relations of international programs such as in the case of Mahidol University, Silapakorn University, Thammasat University, Prince of Songkhla University, and Rangsit University. The communication is based on the Integrated Marketing Communications (IMC) model, which includes advertising,

personal selling, sales promotion, publicity and public relations, and direct marketing. In addition, there are many additional personal channels such as staff, faculty members, students, and alumni, who take part in promoting the programs at schools, exhibitions, and during the admissions process. Also, mass media such as newspaper, magazines, posters, brochures, billboards, television, radio, cinema advertising, online (university website), and social media (Facebook, YouTube, LINE, Instagram, and Twitter). Universities also organize exhibitions in schools, Open House on campus, and language and IT camps.

In addition, the key respondents explained that the policies and communication tools included the Internet, online social media, and other new media. This is because it is more effective in reaching the target with a clear feedback from students, which is integral in the maintenance of the image and reputation of the university.

3) Topic 3 Image of the University in Strengthening International Education

The image of international programs in Thai universities is based on three dimensions which are institution (university/college/institution), teaching and learning, and internationalization support services.

The key informant, Deputy Dean for Administrative Affairs, DPUIC, and Director of International Affairs, Dhurakijbhandhit University, explained how the university's image would enhance the reputation of the international program.

Dhurakijbhandhit University is the only private institution to be awarded the recognition of "Excellence in Quality Assurance", as announced in the OHEC website. The university has a history of being a leading private institution in the country dedicated to gain recognition from government agencies and private businesses. This is imbued in the university's vision created by the founders that the university is created to develop Thai youths to be quality citizens, who are knowledgeable, capable, and ethical. They would thus become a powerful driving force of the nation with the firm belief that "businessmen can build the nation". This was led to the birth of the university that emphasized knowledge of three important languages to be learned by students namely Chinese,

Japanese, and other languages. The university provides opportunities for exchanges as done in many universities. Student exchanges are made with institutions in Europe and Asia. The university also emphasizes on internships this would result in the acceptance of the graduates at both the domestic and international level. This is because through these experiences, students learn languages, culture, and ideas. Graduates have a unique perspective in understanding the needs of both local and international markets. One unique project at the university is “Backpack to Asian”. Students are challenged to develop a project idea for a trip with the budget of 10,000 baht. When the project passes the consideration of the university, they would be given the budget to travel. After the trip students show a higher level of maturity with a broader perspective.

The key informant, Vice President for International Affairs, Thammasat University, explained how the university’s image would enhance the reputation of the international program.

The image of Thammasat University is rooted in the university’s mission as a university serving the public, research, and internationalization. Thus, students have good English skills. To ensure this the admissions process is selective. All evaluations in all subjects have to ensure the same level of quality. In addition, students are encouraged to join competitions and participates in plays, which is supported at the faculty level. Each of the faculties have their own mechanism to develop such activities. The university continues to foster a good relationship with all of the embassies in Thailand. The management of the university participates in activities developed by the embassies such as national day celebrations as well as invited the ambassador for lectures and hosting thank you activities. As an institution, Thammasat University has the opportunity to foster these relationships in a drive to gain and maintain acceptance from international organizations.

Thammasat University also helps society through development of the student’s skills. Graduates of the university are knowledgeable, which is a

highly valued trait at the international level. Thammasat University has as strength in offering these courses to prepare students, which fosters more international cooperation. The university has students from 56 nationalities, enhancing Thammasat's and its graduates potential for opening new opportunities through this diversity.

The key informant, Deputy Department Head, Student Development and Special Activities, International College, Silapakorn University, explained how the university's image would enhance the reputation of the international program.

The strength of Silapakorn University is its reputation in terms of the arts, which is the strong foundation for the international programs. This is based on the concept "Share Your Future with Global Experience". The international programs at Silapakorn University are double degrees, which means that students receive one degree from Silapakorn University and the other from the partner institution based on the MOU Partnerships. The double degree requires students to have exchanges abroad enhancing the students' language skills and foreign experiences.

The key informant, Admissions, Marketing, and International Affairs Staff, University of Thai Chamber of Commerce, explained how the university's image would enhance the reputation of the international program.

The strength of UTCC is the fact that the university is small in size with not that many international programs. Thus, there is a good familial relationship between the Thai and international students. This warm atmosphere is enhanced through cutting edge technology. There are continuous cultural exchanges between the east and the west. Thai and foreign culture is imbued in the teaching and learning. There are cultural performances of both Thai and foreign students to facilitate cultural exchange strengthening relationship among students. A survey of international students revealed that they are very impressed with studying at UTCC.

The key informant, Admissions, Head of International Affairs Department, Mahidol University, explained how the university's image would enhance the reputation of the international program.

Teaching and learning at Mahidol University has the goal to create transformative leaders with global competence skills. Graduates have width and depth of knowledge (T-shape). In addition, they have the soft skills such as communications and morality driving them to make socially responsible decisions. When graduates are employed in organizations, they would be quick to learn the organizational culture understanding its strategies and values. These graduates have the necessary soft skills in communications, risk management, and digital skills.

It is the goal of Mahidol University to be recognized in the world university ranking. The university does not compete with other institutions but rather focuses on improving its performance. Focus on world university rankings requires accepting the criteria for quality that leads to the development of the teaching and learning, personnel, and graduate improvement. Thus, this drive for rankings would strengthen the university. It is a good start that would further enhance the reputation of the university.

The drive for improvement has to come from within considering the point in the process that needs to be prioritized. This means that people in the university need to think what they can do for Mahidol University. They have to stop thinking about themselves and think more about what they can do for the institution. Therefore, everyone can take part in communicating about the image of Mahidol University to the public. Each may have different levels of contribution but it the key point is the diverse contribution. However, Mahidol University, which started as a faculty before expanding to a university, might be at a disadvantage when compared to Chulalongkorn University. In terms of image, Bangkok University may be stronger in terms of the reputation for creativity. Thus, it is important to identify the strength of the university to develop as the selling point. There is no point to sell the university as a whole and hope to bring all the programs along together. Consequently, it is necessary

to select certain programs to promote. Most importantly, there has to be a 3-5 years plan. The university's central management needs to join forces with the faculties to drive the initiative to build the reputation of the university clearly and sustainably.

The key informant quoted Prof. Dr. Udom Kachinthorn, President, Mahidol University from his special lecture, "Role of Universities in Development in the Thailand 4.0 Era".

A country that aims to be developed needs to adapt and change to build sustainability in the 21st century. The initiative Thailand 4.0 means that the nation needs to be more self-reliant depending less on imports. It should become a sharing society. Universities should be at the forefront in leading the nation's development to transition into being Thailand 4.0. It is the mission of the university to produce high quality graduates who have global competitive competence. They have to exhibit characteristics of creativity and innovation imbued with ethical qualities as epitomized in the "Sufficiency Economy", developed by His Majesty King Rama IX. Thus, Mahidol University is determined to be a world class university (WCU). Thus, it is crucial to develop 1) graduates, faculty members, and staff; 2) research output and good resources for flexibility; and 3) development of innovation.

The researcher conducted additional information on the website of the Mahidol University International College.

Mahidol University International College (MUIC) is operated one of Thailand's leading public institution, which is reputed for its achievement of the highest academic standards. English is used as the medium of instruction. More than half of the faculty members are foreigners as well as the student body that comes from diverse nationalities. The student exchange programs at MUIC is one of the most effective in placing students in over 100 foreign institutions from North America, South America, Europe, East Asia, and Asia. MUIC adheres strongly

to Mahidol University's ideal as the "Wisdom of the Land". Academic excellence is supported from entry into the college. There are four undergraduate programs and two master degree programs offering more than 20 specializations and 7 languages options. The small-sized classrooms encourage better communication between students and faculty. Information technology, such as Wi-Fi access throughout the college, effectively supports all academic and extracurricular activities. In addition, the college provides effective internship programs for students to gain special experience. Students also have many extracurricular activities including 20 clubs to choose from, academic conferences, and international competitions. MUIC graduates have excellent job placement opportunities receiving important positions in both local and international organizations. MUIC is dedicated in the pursuit of its goals of academic excellence in these times of change. The ASEAN Economic Community is also driving many changes, thus MUIC is using this opportunity to seek more foreign students from the west and ASEAN region. This would lead to the development of infrastructure, research, and improvement of student and personnel quality for sustainable growth (MUIC, 2015).

The key informant, Assistant to the President for International Development, Rangsit University, explained how the university's image would enhance the reputation of the international program.

Rangsit University is quite lucky because the university has a good reputation. It is known as one of the best private institutions in Thailand. Therefore, communications for the international programs could easily build on this reputation. Rangsit University offers a variety of international programs that have quality at the same level as international institutions. Thus, the programs started in a small unit known as the International College, which worked to achieve the international standard of quality. The international programs were developed to serve the needs of the nation. After attaining international standard quality, foreign students would be attracted. As a testament to the quality of the

programs, the International College has collaboration with leading institutions such as Cornell University and the University of California.

All of the international programs offered at Rangsit University promote students to join social service activities such as helping to teach students in need in temples. Students teach English to these underprivileged children including the hilltribes.

It is the belief of the International College to source faculty members, who have the working experience to teach students. We found that faculty members, who don't have experience, produce graduates, who are not capable to hit the ground running in their work. This is because these faculty members only teach by the book. Therefore, it is the initiative of the International College to employ faculty members, who are leaders in their organizations or CEOs to share their experiences with students. This would help students to learn about the industry thus they are able to hit the ground running in their jobs after graduation, instead of taking years to learn the ropes.”

The result of the interviews of the key informants show that the university's image would enhance the reputation of the international program. English has been an important language in the world for a long time. Thus, those with good English skills would have an advantage over those who don't in terms of study and career advancement. This has led to the continued popularity of the international programs. Consequently, parents are willing to invest for their children have better opportunities by studying in international programs. Therefore, international programs offer a new option for students to learn directly from foreign faculty members, while honing their English skills. They can absorb the English language usage through their learning experience. Moreover, international programs have become a door opening to opportunities for students to learn new things.

Three Topics Summarized from the Qualitative Research

1) Topic One General Information of International Programs in Thai Universities

Today Thai universities have adapted to the globalization trend to become more international. There is emphasis on international programs to serve the needs of

students, parents, and labor market, which need graduates with good English as well as other foreign language skills. This is a requirement in Thailand, ASEAN, and globally as well. There are 56 universities offering 332 international programs at the undergraduate degree level. Assumption University offers the most international programs (37), followed by Mahidol University (23), Stanford University (15), and St. Theresa's College (15). These institutions are located in leading cities such as the Greater Bangkok Metropolitan Area, Pathum Thani, Nakorn Pathom, and Samut Prakarn. The regional institutions are usually located in the major cities such as Songkhla, Khon Kaen, Phuket, Chiang Mai, Ubon Ratchathani, Chonburi (Data as of March 31, 2019).

The definition of international programs can be summarized as programs with content that are accepted at the international level. Usually, these programs are taught in English or some other foreign language. In addition, foreign students have the opportunity to study with experienced faculty members, who are experts in their field. They should have competent skills in the language they use for the teaching and learning as well as must be well-versed in modern technology. These programs also have to organize supporting activities to promote internationalization such as student, faculty, and personnel exchanges with foreign institutions to facilitate transfer of culture.

(1) Factors Critical in the Opening of International Programs at the Undergraduate Level in Thailand are presented as follows:

a) To promote internationalization standards or attainment of the goal to become a world class university, which is in line with the OHEC policy to develop curriculums that meet the modern global standards.

b) To serve the needs of students, industry, labor market, and future society.

c) To prepare for integration to the ASEAN Economic Community (AEC), which fits the policy for human resource development in the region.

d) To prepare for communications and industry certification as well as the preparation for the expansion of education in the region.

e) Cooperation with international institutions that have image and reputation in terms academics and education quality of the faculty/university through internationalization initiatives such as faculty exchanges

f) The programs offer the opportunity for Thai, foreign students, study abroad students, and student exchanges as well as research in order to facilitate knowledge, expertise, intercultural communicative competence, and English as a global language proficiency.

g) The ability to live with those who differ in terms of ideas, way of life, education, and culture. This would open new opportunities for learners to have opportunities to study beyond the classroom. For instance, cooperative education would enable students to use their knowledge in their future careers.

h) To create learners, who are confident in their language competencies as international communicators. These students should have the ability to analyze different forms of communications in order to communicate effectively as experts in English and intercultural communications.

i) To provide Thai students the opportunity to exchange knowledge, academics, and cultural aspects. In addition, Thai and foreign faculty members can exchange ideas, academic knowledge, and culture.

j) To create knowledgeable graduates who have knowledge, ability, and skills in foreign languages.

(2) Teaching and Learning Format of International Programs at the Undergraduate Level

This can be categorized in three categories as follows:

Format 1 This type of format provides teaching and learning of international programs at the undergraduate level that is managed by faculties or departments. Examples include Chulalongkorn University, Thammasat University, Kasetsart University, Mahidol University, Chiang Mai University, Srinakarin Wirote University, King Mongkut University Thonburi, Payap University, Sripatum University, Dusit Thani College, Rajabhat Chiang Mai University, Rajabhat Suan Dusit, Rajabhat Suan Sunantha, and Siam University.

Format 2 The university offers teaching and learning as well as management of international programs as a college or as international university. These

offer international courses at the undergraduate level. Examples include the International College Mahidol University, Prince of Songkhla University, Silapakorn University, Rajamangala Technology Bangkok, Dhurakijbundhit University, Rangsit University, University of Thai Chamber of Commerce, Bangkok University, Assumption University, Webster University (Thailand), St. Theresa International College, and Stamford University.

Format 3 The university that offers teaching and learning by offering a combination management at both the department/faculty level including collaboration with international institutions/faculty/department to offer international programs, international institutes, and international college such as Thammasat, Silapakorn University, and the Faculty of Science, Mahidol University.

(3) Main Target of International Programs

The are two target groups as follows:

a) Domestic students include those who graduate from the international high schools, private and public schools that offer international programs and English programs (EP), and traditional private and public high schools that teach in Thai.

b) International students from abroad and exchange students from academic collaborations with foreign institutions.

(4) Distinctive Characteristics of International Programs in Thai Universities can be summarized as follows:

a) Image and reputation of public and private institutions

b) Location in the Greater Bangkok Metropolitan Area and major provinces

c) Expertise in Field Offered

d) Expertise and Experience of Faculty Members, who have graduated from abroad and have competence in English communications

e) Teaching and learning environment, management, and activities to support the international experience for students

2) Topic Two Communications, Tools, Marketing Communications, Public Relations, and Academic Activities

(1) The university has a unit responsible for the organizational communications responsible for the promotion of the university's image. Usually, the unit would be headed including the Vice President, Dean, Deputy Dean, Administrators, and Head of Communications, responsible for communication regarding the image of the organization. In addition, there is a communications or public relations department directly in charge of the international programs.

(2) The process of communications strategy that includes the format of communications, messages, and presentation of the image of the university. Most of the institutions that offer international programs have different communications strategies such as the format of communications, messages, and presentation of the university image, which is dependent on the university's reputation. This is based on reputation as a public university under the supervision of the government or private institution. The reputation can also be based on the expertise in terms of medicine, science, health science, engineering, communications, design as well as the recognition as a globally ranked university. Consequently, the institution can be recognized in terms of cooperative education, creativity, charity, and arts as well as being the provincial or regional university.

(3) The university tends to use a variety of communications tools and messages to reach their target in order to present the desired image. These communications channels include personal media such as parents, friends, counsellors, university staff, and mass media such as newspaper, magazine, poster, brochures, outdoor billboards, television, radio, cinema, websites (university website), and social media. In addition, activities such as in school exhibitions, open house on campus, education fairs, road shows, language camps, communications, and technology training.

(4) Innovation communication management is used for universities to promote the image through modern information technology tools. This includes Facebook, LINE, Twitter, Instagram, and Youtube to better reach the target, who use social media more than other media. In addition, bloggers can be used to present academic information to present continuous messages as well as Search Engine Optimization on Google. The university should also make use of the feedback from students in order to maintain and improve the image and reputation.

(5) The development of a strategic communications plan is critical for competition in the international education arena to attract both local and international students to study in the programs. For instance, universities under the government supervision emphasize public relations in terms of academic knowledge and being the source for media. There is less emphasis on advertising and buying media space. On the contrary private universities tend to spend more on advertising through media including mass media, social media, as well as television advertising, radio, and newspaper. The communication messages tend to focus on international collaborations with foreign countries through embassies in Thailand, booths in education fairs, scholarships, and using representatives or agencies to promote the program to foreign students.

(6) Communications strategy (advertising, public relations, and activities) would help to build the reputation of international programs. This is a tool often used in marketing communications by most universities to communicate the desired image and reputation to the target group. Advertising emphasizes the content and experience in studying in the programs. Public relations emphasizes on the activities while the academic activities promote the news to enhance the reputation of international programs in Thai universities.

3) Topic Three Image of the University in Strengthening International Education

(1) Image and reputation of international programs in Thai universities can be categorized into 3 topics, which are tertiary educational institutions (university/college/institutions); teaching and learning; and international service and support.

a) Education Institution which are

1. Have reputation for international programs
2. Have universal acceptance at both the local and international levels
3. Offers well-known teaching and learning of international programs
4. University is ranked globally
5. Proactive communications for international programs

6. Support by advertising and activities to better communicate with the target audience

b) Teaching and Learning which are

1. Offers a variety of programs that serve the needs of the labor market of the future.

2. Offers programs in various languages such as Chinese, Japanese, or other ASEAN languages.

3. Programs support students from different races and nationalities.

4. Faculty members have the experience and research congruent with the international level.

5. Faculty members have the necessary qualifications from various countries.

6. Offers programs that are accredited at both local and international level.

7. Has academic cooperation and exchanges at the international level.

8. Develops international academic seminars and research.

9. Graduates are well accepted by employers both in Thailand and abroad.

10. Graduates have the opportunity to get good employment with high salary.

11. Graduates are capable of furthering their education in leading local and foreign institutions.

12. Graduates are able to communicate well in English.

c) International service and support which are

1. There is a unit that is responsible for international student exchanges.

2. There are supporting staff who communicate well in English.

3. There are staff who provide advice and assistance to students all the time.

4. There are scholarships and financial assistance for students.
5. There are international student exchanges.
6. There are Thai and international cultural activities.
7. There are extra-curricular activities to assist the community and society (volunteer work).
8. There are activities to introduce new friends from various nationalities and cultures.
9. Have modern and international campus.
10. Teaching and learning is conducted with modern technology.
11. Have high speed Wi-Fi that covers the entire campus.
12. Provides modern library facilities that enables quick information search.
13. There is a room or facility for students to read, prepare for their exams, and relax that is safe, modern, and clean.
14. There are dormitory facilities for international students.
15. Have safe and good environment that is conducive to good health.
16. Has a variety of communications to contact, provide advice, file complaints, or request assist available all the time.
17. Provide information for admission and curriculums in various media.
18. Have admission and selection process that is quick and convenient

(2) International programs fulfil the need of both Thai and global society. Parents expect students to improve their English skills, which would provide them better career and business opportunities. In addition, students have the opportunity to study and exchange with people from different cultures, languages, and thoughts, thus enhancing their skills for networking with people from various countries.

a) The continuous promotion of relationships and activities with leading foreign universities and institutions. This would have an impact on the image and reputation of international programs through academic cooperation. In addition,

MOUs can be signed with foreign institutions to cement cooperation, exchange, and research to enhance the university's reputation and improve the KPI for quality assurance. Some successful projects include the "Backpack to Asian" project, which provides students with scholarships to study, visit, and exchange with students from New York, USA.

b) Importance of university global rankings helps to enhance the image of the university in terms of its academic and internationalization strength. This would lead to trustworthiness in terms of internationalization management and acceptance at the global level. Universities need to develop the environment and graduate quality imbuing an understanding of internationalization. The university stands to benefit from global rankings, thus reducing the costs for advertising and public relations in terms of international reputation. The global ranking is an impetus for driving the quality of research leading to improved publication and developing a culture for joint research. Consequently, this would lead to better understanding of the region through research collaboration.

c) International programs in Thai universities are competitive in comparison to their foreign counterparts. This is because the programs have to fulfil the stringent requirements of the Office of Higher Education Commission (OHEC) in terms of program faculty members and offering of double degrees. Thus, it can be said that these international programs have passed the OHEC criteria making it attractive to experienced faculty members, who come to teach.

4.1.3 Part 3 Analysis of Quantitative Study

Based on the analysis of data from Stage 1 and Stage 2 of the study, Stage 3 is the quantitative study used to develop the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities. The questionnaire has been developed based on the findings of the qualitative study. It would be the tool used to collect data from traditional high school students from both private and public institutions as well as those offering international and English programs. Based on the sample size calculation (Kanlaya Vanichbuncha, 2006; Cochran, 1953) for confidence level of 95% (error = $\pm 5\%$), the data collection would be made from 384.16 respondents.

The researcher used the purposive sampling methodology. The sampling frame is defined as both private and public institutions that offer international or English programs in the Greater Bangkok Metropolitan Area. The convenience sampling was used to distribute the questionnaire to the high school students in both the private and public institutions that offer international or English programs. A total of 900 questionnaires were distributed in 15 schools. The schools include Nawamin, Triam Udom Nomklao, Samsen College, Yothinburana, Pothisarn Pittaya, Bangkok Christian College, Tiwpaingam, Sarasas Romklao, Sarasas Bangbon, Sacred Heart Convent, St. Joseph's Convent, Assumption College, Wat Nairong, Sarasas Ektra, Satreewittaya, and Assumption Convent. The researcher was able to collect 580 usable questionnaires, of which 400 would choose to study in international programs and 180 chose not to study in international programs. Statistics used in the analysis would be descriptive analysis utilizing frequency, percentage, mean, and standard deviation. Inferential statistics would be used to analyze the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities. The analysis would utilize the Confirmatory Factor Analysis (CFA) and Structural Equation Model (SEM) methods. The models would be subject to model fit tests. The assessment of the model fit would be made through the examination of the Chi-Square, CMIN/df., CFI, GFI, IFI, NFI, AGFI, RMSEA, and RMR. This would be conducted using a statistical software package and the results would be presented in seven sections as follows:

4.2 Analysis of the Respondents Profile

4.3 Analysis of the Factors in Selecting to Study in International Programs in Thai Universities

4.4 Descriptive Analysis of the Variables in the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

4.5 Confirmatory Factor Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

4.6 Analysis of the Correlation Matrix for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation

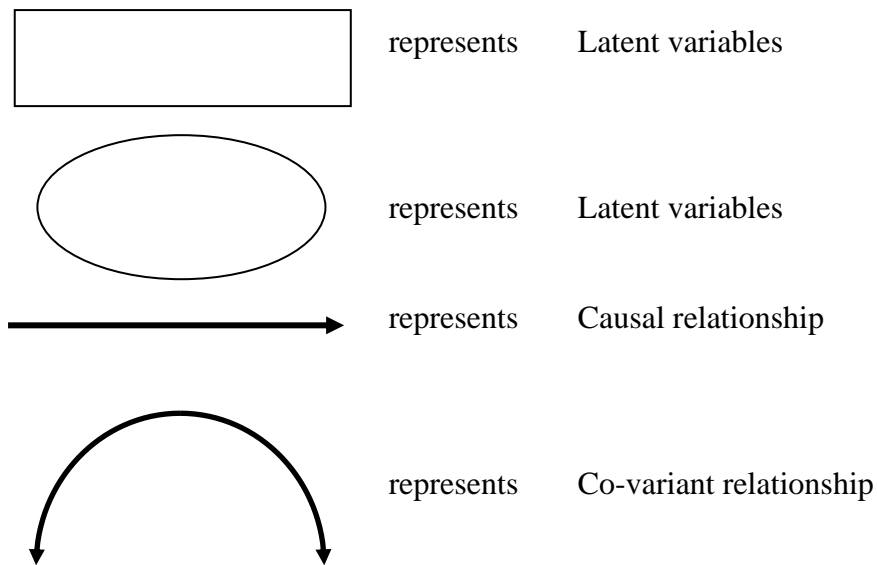
Communication of International Programs in Thai Universities in Terms of Image and Reputation

4.7 Summarization of Hypothesis Testing Results of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

4.8 Summarization of Hypothesis Testing Results of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

Definition of Symbols and Abbreviations in Data Analysis

To ensure a common understanding for the data analysis in Chapter 4, the symbols and abbreviations are presented in the following section. The analysis would be conducted after the respondents have collected the data to answer the research objectives.



Symbols for Data Analysis

n	means	Number of respondents
\bar{x}	means	Average/Mean
SD	means	Standard deviation
C.V.	C.V.	Coefficient of variation

r.	means	Pearson's product moment correlation coefficient
χ^2	means	Chi-square
λ	means	Factor loading
e.	means	Standard error of indicator
Sig.	means	Statistical significance
df.	means	Degree of Freedom
R ²	means	Coefficient of relationship squared
**	means	Statistical significance level at 0.001
*	means	Statistical significance level at 0.05
CFI	means	Comparative Fit Index: CFI
GFI	means	Goodness of Fit Index: GFI
AGFI	means	Adjusted Goodness of Fit Index: AGFI
RMSEA	means	Root Mean Square Error of Approximation
SRMR	means	Standardized Root Mean Square Residual
NFI	means	Normed fit index
IFI	means	Incremental fit index
CFA	means	Confirmatory Factor Analysis
EFA	means	Exploratory factor analysis
AVE	means	Averaged observed variance
CR.	Means	Critical ratio

Definition and Abbreviation of Research Variables

PERS1	is	Father, mother, and guardian
PERS2	is	School counsellor
PERS3	is	University seniors
PERS4	is	Friends
PERS5	is	University staff
PERS6	is	Tutors
MASS1	is	Newspaper
MASS2	is	Magazine
MASS3	is	Radio
MASS4	is	Television

MASS5	is	Outdoor advertising
MASS6	is	Transit ads on BTS/MRT/Public areas
MASS7	is	Documents introducing the university
MASS8	is	Cinema advertising
SOCI1	is	University website
SOCI2	is	Websites such as Dekdee, EduZones, Pantip
SOCI3	is	Google Search
SOCI4	is	Facebook
SOCI5	is	LINE
SOCI6	is	YouTube
SOCI7	is	Instagram
ACTI1	is	Counselling in schools
ACTI2	is	Counselling in exhibition halls or department stores
ACTI3	is	University campus open house
ACTI4	is	Contest/Academic competition/Sports/Entertainment
ADVE1	is	Content is concise and easy to understand
ADVE2	is	Attractive, interesting, engaging, and quick in remembering university name
ADVE3	is	Reflect image and reputation of university
ADVE4	is	Modern, good taste, and international
ADVE5	is	Can communicate directly to target through a variety of channels
ADVE6	is	Short story or episodic format
ADVE7	is	Advertising has gone viral on social media
ADVE8	is	Atmosphere both in and out of the classroom
ADVE9	is	Interactive learning experience (realistic cases)
ADVE10	is	Can visualize future upon graduation from international programs
ADVE11	is	Clear evidence for intercultural exchanges
PUBI1	is	University public relations is trustworthy
PUBI2	is	Present continuous news about academics and activities
PUBI3	is	Quick and accurate information

PUBI4	is	Proactive public relations regarding internationalization
PUBI5	is	Provide information regarding curriculum, expenses, and scholarships through multiple media
PUBI6	is	Public relations in all communication channels
PUBI7	is	Public relations unit only provides information regarding international programs
PUBI8	is	There is convenient, effective, and easily accessible communication channel for information request
PUBI9	is	Direct public relations to target group
PROM1	is	Organize roadshow events in schools
PROM2	is	Organize exhibitions and consultation in department stores
PROM3	is	Organize open house events for university visits
PROM4	is	Organize academic, athletic, and entertaining competitions or contests
PROM5	is	Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address
PROM6	is	Provide scholarships and financial assistance during the period of study
PROM7	is	Provide volunteer activities that show social and community responsibility
PROM8	is	Have art, cultural, and language exchanges
PROM9	is	Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university's activities
PROM10	is	Have trial courses for students before they decide to study at the university
CHAR1	is	Develop international institute such as international center providing the necessary supporting resources
CHAR2	is	Have management vision towards internationalization

CHAR3	is	Have cooperation with leading international institutions
CHAR4	is	Organize international curriculums
CHAR5	is	Faculty members should have expertise and necessary language skills with continuous development
CHAR6	is	Modern and adequate teaching and learning media such as textbooks and computers
CHAR7	is	Have international activities such as student exchanges including art, culture, and language
FORM1	is	Request assistance from foreign institutions in the curriculum development
FORM2	is	Invite experts to teach or provide special lectures
FORM3	is	Student and faculty exchanges
FORM4	is	Credit transfer with foreign institutions
FORM5	is	Development of Joint Degree Program
FORM6	is	Development of Special Projects
IMAG1	is	Image and reputation of the institution
IMAG2	is	Experience and duration in operating the international program
IMAG3	is	Standard in managing the international program
IMAG4	is	Gaining acceptance in terms of program management of international programs
IMAG5	is	Trust in the management of international programs
INSI1	is	Reputation for international programs
INSI2	is	Internationalization is accepted both in Thailand and abroad
INSI3	is	Well-known teaching and learning of international programs
INSI4	is	Reputed as globally ranked university
INSI5	is	Emphasis on proactive public relations of international programs
INSI6	is	Support advertising and activities to increase awareness among target

LAND1	is	Curriculum serves the needs of the labor market
LAND2	is	Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN
LAND3	is	Curriculums support students from diverse and international backgrounds
LAND4	is	Faculty are experienced at the international level in teaching and research
LAND5	is	Faculty have qualified degrees from a variety of nations
LAND6	is	Program of studies are accredited both locally and internationally
LAND7	is	Academic cooperation, collaboration, and exchanges at the international level
LAND8	is	Organize international academic seminars and research
LAND9	is	Graduates are accepted by both local and international organizations
LAND10	is	Graduates have a good employment and high-income opportunity
LAND11	is	Graduates can continue their studies in higher degrees both locally and internationally
LAND12	is	Graduates have good English communication skills
INTE1	is	Have a unit in charge and caring for international student exchanges
INTE2	is	Have staff with good English communication skills
INTE3	is	Have staff providing advice and assistance for students all the time
INTE4	is	Provide financial assistance and scholarships
INTE5	is	Has international student exchanges
INTE6	is	Have activities that promote both local and international culture
INTE7	is	Have volunteer projects that help community and society

INTE8	is	Have activities that stimulate friendship among students who come from different backgrounds and culture
INTE9	is	Have modern and international facilities to promote international atmosphere
INTE10	is	Have modern teaching and learning equipment and technology
INTE11	is	Have fast and adequate Wi-Fi on campus
INTE12	is	Have modern library facilities that supports quick information search
INTE13	is	Have safe, modern, and clean facilities for students to read, prepare for exams, and relax
INTE14	is	Have dormitories for international students
INTE15	is	Have good security and healthy environment
INTE16	is	Variety of communication channels for contact, advising, filing complaints, and requesting assistance
INTE17	is	Provide information for admission and providing curriculum details
INTE18	is	Have quick and effective admission and selection process

Statistical Criteria for Analysis

The Chi-Square (χ^2 -test) statistic is highly sensitive to the sample size. Therefore, it is often considered as a ratio of χ^2 / df . Therefore, to consider the model fit is based on the criteria that any value over 2.00 means the model fits the empirical data (Hair et al.,1998; Bollen,1989; Sorbon,1996).

The Comparative Fit Index (CFI) is the comparison that considers the relative fit. Good CFI value should have a value of 0.90, which means the model fit the empirical data (Hair et al., 1998). The Goodness of Fit Index (GFI) presents the observed variance, which can be explained by the model (Hair et al.,1998; Mueller, 1996). Good GFI value should have a value of 0.90, which means the model fit the empirical data. The Adjusted Goodness of Fit Index (AGFI) explains the observed variable that has been adjusted based on the degrees of freedom (Hair et al.,1998;

Mueller, 1996). Good AGFI value should have a value of 0.90 or 0.80, which means the model fit the empirical data (Gefen et al., 2000).

The Root Mean Square Error of Approximation (RMSEA) presents the model fit through the examination of the covariance matrix. Ideally values should be less than 0.05 or at least range between 0.05-0.08 (Hair et al., 1998; Browne & Cudeck, 1993) to show model fits empirical data. The Standardized Root Mean Square Residual (SRMR) presents the residual mean values that shows that the model fits the empirical data. The value should be less than 0.05 (Diamantopoulos & Sigauw, 2000). The Normed fit index (NFI) should have values more than 0.90 to show that the model fits the empirical data (Hair et al.,1998). The Incremental Fit Index (IFI) tests the null hypothesis that the variables do not have any relationship. Therefore, the value of 0.90 shows that there is a relationship between the variables. Thus, the values of should range between 0.90 to 1.001 (Hair, et al., 1998) to show model fits empirical data.

4.2 Analysis of the Respondents Profile

This section presents the analysis of the respondents' profile, which includes gender, age, school, program of study, year of study, specialization, knowledge about international programs, image and reputation of international programs, and desire to study in international programs. The results of the analysis are presented in the following section.

Table 4.4 Frequency Count and Percentage Report of Respondents Profile

Respondents Profile		Count	Percentage
Gender	Male	293	50.52
	Female	287	49.48
	Total	580	100.00
Age	Age 16 years	124	21.38
	Age 17 years	372	64.14
	Age 18 years	81	13.97

Table 4.4 (Continued)

Respondents Profile		Count	Percentage
	Over 18 years	3	0.52
	Total	580	100.00
School	Nawamin Rachuthit Triam Udom	85	14.66
	Nomklao School		
	Sam Sen Wittayalai School	54	9.31
	Sarasas Romklao School	44	7.59
	Thiwpaingam School	123	21.21
	Bangkok Christian College	85	14.66
	Sarasas Bangbon School	105	18.10
	Sacred Heart Convent School	20	3.45
	Pohtisarnpittaya School	64	11.03
	Total	580	100.00
	Program	Thai	62
English Program (EP)		509	87.76
Others		9	1.55
Total		580	100.00
Year of Study	Matayom 5 (Year 5)	90	15.52
	Matayom 6 (Year 6)	490	84.48
	Total	580	100.00
Specialization	Science-Math	299	51.55
	Arts-Math	125	21.55
	Arts-Language	156	26.90
	Total	580	100.00

Table 4.4 (Continued)

Respondents Profile		Count	Percentage
General awareness of international programs	Never heard before	6	1.03
	Have heard about it a bit	35	6.03
	Knows a bit	176	30.34
	Know information	283	48.79
	Know very well	80	13.79
	Total	580	100.00
Image and reputation of programs	Not very good	16	2.76
	Moderate	198	34.14
	Good	318	54.83
	Very good	48	8.28
	Total	580	100.00
Desire to study in international programs	Don't want to study	180	31.03
	Want to study	400	68.97
	Total	580	100.00

4.3 Analysis of the Factors in Selecting to Study in International Programs in Thai Universities

This part presents the analysis of the factors in selecting to study in international programs in Thai Universities from 400 respondents. In addition, analysis was conducted on the 180 respondents, who did not choose to study in international programs in Thailand. The analysis is presented in the following section.

Table 4.5 Presentation of Means and Standard Deviation of Factors in Selecting to Study in International Programs in Thai Universities

(n=400)

Factors in Selecting to Study in International Programs	\bar{x}	SD.	Interpretation
Have image and reputation as a well-known university.	3.68	0.77	Important
Have offered international programs for a long time.	3.46	0.70	Important
Well reputed Thai university that is ranked in Asia and globally.	3.53	0.77	Important
Have the desired international program offered and variety of programs.	3.79	0.88	Important
International program has international accreditation.	3.86	0.89	Important
Have qualified faculty members who are experts in area of instruction.	3.89	0.89	Important
Have students qualified students from different countries.	3.65	0.84	Important
Graduates are qualified with good reputation making them accepted in various companies.	3.75	0.88	Important
Expect to get a high paying job upon graduation.	3.85	0.90	Important
Opportunity to study higher education both locally and abroad.	3.81	0.87	Important
Can communicate in English well.	3.90	0.92	Important
Have the opportunity to exchange with foreign colleagues.	3.68	0.89	Important
Have opportunity to travel abroad through exchange programs.	3.62	0.86	Important

Table 4.5 (Continued)

Factors in Selecting to Study in International Programs	\bar{x}	SD.	Interpretation
Have support to study from parents and family	3.76	0.86	Important
Studying in Thailand is cheaper than studying abroad.	3.41	0.93	Important
Have scholarship and financial assistance.	3.45	0.88	Important
Can stay close to family/Don't have to travel faraway	3.37	0.92	Important
Have international activities and can learn diverse cultures	3.49	0.83	Important
There is sufficient information about the curriculum for ease in decision making.	3.73	0.84	Important
The technology is equivalent to studying abroad.	3.72	0.86	Important
Average Score	3.67	0.62	Important

Data presented in Table 4.5 indicates that the factors in selecting to study in international programs among the 400 respondents is high. The mean is $\bar{x} = 3.67$ and the SD. = 0.62. The item with the highest mean ($\bar{x} = 3.90$) is “Can communicate in English well.” with SD. = 0.92. This is followed by “Have qualified faculty members who are experts in area of instruction.” with mean $\bar{x} = 3.89$ and SD. = 0.89. The next highest rated item is “International program has international accreditation.” with $\bar{x} = 3.86$ and SD. = 0.89. The next item is “Expect to get a high paying job upon graduation.” with $\bar{x} = 3.85$ and SD. = 0.90. The lowest rated item is “Can stay close to family/Don't have to travel faraway” with $\bar{x} = 3.37$ and SD. = 0.92 .

Table 4.6 Mean and Standard Deviation of Attitude towards Factors for not Selecting to Study in International Programs in Thai Universities

(n=180)

Factors for not studying in international programs	\bar{x}	SD.	Interpretation
Image and reputation of Thai universities are not good.	2.88	1.11	Moderate
Image and reputation of international programs does not comply with international standards.	3.18	1.17	Moderate
Obstacle in using English.	2.79	1.27	Moderate
Financial problems/Cost of study/High cost of study	3.63	1.23	Important
Have limited number of international programs offered	3.79	1.16	Important
University of choice does not have international program	3.36	1.28	Moderate
Don't see the importance of studying in international programs	2.75	1.15	Moderate
Curriculums in Thailand are not well accredited.	3.04	1.17	Moderate
Not supported by parents or family	2.62	1.31	Moderate
More expensive than studying abroad	3.49	1.26	Important
Does not have international atmosphere	3.16	1.39	Moderate
Studying abroad allows better chance for employment and higher income than studying in Thailand.	3.41	1.24	Important
Studying abroad opens new perspectives,	4.10	1.03	Important
Have more foreign friends than studying in Thailand.	3.54	1.20	Important
Have better survival instincts, dare to express oneself in creative ways.	4.12	1.02	Important
Do not receive enough information to choose international program.	3.39	1.17	Moderate

Table 4.6 (Continued)

Factors for not studying in international programs	\bar{x}	SD.	Interpretation
University is not ranked in the top 100 global rankings.	3.09	1.36	Moderate
Faculty members are not experts in their field.	3.04	1.29	Moderate
Faculty members teach in Thai or cannot communicate well in English.	3.12	1.32	Moderate
There are more Thai students in class than foreign students.	2.96	1.30	Moderate
Average Score	3.27	0.66	Moderate

Data presented in Table 4.6 indicates that the factors for not selecting to study in international programs in Thai universities among the 180 respondents is moderate with $\bar{x} = 3.27$ and $SD. = 0.66$. The highest rated item is “Have better survival instincts, dare to express oneself in creative ways.” with $\bar{x} = 4.12$ and $SD. = 1.02$. This is followed by “Studying abroad allows better chance for employment and higher income than studying in Thailand.” with $\bar{x} = 4.10$ and $SD. = 1.24$. Next highest rated item is “Have limited number of international programs offered” with $\bar{x} = 3.79$ and $SD. = 1.16$. This is followed by “Financial problems/Cost of study/High cost of study” with $\bar{x} = 3.63$ and $SD. = 1.23$. The next highest rated item is “Have more foreign friends than studying in Thailand.” with $\bar{x} = 3.49$ and $SD. = 1.26$. This is followed by the item “Studying abroad allows better chance for employment and higher income than studying in Thailand.” with $\bar{x} = 3.41$ and $SD. = 1.24$. This is followed by “Do not receive enough information to choose international program.” with $\bar{x} = 3.39$ and $SD. = 1.17$. The lowest rated item is “Not supported by parents or family.” with $\bar{x} = 2.62$ and $SD. = 1.31$.

4.4 Descriptive Analysis of the Variables in the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

The descriptive analysis of the variables in the causal relationship model for management innovation of image and reputation communication in international programs in Thai universities. This includes the variables of awareness of general information of international programs in Thai universities, IMC of international programs in Thai universities, management of international programs in Thai universities, and image and reputation of international programs in Thai universities.

4.4.1 Awareness of General Information of International Programs in Thai Universities

Table 4.7 Mean and Standard Deviation of Awareness of General Information of International Programs in Thai Universities

(n=400)

Awareness of General Information of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Personal communications				(1)
Parents and guardians	3.17	1.22	Sometimes	
School counsellors	3.66	1.07	Often	
Seniors in university	3.01	1.21	Sometimes	
Friends	3.68	1.10	Often	
University staff	2.43	1.21	Occasionally	
Tutors	3.06	1.37	Sometimes	
Mean	3.17	0.79	Sometimes	
Mass media				(4)
Newspaper	2.06	1.13	Occasionally	
Magazine	2.08	1.09	Occasionally	

Table 4.7 (Continued)

Awareness of General Information of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Radio	1.88	1.04	Occasionally	
Television	2.49	1.28	Occasionally	
Outdoor billboard	2.34	1.17	Occasionally	
Transit advertising on MRT/BTS/and public transport	2.37	1.17	Occasionally	
University brochures	2.63	1.26	Sometimes	
Cinema advertising	2.30	1.16	Occasionally	
Mean	2.27	0.92	Occasionally	
Online Media				(2)
University websites	3.16	1.36	Sometimes	
Education websites such as Dekdee, EduZones, Pantip	3.19	1.43	Sometimes	
Google Search	3.89	1.15	Often	
Facebook	3.75	1.18	Often	
LINE	2.73	1.30	Sometimes	
YouTube	2.56	1.26	Occasionally	
Instagram	2.36	1.29	Occasionally	
Mean	3.09	0.92	Sometimes	
Promotion Activities				(3)
Counselling/exhibition at schools	3.43	1.17	Often	
Counselling/exhibition at department stores	2.65	1.13	Sometimes	
On campus open house/ road shows	3.17	1.23	Sometimes	
Competitions/contests in terms of academics, sports, and entertainment.	2.65	1.22	Sometimes	
Mean	2.98	0.89	Sometimes	
Total Mean	2.88	0.70	Sometimes	

Data presented in Table 4.7 indicates that the awareness of general information about international programs among the 400 respondents is rated at the moderate level with $\bar{x} = 3.17$ and $SD. = 0.79$. In terms of personal communications friends are rated highest with $\bar{x} = 3.68$ and $SD. = 1.10$. This is followed by school counsellors with $\bar{x} = 3.66$ and $SD. = 1.07$. The next is parents and guardians with $\bar{x} = 3.17$ and $SD. = 1.22$. This is followed by tutors at the moderate level at $\bar{x} = 3.06$ and $SD. = 1.37$. The next is university seniors with $\bar{x} = 3.01$ and $SD. = 1.21$. The least rated source is university staff with $\bar{x} = 2.43$ and $SD. = 1.21$.

The awareness of general information about international programs through the use of mass media is rated at the low level with $\bar{x} = 2.27$ and $SD. = 0.92$. The highest rated source is university brochures with $\bar{x} = 2.63$ and $SD. = 1.26$. Television is also rated in the low level with $\bar{x} = 2.49$ and $SD. = 1.28$. This is followed by Transit advertising on MRT/BTS/and public transport $\bar{x} = 2.37$ and $SD. = 1.17$. Next is Outdoor billboard with $\bar{x} = 2.34$ and $SD. = 1.17$. The next is cinema advertising at the low level with $\bar{x} = 2.30$ and $SD. = 1.16$. This is followed by newspaper at the low level with $\bar{x} = 2.06$ and $SD. = 1.13$. The next is magazine at the low level with $\bar{x} = 2.08$ and $SD. = 1.09$. The lowest is radio with $\bar{x} = 1.88$ and $SD. = 1.04$.

The awareness of general information about international programs through the use of social media is rated at the moderate level with $\bar{x} = 3.09$ and $SD. = 0.92$. The highest rated source is Google Search with $\bar{x} = 3.89$ and $SD. = 1.15$. Facebook is the next highest rated source with $\bar{x} = 3.75$ and $SD. = 1.18$. This is followed by educational websites such as Dekdee, EduZones, and Pantip at the moderate level with $\bar{x} = 3.19$ and $SD. = 1.43$. This is followed by university website, which is rated at the moderate level with $\bar{x} = 3.16$ and $SD. = 1.36$. Line is rated at the moderate level at $\bar{x} = 2.56$ and $SD. = 1.26$. Instagram is least with $\bar{x} = 2.36$ and $SD. = 1.29$.

The awareness of general information about international programs through the use of promotion activities is rated at the moderate level with $\bar{x} = 2.98$ and $SD. = 0.89$.

The highest ranked source is “Counselling/exhibition at schools” with $\bar{x} = 3.43$ and $SD. = 1.17$. This is followed by “On campus open house/ road shows” at the moderate level with $\bar{x} = 3.17$ and $SD. = 1.23$. This is followed by “Counselling/exhibition at department stores” at the moderate level with $\bar{x} = 2.65$ and $SD. = 1.13$. Next is the “Competitions/contests in terms of academics, sports, and entertainment” at the moderate level with $\bar{x} = 2.65$ and $SD. = 1.22$.

4.4.2 IMC of International Programs in Thai Universities

Table 4.8 Mean and Standard Deviation of IMC of International Programs in Thai Universities

(n=400)

IMC of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Advertising				(2)
Content is concise and easy to understand.	4.07	0.86	Agree	
Attractive, interesting, engaging, and quick in remembering university	4.03	0.81	Agree	
Reflect image and reputation of university.	3.92	0.85	Agree	
Modern, good taste, and international	4.06	0.80	Agree	
Can communicate directly to target through a variety of channels.	3.98	0.92	Agree	
Short story or episodic format	3.60	1.00	Agree	
Advertising has gone viral on social media	3.84	0.92	Agree	
Atmosphere both in and out of the classroom.	3.98	0.96	Agree	
Interactive learning experience (realistic cases)	4.04	0.90	Agree	
Can visualize future upon graduation from international programs.	4.12	0.93	Agree	
Clear evidence for intercultural exchanges	3.91	0.96	Agree	
Mean	3.96	0.61	Agree	

Table 4.8 (Continued)

IMC of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Public Relations				(1)
University public relations is trustworthy	4.17	0.77	Agree	
Present continuous news about academics and activities.	3.95	0.83	Agree	
Quick and accurate information.	4.08	0.90	Agree	
Proactive public relations regarding internationalization.	3.82	0.84	Agree	
Provide information regarding curriculum, expenses, and scholarships through multiple media.	3.96	0.92	Agree	
Public relations in all communication channels.	3.91	1.00	Agree	
Public relations unit only provides information regarding international programs.	3.93	0.96	Agree	
There is convenient, effective, and easily accessible communication channel for information request.	4.05	0.92	Agree	
Direct public relations to target group	3.99	0.98	Agree	
Mean	3.98	0.68	Agree	
Educational Activities to Provide Information				(3)
Organize roadshow events in schools	3.91	1.04	Agree	
Organize exhibitions and consultation in department stores	3.66	0.94	Agree	
Organize open house events for university visits	4.16	1.01	Agree	

Table 4.8 (Continued)

IMC of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Organize academic, athletic, and entertaining competitions or contests	3.58	1.03	Agree	
Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address.	3.55	1.05	Agree	
Provide scholarships and financial assistance during the period of study	3.94	1.01	Agree	
Provide volunteer activities that show social and community responsibility	3.65	1.00	Agree	
Have art, cultural, and language exchanges	3.90	1.00	Agree	
Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university's activities.	3.58	1.06	Agree	
Have trial courses for students before they decide to study at the university.	3.98	1.04	Agree	
Mean	3.79	0.71	Agree	
Total Mean	3.91	0.59		High

Table 4.9 Mean and Standard Deviation of Management of International Programs
(n=400)

Management of International Programs	\bar{x}	SD.	Interpretation	Rank
Characteristics of International Program				(1)
Develop international institute such as international centre providing the necessary supporting resources	4.03	0.81	Agree	
Have management vision towards internationalization	3.95	0.79	Agree	
Have cooperation with leading international institutions	4.08	0.88	Agree	
Organize international curriculums	4.16	0.83	Agree	
Faculty members should have expertise and necessary language skills with continuous development	4.17	0.92	Agree	
Modern and adequate teaching and learning media such as textbooks and computers	4.22	0.86	Agree	
Have international activities such as student exchanges including art, culture, and language.	4.15	0.87	Agree	
Mean	4.11	0.62	Agree	
Format of International Program Management				(3)
Request assistance from foreign institutions in the curriculum development	4.01	0.90	Agree	
Invite experts to teach or provide special lectures	4.08	0.90	Agree	
Student and faculty exchanges	4.00	0.97	Agree	
Credit transfer with foreign institutions	3.95	1.01	Agree	
Development of Joint Degree Program	4.00	0.98	Agree	
Development of Special Projects	3.92	1.01	Agree	

Table 4.9 (Continued)

Management of International Programs	\bar{x}	SD.	Interpretation	Rank
Mean	3.99	0.78	Agree	
Image of Management of International Programs				(2)
Image and reputation of the institution	4.04	0.91	Agree	
Experience and duration in operating the international program	4.07	0.90	Agree	
Standard in managing the international program	4.07	0.94	Agree	
Gaining acceptance in terms of program management of international programs	3.98	1.02	Agree	
Trust in the management of international programs	4.04	0.99	Agree	
Mean	4.04	0.77	Agree	
Total Mean	4.05	0.67	Agree	

Data presented in Table 4.9 indicates that management of the international programs among the 400 respondents has three dimensions comprising of international program characteristics, management format, and image of management of international programs. The international program characteristics is rated high with $\bar{x} = 4.11$ and SD. = 0.62. This is followed by image of management rated high with $\bar{x} = 4.05$ and SD. = 0.67. This is followed by management format with $\bar{x} = 3.99$ and SD. = 0.78.

The analysis of the management of the international programs in Thai universities in terms of “Modern and adequate teaching and learning media such as textbooks and computers” is rated at the high level with $\bar{x} = 4.22$ and SD. = 0.86. This is followed by “Faculty members should have expertise and necessary language skills with continuous development” is rated high with $\bar{x} = 4.17$ and SD. = 0.92. This is

followed by “Organize international curriculums” rated high with $\bar{x} = 4.16$ and SD. = 0.83. The next item is “Have international activities such as student exchanges including art, culture, and language” rated high with $\bar{x} = 4.15$ and SD. = 0.87. This is followed “Have cooperation with leading international institutions” rated high with $\bar{x} = 4.08$ and SD. = 0.88. Next is “Develop international institute such as international centre providing the necessary supporting resources” rated high with $\bar{x} = 4.03$ and SD. = 0.81. Finally, “Have management vision towards internationalization” is rated high with $\bar{x} = 3.95$ and SD. = 0.79.

In terms of image of management of international programs, “Experience and duration in operating the international program” is rated high with mean of $\bar{x} = 4.07$ and SD. = 0.90. This is followed by “Image and reputation of the institution” rated high with $\bar{x} = 4.04$ and SD. = 0.99. Next is “Gaining acceptance in terms of program management of international programs” rated high with $\bar{x} = 3.98$ and SD. = 1.02.

In terms of program management, “Invite experts to teach or provide special lectures” rated high with $\bar{x} = 4.08$ and SD. = 0.90. The item rated high is “Request assistance from foreign institutions in the curriculum development” with $\bar{x} = 4.01$ and SD. = 0.90. The next item rated high is “Student and faculty exchanges” with $\bar{x} = 4.00$ and SD. = 0.97. This is followed by “Development of Joint Degree Program” rated high with $\bar{x} = 4.00$ and SD. = 0.98. Next is “Credit transfer with foreign institutions” rated high with $\bar{x} = 3.95$ and SD. = 1.01. This is followed by “Development of Special Projects” rated high with $\bar{x} = 3.92$ and SD. = 1.01.

4.4.3 Image and Reputation of International Programs in Thai Universities

The analysis of the image and reputation of international programs in Thai universities comprised of three aspects, which are university dimension, teaching and learning, and service and support for internationalization.

Table 4.10 Mean and Standard Deviation Image and Reputation of International Programs in Thai Universities

(n=400)

Image and Reputation of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
University Dimension				(3)
Reputation for international programs	4.01	0.99	Agree	
Internationalization is accepted both in Thailand and abroad	4.09	0.96	Agree	
Well-known teaching and learning of international programs	3.96	0.97	Agree	
Reputed as globally ranked university	3.86	1.02	Agree	
Emphasis on proactive public relations of international programs	3.75	0.96	Agree	
Support advertising and activities to increase awareness among target	3.82	0.95	Agree	
Mean	3.91	0.76	Agree	
Teaching and Learning			Agree	(2)
Curriculum serves the needs of the labor market	4.14	0.91	Agree	
Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN.	4.05	0.91	Agree	
Curriculums support students from diverse and international backgrounds	4.09	0.97	Agree	
Faculty are experienced at the international level in teaching and research.	4.09	0.94	Agree	
Faculty have qualified degrees from a variety of nations.	4.16	0.87	Agree	
Program of studies are accredited both locally and internationally.	4.14	0.88	Agree	

Table 4.10 (Continued)

Image and Reputation of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Academic cooperation, collaboration, and exchanges at the international level	4.05	0.90	Agree	
Organize international academic seminars and research	3.94	0.86	Agree	
Graduates are accepted by both local and international organizations.	4.03	0.89	Agree	
Graduates have a good employment and high-income opportunity.	4.11	0.96	Agree	
Faculty members have the experience in teaching and research at the international level.	4.09	0.94	Agree	
Graduates can study at leading foreign and local institutions.	4.17	0.86	Agree	
Graduates can communicate well in English.	4.28	0.89	Strongly agree	
Mean	4.10	0.67	Agree	
Service and Support for Internationalization				(1)
Have a unit in charge and caring for international student exchanges	4.19	0.90	Agree	
Have staff with good English communication skills	4.20	0.87	Agree	
Have staff providing advice and assistance for students all the time	4.18	0.82	Agree	
Provide financial assistance and scholarships	4.11	0.86	Agree	
Has international student exchanges	4.14	0.86	Agree	

Table 4.10 (Continued)

Image and Reputation of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Have activities that promote both local and international culture	3.88	1.00	Agree	
Have volunteer projects that help community and society	3.80	0.96	Agree	
Have activities that stimulate friendship among students who come from different backgrounds and culture	4.03	0.91	Agree	
Have modern and international facilities to promote international atmosphere	4.06	0.92	Agree	
Have modern teaching and learning equipment and technology	4.17	0.89	Agree	
Have fast and adequate Wi-Fi on campus	4.18	0.95	Agree	
Have modern library facilities that supports quick information search	4.11	0.93	Agree	
Have safe, modern, and clean facilities for students to read, prepare for exams, and relax	4.23	0.87	Strongly agree	
Have dormitories for international students	4.15	0.88	Agree	
Have good security and healthy environment	4.26	0.92	Strongly agree	
Variety of communication channels for contact, advising, filing complaints, and requesting assistance	4.14	0.96	Agree	
Provide information for admission and providing curriculum details	4.16	0.93	Agree	

Table 4.10 (Continued)

Image and Reputation of International Programs in Thai Universities	\bar{x}	SD.	Interpretation	Rank
Have quick and effective admission and selection process	4.20	0.90	Agree	
Mean	4.12	0.66	Agree	
Total Mean	4.05	0.64	Agree	

Data presented in Table 4.10 presents the analysis of the image and reputation of international programs in Thai universities. The 400 respondents rated the three dimensions comprising of university, teaching and learning, and service and support for internationalization, which was rated at a high level with $\bar{x} = 4.12$ and $SD. = 0.66$. This is followed by teaching and learning at the high level with $\bar{x} = 4.10$ and $SD. = 0.67$. Next is the university dimension at the high level with $\bar{x} = 3.91$ and $SD. = 0.76$ respectively.

With regards to the dimension of service and support for internationalization, the highest rated item is “Have good security and healthy environment”, which is rated at a high level with $\bar{x} = 4.26$ and $SD. = 0.92$. This is followed by “Have safe, modern, and clean facilities for students to read, prepare for exams, and relax”, which is rated at a high level with $\bar{x} = 4.23$ and $SD. = 0.87$. Next is “Have staff with good English communication skills”, which is rated at a high level with $\bar{x} = 4.20$ and $SD. = 0.87$. This is followed by “Have quick and effective admission and selection process”, which is rated at a high level with $\bar{x} = 4.20$ and $SD. = 0.90$. Next is “Have a unit in charge and caring for international student exchanges”, which is rated at a high level with $\bar{x} = 4.19$ and $SD. = 0.90$. This is followed by “Have staff providing advice and assistance for students all the time”, which is rated at a high level with $\bar{x} = 4.18$ and $SD. = 0.82$. Next is “Have fast and adequate Wi-Fi on campus”, which is rated at a high level with $\bar{x} = 4.18$ and $SD. = 0.95$. This is followed by “Have modern teaching and learning

equipment and technology”, which is rated at high level with $\bar{X} = 4.17$ and $SD. = 0.89$. Next is “Provide information for admission and providing curriculum details”, which is rated at a high level with $\bar{X} = 4.16$ and $SD. = 0.93$. This is followed by “Have dormitories for international students”, which is rated at a high level with $\bar{X} = 4.15$ and $SD. = 0.88$. Next is “Variety of communication channels for contact, advising, filing complaints, and requesting assistance”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.96$. This is followed by “Has international student exchanges”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.86$. Next is “Provide financial assistance and scholarships”, which is rated at a high level with $\bar{X} = 4.11$ and $SD. = 0.86$. This is followed by “Have modern library facilities that supports quick information search”, which is rated at a high level with $\bar{X} = 4.11$ and $SD. = 0.93$. Next is “Have modern and international facilities to promote international atmosphere”, which is rated at a high level with $\bar{X} = 4.06$ and $SD. = 0.92$. This is followed by “Have activities that stimulate friendship among students who come from different backgrounds and culture”, which is rated at a high level with $\bar{X} = 4.03$ and $SD. = 0.91$. Next is “Have activities that stimulate friendship among students who come from different backgrounds and culture”, which is rated at a high level with $\bar{X} = 3.88$ and $SD. = 1.00$. This is followed by “Have volunteer projects that help community and society”, which is rated at a high level with $\bar{X} = 3.80$ and $SD. = 0.96$.

In terms of teaching and learning, the highest rated item is, “Graduates can communicate well in English.” with $\bar{X} = 4.28$ and $SD. = 0.89$. This is followed by, “Graduates can study at leading foreign and local institutions.” with $\bar{X} = 4.17$ and $SD. = 0.86$. Next is “Faculty have qualified degrees from a variety of nations.”, which is rated at a high level with $\bar{X} = 4.16$ and $SD. = 0.87$. This is followed by “Curriculum serves the needs of the labor market.”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.91$. Next is “Program of studies are accredited both locally and internationally.”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.88$. This is followed by “Graduates have a good employment and high-income opportunity.”,

which is rated at a high level with $\bar{x} = 4.11$ and $SD. = 0.96$. Next is “Faculty are experienced at the international level in teaching and research.”, which is rated at a high level with $\bar{x} = 4.09$ and $SD. = 0.94$. This is followed by “Curriculums support students from diverse and international backgrounds.”, which is rated at a high level with $\bar{x} = 4.09$ and $SD. = 0.97$. Next is “Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN.”, which is rated at a high level with $\bar{x} = 4.05$ and $SD. = 0.91$. This is followed by “Academic cooperation, collaboration, and exchanges at the international level”, which is rated at a high level with $\bar{x} = 4.05$ and $SD. = 0.90$. This is followed by “Graduates are accepted by both local and international organizations.”, which is rated at a high level with $\bar{x} = 4.03$ and $SD. = 0.89$. Next is “Organize international academic seminars and research”, which is rated at a high level with $\bar{x} = 3.94$ and $SD. = 0.86$.

In the university dimension, the highest rated item is “Internationalization is accepted both in Thailand and abroad.”, which is rated at a high level with $\bar{x} = 4.09$ and $SD. = 0.96$. This is followed by “Reputation for international programs”, which is rated at a high level with $\bar{x} = 4.01$ and $SD. = 0.99$. Next is “Well-known teaching and learning of international programs”, which is rated at a high level with $\bar{x} = 3.96$ and $SD. = 0.97$. This is followed by “Support advertising and activities to increase awareness among target”, which is rated at a high level with $\bar{x} = 3.82$ and $SD. = 0.95$. This is followed by “Reputed as globally ranked university”, which is rated at a high level with $\bar{x} = 3.86$ and $SD. = 1.02$. There is “Emphasis on proactive public relations of international programs”, which is rated at a high level with $\bar{x} = 3.75$ and $SD. = 0.96$, respectively.

4.5 Confirmatory Factor Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

This section presents the confirmatory factor analysis model fit examination of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities. The analysis would be conducted on the variables -awareness of general information of international programs, IMC of international programs, management of international programs, and image and reputation of international programs in Thai universities. The causal model is analysed using the modification indices (MI) technique, which is presented in the following section.

4.5.1 Awareness of General Information of International Programs in Thai Universities

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of general information of international programs shows that the model fits the data. The Chi-Square = 170.658 with $df = 159.00$, $Sig. = 0.250 > 0.05$, and $CMIN/df. = 1.073 < 2.0$ values confirm model fit. In addition, Comparative Fit Index ($CFI = 0.998$, which is more than 0.90), Goodness of Fit Index ($GFI = 0.967$, which is more than 0.90), Adjusted Goodness of Fit Index ($AGFI = 0.932$, which is more than 0.80), Root Mean Square Error of Approximation ($RMSEA = 0.014$, which is more than 0.05), Root Mean Square Residual ($RMR = 0.048$, which is more than 0.05), Normed Fit Index ($NFI = 0.971$, which is more than 0.90), and Incremental Fit Index ($IFI = 0.998$, which is more than 0.90), all of these seven indices pass the criteria required to confirm the model fit presented in Figure 4.1 and summarized in Table 4.11.

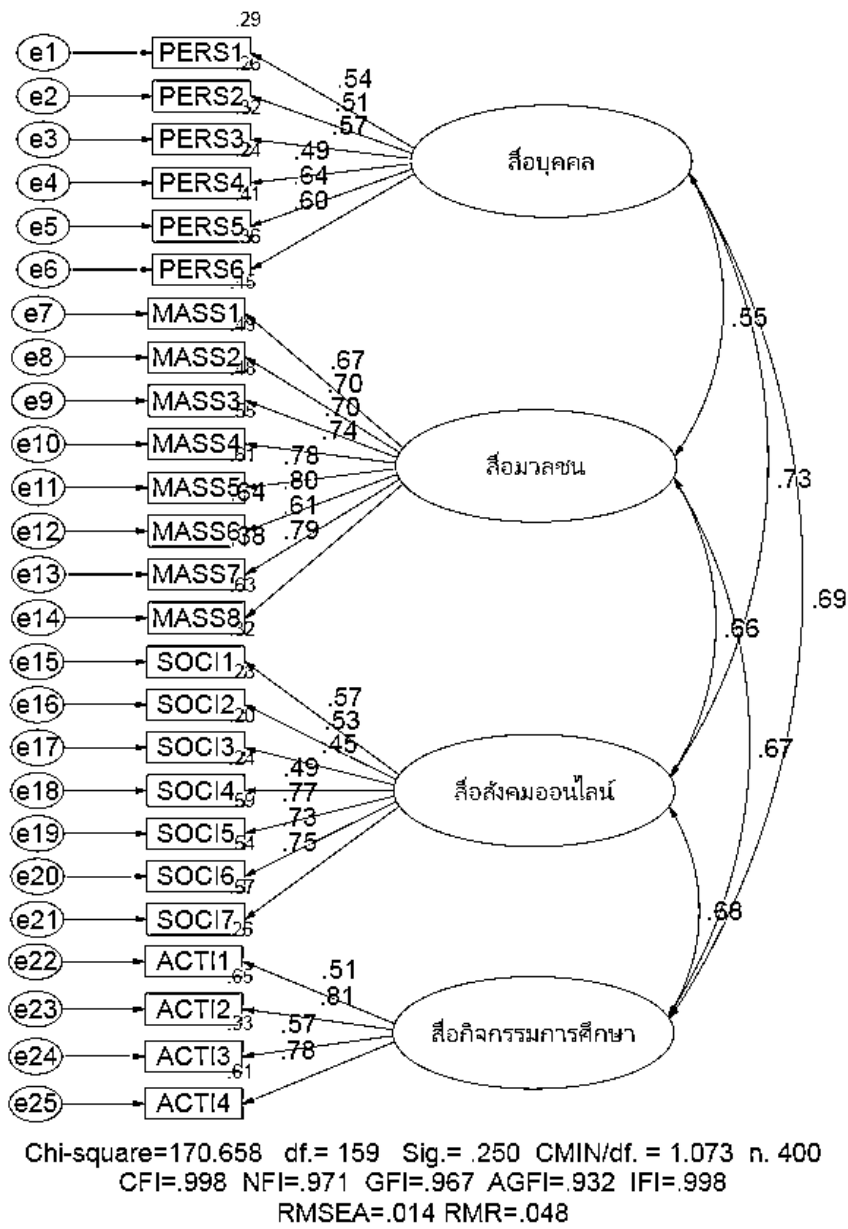


Figure 4.1 The Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in Terms of Management in Terms of Awareness of General Information

Table 4.11 Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in Terms of Management in Terms of Awareness of General Information

Awareness of General Information of International Programs in Thai Universities						
	λ	SE.	t-value	R ²	AVE	CR.
Personal communications					0.513	0.730
PERS1 (Fixed parameter)	0.54	-	-	26.20%		
PERS2	0.51	0.13	6.420**	32.10%		
PERS3	0.57	0.12	9.013**	40.70%		
PERS4	0.49	0.12	6.831**	28.80%		
PERS5	0.64	0.16	7.576**	23.70%		
PERS6	0.60	0.17	7.505**	36.00%		
Mass Media					0.528	0.899
MASS1 (Fixed parameter)	0.67	-	-	49.10%		
MASS2	0.70	0.06	18.559**	48.40%		
MASS3	0.70	0.06	16.265**	61.20%		
MASS4	0.74	0.10	12.673**	44.80%		
MASS5	0.78	0.09	12.881**	55.20%		
MASS6	0.80	0.09	13.247**	63.70%		
MASS7	0.62	0.10	10.337**	37.80%		
MASS8	0.79	0.09	12.992**	62.60%		
Social Media					0.592	0.812
SOCI1 (Fixed parameter)	0.57	-	-	28.30%		
SOCI2	0.53	0.08	12.307**	20.10%		
SOCI3	0.45	0.09	7.240**	59.00%		
SOCI4	0.49	0.10	7.662**	32.10%		
SOCI5	0.77	0.13	10.165**	24.30%		

Table 4.11 (Continued)

Awareness of General Information of International Programs in Thai Universities						
	λ	SE.	t-value	R ²	AVE	CR.
SOCI6	0.73	0.10	11.678**	53.80%		
SOCI7	0.75	0.13	9.897**	56.60%		
Academic Activities					0.562	0.768
ACTI1 (Fixed Parameter)	0.51	-	-	64.80%		
ACTI2	0.81	0.16	9.224**	60.80%		
ACTI3	0.57	0.14	8.509**	26.30%		
ACTI4	0.78	0.18	8.758**	32.90%		

Note: ** Statistical Significance at the 0.001 level

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of general information of international programs is significant at the level of 0.001. There are four latent variables, which are personal media, mass media, social media, and academic activities. The coefficient of correlation (R) has value between 0.45-0.81, which is more than 0.40. The coefficient of determination (R²) is between 20.10% - 64.80%. The averaged observed variance (AVE) is 0.513-0.592, which is higher than 0.50. This confirms the linearity of the data. The critical ratio (CR) is between 0.730-0.899, which is higher than 0.60. Observed and latent component make up the variable, general information of international programs in Thai universities. The discriminant analysis shows that the components load accordingly for the development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities.

4.5.2 Management of International Programs in Thai Universities

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of management of international programs shows that the model fits the data. The Chi-Square = 106.961 with $df = 85.00$, $Sig. = 0.054 > 0.05$, and $CMIN/df. = 1.258 < 2.0$ values confirm model fit. In addition, Comparative Fit Index ($CFI = 0.996$, which is more than 0.90), Goodness of Fit Index ($GFI = 0.971$, which is more than 0.90), Adjusted Goodness of Fit Index ($AGFI = 0.941$, which is more than 0.80), Root Mean Square Error of Approximation ($RMSEA = 0.025$, which is more than 0.05), Root Mean Square Residual ($RMR = 0.023$, which is more than 0.05), Normed Fit Index ($NFI = 0.981$, which is more than 0.90), and Incremental Fit Index ($IFI = 0.996$, which is more than 0.90), all of these seven indices pass the criteria required to confirm the model fit presented in Figure 4.2 and summarized in Table 4.12.

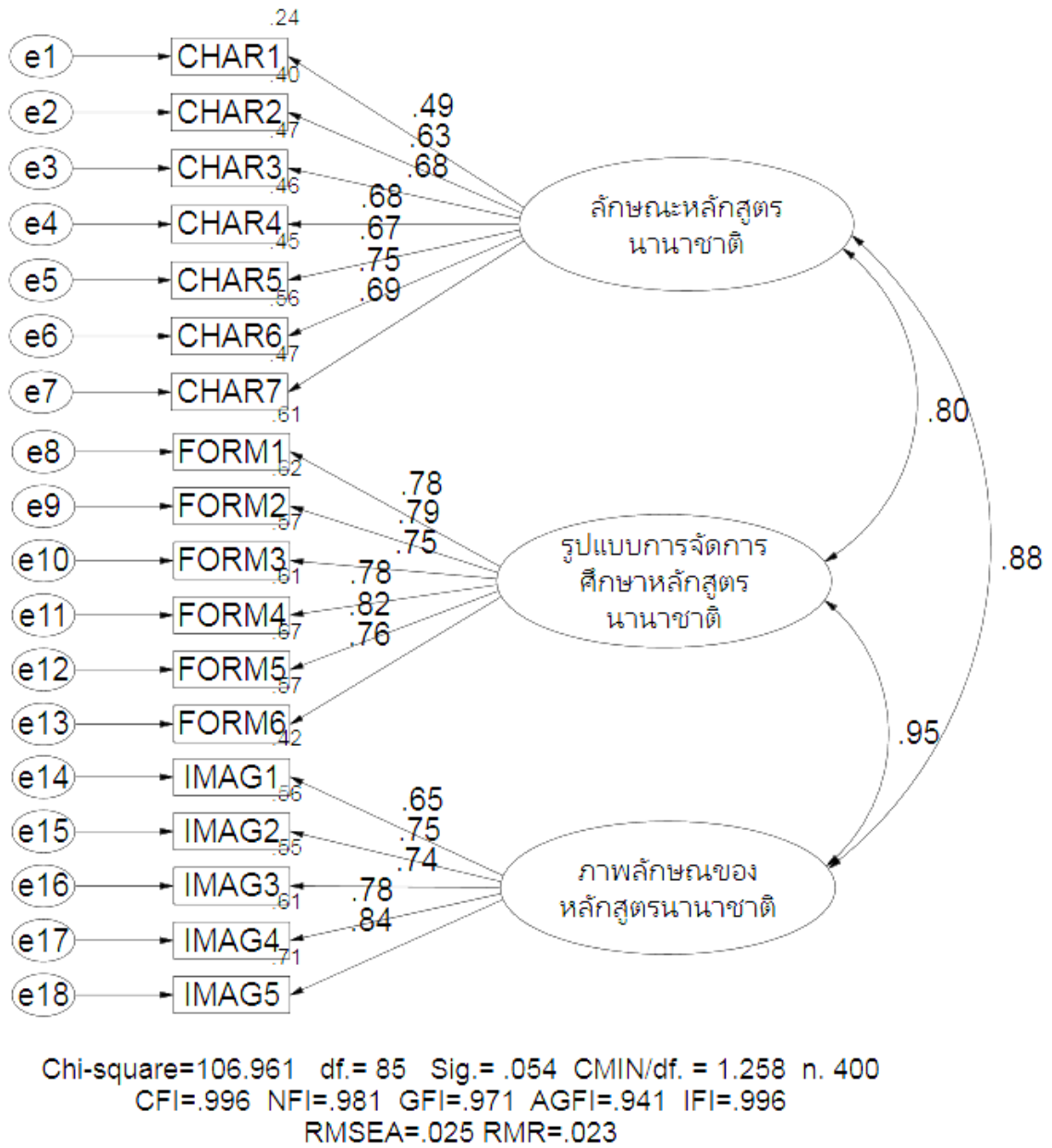


Figure 4.2 The Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in Terms of Management

Table 4.12 Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in Terms of Management

Management of International Programs in Thai Universities	λ	SE.	t-value	R ²	AVE	CR.
Characteristics of International Programs						
					0.534	0.841
CHAR1 (Fixed parameter)	0.49	-	-	47.00%		
CHAR2	0.63	0.13	9.752**	24.20%		
CHAR3	0.68	0.17	8.853**	39.50%		
CHAR4	0.68	0.16	8.720**	61.40%		
CHAR5	0.67	0.18	8.754**	57.20%		
CHAR6	0.75	0.18	8.748**	44.90%		
CHAR7	0.69	0.17	8.853**	56.10%		
Management of International Programs						
					0.608	0.903
FORM1 (Fixed parameter)	0.78	-	-	46.70%		
FORM2	0.79	0.06	16.085**	56.70%		
FORM3	0.75	0.07	15.346**	62.10%		
FORM4	0.78	0.08	14.803**	60.80%		
FORM5	0.82	0.08	15.311**	45.60%		
FORM6	0.76	0.07	15.442**	66.70%		
Image of Management of International Programs						
					0.571	0.869
IMAG1 (Fixed parameter)	0.65	-	-	56.00%		
IMAG2	0.75	0.08	13.647**	60.90%		
IMAG3	0.74	0.09	13.012**	42.20%		
IMAG4	0.78	0.10	13.486**	55.40%		
IMAG5	0.84	0.10	14.185**	70.90%		

Note: ** Statistical Significance at the 0.001 level

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of management of international programs is significant at the level of 0.001. There are three latent variables, which are characteristics of the international programs, format of management, and image and reputation. The coefficient of correlation (R) has value between 0.49-0.84, which is more than 0.40. The coefficient of determination (R^2) is between 47.00%-70.90%. The averaged observed variance (AVE) is 0.534-0.608, which is higher than 0.50. This confirms the linearity of the data. The critical ratio (CR) is between 0.841-0.903, which is higher than 0.60. Observed and latent component make up the variable, management of international programs in Thai universities. The discriminant analysis shows that the components load accordingly for the development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities.

4.5.3 Image and Reputation of International Programs in Thai Universities

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of image and reputation of international programs shows that the model fits the data. The Chi-Square = 386.515 with $df = 358.00$, $Sig. = 0.144 > 0.05$, and $CMIN/df. = 1.080 < 2.0$ values confirm model fit. In addition, Comparative Fit Index ($CFI = 0.997$, which is more than 0.90), Goodness of Fit Index ($GFI = 0.949$, which is more than 0.90), Adjusted Goodness of Fit Index ($AGFI = 0.906$, which is more than 0.80), Root Mean Square Error of Approximation ($RMSEA = 0.014$, which is more than 0.05), Root Mean Square Residual ($RMR = 0.028$, which is more than 0.05), Normed Fit Index ($NFI = 0.965$, which is more than 0.90), and Incremental Fit Index ($IFI = 0.997$, which is more than 0.90), all of these seven indices pass the criteria required to confirm the model fit presented in Figure 4.3 and summarized in Table 4.13.

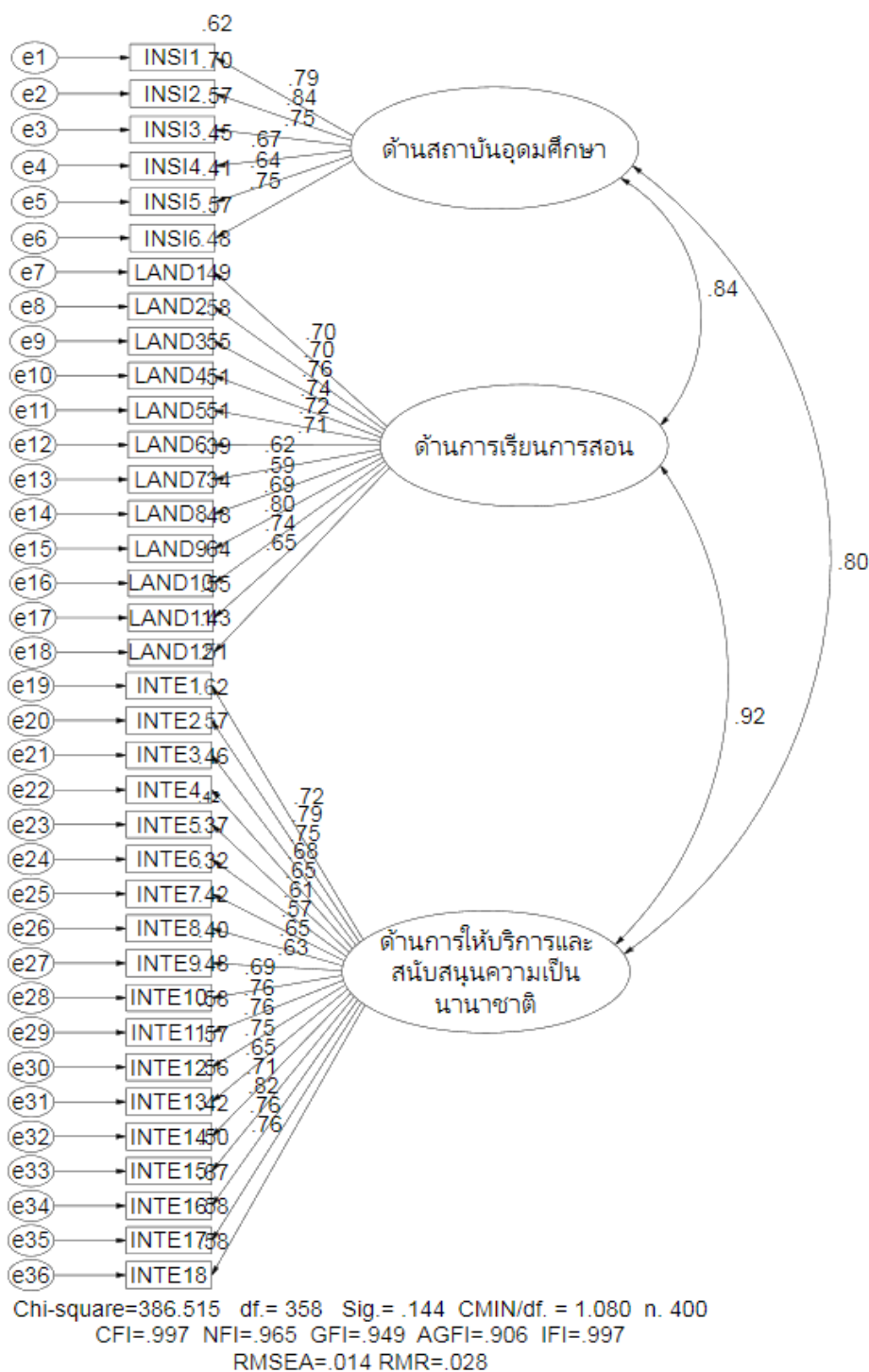


Figure 4.3 The Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities in Terms of Image and Reputation

Table 4.13 Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities in Terms of Image and Reputation

Image and Reputation of International Programs in Thai Universities	λ	SE.	t-value	R ²	AVE	CR.
Institution					0.552	0.88
INSI1 (Fixed parameter)	0.79	-	-	56.80%		
INSI2	0.84	0.06	18.809**	61.90%		
INSI3	0.75	0.07	14.711**	70.20%		
INSI4	0.67	0.08	12.992**	45.20%		
INSI5	0.64	0.08	11.766**	40.70%		
INSI6	0.75	0.08	12.690**	56.70%		
Teaching and Learning					0.597	0.992
LAND1 (Fixed parameter)	0.70	-	-	49.10%		
LAND2	0.70	0.07	13.679**	58.00%		
LAND3	0.76	0.08	15.015**	51.50%		
LAND4	0.74	0.08	14.021**	48.40%		
LAND5	0.72	0.07	13.551**	55.00%		
LAND6	0.71	0.07	13.353**	50.80%		
LAND7	0.62	0.07	11.744**	39.00%		
LAND8	0.59	0.08	10.634**	34.20%		
LAND9	0.70	0.08	13.156**	48.30%		
LAND10	0.80	0.08	15.065**	64.30%		
LAND11	0.74	0.07	14.033**	55.30%		
LAND12	0.65	0.07	12.449**	42.70%		
Internationalization service and support					0.502	0.947
INTE1 (Fixed parameter)	0.72	-	-	61.70%		
INTE2	0.79	0.05	19.762**	56.80%		
INTE3	0.75	0.06	17.068**	42.20%		

Table 4.13 (Continued)

Image and Reputation of International Programs in Thai Universities	λ	SE.	t-value	R ²	AVE	CR.
INTE4	0.68	0.07	12.604**	51.40%		
INTE5	0.65	0.07	12.564**	46.20%		
INTE6	0.61	0.07	12.790**	36.70%		
INTE7	0.57	0.08	11.135**	32.50%		
INTE8	0.65	0.08	11.888**	41.60%		
INTE9	0.63	0.07	12.388**	40.00%		
INTE10	0.69	0.08	12.273**	48.20%		
INTE11	0.76	0.08	14.829**	57.80%		
INTE12	0.76	0.07	14.833**	57.30%		
INTE13	0.75	0.07	14.725**	56.20%		
INTE14	0.65	0.07	12.699**	42.30%		
INTE15	0.71	0.08	12.897**	49.70%		
INTE16	0.82	0.07	16.389**	66.90%		
INTE17	0.76	0.07	14.898**	58.30%		
INTE18	0.76	0.07	14.995**	58.30%		

Note: ** Statistical Significance at the 0.001 level

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of image and reputation of international programs is significant at the level of 0.001. There are three latent variables, which are institution, teaching and learning, and internationalization support and service. The coefficient of correlation (R) has value between 0.57-0.84, which is more than 0.40. The coefficient of determination (R²) is between 32.50%-70.20%. The averaged observed variance (AVE) is 0.502-0.597, which is higher than 0.50. This confirms the linearity of the data. The critical ratio (CR) is between 0.880-

0.992, which is higher than 0.60. Observed and latent component make up the variable, image and reputation of international programs in Thai universities. The discriminant analysis shows that the components load accordingly for the development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities.

4.6 Analysis of the Correlation Matrix for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities in Terms of Image and Reputation

This part examines the correlation problems such as multi-collinearity that might occur among the variables for the development of the causal relationship model for management of innovation of image and reputation communication of international programs in Thai Universities. The findings would be presented in the following section.

4.6.1 Examination of Correlation Problems Among Variables for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

The examination of the correlation problems among variables for the development of the causal relationship model for management of innovation of image and reputation communication of international programs in Thai universities is comprised of awareness of general information of international programs, IMC of international programs, management of international programs, and image and reputation of international programs. Correlation values range from 0.117-0.791, which are positive and less than 0.80. This shows that the variables are distinctive, thus there is no evidence of multi-collinearity among the latent variables. Thus, the variables can be used to develop the causal relationship model for management of innovation of

image and reputation communication of international programs in Thai universities as presented in Table 4.14.

Table 4.14 Examination of Correlation Problems Among Variables for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

Variables	Awareness of General Information of International Programs in Thai Universities				IMC of International Programs in Thai Universities			Management of International Programs in Thai Universities			Image and Reputation of International Programs in Thai Universities		
	PERS	MASS	SOCI	ACTI	ADVE	PUBI	PROM	CHAR	FORM	IMGE	INSI	LAND	INTE
	PERS	1.000	0.404	0.533	0.589	0.198	0.210	0.330	0.152	0.237	0.255	0.348	0.194
		0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
MASS		1.000	0.505	0.526	0.242	0.332	0.143	0.133	0.224	0.335	0.257	0.228	0.265
			0.000**	0.000**	0.040*	0.024*	0.004*	0.008*	0.028*	0.014*	0.025*	0.011*	0.020*
SOCI			1.000	0.549	0.202	0.144	0.347	0.117	0.162	0.183	0.288	0.142	0.147
				0.000**	0.000**	0.004*	0.000**	0.019*	0.00*1	0.000**	0.000**	0.004*	0.003*
ACTI				1.000	0.232	0.195	0.347	0.169	0.187	0.240	0.256	0.104	0.137
					0.000**	0.000**	0.000**	0.001*	0.000**	0.000**	0.000**	0.037*	0.006**
ADVE					1.000	0.717	0.637	0.592	0.533	0.552	0.540	0.607	0.619
						0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
PUBI						1.000	0.662	0.622	0.536	0.533	0.536	0.630	0.601
							0.000**	0.000**	0.000**	0.000**	0.000**	0.000**	0.000**
PROM							1.000	0.625	0.633	0.628	0.640	0.581	0.618
								0.000**	0.000**	0.000**	0.000**	0.000**	0.000**

Table 4.14 (Continued)

Variables	Awareness of General Information of International Programs in Thai Universities				IMC of International Programs in Thai Universities			Management of International Programs in Thai Universities			Image and Reputation of International Programs in Thai Universities		
	PERS	MASS	SOCI	ACTI	ADVE	PUBI	PROM	CHAR	FORM	IMGE	INSI	LAND	INTE
	CHAR								1.000	0.706	0.791	0.577	0.667
									0.000**	0.000**	0.000**	0.000**	0.000**
FORM									1.000	0.708	0.596	0.616	0.647
										0.000**	0.000**	0.000**	0.000**
IMGE										1.000	0.615	0.620	0.634
											0.000**	0.000**	0.000**
INSI											1.000	0.735	0.700
												0.000**	0.000**
LAND												1.000	0.746
													0.000**
INTE													1.000

Note: ** Statistical Significance at the 0.001 level

* Statistical Significance at the 0.05 level

4.6.2 Statistical Examination of Variables for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

Table 4.15 Results of the Analysis of the Variables for the Development of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

Variables		Range	Lowest	Highest	\bar{x}	SD.	Variance	Skewness	Kurtosis
PERS	Personal Media	4.0	1.0	5.0	3.17	0.79	0.63	-0.35	0.14
MASS	Mass Media	4.0	1.0	5.0	2.27	0.92	0.84	0.40	-0.56
SOCI	Social Media	4.0	1.0	5.0	3.09	0.92	0.85	-0.03	-0.43
ACTI	Academic Activities	4.0	1.0	5.0	2.98	0.89	0.80	-0.01	-0.12
ADVE	Advertising	4.0	1.0	5.0	3.96	0.61	0.37	-0.61	0.94
PUBI	Public Relations	3.3	1.7	5.0	3.98	0.68	0.46	-0.47	-0.24
PROM	Education promotion to generate awareness	3.8	1.2	5.0	3.79	0.71	0.50	-1.11	2.50
CHAR	Characteristics of international programs	3.0	2.0	5.0	4.11	0.62	0.38	-0.60	-0.30
FORM	Management form of international programs	4.0	1.0	5.0	3.99	0.78	0.61	-1.16	1.89
IMGE	Image of international program management	4.0	1.0	5.0	4.04	0.77	0.59	-1.23	2.04
INSI	Education institution	4.0	1.0	5.0	3.93	0.76	0.58	-1.35	3.15
LAND	Teaching and learning	4.0	1.0	5.0	4.10	0.67	0.45	-0.77	0.52
INTE	Service and support to become international	4.0	1.0	5.0	4.12	0.66	0.44	-0.84	0.63

The statistical analysis of the variables used to develop the structural equation causal relationship model for management of innovation of image and reputation of communication of international programs in Thai universities comprise of the constructs of awareness of general information of international programs, management of international programs, and image and reputation of international programs. The range is 3.30-4.00. The lower bound is 1.00 and upper bound is 5.00. The mean is between 2.27-4.12. The S.D. is between 0.61-0.92. This demonstrates that the data is close to the mean because the S.D. is not more than 30% of the variance, which ranged between 0.37-0.85. The skewness demonstrates if the data exhibits asymmetric properties, which is -1.35 to 0.40. The kurtosis is ranged between -0.56 to 3.15, which is slightly higher than normal. Thus, the variables have the validity appropriate to be used in the structural equation causal relationship model for management of innovation of image and reputation of communication of international programs in Thai universities.

4.7 Structural Equation Model Fit Analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

The Structural Equation Model (SEM) is used to develop the Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities. The model fit was analysed and subsequently modified using the modification indices methodology. The indices were analysed based on the consideration of the R^2 value to analyze the variable explained as presented in figures 4.4-4.5 and tables 4.16-4.17.

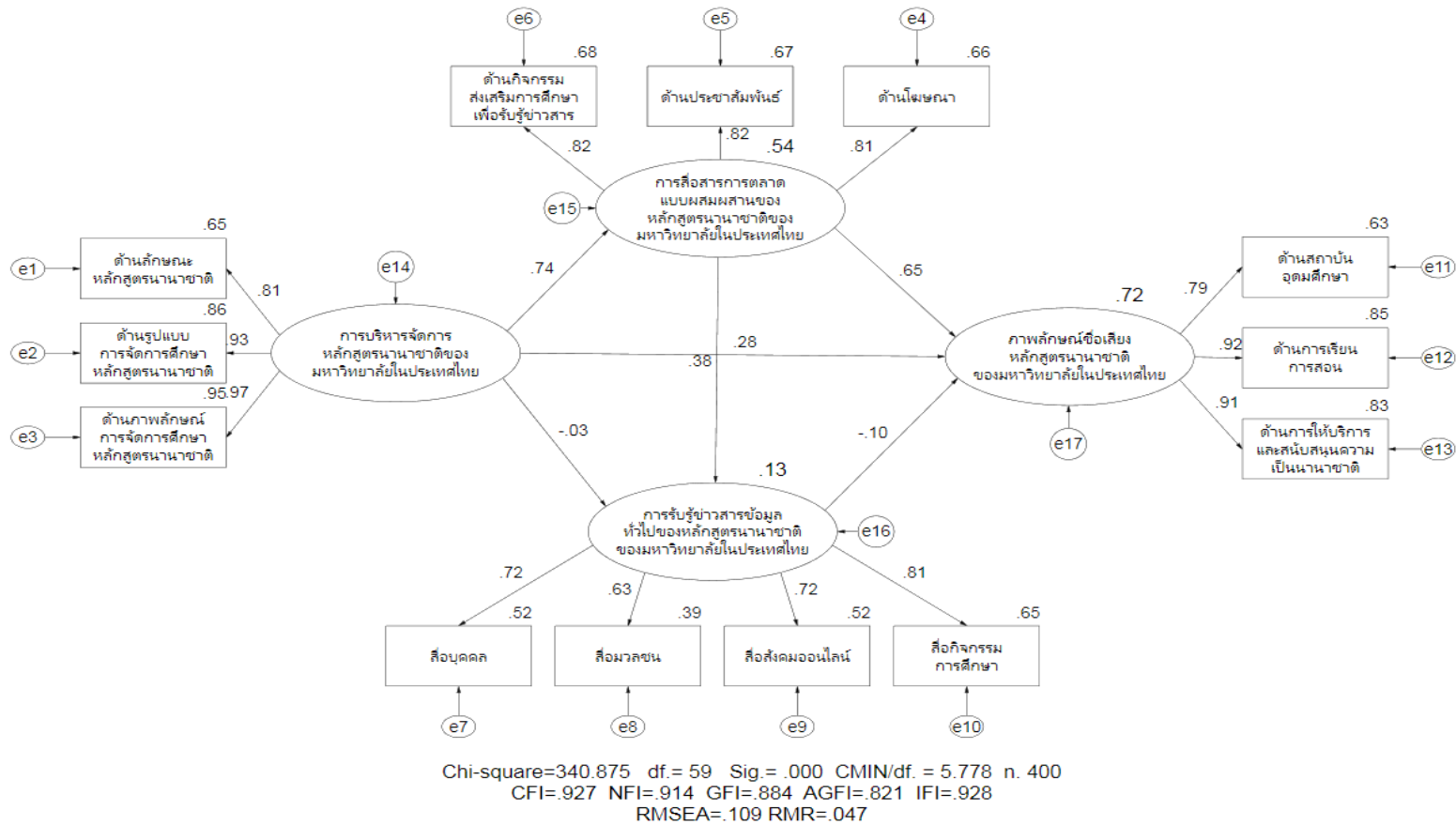


Figure 4.4 Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities (Before Modification)

Table 4.16 Statistical Model Fit Analysis of the Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities (Before Modification)

Index	Criteria	Results	Conclusion	Referenced Criteria
Chi –Square	$p. > 0.05$	340.875	Not pass	Hair et al. (1998), Bollen (1989) and Sorbon (1996) criteria
CMIN/df.	< 2.0	5.778	Not pass	Bollen (1989), Diamantopoulos, Siguaw (2000) criteria
GFI	≥ 0.90	0.884	Not pass	Hair et al. (1998), Browne and Cudeck (1993) criteria
AGFI	≥ 0.90	0.821	Not pass	Durande-Moreau an Usunier (1999), Harrison walker (2001) criteria
NFI	≥ 0.90	0.914	Pass criteria	Hair et al. (1998), Mueller (1996)
IFI	≥ 0.90	0.928	Pass criteria	Hair et al. (1998), Mueller (1996)
CFI	≥ 0.90	0.927	Not pass	Hair et al. (1998), Mueller (1996) criteria
RMR	< 0.05	0.047	Pass criteria	Diamantopoulos, Siguaw (2000)
RMSEA	< 0.05	0.109	Not pass	Hair et al. (1998), Browne and Cudeck (1993) criteria

The confirmatory factor analysis of the components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities in terms of awareness of image and reputation of international programs shows that the model prior to the modification does not fit the data. The Chi – Square = 340.875 with $df = 59.00$, $Sig. = 0.000 < 0.05$, and $CMIN/df. = 5.778 > 2.0$. In addition, Comparative Fit Index ($CFI = 0.927$, which is more than 0.90), Goodness of Fit Index ($GFI = 0.884$, which is less than 0.90), Adjusted Goodness of Fit Index ($AGFI = 0.821$, which is less than 0.80), Root Mean Square Error of Approximation ($RMSEA = 0.109$, which is more than 0.05), Normed Fit Index ($NFI = 0.914$, which is more than 0.90), and Incremental Fit Index ($IFI = 0.928$, which is more than 0.90), Root Mean Square Residual ($RMR = 0.047$, which is

less than 0.05), all of these four indices did not pass the criteria required to confirm the model fit. The sig. is less than 0.05 CMIN/df. is more than > 2.0 , thus the model does not fit the empirical data. The modification indices method was used to improve the fit of the model.

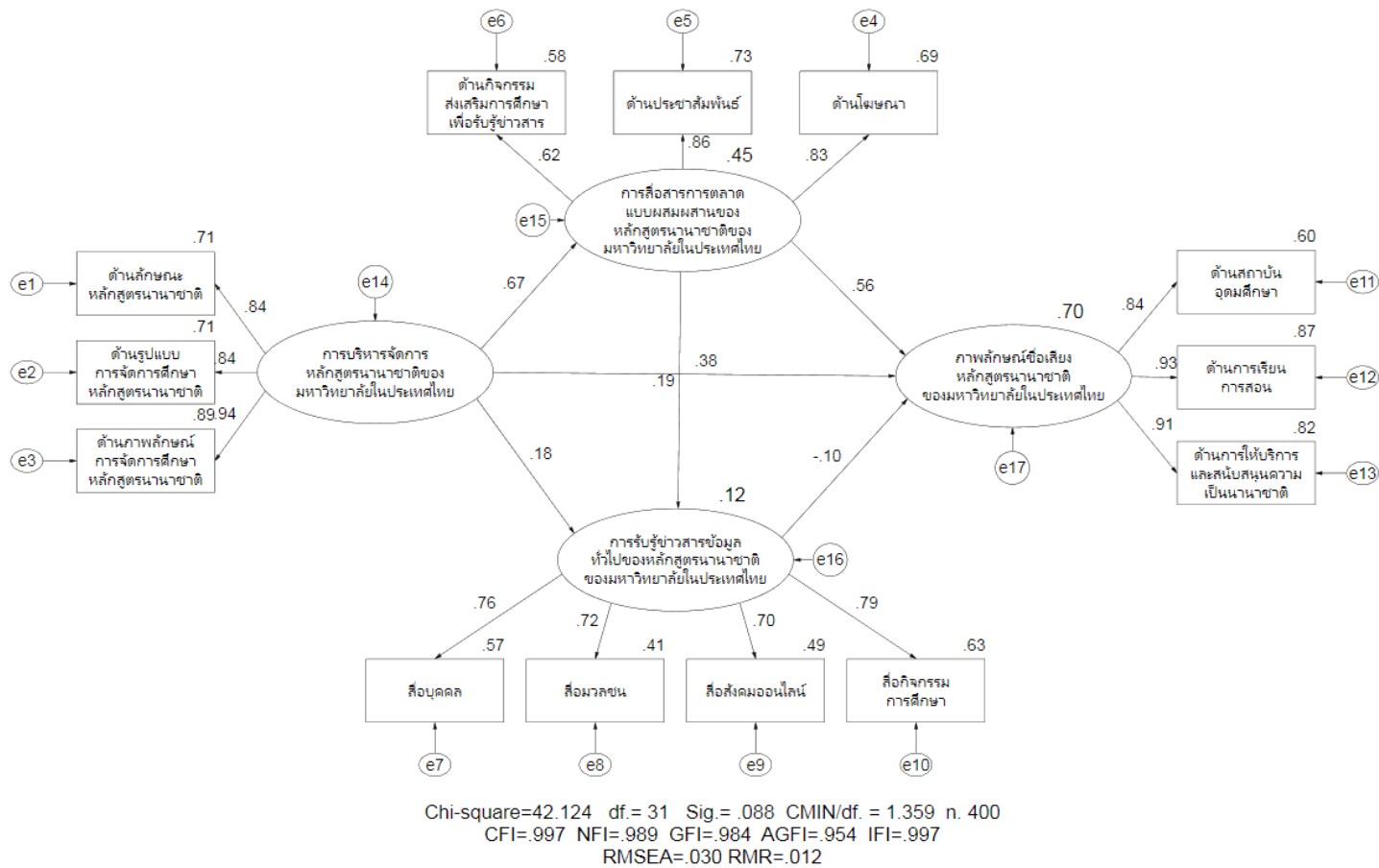


Figure 4.5 Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities (After Modification)

Table 4.17 Statistical Model Fit Analysis of the Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities (After Modification)

Indicator	Criteria	Result	Conclusion	Reference
Chi-Square	$p. > 0.05$	42.124	Pass criteria	Hair et al. (1998), Bollen (1989) and Sorbon (1996)
CMIN/df.	< 2.0	1.359	Pass criteria	Bollen (1989), Diamantopoulos, Siguaw (2000)
GFI	≥ 0.90	0.984	Pass criteria	Hair et al. (1998), Browne and Cudeck (1993)
AGFI	≥ 0.90	0.954	Pass criteria	Durande-Moreau an Usunier (1999), Harrison walker (2001)
NFI	≥ 0.90	0.989	Pass criteria	Hair et al. (1998), Mueller (1996)
IFI	≥ 0.90	0.997	Pass criteria	Hair et al. (1998), Mueller (1996)
CFI	≥ 0.90	0.997	Pass criteria	Hair et al. (1998), Mueller (1996)
RMR	< 0.05	0.012	Pass criteria	Diamantopoulos, Siguaw (2000)
RMSEA	< 0.05	0.030	Pass criteria	Hair et al. (1998), Browne and Cudeck (1993)

The Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities after modification passed the model fit criteria based on Hair et al. (1998), Bollen (1989), and Sorbon (1996). The Chi-Square = 42.124 with $df = 31.00$, $Sig. = 0.088 > 0.05$, and $CMIN/df. = 1.359 < 2.0$. The seven indices passed the criteria required to confirm the model fit. The summarization of results is presented in the following section.

1) The Comparative Fit Index (CFI) is the comparison that considers the relative fit. The CFI value should have a value of $0.997 > 0.90$. This is in line with the model fit to empirical data criteria based on Hair et al. (1998), which states that CFI should exceed 0.90.

2) The Goodness of Fit Index (GFI) presents the observed variance. The result is $0.984 > 0.90$, which is in line with the explanation by Hair et al. (1998) and Mueller (1996). Good GFI value should have a value of 0.90, which means the model fit the empirical data.

3) The Adjusted Goodness of Fit Index (AGFI) explains the observed variable that has been adjusted based on the degrees of freedom with values ranging from 0 to 1. AGFI should have value of more than 0.90. The analysis shows that the value $0.954 > 0.90$ passes the model fit criteria described by Durande-Moreau and Usunier (1999).

4) The Root Mean Square Error of Approximation (RMSEA) presents the model fit through the examination of the covariance matrix. Ideally values should be less than 0.05 or at least range between 0.05-0.08 to show model fit. The data results show RMSEA value of $0.030 < 0.08$, which passes the criteria described by Hair et al. (1998) and Browne and Cudeck (1993).

5) The Normed fit index (NFI) should have values more than 0.90 to show that the model fits the empirical data (Hair et al.,1998). The results of the study showed NFI $0.989 > 0.90$, which passes the criteria described by Hair et al. (1998).

6) The Incremental Fit Index (IFI) tests the null hypothesis that the variables do not have any relationship. Therefore, the value of 0.90 shows that there is a relationship between the variables. The results of the study showed IFI $0.997 > 0.90$, which passes the criteria for the model fitting the empirical data as proposed by Hair, et al. (1998).

7) The Root Mean Square Residual (RMR) presents the residual mean values that shows that the model fits the empirical data. The value should be less than 0.05. The results of the study showed RMR values of $0.012 < 0.05$, which passes the criteria for the model fitting the empirical data as proposed by Diamantopoulos and Siguaw (2000).

The analysis of the 7 indices show that the model fits the empirical data. Therefore, the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities fits the empirical data within the bounds of statistical acceptance. The variables tested include c, which have validity and confirmation fit as presented in Table 4.18.

Table 4.18 Analysis of the Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

Variables (Relationship Pairs)		λ	SE.	t-value	Sig.	R ²
IMC	< Program management	0.67	0.053	13.980	0.000**	45.0%
Awareness of General Information	< Program management	0.18	0.106	2.156	0.031*	12.0%
Awareness of General Information	< IMC	0.19	0.095	2.290	0.022*	12.0%
Image and Reputation of International Programs	< IMC	0.56	0.083	7.318	0.000**	70.0%
Image and Reputation of International Programs	< Awareness of General Information	-0.10	0.045	-2.033	0.042*	70.0%
Image and Reputation of International Programs	< Program management	0.38	0.074	6.177	0.000**	70.0%

Note: ** Statistical significance at the 0.001 level

* Statistical significance at the 0.05 level

The analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities is comprised of the antecedent variables of awareness of general information of international programs, IMC of international programs, and

management of international programs with the resulting dependent variable of image and reputation of international programs. Consideration of the regression results of the independent variables and standardized coefficients would explain the direct and indirect effects to be presented in the following section.

1) In terms of management of international programs in Thai universities there are three observable variables, which are the characteristics of the international programs, management form, and reputation of management of international programs. The regression weights range between 0.84-0.94. The R² value is between 71.0%-89.0%. The tests show that management of international programs affect the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities with three direct effects and three indirect effects as explained in the following section.

(1) The management of international programs have a direct positive effect on IMC of international programs in Thai universities. The regression weight has a standardized regression value of 0.67 with error of 0.053. The t-value is 13.980 and Sig. = 0.000 < 0.001. This explains 45% of the change at a statistical significance level of 0.001.

(2) The management of international programs have a direct positive effect on awareness of general information of international programs in Thai universities. The regression weight has a standardized regression value of 0.18 with error of 0.106. The t-value is 2.156 and Sig. = 0.031 < 0.05. This explains 12% of the change at a statistical significance level of 0.05.

(3) The management of international programs have a direct positive effect on awareness of image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of 0.38 with error of 0.074. The t-value is 6.177 and Sig. = 0.000 < 0.001. This explains 70.0% of the change at a statistical significance level of 0.001.

(4) The management of international programs have an indirect positive effect on the image and reputation of the international programs in Thai universities through IMC with a standardized regression weight of 0.38 (0.67x0.56).

(5) The management of international programs have an indirect positive effect on the image and reputation of the international programs in Thai

universities through awareness of general information with a standardized regression weight of -0.02 (0.18x (-0.10)).

(6) The management of international programs have an indirect positive effect on the awareness of general information of the international programs in Thai universities through IMC with a standardized regression weight of 0.13 (0.67x0.19).

2) In terms of IMC of international programs that are three observed variables which are academic activities, public relations, and advertising with standardized regression weights ranging from 0.62-0.86 with R^2 value of 58.0%-73.0%. The test values showed that IMC of international programs have an impact on the structural equation causal relationship model for management of innovation of image and reputation communication of international programs in Thai universities. There are two direct effects and one indirect effect as explained in the following section.

(1) The IMC of international programs have a direct positive effect on awareness of general information of international programs in Thai universities. The regression weight has a standardized regression value of 0.19 with error of 0.095. The t-value is 2.290 and Sig. = 0.022 < 0.05. This explains 12% of the change at a statistical significance level of 0.05.

(2) The IMC of international programs have a direct positive effect on image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of 0.56 with error of 0.083. The t-value is 7.318 and Sig. = 0.000 < 0.001. This explains 70% of the change at a statistical significance level of 0.001.

(3) The IMC of international programs have an indirect negative effect on image and reputation of international programs in Thai universities through awareness of general information with standardized regression weight of -0.02 (0.19x (-0.10)).

3) In terms of awareness of general information of international programs that are four observed variables which are personal media, mass media, social media, and academic activities with standardized regression weights ranging from 0.70-0.79 with R^2 value of 41.0%-63.0%. The test values showed that awareness of general information of international programs have an impact on the structural equation causal

relationship model for management of innovation of image and reputation communication of international programs in Thai universities. There is one direct effect, which is explained in the following section.

(1) The awareness of general information of international programs have a direct negative effect on image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of -0.10 with error of 0.045. The t-value is -2.033 and Sig. = 0.042 < 0.05. This explains 70% of the change at a statistical significance level of 0.05.

4) In terms of image and reputation of international programs that are three observed variables which are education institution, teaching and learning, and service and support for internationalization with standardized regression weights ranging from 0.84-0.93 with R2 value of 60.0%-87.0%.

Table 4.19 Summary of Effects of the Structural Equation Causal Relationship Model for Management of Innovation of Image and Reputation Communication of International Programs in Thai Universities

Variable	Effects	IMC of International Programs in Thai Universities	Awareness of General Information of International Programs in Thai Universities	Image and Reputation of International Programs in Thai Universities
Management of International Programs	Direct Effect	0.67	0.18	0.38
	Indirect Effect	-	0.13	0.34
	Total Effect	0.67	0.31	0.72
IMC of International Programs	Direct Effect	N/A	0.19	0.56
	Indirect Effect	N/A	-	(-0.02)
	Total Effect	N/A	0.19	0.54
Awareness of General Information of International Programs in Thai Universities	Direct Effect	N/A	N/A	(-0.10)
	Indirect Effect	N/A	N/A	-
	Total Effect	N/A	N/A	(-0.10)
R²	45.0%	12.0%	70.0%	

The analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities, which is comprised of the antecedents variables management of international programs, IMC of international programs, awareness of general information about international programs, and dependent variable of image and reputation of international programs, found that the variable with the strongest effect on the dependent variable is the management of international programs with total effect of 0.72. This is followed by IMC of international programs with total effect of 0.54. The awareness of general information of international programs has a negative total effect of -0.10. The explanatory power is 70%. The most important variable affecting awareness of general information is management of international programs with total effect of 0.31, followed by IMC of international programs with total effect of 0.19. The explanatory power is 12.0%. The management of international programs has a positive effect on IMC with total effect of 0.67 and explanatory power of 45.0%.

4.8 Summarization of Hypothesis Testing Results of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

The analysis of hypothesis testing for the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities is presented as follows:

Hypothesis 1: The management of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H1 show that the management of international programs in Thai universities has a positive impact on the image and reputation of international programs in Thai universities with a path coefficient of 0.37 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 2: The management of international programs in Thai universities has an impact on IMC of international programs in Thailand.

The test results for H2 show that the management of international programs in Thai universities has a positive impact on the IMC of international programs in Thai universities with a path coefficient of 0.67 and explanatory power of 45% at the statistical significance level of 0.001.

Hypothesis 3: The management of international programs in Thai universities has an impact on awareness of general information of international programs in Thailand.

The test results for H3 show that the management of international programs in Thai universities has a positive impact on the awareness of general information of international programs in Thai universities with a path coefficient of 0.18 and explanatory power of 12% at the statistical significance level of 0.05.

Hypothesis 4: The IMC of international programs in Thai universities has an impact on awareness of general information of international programs in Thailand.

The test results for H4 show that the IMC of international programs in Thai universities has a positive impact on the awareness of general information of international programs in Thai universities with a path coefficient of 0.19 and explanatory power of 12% at the statistical significance level of 0.05.

Hypothesis 5: The IMC of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H5 show that the IMC of international programs in Thai universities has a positive impact on the image and reputation of international programs in Thai universities with a path coefficient of 0.56 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 6: The awareness of general information of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H6 show that the awareness of general information of international programs in Thai universities has a negative impact on the awareness of image and reputation of international programs in Thai universities with a path

coefficient of -0.10 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 7: The awareness of general information of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H7 show that the awareness of general information of international programs in Thai universities has an impact on the awareness of image and reputation of international programs in Thai universities. The variable management of international programs has a negative indirect effect on awareness of general information with a path coefficient of -0.02. The variable IMC of international programs has a negative indirect effect on image and reputation of international programs through awareness of general information with a path coefficient of -0.02.

Hypothesis 8: The IMC of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H8 show that IMC has an impact on image and reputation of international programs. The variable management of international programs has a positive indirect effect on image and reputation of international programs through IMC with a path coefficient of 0.38. The variable management of international programs has a positive indirect effect on awareness of general information of international programs through IMC with a path coefficient of 0.13.

CHAPTER 5

RESEARCH FINDINGS DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

The study titled, “Innovative Communication Management Impact on Image and Reputation of the International Programs in Thai Universities” has the following research objectives as follows:

- 1) To study the management types, number of programs, majors offered, and international atmosphere in international programs at the undergraduate levels in Thai universities.
- 2) To study management and planning of communications in terms of image and reputation through various media channels.
- 3) To study how general knowledge leads to the awareness of image and reputation of international programs in Thai universities at the undergraduate level.
- 4) To examine the factors high school students use in deciding to study in international programs in Thai universities resulting from image and reputation.
- 5) To develop the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities.
- 6) To test the model fit of the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities.

5.1 Summarization of Research Findings

5.1.1 Management Format, Number of Curriculums, Programs Offered, International Atmosphere in International Programs in Thai Universities

The researcher collected secondary data from the educational websites, Office of Higher Education Commission, and websites of universities that offer undergraduate international programs. The research findings regarding the management format, number of curriculums, programs offered, international atmosphere in international programs in Thai Universities are presented in the following section.

Presently, there are a total of 155 institutions including universities, college, and institutes (OHEC, 2018) as follows:

Public HELs	Total	82	Institutions
1) Autonomous Universities		23	Institutions
2) Traditional Universities		12	Institutions
3) Rajabhat Universities		38	Institutions
4) Rajamangala Universities of Technology		9	Institutions
Private HEIs	Total	73	Institutions
1) Universities		42	Institutions
2) Institutions		11	Institutions
3) Colleges		20	Institutions

The researcher explored information from the university websites and OHEC database found that there are a total of 332 curriculums in 56 institutions (As of March 31, 2019). Assumption University has 37 programs, which is the highest number. This is followed by Mahidol University (28 programs), Thammasat University (23 programs), Stamford University (15 programs), and St. Theresa (15 programs) respectively. The researcher has analysed the documents concluding that most of the Thai universities offered international programs at the undergraduate level on the institution's property in the city. Most of location includes Bangkok and the surrounding areas, which are Pathom Thani, Nakhon Pathom, and Samut Prakarn. There are also regional universities located in major cities of major cities such as Songkhla, Khon Kaen, Phuket, Chiang Mai, Ubonratchathani, and Chonburi.

In addition, the researcher examined the related research about international programs in Thai universities. One of the studies examined is Arisra Boonrat (2014) examined that education enabled people to improve their livelihood. They can be employed in careers that promote advancement in their life. However, the problems and changes in the Thai education industry has to be managed effectively. It is imperative to continuously adapt in order to lead the country to long term survival. Growth in the era of globalization in the 21st century is connected in terms of trade and investment. Thus, the labor market of the future that would employ future graduates need individuals, who have multiple competencies. These skills include the ability to communicate in foreign languages, understanding of multiple cultures, analytical skills, and awareness of civic responsibility in the era of technology of fast communications that is accessible from all over the world. As a result, the management of curriculums need to encourage internationalization.

Ratda Thoopthong (2016). explained that both public and private Thai universities all have the strategy for internationalization. They all have policies such as offering international programs, creating international cooperation unites, students and faculty exchanges, modification of curriculum to reach modern international standards, and promotion of international academics and research. These changes are critical to the survival of both public and private institutions. Operational policies in the move towards internationalization is based on the strategy promoting involvement of faculty and students, enabling them to accept changes, and adjust their beliefs and values. This is done through the role of university administrators, faculty members in charge of the teaching and learning as well as student activities, and the creation of the university's culture in becoming more international.

Theera Nuchpiem (2003) explained that education in the age of globalization has resulted in changes affecting educational institutions. This includes the necessity to provide student activities that transcend boundaries and faculty and student mobility. As a result, there is a growth in the number of academic cooperation and study abroad programs covering many regions around the world leading to paradigm shifts necessary to cope with these challenges. One of the strategies is implementation of development of the university ranked as a "World-class University", which requires many initiatives to take place. This would include internationalizing the curriculum, teaching and

learning, faculty, students, and the conducive environment that promotes intercultural diversity in the university.

Ruther (1994, as cited in Ratda Thoophong, 2016). who analyzed that internationalization needs the following support.

- 1) Leadership and management skills that determine the policies, operational guidelines, strategies, and provide supporting resources
- 2) Organization structure, line of command, allocation of responsibilities, center of commands, and determination of the workload to promote international cooperation
- 3) Projects and activities have to be tangible in promoting internationalization such as exchanges, cooperation, academic management, and international research
- 4) Resources and environment, management of resources, budget, creation of motivation, and recognition of the internationalization team in the organization
- 5) External environment, awareness of the global changes, and motivation to propel development in the institution

Jaranya Theppornbunchakit (2013, p. 27) explained that internationalization is an important direction for learning institutions. This is promoted through the growth in the number of international curriculums. This is particularly true in undergraduate programs, which has the largest number of international students (Quality Assurance Center, Phra Chomklao Phra Nakorn Nua Institute 2009). This is because the labor market needs more people, who are well-versed in foreign languages. In addition, this would serve the need of the popularity and increase in the number of international schools, that produce graduates with good English skills, who are seeking a well-reputed university for further study (Benja Kalyapruek, 2009). However, the study found that many of the international programs in Thailand are still weak. This is because they do not focus sufficiently on quality and management systems that would lead to internationalization. The conclusion of the examination of the documents from the universities and interviews revealed the objectives of opening international programs at the undergraduate level in Thailand as follows:

- 1) To promote internationalization standards or attainment of the goal to become a world class university, which is in line with the OHEC policy to develop curriculums that meet the modern global standards.
- 2) To serve the needs of students, industry, labor market, and future society.
- 3) To prepare for integration to the ASEAN Economic Community (AEC), which fits the policy for human resource development in the region.
- 4) To prepare for communications and industry certification as well as the preparation for the expansion of education in the region.
- 5) Cooperation with international institutions that have image and reputation in terms academics and education quality of the faculty/university through internationalization initiatives such as faculty exchanges.
- 6) The programs offer the opportunity for Thai, foreign students, study abroad students, and student exchanges as well as research in order to facilitate knowledge, expertise, intercultural communicative competence, and English as a global language proficiency.
- 7) The ability to live with those who differ in terms of ideas, way of life, education, and culture. This would open new opportunities for learners to have opportunities to study beyond the classroom. For instance, cooperative education would enable students to use their knowledge in their future careers.
- 8) To create learners, who are confident in their language competencies as international communicators. These students should have the ability to analyze different forms of communications in order to communicate effectively as experts in English and intercultural communications.
- 9) To provide Thai students the opportunity to exchange knowledge, academics, and cultural aspects. In addition, Thai and foreign faculty members can exchange ideas, academic knowledge, and culture.
- 10) Produce graduates who are knowledgeable and have expertise in intercultural communicative competence. In addition, they should have the proficiency in using English as a global language in order to promote exchanges that are imperative for learners in the 21st century.

5.1.1.1 Format of Teaching and Learning of International Programs at the Undergraduate Level

The summarization of the interviews revealed that Thai universities offer 3 formats for teaching and learning in international programs as explained in the following section.

1) Format 1 This type of format provides teaching and learning of international programs at the undergraduate level that is managed by faculties or departments. Examples include Chulalongkorn University, Thammasat University, Kasetsart University, Mahidol University, Chiang Mai University, Srinakarin Wirot University, King Mongkut University Thonburi, Payap University, Sripatum University, Dusit Thani College, Rajabhat Chiang Mai University, Rajabhat Suan Dusit, Rajabhat Suan Sunantha, and Siam University.

2) Format 2 The university offers teaching and learning as well as management of international programs as a college or as international university. These offer international courses at the undergraduate level. Examples include the International College Mahidol University, Prince of Songkhla University, Silapakorn University, Rajamangala Technology Bangkok, Dhurakijbundhit University, Rangsit University, University of Thai Chamber of Commerce, Bangkok University, Assumption University, Webster University (Thailand), St. Theresa International College, and Stamford University.

3) Format 3 The university that offers teaching and learning by offering a combination management at both the department/faculty level including collaboration with international institutions/faculty/department to offer international programs, international institutes, and international college such as Thammasat, Silapakorn University, and the Faculty of Science, Mahidol University.

1) Target group of international programs

Summarization from the interview revealed that the target group of international programs can be categorized into two types as follows:

(1) Local students include students who graduate from the following types of high schools:

(2) International high schools

(3) Traditional high schools that offer English Program (EP) or Bilingual Programs

(4) Traditional private and public high schools that offer regular programs in Thai

2) International students including foreign students, who want to study in Thailand, and students, who come for exchanges through academic collaborations in Thailand both short term and long term

(1) Definition of international programs by universities

(2) The researcher found that the definition of international programs can be summarized as follows:

a) International program is defined as curriculums have standardized content that enables teaching and learning in all languages while providing opportunity for foreign students to study in the program.

b) Internationalization is defined as the management of the teaching and learning process that incorporates internationalization and diversity of culture as indicated in the objectives and mission. This is an integral part of the teaching and learning process at the tertiary level.

c) International studies program is defined as the content and academic activities that incorporate examination of the economy, culture, and political landscape that can be categorized as area studies such as Thai Studies, American Studies, and Asia Studies. These programs create relationships and common understanding that promotes an inter-dependent world through the expansion of the global perspective in order to compete in the global economy and knowledge transfer.

3) Characteristics of international programs can be classified as follows:

(1) Provides the opportunity for Thai and international students, which include foreign students, study abroad students, and student exchanges.

(2) Provide international curriculums

(3) Faculty members should have experience in their field of expertise and good language competence through continuous faculty development.

(4) Teaching equipment, textbooks, IT resources, and other supports should be kept up dated to best facilitate student learning experience.

(5) Institutional activities should include promotion of internationalization, exchanges with foreign institutions, and cultural exchanges.

(6) Institutional relationship and cooperation

(7) Organize for internationalization including having an international database, international center, resources supporting internationalization, foreign faculty members, and management have an international perspective.

4) Measures for Managing International Programs can be done as follows:

(1) Foreign assistance for curriculum development

(2) Sourcing experts to teach

(3) Exchange of faculty and students

(4) Credit transfer

(5) Joint Degree Programs

(6) Joint Venture

5.1.2 Management of Image and Reputation Communications through Various Communications Channels

From the studies in stage 1 and 2, the researcher had examined the management of image and reputation communications through various communication channels, it is found that communications has been done through various communications channels and activities to the various target groups, which are students, who are interested in studying in international programs at the undergraduate level. This provides the target group access to news and information regarding the international programs. It is found that usually the management of institutions such as vice president, dean, director, and department head are responsible for the communications, policy development, strategy, integrated marketing communications, managing image and reputation of the institution. In addition, there is usually a unit responsible for the public relations, marketing, and admissions. This unit is the main unit in charge of public relations with a focus in developing communication strategies for international programs. Examples include Mahidol University, Silapakorn University, Thammasat University, Prince of Songkhla University, and Rangsit University. The integrated marketing communications (IMC) tools used include advertising, personal selling, sales

promotion, publicity and public relations, and direct marketing can be categorized in 5 groups as follows:

- 1) Personal media
- 2) Mass media
- 3) Internet media
- 4) Social media
- 5) Activities

The operations of the policies and use of communications tools includes the use of the Internet, social media, and new media that is better suited in reaching the target group, which is currently more diversified. Collection of feedback from students is a crucial aspect of managing the image and reputation of the university.

The researcher examined the university image and reputation that strengthens the management of international programs. It is found that English language is the most important language in the world and has been for a long time. Those who lack English skills are at a disadvantage when compared to those, who are proficient in the language in terms of their studies and careers. As a result, parents are willingly to pay a high price for their children to study in international programs. It is an alternative in modern education, which provides the opportunity for students to study directly with foreign faculty members. Thus, students can absorb the use of the language. Consequently, international programs are compared to doors opening to new horizons to more learning opportunities.

In addition, the researcher examined research about marketing communications from Nuntika Jitrengam (2018), who studied the impact of integrated marketing communications on the decision to choose a university by high school students in Nonthaburi province (sample size 394 respondents). The research indicated that most of the respondents were women aged between 18 – 19 years. In terms of advertising and public relations, it is found that the respondents preferred using the Internet, special activities, television, personal communications, outdoor, souvenirs, brochures, and direct communications. The factors of interest stimulating the decision to study at an institution are website, Facebook, and Line.

The researcher found that integrated marketing communication strategies are tools critical in the communications for universities. It serves as the means to attract

students to study. Based on the previous analysis it is observed that integrated marketing communications is an important strategy. It is comprised of advertising, public relations, and counseling activities, which all have an impact on the decision made by students (Siriwan Sareerat et al., 2007).

Therefore, seamless integration of the marketing communications creating a single-minded message are important in creating a strong brand image, which is integral to marketing (Kotler, 2000, pp. 296-297). Having a good image is beneficial to the brand in three ways as follows:

- 1) Create brand personality
- 2) Create differentiation for distinction from competitors
- 3) Create mental image that stimulates emotional responses

The dissemination of image through all communications channels and brand contact points need to use symbols, printed material, audio visual media, atmosphere, and activities as well as the behavior of the staff.

The transformation of the image of Thai universities towards internationalization can be accomplished through increasing academic cooperation or MOU with foreign institutions. This includes cooperation, exchanges, and joint research projects, thus enhancing the reputation of the internationalization reputation of the university. Indicators might include projects such as “Backpack to Asian”, a project that provides students with a scholarship for a field trip and exchange in New York, USA. The project enhances the acceptance of the curriculum at the global level. It creates an atmosphere for graduate development through an understanding of internationalization. The university would benefit in terms world university rankings thus reducing the budget needed for advertising and public relations to build the image in terms of internationalization. These tools would rapidly improve the quality of research, which is a clear indicator necessary for internationalization. This would drive the university through development of a culture promoting research that would improve the regional understanding, which is in line with the OHEC quality criteria. Today the requirement for opening double degrees are more stringent stating that more faculty members need to have the necessary expertise to teach in the program.

The image and reputation of international program in Thai universities have a major impact on the decision of high school students from English Program (EP) to

decide to continue their studies at a particular institution. They gain general awareness regarding information about the international programs in Thai universities. In addition, they would look at the management as well as the image and reputation of the international programs in Thai universities. However, there are additional individual factors that impact the exposure to information. This might include interest in studying in international programs. Thus, fulfilling the needs of the individual to receive the desired the information to show the taste of the individual or create social acceptance and satisfaction. Individuals have biases in selecting information and retaining it for achieving their goals. Another factor that affects individuals is the capability of individuals in particular language skills affects the selection of information, interpretation of meaning, and retention of information. This is the reason some people prefer listening to the radio, watch TV, or read newspapers, which is dependent on the context of location, individual characteristics, and time. The final most important issue is experience. Students may choose to use a certain media based on their interest. Their interpretation and retention are congruent to the work of Atkin (1973, p. 208), which explained that people who are exposed to more information would have better understanding of the environment. They tend to more modern and are kept updated of the timely events. Kittima Surasonthi (1990, pp. 46-47) explained that individuals would not acknowledge all of the information that comes in. They would only select the aspects that they deem beneficial. Therefore, the news and information that flows from the various channels need to be screened all the time. Interesting news that is deemed beneficial by the receiver would lead to successful communications.

5.1.3 Awareness of Image and Reputation of International Programs at the Undergraduate Level in Thai Universities through Various Media

The researcher examined the awareness of the image and reputation of international programs at the undergraduate level in Thai universities through various media using the quantitative research methodology. The study made an analysis of the factors for choosing to study or not to study in international programs, which in term impacts the awareness of image and reputation of international programs at the undergraduate level in Thai universities by high school students. This is presented in the following section.

The convenience sampling was used to distribute the questionnaire to the high school students in both the private and public institutions that offer international or English programs. A total of 900 questionnaires were distributed in 15 schools. The schools include Nawamin, Triam Udom Nomklao, Samsen College, Yothinburana, Pothisarn Pittaya, Bangkok Christian College, Tiwpaingam, Sarasas Romklao, Sarasas Bangbon, Sacred Heart Convent, St. Joseph's Convent, Assumption College, Wat Nairong, Sarasas Ektra, Satreewittaya, and Assumption Convent. The researcher was able to collect 580 usable questionnaires, of which 400 would choose to study in international programs and 180 chose not to study in international programs. It is found that most the respondents are male (50.52% or 293 respondents), while the remaining 49.48 are female (287 respondents). Most are aged 17 years (64.14% or 372 respondents). This is followed by age 16 years (21.38% or 124 respondents), age 18 years (13.97% or 81 respondents), and those aged over 18 years (0.52% or 3 respondents). Respondents mostly came from Tiwpaingam (21.21% or 123 respondents), , Sarasas Bangbon (18.10% or 105 respondents), Nawamin Rachuthit and Bangkok Christian College equally at (14.66% or 85 respondents), Pothisarn Pittaya (11.03% or 64 respondents), Samsen College (9.31% or 54 respondents), Sarasas Romklao (7.59% or 44 respondents), and Sacred Heart Convent (3.452% or 20 respondents) respectively. Most of the respondents studied in the English Program (EP) or 87.76% (509 respondents) followed by Thai programs (10.69% or 62 respondents), and other programs (1.55% or 9 respondents). The respondents were mostly from the M.6 level (84.48% or 490 respondents), followed by M.5 (15.52% or 90 respondents). A majority of the respondents were studying in the Science-Math specialization (51.55% or 299 respondents) followed by Arts-Math specialization (21.55% or 125 respondents), and Arts-Language (26.90% or 156 respondents).

In addition, most of the respondents reported knowing about international programs in Thai universities at a fair level (48.79 or 283 respondents). This is followed by know a bit (30.34% or 176 respondents), know well (13.79% or 80 respondents), have heard of (6.03% or 35 respondents), and have never heard (1.03% or 6 respondents). In terms of image and reputation of international programs in Thai universities, respondents reported at a good level of perception (54.83% or 318 respondents), fair (34.14% or 198 respondents), good (8.28% or 48 respondents), not

good (2.76% or 16 respondents) respectively. The respondents reported that most of them would like to study in international programs (68.97% or 400 respondents) while 31.03% (180 respondents) did not want to study in international programs.

From the study, the researcher summarized that most high school students from private and public offering international and English programs knew or have heard about international programs in Thai universities. Only a few have reported not knowing about these programs. Even fewer respondents reported not knowing these programs at all. In terms of image and reputation in international programs in Thai universities, most respondents know these programs well and would like to study in the international programs in Thai universities.

5.1.4 Factors for Selecting or Not Selecting to Study in International Programs in Thai Universities

The researcher identified the factors that respondents reported for not studying in international programs in Thai universities from 180 respondents. “Have better survival instincts, dare to express oneself in creative ways.” with $\bar{X} = 4.12$ and $SD. = 1.02$. This is followed by “Studying abroad allows better chance for employment and higher income than studying in Thailand.” with $\bar{X} = 4.10$ and $SD. = 1.24$. Next highest rated item is “Have limited number of international programs offered” with $\bar{X} = 3.79$ and $SD. = 1.16$. This is followed by “Financial problems/Cost of study/High cost of study” with $\bar{X} = 3.63$ and $SD. = 1.23$. The next highest rated item is “Have more foreign friends than studying in Thailand.” with $\bar{X} = 3.49$ and $SD. = 1.26$. This is followed by the item “Studying abroad allows better chance for employment and higher income than studying in Thailand.” with $\bar{X} = 3.41$ and $SD. = 1.24$. This is followed by “Do not receive enough information to choose international program.” with $\bar{X} = 3.39$ and $SD. = 1.17$. The lowest rated item is “Not supported by parents or family.” with $\bar{X} = 2.62$ and $SD. = 1.31$.

The researchers analysed the findings and summarized that the factors that respondents do not choose to study in international programs are as follows:

- 1) Have better survival instincts, dare to express oneself in creative ways.

- 2) Studying abroad opens new perspectives better than studying in Thailand.
- 3) Have limited number of international programs offered.
- 4) Have more foreign friends than studying in Thailand.
- 5) Studying abroad allows better chance for employment and higher income than studying in Thailand.
- 6) More expensive than studying abroad
- 7) Image and reputation of Thai universities are not good.
- 8) Image and reputation of international programs does not comply with international standards.
- 9) Obstacle in using English.
- 10) Financial problems/Cost of study/High cost of study
- 11) University of choice does not have international program.
- 12) Do not receive enough information to choose international program.
- 13) Does not have international atmosphere.
- 14) Faculty members teach in Thai or cannot communicate well in English.
- 15) University is not ranked in the top 100 global rankings.
- 16) Curriculums in Thailand are not well accredited.
- 17) Faculty members are not experts in their field.
- 18) There are more Thai students in class than foreign students.
- 19) Don't see the importance of studying in international programs.
- 20) Not supported by parents or family

5.1.5 Awareness of General Information of International Programs in Thai Universities

The researcher summarized the findings regarding the awareness of general information about international programs among the 400 respondents is rated at the moderate level with $\bar{X} = 3.17$ and $SD. = 0.79$. It is found that respondents explained that social media is the most influential followed by academic activities, and mass media as explained in the following section.

In terms of personal communications friends are rated highest with $\bar{x} = 3.68$ and SD. = 1.10. This is followed by school counsellors with $\bar{x} = 3.66$ and SD. = 1.07. The next is parents and guardians with $\bar{x} = 3.17$ and SD. = 1.22. This is followed by tutors at the moderate level at $\bar{x} = 3.06$ and SD. = 1.37. The next is university seniors with $\bar{x} = 3.01$ and SD. = 1.21. The least rated source is university staff with $\bar{x} = 2.43$ and SD. = 1.21.

The awareness of general information about international programs through the use of social media has less impact than personal media with $\bar{x} = 3.09$ and SD. = 0.92. The highest rated source is Google Search with $\bar{x} = 3.89$ and SD. = 1.15. Facebook is the next highest rated source with $\bar{x} = 3.75$ and SD. = 1.18. This is followed by educational websites such as Dekdee, EduZones, and Pantip at the moderate level with $\bar{x} = 3.19$ and SD. = 1.43. This is followed by university website, which is rated at the moderate level with $\bar{x} = 3.16$ and SD. = 1.36. Line is rated at the moderate level at $\bar{x} = 2.56$ and SD. = 1.26. Instagram is least with $\bar{x} = 2.36$ and SD. = 1.29.

The awareness of general information about international programs through the use of promotion activities is rated at the moderate level with $\bar{x} = 2.98$ and SD. = 0.89. The highest ranked source is “Counselling/exhibition at schools” with $\bar{x} = 3.43$ and SD. = 1.17. This is followed by “On campus open house/ road shows” at the moderate level with $\bar{x} = 3.17$ and SD. = 1.23. This is followed by “Counselling/exhibition at department stores” at the moderate level with $\bar{x} = 2.65$ and SD. = 1.13. Next is the “Competitions/contests in terms of academics, sports, and entertainment” at the moderate level with $\bar{x} = 2.65$ and SD. = 1.22.

The awareness of general information about international programs through the use of mass media is rated at the low level with $\bar{x} = 2.27$ and SD. = 0.92. The highest rated source is university brochures with $\bar{x} = 2.63$ and SD. = 1.26. Television is also rated in the low level with $\bar{x} = 2.49$ and SD. = 1.28. This is followed by Transit advertising on MRT/BTS/and public transport $\bar{x} = 2.37$ and SD. = 1.17. Next is

Outdoor billboard with $\bar{x} = 2.34$ and $SD. = 1.17$. The next is cinema advertising at the low level with $\bar{x} = 2.30$ and $SD. = 1.16$. This is followed by newspaper at the low level with $\bar{x} = 2.06$ and $SD. = 1.13$. The next is magazine at the low level with $\bar{x} = 2.08$ and $SD. = 1.09$. The lowest is radio with $\bar{x} = 1.88$ and $SD. = 1.04$.

The researcher found that personal media is the most influential in generating awareness among the target. This is followed by social media, academic activities, and mass media as explained in the following section.

The personal media that has the most impact on the respondents were friends, followed by counselors, parents, tutors, seniors, and university staff respectively.

The social media that has the most impact on the respondents were Google Search, followed by Facebook, Dekdee website, EduZones, Pantip, university's Line, Youtube, and Instagram respectively.

Academic activities include counselling/exhibition in schools/open house/academic/university fairs/education fairs in exhibition halls and department stores/ and contests/academic competitions/sports/entertainment respectively.

Mass media include brochures introducing the university, television, signs on the BTS and MRT, outdoor, cinema, newspaper, magazines, and radio respectively.

5.1.6 Integrated Marketing Communications in International Programs in Thai Universities

The researcher summarized the findings regarding the integrated marketing communications about international programs among the 400 respondents, who choose to study in the international programs. The integrated marketing communications of international program characteristics is rated high with $\bar{x} = 3.19$ and $SD. = 0.59$. It is found that integrated marketing communications in terms of public relations is rated high with $\bar{x} = 3.98$ and $SD. = 0.68$. In terms of advertising is rated high with $\bar{x} = 3.96$ and $SD. = 0.61$ and promotion activities with $\bar{x} = 3.91$ and $SD. = 0.71$ respectively.

The integrated marketing communications of international programs depends primarily on public relations, which has a high level of trustworthiness $\bar{x} = 4.17$ and $SD. = 0.77$. The "Information has to be quick and accurate." at a high level $\bar{x} = 4.08$

and SD. =0.90. “There is convenient, effective, and easily accessible communication channel for information request.” is rated at a high level $\bar{x} = 4.05$ and SD. =0.92. “Direct public relations to target group.” is rated at a high level $\bar{x} = 3.99$ and SD. =0.98. “Have trial courses for students before they decide to study at the university.” is rated at a high level $\bar{x} = 3.98$ and SD. =1.04. “Provide information regarding curriculum, expenses, and scholarships through multiple media.” is rated at a high level $\bar{x} = 3.96$ and SD. =0.92. “Present continuous news about academics and activities.” is rated at a high level $\bar{x} = 3.95$ and SD. =0.83. “Public relations unit only provides information regarding international programs.” is rated at a high level $\bar{x} = 3.93$ and SD. =0.96. “Public relations in all communication channels.” is rated at a high level $\bar{x} = 3.91$ and SD. =1.00. “Proactive public relations regarding internationalization accordingly” is rated at a high level $\bar{x} = 3.82$ and SD. =0.84.

Integrated marketing communications of international programs in Thai universities depend on advertising. It is found advertising in terms of “Can visualize future upon graduation from international programs.” is rated highly at $\bar{x} = 4.12$ and SD. =0.93. “Content is concise and easy to understand.” is rated highly at $\bar{x} = 4.07$ and SD. =0.86. “Modern, good taste, and international” is rated highly at $\bar{x} = 4.06$ and SD. =0.80. “Interactive learning experience (realistic cases)” is rated highly at $\bar{x} = 4.04$ and SD. =0.90. “Attractive, interesting, engaging, and quick in remembering university” is rated highly at $\bar{x} = 4.03$ and SD. =0.81. “Can communicate directly to target through a variety of channels.” is rated highly at $\bar{x} = 3.98$ and SD. =0.92.

“Atmosphere both in and out of the classroom.” is rated at a high level $\bar{x} = 3.98$ and SD. =0.96. “Clear evidence for intercultural exchanges.” is rated at a high level $\bar{x} = 3.91$ and SD. =0.96. “Reflect image and reputation of university.” is rated at a high level $\bar{x} = 3.92$ and SD. =0.85. “Advertising has gone viral on social media.” is

rated at a high level $\bar{x} = 3.84$ and SD. =0.92. “Short story or episodic format that is attractive to the audience.” is rated at a high level $\bar{x} = 3.60$ and SD. =1.00.

Integrated marketing communications of international programs in Thai universities depend on promotion and academic activities. The respondents rated “Organize open house events for university visits” highly with $\bar{x} = 4.16$ and SD. =1.01. “Have trial courses for students before they decide to study at the university.” is rated at a high level $\bar{x} = 3.98$ and SD. =1.04. “Provide scholarships and financial assistance during the period of study” is rated at a high level $\bar{x} = 3.94$ and SD. =1.01. “Organize roadshow events in schools” is rated at a high level $\bar{x} = 3.91$ and SD. =1.04. “Have art, cultural, and language exchanges” is rated at a high level $\bar{x} = 3.90$ and SD. =1.00. “Organize exhibitions and consultation in department stores” is rated at a high level $\bar{x} = 3.66$ and SD. =0.94. “Provide volunteer activities that show social and community responsibility” is rated at a high level $\bar{x} = 3.65$ and SD. =1.00. “Organize academic, athletic, and entertaining competitions or contests” is rated at a high level $\bar{x} = 3.58$ and SD. =1.03. “Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university’s activities.” is rated at a high level $\bar{x} = 3.58$ and SD. =1.06. The final item is “Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address.” rated at a high level $\bar{x} = 3.55$ and SD. =1.05.

The researcher analyzed the integrated marketing communications of international programs in Thai universities. It is found that public relations is very important followed by advertising and promotional activities as follows:

Public relations is an important tool that is important in terms of integrated marketing communications through creation of image and reputations of international programs in Thai university with details as follows:

- 1) University public relations is trustworthy
- 2) Quick and accurate information.

- 3) There is convenient, effective, and easily accessible communication channel for information request.
- 4) Direct public relations to target group.
- 5) Have trial courses for students before they decide to study at the university.
- 6) Provide information regarding curriculum, expenses, and scholarships through multiple media.
- 7) Present continuous news about academics and activities.
- 8) Public relations unit only provides information regarding international programs.
- 9) Public relations in all communication channels.
- 10) Proactive public relations regarding internationalization accordingly

Advertising is another important tool that is important in terms of integrated marketing communications through creation of image and reputations of international programs in Thai university with details as follows:

- 1) Can visualize future upon graduation from international programs.
- 2) Content is concise and easy to understand.
- 3) Modern, good taste, and international
- 4) Interactive learning experience (realistic cases)
- 5) Attractive, interesting, engaging, and quick in remembering university
- 6) Can communicate directly to target through a variety of channels.
- 7) Atmosphere both in and out of the classroom.
- 8) Clear evidence for intercultural exchanges
- 9) Reflect image and reputation of university.
- 10) Advertising has gone viral on social media.
- 11) Short story or episodic format that is attractive to the audience

Promotional/academic activities is another important tool that is important in terms of integrated marketing communications through creation of image and reputations of international programs in Thai university with details as follows:

- 1) Organize open house events for university visits.
- 2) Have trial courses for students before they decide to study at the university.

- 3) Provide scholarships and financial assistance during the period of study.
- 4) Organize roadshow events in schools.
- 5) Have art, cultural, and language exchanges.
- 6) Organize exhibitions and consultation in department stores.
- 7) Provide volunteer activities that show social and community responsibility.
- 8) Organize academic, athletic, and entertaining competitions or contests.
- 9) Have students who are celebrities, actors/actresses, and singers who are well-known to the target group, join the university's activities.
- 10) Provide souvenirs including T-shirts, notebooks, pens, folders, and publications with information about the university such as the name, program, website, and social media address.

5.1.7 Management of International Programs in Thai Universities

The researcher summarized the findings regarding the management of international programs has three components, which are international program characteristics, management format, and image of management of international programs. The international program characteristics is rated high with $\bar{x} = 4.11$ and $SD. = 0.62$. This is followed by image of management rated high with $\bar{x} = 4.05$ and $SD. = 0.67$. This is followed by management format with $\bar{x} = 3.99$ and $SD. = 0.78$.

The analysis of the management of the international programs in Thai universities in terms of "Modern and adequate teaching and learning media such as textbooks and computers" is rated at the high level with $\bar{x} = 4.22$ and $SD. = 0.86$. This is followed by "Faculty members should have expertise and necessary language skills with continuous development" is rated high with $\bar{x} = 4.17$ and $SD. = 0.92$. This is followed by "Organize international curriculums" rated high with $\bar{x} = 4.16$ and $SD. = 0.83$. The next item is "Have international activities such as student exchanges including art, culture, and language" rated high with $\bar{x} = 4.15$ and $SD. = 0.87$. This is

followed “Have cooperation with leading international institutions” rated high with $\bar{x} = 4.08$ and SD. = 0.88. Next is “Develop international institute such as international centre providing the necessary supporting resources” rated high with $\bar{x} = 4.03$ and SD. = 0.81. Finally, “Have management vision towards internationalization” is rated high with $\bar{x} = 3.95$ and SD. = 0.79.

In terms of image of management of international programs, “Experience and duration in operating the international program” is rated high with mean of $\bar{x} = 4.07$ and SD. = 0.90. This is followed by “Image and reputation of the institution” rated high with $\bar{x} = 4.04$ and SD. = 0.99. Next is “Gaining acceptance in terms of program management of international programs” rated high with $\bar{x} = 3.98$ and SD. = 1.02.

In terms of program management, “Invite experts to teach or provide special lectures” rated high with $\bar{x} = 4.08$ and SD. = 0.90. The item rated high is “Request assistance from foreign institutions in the curriculum development” with $\bar{x} = 4.01$ and SD. = 0.90. The next item rated high is “Student and faculty exchanges” with $\bar{x} = 4.00$ and SD. = 0.97. This is followed by “Development of Joint Degree Program” rated high with $\bar{x} = 4.00$ and SD. = 0.98. Next is “Credit transfer with foreign institutions” rated high with $\bar{x} = 3.95$ and SD. = 1.01. This is followed by “Development of Special Projects” rated high with $\bar{x} = 3.92$ and SD. = 1.01.

The researcher summarized the findings regarding the management of international programs in Thai universities as follows:

- 1) Modern and adequate teaching and learning media such as textbooks and computers
- 2) Faculty members should have expertise and necessary language skills with continuous development.
- 3) Organize international curriculums
- 4) Have international activities such as student exchanges including art, culture, and language.
- 5) Have cooperation with leading international institutions.

6) Develop international institute such as international center providing the necessary supporting resources.

7) Have management vision towards internationalization that can be categorized as follows:

- (1) Experience and duration in operating the international program
- (2) Standard in managing the international program
- (3) Trust in the management of international programs
- (4) Image and reputation of the institution
- (5) Reputation for managing international programs accordingly

International program management would include the following:

- (1) Invite experts to teach or provide special lectures
- (2) Request assistance from foreign institutions in the curriculum development
- (3) Student and faculty exchanges
- (4) Development of Joint Degree Program
- (5) Credit transfer with foreign institutions
- (6) Development of Special Projects

5.1.8 Image and Reputation of International Programs in Thai Universities

The researcher made the analysis of the image and reputation of international programs in Thai universities. The 400 respondents rated the three dimensions comprising of university, teaching and learning, and service and support for internationalization, which was rated at a high level with $\bar{X} = 4.12$ and $SD. = 0.66$. This is followed by teaching and learning at the high level with $\bar{X} = 4.10$ and $SD. = 0.67$. Next is the university dimension at the high level with $\bar{X} = 3.91$ and $SD. = 0.76$ respectively.

With regards to the dimension of service and support for internationalization, the highest rated item is “Have good security and healthy environment”, which is rated at a high level with $\bar{X} = 4.26$ and $SD. = 0.92$. This is followed by “Have safe, modern, and clean facilities for students to read, prepare for exams, and relax”, which is rated at a high level with $\bar{X} = 4.23$ and $SD. = 0.87$. Next is “Have staff with good English

communication skills”, which is rated at a high level with $\bar{x} = 4.20$ and $SD. = 0.87$. This is followed by “Have quick and effective admission and selection process”, which is rated at a high level with $\bar{x} = 4.20$ and $SD. = 0.90$. Next is “Have a unit in charge and caring for international student exchanges”, which is rated at a high level with $\bar{x} = 4.19$ and $SD. = 0.90$. This is followed by “Have staff providing advice and assistance for students all the time”, which is rated at a high level with $\bar{x} = 4.18$ and $SD. = 0.82$. Next is “Have fast and adequate Wi-Fi on campus”, which is rated at a high level with $\bar{x} = 4.18$ and $SD. = 0.95$. This is followed by “Have modern teaching and learning equipment and technology”, which is rated at high level with $\bar{x} = 4.17$ and $SD. = 0.89$.

Next is “Provide information for admission and providing curriculum details”, which is rated at a high level with $\bar{x} = 4.16$ and $SD. = 0.93$. This is followed by “Have dormitories for international students”, which is rated at a high level with $\bar{x} = 4.15$ and $SD. = 0.88$. Next is “Variety of communication channels for contact, advising, filing complaints, and requesting assistance”, which is rated at a high level with $\bar{x} = 4.14$ and $SD. = 0.96$. This is followed by “Has international student exchanges”, which is rated at a high level with $\bar{x} = 4.14$ and $SD. = 0.86$. Next is “Provide financial assistance and scholarships”, which is rated at a high level with $\bar{x} = 4.11$ and $SD. = 0.86$. This is followed by “Have modern library facilities that supports quick information search”, which is rated at a high level with $\bar{x} = 4.11$ and $SD. = 0.93$. Next is “Have modern and international facilities to promote international atmosphere”, which is rated at a high level with $\bar{x} = 4.06$ and $SD. = 0.92$. This is followed by “Have activities that stimulate friendship among students who come from different backgrounds and culture”, which is rated at a high level with $\bar{x} = 4.03$ and $SD. = 0.91$. Next is “Have activities that stimulate friendship among students who come from different backgrounds and culture”, which is rated at a high level with $\bar{x} = 3.88$ and $SD. = 1.00$. This is followed by “Have volunteer projects that help community and society”, which is rated at a high level with $\bar{x} = 3.80$ and $SD. = 0.96$.

In terms of teaching and learning, the highest rated item is, “Graduates can communicate well in English.” with $\bar{X} = 4.28$ and $SD. = 0.89$. This is followed by, “Graduates can study at leading foreign and local institutions.” with $\bar{X} = 4.17$ and $SD. = 0.86$. Next is “Faculty have qualified degrees from a variety of nations.”, which is rated at a high level with $\bar{X} = 4.16$ and $SD. = 0.87$. This is followed by “Curriculum serves the needs of the labor market.”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.91$. Next is “Program of studies are accredited both locally and internationally.”, which is rated at a high level with $\bar{X} = 4.14$ and $SD. = 0.88$. This is followed by “Graduates have a good employment and high-income opportunity.”, which is rated at a high level with $\bar{X} = 4.11$ and $SD. = 0.96$. Next is “Faculty are experienced at the international level in teaching and research.”, which is rated at a high level with $\bar{X} = 4.09$ and $SD. = 0.94$. This is followed by “Curriculums support students from diverse and international backgrounds.”, which is rated at a high level with $\bar{X} = 4.09$ and $SD. = 0.97$. Next is “Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN.”, which is rated at a high level with $\bar{X} = 4.05$ and $SD. = 0.91$. This is followed by “Academic cooperation, collaboration, and exchanges at the international level”, which is rated at a high level with $\bar{X} = 4.05$ and $SD. = 0.90$. This is followed by “Graduates are accepted by both local and international organizations.”, which is rated at a high level with $\bar{X} = 4.03$ and $SD. = 0.89$. Next is “Organize international academic seminars and research”, which is rated at a high level with $\bar{X} = 3.94$ and $SD. = 0.86$.

In the university dimension, the highest rated item is “Internationalization is accepted both in Thailand and abroad.”, which is rated at a high level with $\bar{X} = 4.09$ and $SD. = 0.96$. This is followed by “Reputation for international programs”, which is rated at a high level with $\bar{X} = 4.01$ and $SD. = 0.99$. Next is “Well-known teaching and learning of international programs”, which is rated at a high level with $\bar{X} = 3.96$ and $SD. = 0.97$. This is followed by “Support advertising and activities to increase awareness among target”, which is rated at a high level with $\bar{X} = 3.82$ and $SD. = 0.95$.

This is followed by “Reputed as globally ranked university”, which is rated at a high level with $\bar{X} = 3.86$ and $SD. = 1.02$. There is “Emphasis on proactive public relations of international programs”, which is rated at a high level with $\bar{X} = 3.75$ and $SD. = 0.96$, respectively.

The researcher analyzed the three dimensions of the image and reputation of international programs.

The service and support for internationalization has an image on the image and reputation of international programs in Thai universities are presented as follows:

- 1) Have good security and healthy environment
- 2) Have safe, modern, and clean facilities for students to read, prepare for exams, and relax
- 3) Have staff with good English communication skills
- 4) Have quick and effective admission and selection process
- 5) Have a unit in charge and caring for international student exchanges
- 6) Have staff providing advice and assistance for students all the time
- 7) Have fast and adequate Wi-Fi on campus
- 8) Have modern teaching and learning equipment and technology
- 9) Provide information for admission and providing curriculum details
- 10) Have dormitories for international students
- 11) Variety of communication channels for contact, advising, filing complaints, and requesting assistance
- 12) Has international student exchanges
- 13) Provide financial assistance and scholarships
- 14) Have modern library facilities that supports quick information search
- 15) Have modern and international facilities to promote international atmosphere
- 16) Have activities that stimulate friendship among students who come from different backgrounds and culture
- 17) Have activities that promote both local and international culture
- 18) Have volunteer projects that help community and society

In terms of teaching and learning of international programs in Thai universities can be presented as follows:

- 1) Graduates have good English communication skills.
- 2) Graduates can continue their studies in higher degrees both locally and internationally.
- 3) Faculty have qualified degrees from a variety of nations.
- 4) Curriculum serves the needs of the labor market.
- 5) Program of studies are accredited both locally and internationally.
- 6) Graduates have a good employment and high-income opportunity
- 7) Faculty are experienced at the international level in teaching and research.
- 8) Curriculums support students from diverse and international backgrounds.
- 9) Provides a variety of courses for learning other languages such as Chinese, Japanese, or ASEAN.
- 10) Academic cooperation, collaboration, and exchanges at the international level.
- 11) Graduates are accepted by both local and international organizations.
- 12) Organize international academic seminars and research accordingly

In terms of the institution of international programs in Thai universities can be presented as follows:

- 1) Internationalization is accepted both in Thailand and abroad.
- 2) Reputation for international programs.
- 3) Well-known for teaching and learning of international programs.
- 4) Support advertising and activities to increase awareness among target.
- 5) Reputed as globally ranked university.
- 6) Emphasis on proactive public relations of international programs accordingly.

5.1.9 Components of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

The researcher has analyzed the components of the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities. It is found that the model fits the empirical data. The variables that have a direct impact are management of international programs. The integrated marketing communications has an indirect impact through management of international programs. The variables that have a negative impact on management of innovation of image and reputation communication in international programs in Thai universities, awareness, which is not statistically significant and does not fit the empirical data. The causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities analysis shows that the model fits the empirical data with the appropriate validity (OK Fit Confirm).

The researcher analyzed the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities examining the antecedents variables management of the international programs, IMC, awareness of general information, and dependent variable of image and reputation of international programs in Thai universities. The statistical tool used for the analysis is correlation coefficients to reveal the strength of the relationship. The statistical tests used are explained in the following section.

1) The management of international programs is comprised of three observed variables which are the characteristics of the international programs, format of international program management, and image of the management of the international programs. The correlation coefficients range between 0.84-0.94. The R^2 ranges from 71.0%-89.0%. Thus, it is found that the management of international programs in the causal relationship model for management of innovation of image and reputation communication in international programs in Thai universities has three direct effects and three indirect effects as presented in the following section.

(1) The management of international programs have a direct positive effect on IMC of international programs in Thai universities. The regression weight has a standardized regression value of 0.67 with error of 0.053. The t-value is 13.980 and

Sig. = 0.000 < 0.001. This explains 45% of the change at a statistical significance level of 0.001.

(2) The management of international programs have a direct positive effect on awareness of general information of international programs in Thai universities. The regression weight has a standardized regression value of 0.18 with error of 0.106. The t-value is 2.156 and Sig. = 0.031 < 0.05. This explains 12% of the change at a statistical significance level of 0.05.

(3) The management of international programs have a direct positive effect on awareness of image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of 0.38 with error of 0.074. The t-value is 6.177 and Sig. = 0.000 < 0.001. This explains 70.0% of the change at a statistical significance level of 0.001.

(4) The management of international programs have an indirect positive effect on the image and reputation of the international programs in Thai universities through IMC with a standardized regression weight of 0.38 (0.67x0.56).

(5) The management of international programs have an indirect positive effect on the image and reputation of the international programs in Thai universities through awareness of general information with a standardized regression weight of -0.02 (0.18x (-0.10)).

(6) The management of international programs have an indirect positive effect on the awareness of general information of the international programs in Thai universities through IMC with a standardized regression weight of 0.13 (0.67x0.19).

2) In terms of IMC of international programs that are three observed variables which are academic activities, public relations, and advertising with standardized regression weights ranging from 0.62-0.86 with R² value of 58.0%-73.0%. The test values showed that IMC of international programs have an impact on the structural equation causal relationship model for management of innovation of image and reputation communication of international programs in Thai universities. There are two direct effects and one indirect effect as explained in the following section.

(1) The IMC of international programs have a direct positive effect on awareness of general information of international programs in Thai universities. The

regression weight has a standardized regression value of 0.19 with error of 0.095. The t-value is 2.290 and Sig. = 0.022 < 0.05. This explains 12% of the change at a statistical significance level of 0.05.

(2) The IMC of international programs have a direct positive effect on image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of 0.56 with error of 0.083. The t-value is 7.318 and Sig. = 0.000 < 0.001. This explains 70% of the change at a statistical significance level of 0.001.

(3) The IMC of international programs have an indirect negative effect on image and reputation of international programs in Thai universities through awareness of general information with standardized regression weight of -0.02 (0.19x (-0.10)).

3) In terms of awareness of general information of international programs that are four observed variables which are personal media, mass media, social media, and academic activities with standardized regression weights ranging from 0.70-0.79 with R² value of 41.0%-63.0%. The test values showed that awareness of general information of international programs have an impact on the structural equation causal relationship model for management of innovation of image and reputation communication of international programs in Thai universities. There is one direct effect, which is explained in the following section.

(1) The awareness of general information of international programs have a direct negative effect on image and reputation of international programs in Thai universities. The regression weight has a standardized regression value of -0.10 with error of 0.045. The t-value is -2.033 and Sig. = 0.042 < 0.05. This explains 70% of the change at a statistical significance level of 0.05.

4) In terms of image and reputation of international programs that are three observed variables which are education institution, teaching and learning, and service and support for internationalization with standardized regression weights ranging from 0.84-0.93 with R² value of 60.0%-87.0%.

The analysis of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities, which is comprised of the antecedents variables management of

international programs, IMC of international programs, awareness of general information about international programs, and dependent variable of image and reputation of international programs, found that the variable with the strongest effect on the dependent variable is the management of international programs with total effect of 0.72. This is followed by IMC of international programs with total effect of 0.54. The awareness of general information of international programs has a negative total effect of -0.10. The explanatory power is 70%. The most important variable affecting awareness of general information is management of international programs with total effect of 0.31, followed by IMC of international programs with total effect of 0.19. The explanatory power is 12.0%. The management of international programs has a positive effect on IMC with total effect of 0.67 and explanatory power of 45.0%.

5.1.10 Summary of the Hypothesis Testing of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities

The analysis of the hypothesis testing results of the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities are presented as follows:

Hypothesis 1: The management of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H1 show that the management of international programs in Thai universities has a positive impact on the image and reputation of international programs in Thai universities with a path coefficient of 0.37 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 2: The management of international programs in Thai universities has an impact on IMC of international programs in Thailand.

The test results for H2 show that the management of international programs in Thai universities has a positive impact on the IMC of international programs in Thai universities with a path coefficient of 0.67 and explanatory power of 45% at the statistical significance level of 0.001.

Hypothesis 3: The management of international programs in Thai universities has an impact on awareness of general information of international programs in Thailand.

The test results for H3 show that the management of international programs in Thai universities has a positive impact on the awareness of general information of international programs in Thai universities with a path coefficient of 0.18 and explanatory power of 12% at the statistical significance level of 0.05.

Hypothesis 4: The IMC of international programs in Thai universities has an impact on awareness of general information of international programs in Thailand.

The test results for H4 show that the IMC of international programs in Thai universities has a positive impact on the awareness of general information of international programs in Thai universities with a path coefficient of 0.19 and explanatory power of 12% at the statistical significance level of 0.05.

Hypothesis 5: The IMC of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H5 show that the IMC of international programs in Thai universities has a positive impact on the image and reputation of international programs in Thai universities with a path coefficient of 0.56 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 6: The awareness of general information of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H6 show that the awareness of general information of international programs in Thai universities has a negative impact on the awareness of image and reputation of international programs in Thai universities with a path coefficient of -0.10 and explanatory power of 70% at the statistical significance level of 0.001.

Hypothesis 7: The awareness of general information of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H7 show that the awareness of general information of international programs in Thai universities has an impact on the awareness of image

and reputation of international programs in Thai universities. The variable management of international programs has a negative indirect effect on awareness of general information with a path coefficient of -0.02. The variable IMC of international programs has a negative indirect effect on image and reputation of international programs through awareness of general information with a path coefficient of -0.02.

Hypothesis 8: The IMC of international programs in Thai universities has an impact on image and reputation of international programs in Thailand.

The test results for H8 show that IMC has an impact on image and reputation of international programs. The variable management of international programs has a positive indirect effect on image and reputation of international programs through IMC with a path coefficient of 0.38. The variable management of international programs has a positive indirect effect on awareness of general information of international programs through IMC with a path coefficient of 0.13.

The hypothesis testing results show that the Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities, which is comprised of the variables management of international programs, IMC, awareness of general information, resulting image and reputation of international programs in Thai universities. It is found that the factor that has the most influence on image and reputation of international programs in Thai universities is management of the programs followed by IMC. However, the awareness of general information there is a negative relationship.

5.2 Discussion of Findings

There are a total of 155 institutions that offer international programs at the undergraduate level. These include autonomous universities, traditional universities, Rajabhat Universities, and Rajmangala Universities. The researcher found that there are a total of 332 curriculums in 56 institutions (As of March 31, 2019).

The 11th Undergraduate Education Development Plan (2012-2016) of the Office of Higher Education Commission has the goal for tertiary education to develop the human resource potential to create a knowledge-based society founded on the principles of the Sufficiency Economy. In addition, the nation is poised to be an active member

in the ASEAN and global communities. The drive for the ASEAN integration has been initiated by the Ministry of Education in 2013. The emphasis is on the development of English and other language skills to promote awareness of the ASEAN heritage that is expected to lead to the development of the “ASEAN Education Center”. It is expected to facilitate labor mobility within the region. The development of the Education Hub would foster a good relationship through common understanding in this inter-dependent world. The world community needs citizens with a global perspective, which is necessary to handle the economic competition among countries and technology transfer. In addition, management of international programs could be done in many forms such as receiving assistance from foreign institutions for curriculum development, employing experts to teach, faculty and student exchanges, credit transfer, joint degree programs, and joint ventures.

The image and reputation communications of international programs in Thai universities use integrated marketing communications, which is an effective combination of communications designed to reach the target. These communication tools communicate through various media and activities targeted to students, who are interested in studying in international programs at the undergraduate level. These students would need to access information about the programs. The image and reputation of the international programs are usually managed by administrators such as the vice president, dean, director, and department head. There is a department or unit responsible for public relations, organization communication, marketing, and admissions. Usually, this department would be tasked with developing the public relations strategy specifically for international programs for instance Mahidol University, Silpakorn University, Thammasat University, Prince of Songkhla University, and Rangsit University. Integrated Marketing Communication (IMC) as a means to develop marketing activities to create awareness, understanding, and acceptance between schools, students, and parents. The goal is to facilitate the dissemination of information and stimulate the decision to study at the institution. Eventually, this would foster relationships, promote uniqueness, and strengthen the image and reputation of universities effectively in the challenging competitive landscape. Determination of the image to promote marketing communications through

the use of marketing communication tools in an integrative manner as presented in the following section.

1) Image is built using public relations because it is a tool that has high credibility. In addition, public relations is a major tool for building the university image. These include news that help to build the reputation and trust with the characteristics being quick and accurate, convenient, effective, and easily accessible communication channel for information request, direct communications to the target, and have activities that simulate the class atmosphere before deciding to actually study in the program.

2) Image building for promoting marketing requires the use of advertising. The content should include being able to visualize the future after graduation, concise content and easy to understand, modern, good taste, and international, attractive, interesting, engaging, and quick to remember the university.

3) Image building for promoting marketing requires the use of promotion/academic activities. It is one of the tools to communicate the image and reputation of international programs in Thai universities. These activities that are successful in reaching that target group include Open House, trial classes, scholarship and financial assistance during the period of study, exhibition and roadshows in the schools.

Universities use integrated marketing communication tools. All of the aforementioned tools are aimed towards promoting and strengthening the image and reputation of the university. Kotler (2000, pp. 296-297) explained that having a good image is beneficial to the brand in three ways as follows:

- 1) Create brand personality
- 2) Create differentiation for distinction from competitors
- 3) Create mental image that stimulates emotional responses

The dissemination of image through all communications channels and brand contact points need to use symbols, printed material, audio visual media, atmosphere, and activities as well as the behavior of the staff, which is in line with the findings of this study as discussed in the following section.

The image and reputation of international program in Thai universities have a major impact on the decision of high school students from English Program (EP). Students, who would like to continue studying at international programs would choose

to expose themselves to the information they need. This leads to satisfaction, liking, and bias, which has an impact on the selection of information, interpretation, and retention of the information for their benefit congruent to the work of Atkin (1973, p. 208), which explained that people who are exposed to more information would have better understanding of the environment. They tend to more modern and are kept updated of the timely events. Kittima Surasonthi (1990, pp. 46-47) explained that individuals would not acknowledge all of the information that comes in. They would only select the aspects that they deem beneficial. Therefore, the news and information that flows from the various channels need to be screened all the time. Interesting news that is deemed beneficial by the receiver would lead to successful communications. In addition, Klapper (1960, pp. 19-25) explained that the choice to receive or to refuse information serves as a filter of awareness. This is in line with Todd, Hunt, and Brent (Ruben, 1993, as cited in Parama Satawatin, 1998, pp. 122-124). The factors that influence the acceptance of information includes the need, attitude and values, goal, capability, utility, communication style, and context, which includes location, people, time as well as experience and habit.

The research findings indicate that most of the respondents know international programs in Thai universities. However, some appear not to know about these programs, which is in line with the research of Pholkris Phaisanwanichakul (2017). This study is based on the concept developed by Assael (1998) regarding individual perception in choosing information and interpretation of stimulus. The resulting image is the accumulation of the information. This is in line with Porntip Pimolsil (2008), who explained that image is derived from a process that includes awareness, hearing, seeing, and having past experience that made an impression leading to the creation of memory in the mind of the individual. The institution needs to develop its quality and image that suits the needs of the community. The process of image creation, thus is derived from awareness, learning, and feeling towards a certain object. This would result in a feeling of affiliation, acceptance, liking, or opposing emotions. Consequently, actions resulting from the interaction of knowledge and feelings, which has a direct impact on the image of the university. Therefore, it is critical to have more public relations activities to improve the potential in developing the image of the university through increasing awareness. Respondents lack the experience and affiliation with international programs

in tertiary education institutions. This is in line with the research conducted by Wanlapa Samrit (2017), which stated that universities need to develop their image to motivate students to study at the institution.

The analysis of the students' opinions to the integrated marketing communication of international programs in Thai universities based on the questions revealed that the public relations characteristics. The highest importance is trustworthiness from the university, which provides fast, concise, and accurate. The public relations targeted directly towards the target, who want to study in international programs needs to include information about the curriculum, expenses, and scholarships available. Information regarding academics and activities need to be done continuously. In terms of advertising, the respondents are interested to envision their future career after graduation from the international programs. They prefer content that is concise content and easy to understand, modern, good taste, and international, attractive, interesting, engaging, and quick to remember the university. The atmosphere both in the class and outside of the class should be communicated through a variety of channels to communicate directly to the target group. Promotional activities create awareness within the target group. The respondents ranked the activities based on its impact namely Open House, trial classes, scholarship and financial assistance during the period of study, exhibition and roadshows in the schools, art, cultural, and language exchange, availability of scholarship and financial assistance. The findings are in line with Bunyapon Poolsawat (2013), which explained that communications about products and services requires the use of public relations and advertising through various media in order to reach the target to disseminate information for the creation of knowledge and understanding. This would be supported by activities that support advertising and create rapid acceptance of the product or service. In addition, this study is line with the work of Trajit Muangklai (2013), which found that the good image of Burapha University has led to its reputation. In the future universities should have public relations for its curriculums such as open house and counselling for high school students all over the country to disseminate the academic activities to the university community as well as to the public. For instance, in the case of Burapha University there is dissemination of information regarding quality assurance in all of the buildings on campus. This is congruent to the work of Suvaree Wongwattana, Lamnao Amsa-art,

Pratya Phothihang, and Phitchayaporn Prakrongjai (2016), which studied the impact of university identity to the acknowledgement of image of higher institutions. The study found that the unique distinctive reputation of the university based on the effectiveness of its performance has a statistically significant positive relationship to the image of the university. The distinctiveness of the identity of the university has a positive relationship to the awareness of the image of the university.

Analysis of the findings revealed that respondents were exposed to information about the international programs in Thai universities through online social media, personal media, academic activities, and mass media. This is in line with Duangrutai Kaewkam and Wimonpan Arpavate (2016, p. 47), which found that marketing communications in particular public relations have an impact on the decision to study at the undergraduate level of students. Detailed examination found that public relations of admissions information has the most impact on decision to study followed by completeness of information, while communication through television is the least important. In terms of direct marketing communications, it is found to have a moderate level of importance. Detailed analysis showed the having campus visits is the most influential factor followed by exhibitions on campus. The least influential is having exhibitions in collaboration with schools. This is congruent to Pisit Potjanajaruwit (2017, p. 130), which found that university advertising and public relations that was the most effective to promote students to study is the provision of scholarship to high school counsellors for their students and word of mouth. In addition, the study found that advertising on online media in particular the university website is influential to the decision to study at the undergraduate level. In terms of awareness and knowledge of information about the program, university location, and availability of scholarships all have an impact on the decision to study at an undergraduate institution.

The findings revealed that respondents' perception of international programs in Thai universities focused on the teaching and learning factors such as textbooks, up to date and sufficient computer equipment, experienced faculty members who have language competence having continuous development, and international activities, such as student, art, culture, and language exchanges. This is in line with Wanlapa Samrit (2017), who found that Thailand is now in the ASEAN community resulting in the growing popularity of international programs. Students desire quality education,

program of study of their interest, expertise of faculty members, sufficient equipment, and the use of innovative technology in the teaching and learning.

Analysis of the findings revealed that respondents emphasize the importance of international support services in terms of teaching and learning and institution respectively. This is in line with Nguyen and Gaston LeBlanc (2001), who conducted the study, "Image and Reputation of Higher Education Institutions in Students' Retention Decisions". The findings indicate that image and reputation of the education institution would create loyalty through the relationship between services and atmosphere within the university. Institutions should provide good services to ensure satisfaction, which has an impact on students, faculty members, and staff. This is the most important factor that determines awareness and loyalty of students that impact the image and reputation of universities. This is congruent with the study, "Brand Harmonization in the International Higher Education Market", conducted by Hemsley-Brown and Oplatka (2006). Universities today are in a more intense competitive landscape that fueled by international student mobility. Consequently, universities need more funding because they receive less funding from the government. UK universities emphasize on strategies that develop the image and reputation of the university as brands based on their distinctive expertise. The resulting unique identity is based on the values imbued in the vision and mission. As a result, these universities need to seek a unique identity in order to improve the image by reducing the negative aspects, determine market positioning for differentiation, and cooperation with institutions with the British Council. This would make the university more attractive to international students. In addition, Rungnapar Pitpreecha (2013) conducted the study titled, "Reputation Indicators of Thai Higher Education Institutions". The research found that most major Thai universities emphasize on graduate quality, who are desired by employers, followed by education, faculty, and research quality.

The Causal Relationship Model for Management of Innovation of Image and Reputation Communication in International Programs in Thai Universities after modification passed the model fit criteria based on Hair et al. (1998), Bollen (1989), and Sorbon (1996). The Chi-Square = 42.124 with $df = 31.00$, $Sig. = 0.088 > 0.05$, and $CMIN/df. = 1.359 < 2.0$. Thus, the model has passed all the required statistical criteria meaning that it has the appropriate validity and fit confirmed.

Awareness of general information of international programs in Thai universities results from the use of IMC, management, and image and reputation of international programs in Thai universities. The model passed all the statistical criteria showing model fit to the empirical data. Thus, it can be said that awareness of general information of international programs in Thai universities has an impact on the interest of high school students to study at particular institutions.

Integrated marketing communications of international programs in Thai universities has an impact on the interest of high school students, who wish to study in international programs at particular institutions. There are communications regarding the management policies, image, and reputation of the university. Thus, international programs rely on the reputation of the university and its expertise to develop its unique identity such as the name of the university, logo, symbol, decor, architecture, location, equipment, facilities, faculty, and information technology integrated in the teaching and learning. This would reflect the cooperation and facilitation of diverse culture in the institution that could be communicated to the public. Therefore, both public and private Thai universities invest in creating a good image through the name of the institution, faculty, curriculum, and department. The university has to have a vision of the future that integrates the education and outcome of the university. Moreover, the identification of the competitive advantage would be critical to the public relations and advertising to disseminate information to the public.

Management of international programs in Thai universities have an impact on the interest of high school students, who wish to continue their studies in international programs at particular institutions. The key success lies in the leadership of management in terms of university and faculty level policies that are derived from the vision and mission of the institution. There should be a systematic drive towards internationalization, which should start through the creation of a shared vision among all stakeholders. In addition, benchmarking should be conducted in order to develop the positioning in terms of the national, regional, and global ranking by comparing the common aspects among institutions such as teaching and learning, target, and budget. International programs in both public and private institutions have continuously grown in numbers resulting in popularity among both Thai and foreign students. Universities both in the private and public sector have cooperation with foreign institutions in

America, Europe, and Asia. Many institutions are dedicated to the development of academic works and image of the institution in terms of teaching and learning. This would result in the knowledge exchange among students and faculty members. Consequently, this would result in more qualified graduates. Both private and public institutions should create graduates who are competitive at both the national and international level. In the past 30 years the family size of 6-7 children was reduced to 1.7 (2005). This rate is less than the required population replacement level and is expected to continue to decline. At the same time there is a trend for the growth in the aging population from 8.2% in 2007 to 15.6% in 2037. Thus, Thailand would become an aged society eventually. This has an impact on the future of educational institutions especially from the reduced birth rate. Educational institutions such as schools and universities do not have enough students due to the decline in birth rate. The first to be affected would be educational institutions at the primary level. Thus, universities need to compete fiercely to attract students. However, since the curriculums are similar, students opt to study at institutions with good reputations such as Chulalongkorn University, Thammasat University, Mahidol University, and Kasetsart University. These universities are perceived to have good quality in academics and reputation that they have built over the years. These institutions would need to open international programs in order to attract foreign students from within the region such as Vietnam, Laos, Myanmar, Malaysia, and Indonesia before expanding to other regions in the world (Kriengsak Chareonwongsak, 2007). This is in line with the Office of Higher Education Commission Education Plan 11 (2012-2016). The goal is to develop high quality institutions that promote lifelong learning based on the principles of the sufficiency economy for a role in the ASEAN and global community.

The image and reputation of international programs in Thai universities impact the interest of high school students, who wish to continue their studies in international programs at particular institutions. This is because advances in teaching and learning technology have a major impact on the innovations in communications of the image and reputation of international programs in Thailand. Students can learn online in accordance to the digital trends for learners in the 21st century. Learners today have access to information through various options such as smartphones. Students can access a variety of contents on online social media such as Facebook, LINE, Youtube, Twitter,

and Instagram. This includes the use as Google to search information from websites, which would enable self-learning eventually leading to the reduction in the importance of teachers in the classroom. Students can focus on their own interest without relying on teachers or the class eventually having less dependence on educational institutions (Bunyapon Poolsawat, 2017). Technology has helped learners with the appropriate skills to build knowledge and develop integration of technology for analysis. This would lead to the development of positive attitudes and morals through the use of technology for the betterment of the quality of life (Sutaphat Chanprasert, 2018).

As a result, administrators, who are responsible for the communications of international programs at the undergraduate level. This is critical to the image and reputation of programs through continuous development of teaching and learning quality. It is, thus, important to maintain the reputation of the institution for trustworthiness and acceptance in society, which is a critical factor in the decision making of students and parents, who wish to pursue international education in Thai universities.

The current situation where in Thailand is approaching becoming an aging society means a lower birth rate as well as lower death rate. Therefore, there would be more elderly citizens and less youth. This has a strong impact on various universities resulting in many vacant seats. Thus, the selection process quality has suffered. Many universities are suffering from over supply due to the reduction in the number of students. Consequently, universities have a reduction from tuition fees thus impacting the budget especially in the face of reducing support from the government.

Thailand has an over supply of universities. Parents have more resources to support their children to seek for better education opportunities. Students can seek information easily through online and social media. This provides more opportunity for students to study in the country because the transportation is more convenient. However, study abroad opportunities are also more accessible in countries like Japan, USA, New Zealand, and Australia because these countries also have less students. As a result, they are providing scholarships to attract more students to study in their respective nations to deal with international competition.

However, the biggest threat is the reduction in the importance attached to a bachelor's degree. Therefore, youths feel that they can take on any career as they please

by having relevant internships. Thus, they believe that having the direct experience, skills, and job opportunities. Employers also believe that they choose employees based on their capability to improve the competitiveness of the organization. Consequently, they would look for those with the experience, skills, and ability rather than a degree.

Eventually, universities need to adapt to survive as less and less youth are interested to pursue education at the bachelor degree. In addition, the graduates need to serve the needs of the labor market in the future. Thus, to support them the university needs faculty members, who can support them to become new entrepreneurs through innovative technology through collaboration as well as creation and transfer of knowledge that can be used in the daily life. This adoption of innovation is based on the image and reputation of Thai universities to drive the society, economy, and environment for the utmost benefit for sustainable improvement of the quality of life for the global populace.

5.3 Recommendations

5.3.1 Recommendations for Relevant Agencies

- 1) Recommendation to universities and tertiary education institutions
- 2) Universities that offer international programs need to start with the management of the international programs. There should be a dedicated and clear strategy for curriculum development. The university should have a systematic process that starts with the vision that has to be shared with all employee groups and stakeholders.
- 3) The image and reputation of the university has an impact on the interest of the high school students, who are interested to study at the university level. Therefore, the development of the image and reputation of the international programs needs to emphasize the advance teaching and learning innovation through the use of information technology and communications about online teaching and learning to serve learners in the 21st century.
- 4) There should be integration of the management strategy in terms of innovative communication management impact on image and reputation. This is based

on policy and strategic plans meant to create a competitive advantage for the university.

Innovative Communication Management Impact on Image and Reputation

5) Create the opportunity for learning and exchange of knowledge about innovative communication management. Consequently, the strategic administration of innovative communication management requires the analysis of the institution, society, and community. The aim is to develop learning that would eventually lead to solution of social, economic, and environmental programs as a citizen of the global community.

6) There should be teaching and learning to develop innovative communication management for sustainable image and reputation. Learners should be keenly aware and knowledgeable about their environment in a professional manner. The university should emphasize the development of standard for international programs in terms of academics and image. There should be facilitation for the improvement of teaching and learning through continuous exchanges of knowledge and experience of students with the faculty. As a result, these students would be qualified and accepted by employers in both the public and private sector. The university should be confident that their graduates would be competitive at both the national and international level.

5.3.2 Recommendations for Students Wishing to Study in International Programs

1) Students should learn to utilize the innovative communication management strategy for image communications as a means to develop skills, knowledge, and experience. These skills would lead to the development of innovative communication management expertise.

2) Students should seek the opportunity to assist society both within and outside of the university. In addition, students should develop their sense of responsibility and volunteerism to be their distinctive personality as part of their study and extracurricular activities.

5.3.3 Recommendations for Ministry Education Policy

1) The Ministry of Education should have the role in leading the change to create the values of innovative communication management for an integrative impact on teaching and learning for widespread communications.

2) The Ministry of Education should develop indicators for innovative communication management of university image and reputation with emphasis of building personnel. There should also be administration of innovative communication management for creation of image and reputation with continuous evaluation.

5.3.4 Recommendations about Innovative Communication Management Strategy for Image and Reputation Building

1) Creating interest and motivation for the development of innovative communication management strategies for image and reputation building. This concept was developed from business organizations recognition of good governance and social responsibility, which has an impact on traditional government institutions that have to become autonomous. This transition is not easy thus requiring cooperation. Previous research indicate that administrators understand the issue, however, they are still worried. Thus, it is necessary to promote the target to recognize the positive benefit of such strategies, which could be implemented using the findings from this study.

2) Create knowledge and understanding that could be used for the implementation of innovative communication management strategies for image and reputation of universities. This is a process that requires provision of information and create understanding of this practice, which can be done through meetings, explanations, or workshops. In addition, handbooks could be created for the proper implementation. Thus, in terms of practice it is necessary to develop the structure and have proper job allocation for the creation of knowledge and understanding. It is crucial to have mentoring programs to develop people in the organization to have the proper knowledge, skills, and attitudes for the development of innovative communication management of university image and reputation. Eventually, the necessary cooperation, determination of timelines, evaluation, and reporting could be presented to the administrators for the implementation of communication to the public.

3) Creation of cooperation, potential development, and cooperation for the implementation of innovative communication management of image and reputation – This collaboration is crucial for acceptance. This is a mission that is not limited to the internal workings of the institution. It is important to examine this from the perspective of being a global citizen that is beneficial to the individual, people in society, and environment in the short term as well as in the long term. Innovative communication management should be the driving force for the development of human potential that would be beneficial to society, economy, and environment.

4) Development of policies that promote quality – The research findings indicate that there is agreement between the user and receiver of the policies in terms of policy, budget, and operations, leading to cooperation and eventual success. In addition, the operations reflect improvement in quality through continuous development. There is promotion of a perspective promote sustainability and good quality of life. The resulting systematic operations in the institution through the use of mechanisms that promote the development of personnel who have good problem-solving skills, knowledgeable, qualified, have good attitudes towards society, economy, and the environment. This is based on the innovative communication management dimensions which require the continuous creation of knowledge and self improvement for the maximum benefit to the institution. The result is a sustainable development that puts improvement of quality of life of the individual, society, and environment at the forefront.

5.3.5 Recommendation for Future Research

Based on the limitations of this study, the researcher has made recommendations for the development of future research as follows:

1) Future studies should examine the effectiveness and efficiency of international programs in Thailand and abroad from the perspective of the stakeholders, which include students, parents, and employers of the graduates.

2) Future studies should examine the expectations and needs of the stakeholders to provide empirical evidence regarding the antecedents of strategic management in terms of innovative communication to develop indicators and

evaluation of innovative communication management for development of university image and reputation.

3) Develop international programs and promote innovative communication management of image and reputation of autonomous universities for sustainable quality and competitiveness in a dynamic world.

4) Analyze the risks based on the dimensions of innovative communication management such as social, economic, and environmental risks.

5) Study the information technology for systematic management of information based on the development process of innovative communication management of university image and reputation.

6) Study the methodology and strategies to develop the network and creation of inspiration for awareness of innovative communication management of image and reputation within the context wherein the university has a distinctive advantage.

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APPENDIX

QUESTIONNAIRE

QUESTIONNAIRE

(Thai Version)

แบบสอบถามเพื่อการวิจัย

การพัฒนาแบบจำลองความสัมพันธ์เชิงสาเหตุของนวัตกรรมการจัดการสื่อสาร

ภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

คำชี้แจง

แบบสอบถามฉบับนี้เป็นแบบสอบถามเพื่อการวิจัยการพัฒนาแบบจำลองความสัมพันธ์เชิงสาเหตุของนวัตกรรมการจัดการสื่อสารภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย* (ระดับปริญญาตรี) เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปรัชญาดุษฎีบัณฑิต สาขาวิชานิติศาสตร์และนวัตกรรม คณะนิติศาสตร์และนวัตกรรมการจัดการ สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า)

ผู้วิจัยใคร่ขอความอนุเคราะห์และความร่วมมือในการตอบแบบสอบถามจากท่าน คำตอบของท่านมีความสำคัญอย่างยิ่งต่อการวิเคราะห์ข้อมูลเพื่อให้การวิจัยครั้งนี้มีความเที่ยงตรงและเกิดประโยชน์อย่างแท้จริง ผู้วิจัยจะเก็บข้อมูลที่รับจากท่านไว้เป็นความลับ โดยจะนำไปใช้เพื่อสรุปผลการวิจัยเป็นภาพรวมเท่านั้น ข้อมูลที่ตรงกับความเป็นจริงและสมบูรณ์จะช่วยให้การวิจัยดำเนินไปด้วยความถูกต้อง โปรดตอบแบบสอบถามตามความคิดเห็นของท่านอย่างรอบคอบให้ครบทุกข้อ

แบบสอบถามนี้แบ่งออกเป็น 5 ส่วน จำนวน 13 หน้า

- ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม หน้า 2
- ส่วนที่ 2 ปัจจัยการเลือก/ไม่เลือกศึกษาต่อหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย หน้า 3
- ส่วนที่ 3 การรับรู้ข่าวสารข้อมูลทั่วไปของหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย หน้า 5
- ส่วนที่ 4 การสื่อสารการตลาดแบบผสมผสานของหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย หน้า 6
- ส่วนที่ 5 การบริหารจัดการองค์ประกอบของหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย หน้า 9
- ส่วนที่ 6 ภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย หน้า 11

ผู้วิจัย

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*หลักสูตรนานาชาติ หมายถึง หลักสูตรที่มีเนื้อหาสาระที่มีมาตรฐานสากล เปิดโอกาสให้ใช้ภาษาอื่นๆ เช่น ภาษาอังกฤษ หรือภาษาต่างประเทศอื่นๆ เป็นสื่อในการเรียนการสอนมีการผสมผสานความเป็นนานาชาติ ความหลากหลายทางวัฒนธรรม มีการแลกเปลี่ยนนักศึกษาระหว่างประเทศ รวมทั้งเปิดโอกาสให้นักศึกษาต่างชาติเข้าศึกษาได้ในระดับปริญญาตรีที่เปิดการเรียนการสอนในสถาบันอุดมศึกษาหรือมหาวิทยาลัยของประเทศไทย

ส่วนที่ 1 ข้อมูลพื้นฐานของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่อง หน้าข้อความที่ท่านคิดว่าเป็นจริงมากที่สุด

- 1.1 เพศ ชาย หญิง
- 1.2 อายุ ต่ำกว่า 15 ปี 16 ปี 17 ปี 18 ปี สูงกว่า 19 ปี
- 1.3 กำลังศึกษา ณ โรงเรียน.....เขต.....
จังหวัด.....
- 1.4 หลักสูตรที่เรียน ภาษาไทย English Program (EP)
 อื่นๆ.....
- 1.5 กำลังเรียนในระดับชั้น มัธยมศึกษาตอนปลายปีที่ 4 มัธยมศึกษาตอนปลายปีที่ 5
 มัธยมศึกษาตอนปลายปีที่ 6 อื่น ๆ โปรดระบุ
.....
- 1.6 กลุ่มที่เน้นการเรียนรู้ด้าน วิทยาศาสตร์-คณิตศาสตร์ (วิทย์-คณิต)
 ศิลปศาสตร์-คณิตศาสตร์ (ศิลป์-คำนวณ)
 ศิลปศาสตร์-ภาษา (ศิลป์-ภาษา)
 ศิลปศาสตร์-สังคม (ศิลป์-สังคม)
 อื่นๆ.....

1.7 ภาพลักษณ์ชื่อเสียงของหลักสูตรนานาชาติ (International Program) ของมหาวิทยาลัยในประเทศไทย

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องที่ตรงกับความคิดเห็นของท่าน

ประเด็นคำถาม/ระดับความคิดเห็น	5 รู้จักเป็นอย่างดี	4 รู้จักพอสมควร	3 รู้จักบ้างเล็กน้อย	2 เคยได้ยินชื่อบ้าง	1 ไม่เคยได้ยินชื่อมาก่อน
1.7.1 ท่านรู้จัก/ได้ยิน/ทราบ การเรียนการสอนหลักสูตรนานาชาติ ระดับปริญญาตรีในมหาวิทยาลัยในประเทศไทย	5	4	3	2	1
ประเด็นคำถาม/ระดับความคิดเห็น	5 ดีมาก	4 ดี	3 เฉยๆ	2 ไม่ค่อยดี	1 ไม่ดีเลย
1.7.2 ท่านคิดว่าภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทยเป็นอย่างไร	5	4	3	2	1
ประเด็นคำถาม	ไม่ ต้องการศึกษาต่อ		ต้องการ ศึกษาต่อ		
1.7.3 เมื่อจบ ม.6 แล้ว ท่านจะเข้าศึกษาต่อหลักสูตรนานาชาติ ระดับปริญญาตรีของมหาวิทยาลัยในประเทศไทย					
หมายเหตุ หากตอบคำว่า ไม่ต้องการ ทำต่อ ข้อที่ 2.1 หากตอบว่า ต้องการศึกษาต่อ ทำต่อ ข้อที่ 2.2					

ส่วนที่ 2 ปัจจัยการเลือกศึกษาและไม่เลือกศึกษาต่อหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

คำชี้แจง ถ้าไม่ต้องการหรือไม่แน่ใจว่าจะศึกษาต่อในมหาวิทยาลัยในประเทศไทย ตอบเฉพาะข้อ 2.1

2.1 ท่านคิดว่าอะไรเป็นปัจจัยที่สำคัญต่อการไม่เลือกศึกษาต่อหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

ประเด็นคำถาม (ตอบเฉพาะผู้ไม่ต้องการเลือกศึกษาต่อ หลักสูตรนานาชาติ ระดับปริญญาตรีของมหาวิทยาลัยในประเทศไทย)	5 สำคัญ มากที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่สำคัญ เลย
2.1.1 ภาพลักษณ์และชื่อเสียงของมหาวิทยาลัย ของไทยไม่ดี	5	4	3	2	1
2.1.2 มหาวิทยาลัยของไทยไม่น่าเชื่อถือด้าน มาตรฐานสากล	5	4	3	2	1
2.1.3 อุปสรรคด้านการสื่อสารภาษาอังกฤษ	5	4	3	2	1
2.1.4 ปัญหาทางการเงิน/ค่าเล่าเรียน/ ค่าใช้จ่ายที่สูง	5	4	3	2	1
2.1.5 มีคณะและสาขาที่ต้องการเป็นหลักสูตร นานาชาติให้เลือกน้อย	5	4	3	2	1
2.1.6 มหาวิทยาลัยที่ต้องเข้าศึกษาไม่สาขาวิชา ในหลักสูตรนานาชาติ	5	4	3	2	1
2.1.7 ไม่เห็นความสำคัญของการศึกษาต่อ หลักสูตรนานาชาติ	5	4	3	2	1
2.1.8 หลักสูตรนานาชาติของมหาวิทยาลัยไทย ขาดการรับรองคุณภาพ	5	4	3	2	1
2.1.9 ไม่ได้รับการสนับสนุนจากผู้ปกครองและ ครอบครัว	5	4	3	2	1
2.1.10 ค่าใช้จ่ายในสูงกว่าเดินทางไปศึกษาต่อ ในต่างประเทศ	5	4	3	2	1
2.1.11 ไม่ได้บรรยากาศความเป็นนานาชาติ	5	4	3	2	1

ประเด็นคำถาม (ตอบเฉพาะผู้ไม่ต้องการเลือกศึกษาต่อ หลักสูตรนานาชาติ ระดับปริญญาตรีของมหาวิทยาลัยในประเทศไทย)	5 สำคัญ มากที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่สำคัญ เลย
2.1.12 โอกาสการได้งานที่สูงและรายได้ดีกว่า เรียนจบในประเทศไทย	5	4	3	2	1
2.1.13 เรียนต่างประเทศจะเปิดโลกทัศน์ใหม่ที่ กว้างกว่าเรียนในประเทศไทย	5	4	3	2	1
2.1.14 ได้เพื่อนที่อยู่ต่างประเทศมากกว่าเรียน ในประเทศไทย	5	4	3	2	1
2.1.15 เรียนต่างประเทศ มีทักษะการเอาตัวรอด กล้าแสดงออกแบบสร้างสรรค์ไม่อยู่แต่ใน กรอบจะมีประโยชน์มากในการทำงานใน อนาคต	5	4	3	2	1
2.1.16 ได้รับข้อมูลข่าวสารหลักสูตรนานาชาติ ไม่เพียงพอในการตัดสินใจ	5	4	3	2	1
2.1.17 มหาวิทยาลัยไทยไม่มีชื่อติด 1 ใน 100 ระดับมหาวิทยาลัยโลก	5	4	3	2	1
2.1.18 คณาจารย์ไม่มีคุณภาพและเชี่ยวชาญด้าน สาขาวิชาที่สอน	5	4	3	2	1
2.1.19 คณาจารย์บางท่านพูดภาษาไทยและ สื่อสารภาษาไม่ดี	5	4	3	2	1
2.1.20 ห้องเรียนมีนักศึกษาไทยจำนวนมากกว่า นักศึกษาต่างชาติ	5	4	3	2	1

2.2 ท่านคิดว่าอะไรคือปัจจัยสำคัญต่อการศึกษาระดับปริญญาตรีหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องระดับความสำคัญของปัจจัยการเลือกศึกษาต่อระดับปริญญาตรีหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย โดยแบ่งออกเป็น 5 ระดับ ดังนี้ คะแนน 5 หมายถึง สำคัญมากที่สุด คะแนน 4 หมายถึง ค่อนข้างสำคัญ คะแนน 3 หมายถึง สำคัญปานกลาง คะแนน 2 หมายถึง ค่อนข้างไม่สำคัญ คะแนน 1 หมายถึง ไม่สำคัญเลย

ประเด็นคำถาม (เฉพาะผู้ต้องการศึกษาต่อหลักสูตรนานาชาติ)	5 สำคัญ มากที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่สำคัญ เลย
2.2.1 มีภาพลักษณ์และชื่อเสียงของมหาวิทยาลัยเป็นที่รู้จัก	5	4	3	2	1
2.2.2 เปิดการเรียนการสอนหลักสูตรนานาชาติเป็นเวลายาวนาน	5	4	3	2	1
2.2.3 มหาวิทยาลัยไทยมีชื่อติดในระดับมหาวิทยาลัยโลกและเอเชีย	5	4	3	2	1
2.2.4 มีหลักสูตรนานาชาติที่ต้องการเรียนและหลายหลายสาขาวิชา	5	4	3	2	1
2.2.5 หลักสูตรนานาชาติได้รับรองคุณภาพและมาตรฐานสากล	5	4	3	2	1
2.2.6 มีคณาจารย์ที่มีคุณภาพและเชี่ยวชาญด้านสาขาวิชาที่สอน	5	4	3	2	1
2.2.7 มีนักศึกษาที่มีคุณภาพเป็นที่ยอมรับและมาจากหลายหลายประเทศ	5	4	3	2	1
2.2.8 บัณฑิตที่จบไปมีคุณภาพมีชื่อเสียงและเป็นที่ยอมรับในบริษัทต่างๆ	5	4	3	2	1
2.2.9 คาดว่าจะได้งานที่มีรายได้ที่สูงหลังจบการศึกษา	5	4	3	2	1
2.2.10 โอกาสการศึกษาต่อในระดับที่สูงขึ้นในประเทศและต่างประเทศ	5	4	3	2	1
2.2.11 สามารถในการสื่อสารภาษาอังกฤษที่ดี	5	4	3	2	1
2.2.12 มีโอกาสแลกเปลี่ยนประสบการณ์กับเพื่อนต่างชาติ	5	4	3	2	1

ประเด็นคำถาม (เฉพาะผู้ต้องการศึกษาต่อหลักสูตรนานาชาติ)	5 สำคัญ มากที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่สำคัญ เลย
2.2.13 มีโอกาสเดินทางไปต่างประเทศใน โครงการแลกเปลี่ยนนักศึกษา	5	4	3	2	1
2.2.14 ได้รับสนับสนุนในการศึกษาต่อจาก ผู้ปกครองและครอบครัว	5	4	3	2	1
2.2.15 เรียนในประเทศประหยัดกว่าเรียน ต่างประเทศ	5	4	3	2	1
2.2.16 มีทุนการศึกษาและความช่วยเหลือ ค่าใช้จ่ายต่างๆ	5	4	3	2	1
2.2.17 อยู่ใกล้ชีวิตครอบครัว/ไม่ต้องเดินทางไกล	5	4	3	2	1
2.2.18 มีกิจกรรมนานาชาติให้เรียนรู้ใน วัฒนธรรมที่หลากหลาย	5	4	3	2	1
2.2.19 มีข้อมูลรายละเอียดของหลักสูตรมากพอให้ ตัดสินใจเลือกเรียนง่ายขึ้น	5	4	3	2	1
2.2.20 มีเทคโนโลยีสื่อสารการเรียนสอนที่ทันสมัย เทียบเท่าในต่างประเทศ	5	4	3	2	1

ส่วนที่ 3 การรับรู้ข่าวสารข้อมูลทั่วไปของหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

ท่านได้รับข่าวสารข้อมูลหลักสูตรนานาชาติระดับปริญญาตรีของมหาวิทยาลัยในประเทศไทยจากช่องทางสื่อประเภทใด

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องคะแนนระดับความการรับรู้ แบ่งเป็น 5 ระดับ ดังนี้
คะแนนระดับ 5 หมายถึง บ่อยมากที่สุด คะแนนระดับ 4 หมายถึง บ่อย คะแนนระดับ 3 หมายถึง ค่อนข้างบ่อย คะแนนระดับ 2 หมายถึง ไม่ค่อยบ่อย คะแนนระดับ 1 หมายถึง ไม่เคยเลย

ประเด็นคำถาม/ระดับการรับรู้ข่าวสาร	5 บ่อยมาก ที่สุด	4 บ่อย	3 ค่อนข้าง บ่อย	2 ไม่ ค่อย บ่อย	1 ไม่เคย เลย
3.1 สื่อบุคคล					
3.1.1 พ่อ แม่ ผู้ปกครอง	5	4	3	2	1
3.1.2 ครูแนะแนวของโรงเรียน	5	4	3	2	1
3.1.3 รุ่นพี่จากมหาวิทยาลัย	5	4	3	2	1
3.1.4 เพื่อน	5	4	3	2	1
3.1.5 เจ้าหน้าที่ของมหาวิทยาลัย	5	4	3	2	1
3.1.6 ครูติวเตอร์ สถาบันกวดวิชา	5	4	3	2	1
3.2 สื่อมวลชน					
3.2.1 หนังสือพิมพ์	5	4	3	2	1
3.2.2 นิตยสาร	5	4	3	2	1
3.2.3 วิทยุ	5	4	3	2	1
3.2.4 โทรทัศน์	5	4	3	2	1
3.2.5 ป้ายโฆษณาในบ้าน	5	4	3	2	1
3.2.6 ป้ายบนรถไฟฟ้า/รถไฟฟ้าใต้ดิน/รถสาธารณะ	5	4	3	2	1
3.2.7 เอกสารแนะนำมหาวิทยาลัย	5	4	3	2	1
3.2.8 สื่อตามโรงพยาบาล	5	4	3	2	1
3.3 สื่อสังคมออนไลน์					
3.3.1 เว็บไซต์ของมหาวิทยาลัย	5	4	3	2	1
3.3.2 เว็บไซต์ด้านการศึกษา เช่น Dekdee, EduZones, Pantip	5	4	3	2	1
3.3.3 Google Search	5	4	3	2	1

ประเด็นคำถาม/ระดับการรับรู้ข่าวสาร	5 บ่อยมาก ที่สุด	4 บ่อย	3 ค่อนข้าง บ่อย	2 ไม่ ค่อย บ่อย	1 ไม่เคย เลย
3.3.4 Facebook	5	4	3	2	1
3.3.5 LINE	5	4	3	2	1
3.3.6 YouTube	5	4	3	2	1
3.3.7 Instagram	5	4	3	2	1
3.4 สื่อกิจกรรมการศึกษา					
3.4.1 แนะนำ/นิเทศการการศึกษาต่อที่โรงเรียน	5	4	3	2	1
3.4.2 แนะนำ/นิเทศการการศึกษาที่ศูนย์แสดง สินค้า/ห้างสรรพสินค้า	5	4	3	2	1
3.4.3 กิจกรรมเปิดบ้าน/วิชาการ/ตลาดนัดอุดมศึกษาที่ มหาวิทยาลัย	5	4	3	2	1
3.4.4 กิจกรรมการประกวด/การแข่งขันด้านวิชาการ/ กีฬา/บันเทิง	5	4	3	2	1

ส่วนที่ 4 การสื่อสารการตลาดแบบผสมผสานของหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

ท่านคิดว่า การสื่อสารการตลาดแบบผสมผสาน (โฆษณา ประชาสัมพันธ์ และกิจกรรมการศึกษา) ช่วยสร้างภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องระดับความคิดเห็นต่อการสื่อสารการตลาดแบบผสมผสาน แบ่งเป็น 5 ระดับ ดังนี้ คะแนน 5 หมายถึง เห็นด้วยมากที่สุด คะแนน 4 หมายถึง เห็นด้วย คะแนน 3 หมายถึง ไม่แน่ใจ คะแนน 2 หมายถึง ไม่เห็นด้วย คะแนน 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย มากที่สุด	4 เห็น ด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
4.1 โฆษณา					
4.1.1 เน้นเนื้อหาสาระที่สั้น เข้าใจง่าย	5	4	3	2	1
4.1.2 ดึงดูดคนดู สนใจ ติดตาม และจดจำชื่อมหาวิทยาลัยได้เร็ว	5	4	3	2	1
4.1.3 สะท้อนถึงภาพลักษณ์และชื่อเสียงของมหาวิทยาลัย	5	4	3	2	1
4.1.4 มีความทันสมัย มีรสนิยมนที่ดี เน้นความเป็นนานาชาติ	5	4	3	2	1
4.1.5 ผ่านช่องทางสื่อที่หลากหลายและเข้าถึงตรงกลุ่มเป้าหมายโดยตรง	5	4	3	2	1
4.1.6 รูปแบบภาพยนตร์เสนอเรื่องราวสั้นๆ เป็นตอนๆ น่าติดตาม	5	4	3	2	1
4.1.7 โฆษณาเกิดการแชร์ต่อบอกต่อส่งต่อผ่านสื่อสังคมออนไลน์	5	4	3	2	1
4.1.8 มีบรรยากาศการเรียนการสอนในห้องเรียนและนอกห้องเรียน	5	4	3	2	1
4.1.9 มีประสบการณ์ร่วมกับการเรียนการสอนและกิจกรรม (เสมือนจริง)	5	4	3	2	1

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย มากที่สุด	4 เห็น ด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
4.1.10 เห็นภาพอาชีพอนาคตเมื่อสำเร็จการศึกษาใน หลักสูตรนานาชาติ	5	4	3	2	1
4.1.11 เห็นภาพของการแลกเปลี่ยนศิลปวัฒนธรรม ระหว่างชาติ	5	4	3	2	1
4.2 ประชาสัมพันธ์					
4.2.1 ข่าวประชาสัมพันธ์มีความน่าเชื่อถือจาก มหาวิทยาลัย	5	4	3	2	1
4.2.2 นำเสนอข่าวสารด้านวิชาการและกิจกรรมอย่าง สม่ำเสมอต่อเนื่อง	5	4	3	2	1
4.2.3 ข่าวสารต้องรวดเร็วและถูกต้อง	5	4	3	2	1
4.2.4 ประชาสัมพันธ์เชิงรุกให้รู้จักในความเป็น นานาชาติ	5	4	3	2	1
4.2.5 มีข่าวสาร หลักสูตร ค่าใช้จ่าย ทุนการศึกษา ผ่าน สื่อต่างๆ บ่อยๆ	5	4	3	2	1
4.2.6 มีสื่อประชาสัมพันธ์ครบทุกช่องทางสื่อสาร	5	4	3	2	1
4.2.7 มีหน่วยงานประชาสัมพันธ์ให้ข้อมูลด้านเฉพาะ หลักสูตรนานาชาติ	5	4	3	2	1
4.2.8 มีช่องทางสื่อสารติดต่อรับข้อมูลข่าวสารที่ สะดวกรวดเร็วเข้าถึงง่าย	5	4	3	2	1
4.2.9 ประชาสัมพันธ์โดยตรงกลุ่มเป้าหมายที่ต้องการ เรียน	5	4	3	2	1
4.3 กิจกรรมส่งเสริมการศึกษาเพื่อรับรู้ข่าวสาร					
4.3.1 จัดนิทรรศการ/แนะแนวการศึกษาต่อในโรงเรียน (Roadshow)	5	4	3	2	1
4.3.2 จัดนิทรรศการ/แนะแนวการศึกษาต่อศูนย์แสดง สินค้า/ศูนย์การค้า	5	4	3	2	1
4.3.3 จัดกิจกรรมเปิดบ้านเยี่ยมชมมหาวิทยาลัย/ สถาบัน (Open House)	5	4	3	2	1
4.3.4 จัดกิจกรรมการประกวด แข่งขัน ด้านวิชาการ กีฬา และบันเทิง	5	4	3	2	1

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย มากที่สุด	4 เห็น ด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
4.3.5 มีของที่ระลึกแจก เช่น เสื้อ สมุด ปากกา แฟ้ม สิ่งพิมพ์ โดยที่มีชื่อมหาวิทยาลัย/หลักสูตร ชื่อเว็บไซต์ และสื่อสังคมออนไลน์อย่างชัดเจน	5	4	3	2	1
4.3.6 มีทุนการศึกษาให้และการช่วยเหลือด้านค่าใช้จ่าย ระหว่างการศึกษา	5	4	3	2	1
4.3.7 มีกิจกรรมจิตอาสาต่างๆ ด้านความรับผิดชอบต่อ ชุมชนและสังคม	5	4	3	2	1
4.3.8 มีกิจกรรมการแลกเปลี่ยนศิลปะ วัฒนธรรม และ ภาษาระหว่างชาติ	5	4	3	2	1
4.3.9 มีนักศึกษาที่เป็นดารา นักแสดง นักร้อง หรือผู้มี ชื่อเสียงเป็นที่รู้จักในกลุ่มเป้าหมายมาร่วมในกิจกรรม หรือเป็นแฟนคลับของมหาวิทยาลัย	5	4	3	2	1
4.3.10 มีกิจกรรมทดลองเรียนจริงก่อนตัดสินใจเลือก ศึกษาต่อ	5	4	3	2	1

ส่วนที่ 5 การบริหารจัดการหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

ท่านคิดว่าอะไรคือองค์ประกอบสำคัญที่ส่งเสริมภาพลักษณ์และชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องระดับความสำคัญการจัดการบริหารองค์ประกอบหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย แบ่งคะแนนออกเป็น 5 ระดับ ดังนี้ คะแนน 5 หมายถึง สำคัญมากที่สุด คะแนน 4 หมายถึง ค่อนข้างสำคัญ คะแนน 3 หมายถึง สำคัญปานกลาง คะแนน 2 หมายถึง ค่อนข้างไม่สำคัญ คะแนน 1 หมายถึง ไม่สำคัญเลย

ประเด็นคำถาม/ระดับความสำคัญ	5 สำคัญ มาก ที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่ สำคัญ เลย
5.1 ลักษณะหลักสูตรนานาชาติ					
5.1.1 จัดสถาบันให้มีความเป็นนานาชาติ ได้แก่ ศูนย์การเรียนรู้นานาชาติ ศูนย์ศึกษานานาชาติ ทรัพยากรที่สนับสนุนกิจกรรมนานาชาติ	5	4	3	2	1
5.1.2 มีวิสัยทัศน์บริหารมหาวิทยาลัยสู่ความเป็นนานาชาติทั่วทั้งสถาบัน	5	4	3	2	1
5.1.3 มีความร่วมมือทางวิชาการกับมหาวิทยาลัยชั้นนำในต่างประเทศ	5	4	3	2	1
5.1.4 จัดเนื้อหาหลักสูตรให้มีความเป็นนานาชาติ	5	4	3	2	1
5.1.5 ผู้สอนต้องมีประสบการณ์ในเนื้อหาวิชาที่สอน และมีความรู้ภาษาที่ใช้สอนอยู่ในเกณฑ์ดีมากและมีการพัฒนาอาจารย์อย่างต่อเนื่อง	5	4	3	2	1
5.1.6 สื่อการเรียนการสอน เช่น ตำรา คอมพิวเตอร์ ทันสมัยและเพียงพอ	5	4	3	2	1
5.1.7 มีกิจกรรมแสดงถึงความเป็นนานาชาติ เช่น กิจกรรมแลกเปลี่ยนนักศึกษา ศิลปะ วัฒนธรรม ภาษาระหว่างชาติ เป็นต้น	5	4	3	2	1
5.2 รูปแบบการจัดการศึกษาหลักสูตรนานาชาติ					
5.2.1 การขอความช่วยเหลือจากต่างประเทศในด้านการพัฒนาหลักสูตร	5	4	3	2	1

ประเด็นคำถาม/ระดับความสำคัญ	5 สำคัญ มาก ที่สุด	4 ค่อนข้าง สำคัญ	3 สำคัญ ปานกลาง	2 ค่อนข้าง ไม่สำคัญ	1 ไม่ สำคัญ เลย
5.2.2 การส่งผู้เชี่ยวชาญมาทำการสอนหรือบรรยายพิเศษ	5	4	3	2	1
5.2.3 การแลกเปลี่ยนอาจารย์และนักศึกษา	5	4	3	2	1
5.2.4 การเทียบโอนหน่วยกิตระหว่างสถาบันการศึกษาในต่างประเทศ	5	4	3	2	1
5.2.5 การให้ปริญญาระหว่างสถาบัน (Joint Degree Program)	5	4	3	2	1
5.2.6 โครงการอบรมพิเศษระหว่างมหาวิทยาลัย (Special Projects)	5	4	3	2	1
5.2.7 หลักสูตรเปิดโอกาสให้ทั้งชาวไทยและต่างชาติเข้าศึกษาได้	5	4	3	2	1
5.2.8 ใช้ภาษาสากลเป็นสื่อในการเรียนการสอน	5	4	3	2	1
5.2.9 มีเครือข่ายสารความร่วมมือเพื่อพัฒนาคุณภาพหลักสูตร	5	4	3	2	1
5.2.10 มีคุณภาพและมีความเชี่ยวชาญในเนื้อหาการสอน	5	4	3	2	1
5.2.11 งานวิจัยไปสู่ระดับนานาชาติและตีพิมพ์ในวารสารนานาชาติ	5	4	3	2	1

ส่วนที่ 6 ภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทย

ท่านคิดว่าภาพลักษณ์ชื่อเสียงหลักสูตรนานาชาติของมหาวิทยาลัยในประเทศไทยด้านใดที่สำคัญและเหมาะสม

คำชี้แจง กรุณาทำเครื่องหมาย ✓ ลงในช่องระดับความคิดเห็น แบ่งออกเป็น 5 ระดับ ดังนี้ คะแนน 5 หมายถึง เห็นด้วยที่สุด คะแนน 4 หมายถึง เห็นด้วย คะแนน 3 หมายถึง ไม่แน่ใจ คะแนน 2 หมายถึง ไม่เห็นด้วย คะแนน 1 หมายถึง ไม่เห็นด้วยอย่างยิ่ง

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย ที่สุด	4 เห็นด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
6.1 ด้านสถาบันอุดมศึกษา (มหาวิทยาลัย/วิทยาลัย/สถาบัน)					
6.1.1 มีชื่อเสียงด้านหลักสูตรนานาชาติ	5	4	3	2	1
6.1.2 มีความเป็นสากลเป็นที่ยอมรับในประเทศและต่างประเทศ	5	4	3	2	1
6.1.3 เปิดการเรียนการสอนหลักสูตรนานาชาติมานานเป็นที่รู้จัก	5	4	3	2	1
6.1.4 มีชื่อมหาวิทยาลัยติดระดับมหาวิทยาลัยโลก	5	4	3	2	1
6.1.5 เน้นการประชาสัมพันธ์เชิงรุกด้านหลักสูตรนานาชาติโดยเฉพาะ	5	4	3	2	1
6.1.6 สนับสนุน โฆษณาและกิจกรรมให้เป็นที่รู้จักของกลุ่มเป้าหมาย	5	4	3	2	1
6.2 ด้านการเรียนการสอน					
6.2.1 หลักสูตรหลากหลายสอดคล้องและต้องการตลาดแรงงานอนาคต	5	4	3	2	1
6.2.2 มีหลากหลายภาษาต่างประเทศให้เลือกเรียนเพิ่มเติม เช่น ภาษาจีน ภาษาญี่ปุ่น หรือภาษาในกลุ่มประเทศอาเซียน เป็นต้น	5	4	3	2	1
6.2.3 หลักสูตรรองรับนักศึกษาที่หลากหลายเชื้อชาติและนานาชาติได้	5	4	3	2	1
6.2.4 คณาจารย์ที่มีประสบการณ์ด้านการสอนและวิจัยในเวทีนานาชาติ	5	4	3	2	1

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย ที่สุด	4 เห็นด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
6.2.5 คณาจารย์มีคุณภาพตามคุณวุฒิและมาจากหลากหลายประเทศ	5	4	3	2	1
6.2.6 สาขาวิชาที่เปิดสอนต้องได้รับการรับรองและประเมินด้านประกันคุณภาพในประเทศและต่างประเทศ	5	4	3	2	1
6.2.7 มีการเชื่อมโยง ร่วมมือ และแลกเปลี่ยนทางวิชาการระดับนานาชาติ	5	4	3	2	1
6.2.8 มีการจัดสัมมนาด้านวิชาการและวิจัยระดับนานาชาติ	5	4	3	2	1
6.2.9 บัณฑิตเป็นที่ยอมรับของนายจ้างองค์กรในประเทศและต่างประเทศ	5	4	3	2	1
6.2.10 บัณฑิตมีโอกาสประกอบอาชีพการงานที่ดีและมีอัตรารับค่าจ้างที่สูง	5	4	3	2	1
6.2.11 บัณฑิตเข้าศึกษาต่อระดับการศึกษาที่สูงขึ้นในมหาวิทยาลัยชั้นนำในประเทศและต่างประเทศ	5	4	3	2	1
6.2.12 บัณฑิตมีความสามารถด้านการสื่อสารภาษาอังกฤษได้ดี	5	4	3	2	1
6.3 ด้านการให้บริการและสนับสนุนความเป็นนานาชาติ					
6.3.1 มีหน่วยงานที่ดูแลและการแลกเปลี่ยนนักศึกษาในต่างประเทศ	5	4	3	2	1
6.3.2 มีเจ้าหน้าที่ให้บริการที่สามารถสื่อสารภาษาอังกฤษได้ดี	5	4	3	2	1
6.3.3 มีเจ้าหน้าที่เพื่อให้คำปรึกษาและช่วยเหลือนักศึกษาตลอดเวลา	5	4	3	2	1
6.3.4 มีความช่วยเหลือนักศึกษาที่มีปัญหาทางการเงิน/ให้ทุนการศึกษา	5	4	3	2	1
6.3.5 มีโครงการแลกเปลี่ยนนักศึกษาในมหาวิทยาลัยต่างประเทศ	5	4	3	2	1
6.3.6 มีกิจกรรมส่งเสริมทำนุบำรุงศิลปวัฒนธรรมไทยและนานาชาติ	5	4	3	2	1

ประเด็นคำถาม/ระดับความคิดเห็น	5 เห็นด้วย ที่สุด	4 เห็นด้วย	3 ไม่แน่ใจ	2 ไม่เห็น ด้วย	1 ไม่เห็น ด้วย อย่างยิ่ง
6.3.7 มีกิจกรรมนอกหลักสูตรเพื่อช่วยเหลือชุมชนและสังคม (จิตอาสา)	5	4	3	2	1
6.3.8 มีกิจกรรมพบเพื่อนใหม่จากหลากหลายเชื้อชาติและต่างวัฒนธรรม	5	4	3	2	1
6.3.9 มีอาคารเรียนที่ทันสมัยและจัดสภาพแวดล้อมเป็นนานาชาติ	5	4	3	2	1
6.3.10 มีอุปกรณ์การเรียนการสอนด้วยเทคโนโลยีการศึกษาที่ทันสมัย	5	4	3	2	1
6.3.11 มีระบบ Wi-Fi ที่เร็วและครอบคลุมทุกพื้นที่ในสถานศึกษา	5	4	3	2	1
6.3.12 มีบริการห้องสมุดที่ทันสมัยสามารถสืบค้นข้อมูลได้อย่างรวดเร็ว	5	4	3	2	1
6.3.13 มีห้องหรือสถานที่ที่จัดไว้ให้นักศึกษาใช้ในการอ่านหนังสือ เตรียมสอบ พักผ่อน ปลอดภัยสบาย ทันสมัย และสะอาดไว้ให้บริการ	5	4	3	2	1
6.3.14 มีบริการหอพักนักเรียนรองรับนักศึกษาต่างชาติ	5	4	3	2	1
6.3.15 มีระบบความปลอดภัยที่ดีและจัดสภาพแวดล้อมที่ดีต่อสุขภาพ	5	4	3	2	1
6.3.16 มีช่องทางการสื่อสารที่หลากหลายเพื่อการติดต่อ เสนอแนะ และร้องเรียน หรือขอความช่วยเหลือได้ตลอดเวลา	5	4	3	2	1
6.3.17 มีข้อมูลการรับสมัครและรายละเอียดของหลักสูตรบนสื่อต่างๆ	5	4	3	2	1
6.3.18 มีกระบวนการรับสมัครและจัดสอบคัดเลือกที่รวดเร็วไม่เสียเวลา	5	4	3	2	1
ผู้วิจัยขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามมา ณ โอกาสนี้					

BIOGRAPHY

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