

# MOTIVATION MODEL OF CHINESE STUDENTS TOWARDS STUDY ON GRADUATE SCHOOL IN EDUCATIONAL FACULTY IN BANGKOKTHONBURI UNIVERSITY

แบบจำลองแรงจูงใจของนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา

คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี

ผศ.ดร.สถาพร พุทธิภูมิ<sup>1</sup>, รศ.ดร.ชวนชม ชินะตั้งกูร<sup>2</sup>, ผศ.ดร.สุธิดา ทอวัฒนกุล<sup>3</sup>

คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี<sup>1</sup>

Asst. Prof. Dr Sataporn Pruettikul<sup>1</sup>, Assoc. Prof. Dr Chuanchom Chinatangkul<sup>2</sup>,

Asst. Prof. Dr Sutida Howattanakul<sup>3</sup>

Faculty of Education, Bangkokthonburi University

Corresponding Author E-mail : pruettkul20@gmail.com<sup>1</sup>, Chuanchom.chi@BKKthon.ac.th<sup>2</sup>,

Sutida.how@BKKthon.ac.th<sup>3</sup>

(Received : November 19, 2025; Edit : December 8, 2025; accepted : December 8, 2025)

## บทคัดย่อ

วัตถุประสงค์ของการวิจัยนี้มีดังนี้ (๑) เพื่อศึกษาองค์ประกอบของแรงจูงใจของนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี (๒) เพื่อนำเสนอแบบจำลองแรงจูงใจของนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี และ (๓) เพื่อพัฒนาแนวทางการเสริมสร้างการจูงใจนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี การวิจัยนี้ใช้การออกแบบวิธีวิทยาผสมผสาน ซึ่งประกอบด้วยวิธีการวิจัยเชิงปริมาณ และวิธีการวิจัยเชิงคุณภาพ แบ่งออกเป็น ๓ ขั้นตอนหลัก ดังนี้ ขั้นที่ ๑ การศึกษาเอกสารที่เกี่ยวข้องและการสัมภาษณ์ ผู้ให้ข้อมูลหลัก จำนวน ๗ คน, ขั้นที่ ๒ เป็นการปรับแบบสำรวจความคิดเห็น ซึ่งประชากรในการวิจัยครั้งนี้ประกอบด้วยนักศึกษาในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี ปีการศึกษา ๒๕๖๘ กำหนดกลุ่มตัวอย่าง ทั้งหมด ๑๖๘ คน ตามตารางของเครซีและมอร์แกนและใช้การสุ่มแบบแบ่งชั้น และขั้นที่ ๓ เป็นการสนทนากลุ่ม กำหนดผู้ให้ข้อมูลหลัก โดยการเลือกแบบเจาะจง จำนวน ๔ คน เครื่องมือที่ใช้ในการเก็บข้อมูลประกอบด้วยแบบสัมภาษณ์กึ่งโครงสร้าง แบบสอบถามมาตราส่วนห้าระดับ และแบบการสนทนากลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ สถิติเชิงพรรณนา การวิเคราะห์องค์ประกอบเชิงสำรวจ และการวิเคราะห์เนื้อหา ผลการวิจัยพบว่า (๑) องค์ประกอบหลักที่เป็นแรงจูงใจนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี ประกอบด้วย ๔ องค์ประกอบ ดังนี้ การเรียนรู้แบบบูรณาการเชิงประสบการณ์ ชื่อเสียงและการยอมรับ ความประหยัดและปลอดภัย และความเชื่อมั่นต่อความสำเร็จตามเวลาที่กำหนด, (๒) องค์ประกอบหลักทั้ง ๔ องค์ประกอบของแรงจูงใจของนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี สามารถร่วมกันอธิบายแรงจูงใจของนักศึกษา ได้ร้อยละ ๗๑.๗๐ และมีโมเดลการวัดที่สอดคล้องกับข้อมูลเชิงประจักษ์ (RMSEA = 0.0588,  $p > .05$ ) โดยมีนำแบบจำลอง “IRSC Model” และ (๓) แนวทางการเสริมสร้างแรงจูงใจนักศึกษาจีนในการเข้าศึกษาต่อในระดับบัณฑิตศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยกรุงเทพธนบุรี ประกอบด้วยสามแนวทาง ดังนี้ ๑) แนวทางการเสริมสร้างคุณภาพการเรียนรู้ ๒) แนวทางการพัฒนาระบบประชาสัมพันธ์ และ ๓) แนวทางการสร้างภาพลักษณ์ที่ดียิ่งขึ้น

**คำสำคัญ:** แบบจำลองการจูงใจ, นักศึกษาชาวจีน, ระดับบัณฑิตศึกษา, มหาวิทยาลัยกรุงเทพธนบุรี

### Abstract

The objectives of this research were: (1) to explore the components of motivation on Chinese students towards study on graduate school in educational faculty in Bangkokthonburi University (BTU); (2) to propose the motivation model of Chinese students towards study on graduate school in educational faculty in BTU; and (3) to develop guidelines for motivation on Chinese students towards study on graduate school in educational faculty in BTU. The research was mixed methodology design, which was consisted of quantitative research and qualitative research. This research was divided to 3 steps. Step 1) Studied on literature review and 7 experts' interview; step 2; the opinion survey on the population included 380 Chinese students of graduate school in educational faculty in BTU, academic year 2025. The sample size was determined by Krejcie and Morgan's Table, and obtained by stratified random sampling technique, totaling 168; and step 3) Using the focus group discussion with the 9 key informants selected by purposive sampling method. The instruments used for collecting data were a semi-structured interview form, a five-point rating scale questionnaire, and Focus Group Discussion form. The statistics used for data analysis were descriptive statistics, Exploratory Factor Analysis, as well as content analysis was employed. The research found that: (1) there were four main components of motivation on Chinese students towards study on graduate school in educational faculty in BTU, namely; Integrated learning experience, Recognition and Reputation, Save and safety, and Confident successful in time; (2) The four main components of motivation on Chinese students towards study on graduate school in educational faculty in BTU as the "IRSC Model", there were explained at 71.70% of variance and model measurement fit well with empirical data (RMSEA = 0.058,  $p > .05$ ) and (3) there were three guidelines for enhancing motivation, included; 1) Development promotion system, 2) Keep on academic quality, and 3) Building for the good image of university.

**Keywords:** Motivation model, Chinese students, Graduate school, Bangkokthonburi University

## Background and significance of the problem

In recent decades, the mobility of students across national borders has increased substantially, especially from China. Chinese students make up one of the largest groups of international students worldwide. Many factors drive this trend, including economic globalization, competition in the domestic education system, and the desire to gain qualifications that improve employability and reputation. These trends have been observed in Southeast Asia (Nukitrangan. 2023), with Thailand becoming one of the attractive destinations.

Thailand's higher education institutions, both public and private, have been increasingly active in internationalization strategies, including recruiting and supporting Chinese students. These strategies respond not only to declining domestic enrollments in some cases, but also to competition in the international education market. Understanding what motivates Chinese students to choose Thailand, and specifically graduate study, becomes important for universities seeking to improve recruitment, retention, and academic outcomes. (Poedloknimit & Punnanan. 2025). In particular, Bangkokthonburi University was a popular institution among Chinese students due to its well-known alumni and the availability of suitable and safe accommodation facilities.

Motivation in graduate study is especially critical: graduate students face different and often more complex pressures than undergraduates. Graduate study tends to demand more self-regulation, intrinsic interest, academic perseverance, and clear purpose (research, career advancement, personal growth). If motivation is low or poorly understood, the risks include dropout, low academic output, disengagement, and mismatch between expectations and experience. Therefore, building a model of motivation tailored to the population of Chinese students at a particular institution can help specify which motivational components are most salient, and how to design supports and interventions. (Urhanne & Wijnia, 2023)

Finally, enhancing motivation for international graduate students that universities should pay attention and seek appropriate approaches that align with their needs, expectations, and are consistent with changes in the current and future global education system which based on the motivation theory (Herzberg, 1966), expectancy theory (Vroom, (1964)., and achievement goal theory (Elliot & Church, 1997) in this research.

## Research Objectives

(1) To explore the components of motivation on Chinese students towards study on graduate school in educational faculty in BTU.

(2) To propose the motivation model on Chinese students towards study on graduate school in educational faculty in BTU.

(3) To develop guidelines for enhancing motivation on Chinese students towards study on graduate school in educational faculty in BTU

## Theory and Research Related

**Motivation theory** studies the internal and external factors that drive individuals toward a goal, including both psychological theories and workplace applications. Common theories suggest motivation comes from factors like satisfying basic human needs, achieving internal satisfaction and anticipating external rewards, consequences on expectation, and achievement goal theory. As follows;

**Maslow's Hierarchy of Needs:** Proposes that people are motivated to fulfill a hierarchy of needs, from basic physiological and safety needs to higher-level needs like social belonging, esteem, and self-actualization. (Maslow, 1987).

**Herzberg's Two-Factor Theory:** Separates factors into "hygiene factors" (which can cause dissatisfaction if absent, like salary and working conditions) and "motivators" (which cause satisfaction and motivation, such as achievement and recognition). (Herzberg, 1966)

**Expectancy Theory:** Suggests that an individual's motivation is based on their belief that effort will lead to performance, that performance will lead to a reward, and that the reward is valued. All three components—

expectancy, instrumentality, and valence—must be present for motivation to occur. The theory uses a formula to represent the relationship. (Vroom, (1964).

$$\text{Motivation} = \text{Valence} \times \text{Instrumentality} \times \text{Expectancy} \quad (M=V \times I \times E)$$

**Achievement Goal Theory** is a major motivational theory in educational psychology that explains why individuals engage in achievement-related tasks and how their goals influence learning, behavior, and performance outcomes. The theory focuses on the types of goals students adopt and how these goals shape their motivation, effort, persistence, and emotional responses. divides goals into four types: 1) Mastery-Approach 2) Mastery-Avoidance 3) Performance-Approach and 4) Performance-Avoidance (Elliot & Church, 1997)

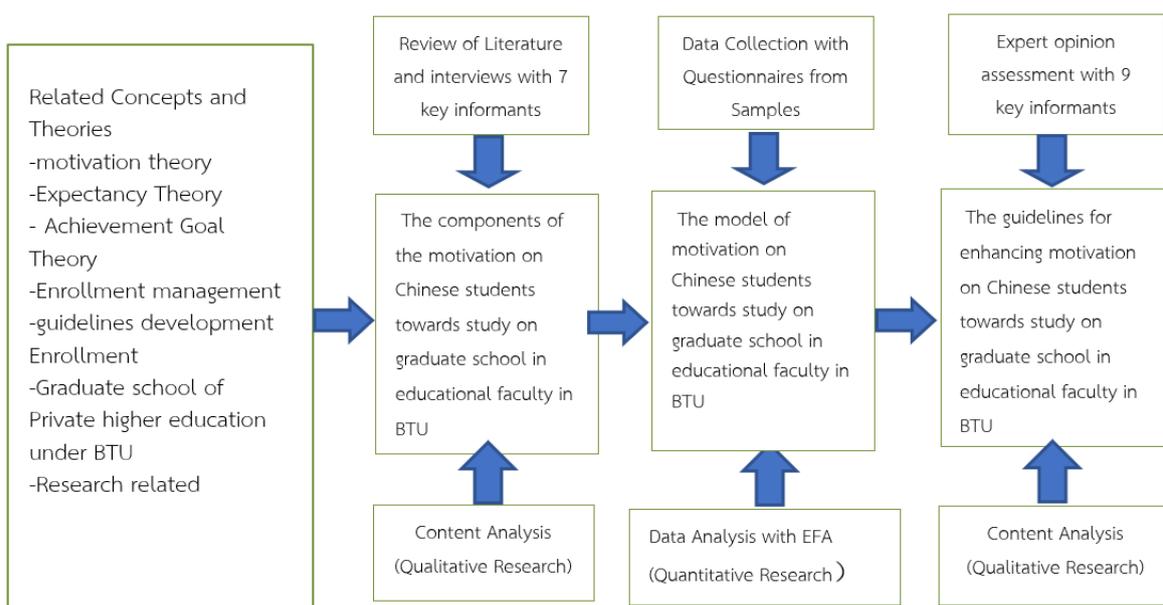
Heckhausen & Heckhausen, (2018). The basic model is deliberately parsimonious, consisting of six stages of action: the situation, the self, the goal, the action, the outcome, and the consequences. Motivational constructs from each major theory are related to these determinants in the course of action, mainly revealing differences and to a lesser extent commonalities. In the integrative model, learning outcomes represent a typical indicator of goal-directed behavior. Associated recent meta-analyses demonstrate the empirical relationship between the motivational constructs of the six central theories and academic achievement. They provide evidence for the explanatory value of each theory for students' learning.

Poedloknimit & Punnanan (2025). Internationalization Strategies of Thai Private Higher Education: Recruiting and Supporting Chinese Students. The findings indicate that academic pressure in China, cultural and linguistic affinity with Thailand, and affordability are key factors influencing students' decisions. Successful institutions adopt integrated internationalization strategies across curriculum design, admissions processes, staffing, and student support services. This study contributes to the field of international education by highlighting Thailand's rise as a regional education hub beyond the dominant Anglophone model. It also proposes a strategic framework to strengthen institutional capacity, offering practical implications for higher education management and cross cultural student engagement.

## Research Methodology

### Research Framework

This research explored on Chinese students, finding main components for propose model of motivation on Chinese students towards study on graduate school in educational faculty in BTU and develop guide line for enhancing motivation, as the figure 1.



## Research Design

According to the research objectives, this research would be divided into three steps:

Step 1: To explore the components of motivation on Chinese students towards study on graduate school in educational faculty in BTU. The researcher reviewed the literature and related researches, then synthesized relevant articles and summarized some of the components and indicators on motivation of Chinese students towards study on graduate school in educational faculty in BTU. And In-depth interviews were conducted with 7 key informants, who have work experience in universities in the China more than 10 years, and have experience in studying abroad, using by purposive selection.

Step 2: To propose the motivation model of Chinese students towards study on graduate school in educational faculty in BTU. In this step, the data was collected by a five-point rating scale questionnaire. The population was Chinese students of educational faculty in BTU, on academic year 2025., totaling 280. The Sample size was determined by Krejcie and Morgan's table (1970), a total of 162, and obtained by stratified random sampling technique, the data analyzed by descriptive statistic and EFA.

Step 3: To develop the guidelines for enhancing motivation of Chinese students towards study on graduate school in educational faculty in BTU, In this step, using by expert opinion assessment for guidelines of enhancing motivation Chinese students towards study on graduate school in educational faculty in BTU with 9 key informants consisting of 5 instructors in China universities and they were completed graduate studies from BTU, and 4 instructors in faculty of education in BTU.

### Research Instruments

Three research instruments were used to three type instruments to examine the objectives namely, a semi-structured interview form, a five-point rating scale questionnaire, (5 – strongly agree, 4 – agree, 3 – neutral 2 – disagree and 1 – strongly disagree), there were 24 items which each item of questionnaires had validity (Index of Item objective congruence: IOC) was between 0.6 to 1.0, Additionally, the reliability of the questionnaire was confirmed through Cronbach's alpha coefficients was 0.96. These results were good validity and reliability, (Cortina, 1993), and a focus group discussion form.

The data was collected through a questionnaire survey, which consisted of two parts. The first part collected basic information of samples such as; gender and age; The second part was a 5-point rating scale for exploratory factor analysis, and adjusted them according to research objectives. After had 5 experts evaluated the validity of the questionnaire content, they were the leader of administration affair of universities and had experience more 10 years, using the IOC index was value between 0.6 to 1.0, and revise the questionnaire to ensure that it accurately reflected the research objectives. and the reliability value.

### Data Collection

(1) Researchers contacted key informants and interview online applications via WeChat Application.

(2) This part of the questionnaire could be distributed and collected through online links. totaling 162 questionnaires need to be completed. The sample had been directly informed of the content scope and research objectives; The researchers distributed a Likert (5-point) questionnaire to the participants. and collected data through online questionnaires star application.

(3) Expert opinion assessment for guidelines of enhancing motivation Chinese students towards study on graduate school in educational faculty in BTU, by guideline assessment form.

### Data Analysis

Data was analyzed by descriptive statistical methods; frequency percentages, mean and Exploratory Factor Analysis, and content analysis on the results by focus group discussion for the results of objective 3.

## Research Result

On the step 1, to explore the motivation of Chinese students towards study on graduate school in educational faculty in BTU, from literature or related research and the 7 expert's interviews, After the researchers analyzed and synthesized all of them, there were 8 dimensions and 24 indicators and used to create a questionnaire to collecting data in step 2.

On the step 2, From the data collected with questionnaire, the result was shown as below:

1) Demographic information

**Table 1** Frequency and Percentage Demographic Information ( n = 162)

Demographic Information	Frequency	Percentage
<b>1. Gender</b>		
1.1 Male	125	43.6
1.2 Female	162	56.4
Total	287	100.0
<b>2. Age:</b>		
2.1 26 – 35years old	143	49.8
2.2 36– 45years old	77	26.8
2.3 More than 45 years old	67	23.8
Total	287	100.0
<b>3. Educational Level</b>		
3.1 Master's degree or equivalent	199	69.3
3.2 Doctoral degree or equivalent	88	30.7
Total	287	100.0
<b>2) 4. Working Experience</b>		
4.1 1 – 3years	135	47.0
4.2 4 – 6 years	91	31.7
4.3 More than 6 years	61	21.3
Total	287	100.0

From table 1, Showed that the respondents' information, on terms of gender, the majority of sample group were females, accounting for 56.4%, there had age between 26-35 years, accounting for 49.8%, there were 199 students studied in the master's degree, accounting for 69.3%, and were working experience on 1-3 years, accounting for 47%.

2) Data descriptive analysis on mean, standard deviation, Skewness and Kurtosis from the questionnaires, this scale consisted of 24 measurement items, the average value of each item was between 3.52 - 4.76, and the standard deviation was between 0.51 - 0.94, which indicated that the respondents had between high to very high level. when the questionnaire was testing for data distribution on the result of KMO-Meyer-Olkin and Bartlett's, as the Table2.

**Table 2.** KMO and Bartlett tests of questionnaires.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.902
	Approx. Chi-Square	4551
Bartlett's Test of Sphericity	df	276
	Sig.	.000

On the table 2, that shown KMO was 0.902 (more than 0.9, and Bartlett's test was significant at .000, that data set were suitable for using on exploratory factor analysis on next process.

3) the process of exploratory factor analysis, this studied on rotation varimax method, the measurement model fit well with empirical data as the criterions in table 3

**Table 3** shown the model fit measures with the criterions

RMSEA	RMSEA 90% CI		TLI	BIC	Model Test		
	Lower	Upper			$\chi^2$	df	p
0.0588	0.00	0.0953	0.937	-359	156	129	0.056

From the table 3 shown the criterion on RMSEA at .058 (less than .08), TLI at .937 (more than .9) and  $p > .05$ , that mean the model measurement was fit well with empirical data. (Revelle, W. 2023).

In addition, the factor loads and variables described in each component after the varimax rotation, were shown in Table 4

**Table 4** Showed components of teachers' competencies

Components	Number of Variables	Factor Loading	SS Loading	% of Variance	Cumulative%
Component1	10	0.742-0.513	6.21	25.9	25.9
Component2	6	0.775-0.590	4.54	18.9	44.8
Component3	4	0.663-0.494	3.35	14.0	58.8
Component4	3	0.658-0.489	3.09	12.9	71.7
Total	23	0.775-0.489	-	-	-

From Table 4, there were four qualified components were explained total at 71.70% of variance; component 1 contained 10 sub variables or indicators, with factor loadings between 0.742-0.513; component 2 contained 6 sub variables or indicators, with factor loadings between 0.775-0.590; component 3 contained 4 sub variables or indicators, with factor loadings between 0.663-0.494; component 4 contained 3 sub variables or indicators, with factor loadings between 0.658-0.489. as the table 5-8

**Table 5** Showed Component 1

Variable	Statement	Factor loading
VAR 13	Lecturers are knowledgeable and able to deliver lessons clearly.	0.852
VAR 14	Teaching methods are modern and appropriately use media/technology.	0.792
VAR 21	Research outcomes are disseminated or presented in academic forums.	0.760
VAR 20	Research activities enhance learning and analytical thinking skills.	0.736
VAR 16	The assessment methods are fair and appropriate.	0.729
VAR 17	Students receive continuous guidance and feedback from lecturers.	0.629
VAR 18	The evaluation reflects the students' actual knowledge and skills.	0.608

Variable	Statement	Factor loading
VAR 19	The university encourages students to conduct research or study projects.	0.575
Var 15	The course content is relevant to labor market demands.	0.552
Var 11	I have the opportunity to experience and learn about Thai culture alongside my studies.	0.517

From Table 5, Component 1 was described by 10 key variables. After rotating the axis, the variables were loaded factors between 0.825 to 0.517, which explained at 25.90% of the total variance, The researcher gave this components' name was "**Integrated Learning Experience**"; represented by "I"

**Table 6** Showed Component 2

Variable	Statement	Factor loading
VAR 12	Traveling and gaining new experiences is an important reason for choosing to study here.	0.778
VAR 23	The degree awarded is credible and widely accepted.	0.697
VAR 22	The university has a good reputation and is recognized nationally and internationally.	0.688
VAR 10	Studying in Thailand allows me to conveniently travel and visit tourist attractions.	0.566
VAR 24	Graduates have better opportunities for employment or further studies.	0.565
VAR 6	The university environment makes me feel safe and friendly.	0.515
VAR 4	The university campus is safe and suitable for international students.	0.461

From Table 6, component 2 was described by 6 key variables. After rotating the axis, the factor loading in the component ranged from 0.778 to 0.461, which could explain at 18.90% of the total variance. The researcher gave this components' name was "**Recognition and reputation**" represented by "R"

**Table 7** Showed Component 3

Variable	Statement	Factor Loading
VAR 7	Tuition fees are reasonable and not too expensive.	0.855
VAR 8	Living expenses (accommodation, food, transportation) are affordable.	0.733
VAR 5	The on-campus dormitories are convenient and secure.	0.593
VAR 9	Overall, studying at this university is worth the cost.	0.533

From Table 7, Component 3 was described by 4 key variables. After rotating the axis, the factor loading in the component ranged from 0.855 to 0.533, which could explain at 14.0% of the total variance. The researcher gave the components' name was "**Save and safety**"; represented by "S"

**Table 8** Showed Component 4

Variable	Statement	Factor Loading
VAR 1	I am confident that I can complete my studies within the time specified by the program.	0.743
VAR 3	There is an advising or monitoring system to help students graduate on schedule	0.702

Variable	Statement	Factor Loading
VAR 2	The university provides teaching and learning management that supports on-time graduation.	0.518

From Table 8, Component 4 was described by 3 key variables. After rotating the axis, the factor loading in the component ranged from 0.743 to 0.518, which could explain at 12.90% of the total variance. The researcher gave this components' name was **“Confidence in timely successes”**; represented by **“C”**

From above, all four components could improvement on motivation of Chinese students towards study on graduate school in educational faculty in BTU, for implement and easier on remember, the researcher would give the new name of this model was **“IRSC model”** for motivation of Chinese students towards study on graduate school in educational faculty in BTU, as Figure 2

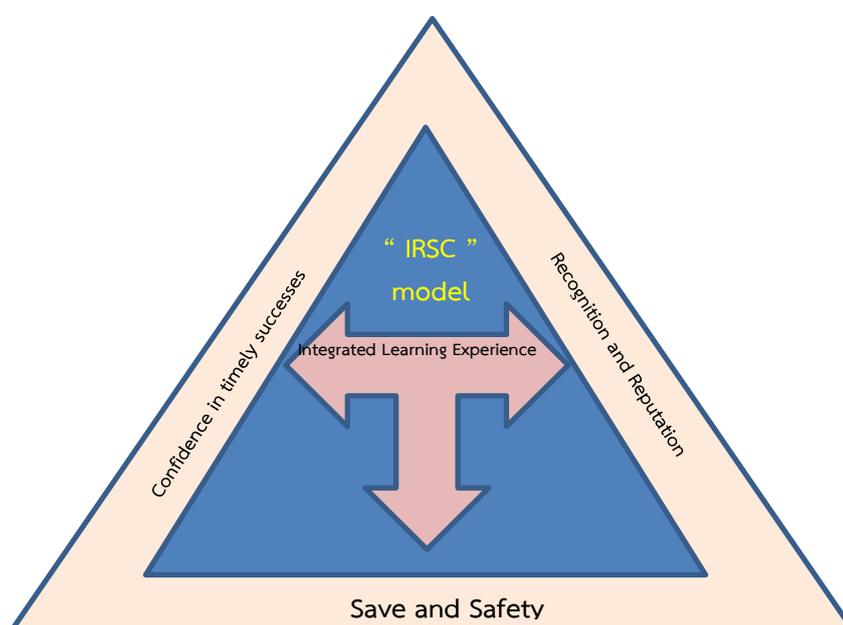


Figure 2, the IRSC Model for motivation of Chinese students at BTU.

On the Figure 2 The IRSC Model on motivation of Chinese students towards study on graduated school in educational faculty in BTU, there were four components detailed as follows:

1) **Integrated Learning Experience**, (“I”) consisted of: Lecturers are knowledgeable and able to deliver lessons clearly, Teaching methods are modern and appropriately use media/technology, Research outcomes are disseminated or presented in academic forums, Research activities enhance learning and analytical thinking skills, The assessment methods are fair and appropriate, Students receive continuous guidance and feedback from lecturers, The evaluation reflects the students’ actual knowledge and skills, The university encourages students to conduct research or study projects, The course content is relevant to labor market demands, and have the opportunity to integrated learning experience on teaching, research, technology and real-world application.

2) **Recognition and Reputation** (“R”) consisted of: The degree awarded is credible and widely accepted, university has a good reputation and was recognized nationally and internationally, studying in Thailand were conveniently travel and visit tourist attractions, Graduates have better opportunities for

employment or further studies.

3) **Save and Safety** (“S”) consisted of: Tuition fees were reasonable and not too expensive, living expenses (accommodation, food, transportation) are affordable, and The campus dormitories are convenient and secure, Overall, studying at this university was worth the cost. Moreover, the university environment makes me feel safe and friendly, and the university campus was safe and suitable for international students.

4) **Confidence in time successes**, (“C”) consisted of: they were confident that I can complete my studies within the time specified by the program, there was an advising or monitoring system to help students graduate on schedule, and the university provides teaching and learning management that supports on-time.

**On the step 3**, from 9 experts’ opinion discussion for guidelines of enhancing motivation Chinese students towards study on graduate school in educational faculty in BTU. They had agreed with IRSC Model for motivation of Chinese students towards study on graduate school in educational faculty in BTU, there were three guidelines, as follow;

**Guideline 1:** Strengthen students’ belief in timely program completion, by using activities;

- Orientation workshops on graduation requirements
- Mentor–mentee program with advisors and seniors
- Progress-tracking with academic advising
- Research and writing skill workshops, step by step

**Guideline 2:** Create a secure and supportive learning environment, by using activities;

- Safe & affordable housing options
- Campus safety patrols and emergency services
- Scholarship & financial aid fair
- Mental health and stress management programs
- Visa and cultural support for international students

**Guideline 3:** Enhance academic prestige and global visibility, by using activities;

- Annual research conferences/symposiums
- International university partnerships
- Public recognition campaigns (website, media)
- Participation in professional associations
- Alumni ambassador programs

## Discussions

The findings reveal that the motivation of Chinese students toward pursuing graduate studies in the Faculty of Education at BTU comprises of four key components: (1) Integrated Learning Experience, (2) Recognition and Reputation, (3) Safety and Security, and (4) Confidence in Timely Success. These components collectively reflect a combination of academic, psychological, and social factors influencing international students’ decisions and persistence in graduate school at BTU.

**Integrated Learning Experience;** The first component, *Integrated Learning Experience*, indicates that students value programs that blend theory with practice and promote cross-disciplinary learning. This aligns with the concept of **constructivist motivation**, which emphasizes the role of meaningful learning experiences in enhancing engagement and persistence (Biggs & Tang, 2011). For Chinese students, opportunities to apply knowledge in real-life contexts—such as internships, research collaboration, or community engagement enhance both intrinsic motivation and academic satisfaction. Studies by Gu & Schweisfurth (2015), and Zhao (2021) similarly highlight that international students are motivated by interactive, supportive, and integrated learning environments that encourage critical thinking and self-regulated learning.

**Recognition and Reputation;** The second component, *Recognition and Reputation*, reflects the

importance of institutional prestige and academic credibility in students' decision-making. Many Chinese students pursue overseas education as a means of obtaining social and professional recognition upon returning home (Bodycott, 2009, Mazzarol & Soutar, 2002). In this case, BTU's reputation in education, as well as its networks and partnerships, may serve as key motivational drivers. Moreover, this dimension also includes career-oriented motivation—students are concerned about aligning their education with labor-market demands and personal career planning (Chen, 2017). Hence, recognition not only refers to institutional reputation but also to the perceived value of the degree in global and domestic contexts.

**Safety and Security;** The third component, *Safety and Security*, captures both physical and psychological aspects of motivation. For international students, particularly those studying abroad for the first time, safety, financial stability, and emotional well-being are crucial factors influencing academic persistence (Lee, 2017). The integration of cross-disciplinary support systems—psychological counseling, financial guidance, and cultural orientation—contributes to a sense of belonging and reduces acculturative stress (Smith & Khawaja, 2011). Therefore, institutions that provide a secure, inclusive environment tend to sustain higher student motivation and satisfaction.

**Confidence in Timely Success;** Finally, *Confidence in Timely Success* highlights students' desire to complete their studies efficiently and successfully. This reflects the role of self-efficacy and goal orientation in motivation theory (Bandura, 1997). When students believe they can complete their programs within the expected timeframe and achieve tangible outcomes, their motivation increases. For many Chinese students, timely graduation is tied to both financial considerations and future career plans (Wang & Li, 2020). Universities that provide structured guidance, clear academic pathways, and proactive advising thereby strengthen students' confidence and motivation.

2) The **IRSC Model** for motivation of Chinese students towards study on graduate school in educational faculty in BTU; the overall interpretation taken together, these four components could be explain at 70.70% of Chinese students' motivation for graduate study at BTU, its was multifaceted, combining academic aspirations, career ambitions, safety concerns, and personal efficacy. This supports a holistic model of motivation in international education that integrates both intrinsic and extrinsic factors (Deci & Ryan, 2000). Importantly, it also implies that institutions seeking to attract and retain Chinese students should provide integrated curricula, enhance institutional reputation, ensure a safe and supportive environment, and help students build confidence in achieving their goals on time.

3) The guidelines for enhancing motivation of Chinese students towards study on graduate school in educational faculty in BTU. on the three guidelines; **Guideline 1: Enhance academic prestige and global visibility**, improve the cultivation and stimulation of teachers' innovative spirit, encourage teaching experiments and exploration, commend and encourage innovative achievements. Building and using a variety of platforms on technology communication; Activities on create a mentorship program, use monitoring tool and set up competency portfolios. All these guide lines can improve new knowledge and skill on teachers' competencies more according; **Guideline 2: Create a secure and supportive learning environment**, encourage teachers to learn and communicate across disciplines, improve teachers' professional reading and reflection, and establish a knowledge sharing and inheritance mechanism.; and **Guideline 3: Strengthen students' belief in timely program completion**, improved teaching new philosophy, knowledge, policy and educational change in accordance with their attitude and create an inclusive learning atmosphere. That due to globalization and internationalization are related but not the same thing. Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions and even individuals to cope with the global academic environment. The motivations for internationalization include commercial advantage, knowledge and language

acquisition, enhancing the curriculum with international content, and many others. Specific initiatives such as branch campuses, cross-border collaborative arrangements, programs for international students, establishing English-medium programs and degrees, and others have been put into place as part of internationalization. Efforts to monitor international initiatives and ensure quality are integral to the international higher education environment (Altbach & Knight, 2007) and according with Yang, S., Ye, X. & He, found provide new evidence on the factors influencing Chinese students' graduate school choices internationally. the model international student mobility as a function of schooling-constrained, international migration, and consumption values. Descriptive results from nested logit model and multinomial logit model support the model predictions, and also construct counterfactual policy simulations by examining what would have happened under different potential scenarios in both China and destination countries. The simulation results show that the changes in Chinese college quality and family income are likely to affect the number of Chinese students studying abroad but not their distribution patterns among destination countries. In the meanwhile, factors including scholarship opportunities, work visa policies, and recruitment efforts in the destination countries would substantially shift Chinese students' choice of destination country and therefore the specific graduate school location, and Killo (1995) studied on the relative influence of factors affecting the college choice decisions of graduate students. It is based on a 1986 survey of 2,834 admitted students at a major research university, to which 38 percent of the sample responded. Factor analysis of ratings of importance of 31 college characteristics yielded dimensions upon which student decisions are based. These results were used to build five scales of importance and preference, which were then tested with other variables in a regression model in which the dependent variable was the decision to enroll or not to enroll at the surveying institution. The following were found to influence decisions: residency status, quality and other academic environment characteristics, work-related concerns, spouse considerations, financial aid, and the campus social environment.

## **Recommendations**

### **1. Recommendation for Policies Formulation**

1.1 Formulate policy support: Governments at all levels should increase policy support for improving teacher competence, and formulate and implement policy measures that are conducive to teacher development.

1.2 Supervision and inspection: Establish a sound supervision and inspection mechanism to conduct regular inspections and evaluations of policy implementation. Units and individuals that fail to implement policies effectively should be dealt with in accordance with laws and regulations.

### **2. Recommendation for Practical Application**

In the process of improving the competence of teachers in art colleges, the use of the PDCA cycle is a systematic and effective way. In terms of teaching adaptability, broad knowledge base, innovative teaching methods, educational leadership, inclusive classroom practice, timely and effective evaluation, and engaging teaching skills, the following steps can be followed for cyclical improvement:

### **3. Recommendation for Further Research**

- 1) Study on the effectiveness of IRSC Model that were implementation in universities.
- 2) Find out some effect of factors affecting motivation of Chinses students towards study on graduate school in educational faculty in BTU by CFA and SEM.
- 3) Improvement for admission student affair for Chinses students towards study on graduate school in educational faculty in BTU by IRSC Model.
- 4) Find out the curriculum design on suitable workshops for Chinses students towards study on graduate school in educational faculty in BTU.
- 5) The BTU can develop planning on promoting system for the Chinese students.

## References

- Altbach, P. G., & Knight, J. (2007). **The Internationalization of Higher Education: Motivations and Realities.** *Journal of Studies in International Education*, 11(3-4), 290-305.
- Bandura, A. (1997). **Self-efficacy: The exercise of control.** New York: Freeman.
- Biggs, J., & Tang, C. (2011). **Teaching for quality learning at university.** McGraw-Hill Education.
- Bodycott, P. (2009). **Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important.** *Journal of International Education Research*, 5(4), 19–32.
- Chen, L. H. (2017). **Understanding Chinese students' motivations for studying abroad: A case study.** *International Journal of Educational Development*, 57, 44–52.
- Cortina, J. M. (1993). **What Is Coefficient Alpha An Examination of Theory and Applications.** *Journal of Applied Psychology*, 78(1), 98-104.
- Deci, E. L., & Ryan, R. M. (2000). **The “what” and “why” of goal pursuits: Human needs and self-determination of behavior.** *Psychological Inquiry*, 11(4), 227–268.
- Elliot, A. J., & Church, M. A. (1997). **A hierarchical model of approach and avoidance achievement motivation.** *Journal of Personality and Social Psychology*, 72(1), 218–232.
- Gu, Q., & Schweisfurth, M. (2015). **Transnational connections, competences and identities: Experiences of Chinese international students after their return ‘home’.** *British Educational Research Journal*, 41(6), 947–970.
- Heckhausen, J., & Heckhausen, H. (2018). **Entwicklung der Motivation.** In *Motivation und Handeln* (pp. 493-540). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Herzberg, F. (1966). **Work and the Nature of Man.** Cleveland, OH: World Publishing Company.
- Kallio, R. E. (1995). **Factors influencing the college choice decisions of graduate students.** *Research in higher education*, 36(1), 109-124.
- Krejcie, R.V., & D.W. Morgan. (1970). **Determining Sample Size for Research Activities.** *Educational and Psychological Measurement*. 30(3): 607 – 610
- Lee, J. J. (2017). **Challenges and coping strategies of international students: A review.** *Journal of International Students*, 7(4), 1045–1064.
- Maslow, A. H. (1987). **Motivation and personality (3rd ed.).** Delhi, India: Pearson Education.
- Mazzarol, T., & Soutar, G. N. (2002). **“Push-pull” factors influencing international student destination choice.** *International Journal of Educational Management*, 16(2), 82–90.
- Nukitragisan, Kulnaree (2023) **Exploring the expansion of Chinese Students in Thailand: Situations and Motivations.** *Asian Review*, 36(1), 3-37.
- Poedloknimit, Chunipha & Punnanan, Chonnapha (2025). **Internationalization Strategies of Thai Private Higher Education: Recruiting and Supporting Chinese Students.** *Journal of International Students*. 15(9): 47-74.
- Revelle, W. (2023). **psych: Procedures for Psychological, Psychometric, and Personality Research.** [R package]. Retrieved from <https://cran.r-project.org/package=psych>.
- Smith, R. A., & Khawaja, N. G. (2011). **A review of the acculturation experiences of international students.** *International Journal of Intercultural Relations*, 35(6), 699–713.
- Urhahne, D., & Wijnia, L. (2023). **Theories of motivation in education: An integrative framework.** *Educational Psychology Review*, 35(2), 45.
- Vroom, V. H. (1964). **Work and Motivation.** New York: Wiley.
- Wang, L., & Li, Y. (2020). **Motivation and adjustment of Chinese postgraduate students overseas.** *Asia Pacific*

Education Review, 21(2), 201–212.

Yang, S., Ye, X., & He, D. (2023). **Global pathways: New evidence on the international graduate school choice of Chinese outbound students.** Higher Education, 86(6), 1415-1454.

Zhao, C. (2021). **Learning motivation and academic engagement among international students In Chinese universities.** Frontiers in Psychology, 12, 67-89.