

Creating Competitive Advantage Educational Management for Chinese International Students of Higher Education Institutions in Thailand

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Received: September 2, 2024. Revised: January 5, 2025. Accepted: February 25, 2025

Abstract

The objectives of this research were 1) to study the level of administrative policy variables quality management process innovation and competitive advantage educational management of Chinese students in Thailand, 2) to study the influence of administrative policy variables quality management and process innovation towards competitive advantage educational management of Chinese students in Thailand, and 3) create a competitive advantage model educational management of Chinese students. The research methodology was quantitative the competitive advantage educational management theory conceptual framework. SEM analyzed the population as project leaders in educational management in Thailand, so the sample size was determined using the 20 times the observation variable criterion $16 \times 20 = 320$ Chinese students. The proportional random sampling method was used. The research instrument was a 5-rating scale questionnaire. The statistical tools used for analysis were structural equation modeling by LISREL and descriptive statistics.

The research results revealed that 1) the level of administrative policy variables, quality management process innovation, and competitive advantage educational management of Chinese students in Thailand were high-level quality management and process innovation. 2) Administrative policies, quality management, and process innovation were the critical

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factors directly affecting process innovation. Universities should urgently pay attention to developing innovation, processes, and processes for universities by bringing technology or innovation from abroad to use in teaching and learning and measures to promote and drive the University to develop innovations for their use. 3) the competitive advantage model, educational management of Chinese students, the researcher developed is called the PQI Model It is because of the policy of the Chinese government. Studying abroad will give Chinese students a new perspective that will be adapted to work in China's government and business sectors.

Keywords: Creating competitive advantage, educational management, Chinese students, Thailand

Introduction

Higher education in the new century is encountering difficulties. The education business becomes more competitive due to decreased government support and increased student prices (Soutar & Turner, 2002). Globalization has far-reaching effects on higher education (Dodds, 2008). Globalization is a disruptive phenomenon that surpasses and disregards national boundaries (Scott, 2000).

China is the largest source of overseas students for numerous ASEAN member nations, and the numbers are rapidly increasing. Chinese students in Thailand climbed from 6,468 in 2007 to 18,061 in 2016. Thailand, to become the primary center for education in ASEAN (Sirivish, 2016), has strong diplomatic ties with China and now has the highest number of Chinese students among all ASEAN member nations.

Thailand is becoming an aging society, and its low birth rate has directly caused a dramatic decrease in enrollment in Thai educational institutions. Because young Thais are more likely to study abroad, a Thai education expert has warned (Bangkok Post, 2017) that 75% of Thai universities are at risk of closing over the next decade due to low intake and increased competition from foreign rivals. In this market competition with the more vital universities, if Thailand could gain a piece of the pie, especially by getting more Chinese students, it would not only relieve the enrollment

decline at HEIs in Thailand. However, it would also help drive Thai economic growth and build a solid future friendship bridge for economic, cultural, and political cooperation between China and Thailand.

The main reason Chinese people like to study in Thailand is that many conditions are generous in tuition, accommodation, food, and not expensive. Compared to European countries, one student will spend about 1-2 hundred thousand baht per year, and the Thai and Chinese cultures are similar, so adjusting is easy. Including Chinese students who graduated from Thailand will talk about their impressive experiences of living. To the younger generation, It is like word-of-mouth for graduating students.

Thailand is experiencing the phenomenon of becoming an aging society, which has led to a significant decline in enrollment in Thai educational institutions due to its low birth rate. To enhance the worldwide reach of higher education, it is crucial to attract Chinese students, as the home market has some limitations (Paweenas Songsathaphorn., 2014). Several institutions in Thailand are aggressively pursuing possibilities to increase their presence in domestic and Chinese markets. They actively explore global cooperation opportunities and enhance delivery methods (Chenin Chen, 2014). Thai universities, which entered the market later than nations like the US, UK, and Australia, would need help meeting new goals (Athapol Ruangkanjanases., 2014). How can Thailand enhance its appeal to Chinese students? To address this inquiry, a thorough investigation is necessary to uncover the intricate interconnections between many societal elements, such as community, parents, friends, and fellow students, that influence the decision-making process of Chinese students when considering studying abroad.

This research could enhance the university by addressing students' specific requirements, which were crucial considerations for Chinese students when they decided to improve their college enrollment.

In Thailand, it is popular with Chinese students, causing many Thai higher education institutions to adjust their curriculum and market to create incentives for Chinese students to study more (Kulnaree et al. et

al., 2021), while the enrolment of Thai students in higher education has decreased (Yang & Thaima, 2021) thus causing higher education institutions across the country to accelerate the development of education management, to meet the needs of more international students especially Chinese students, this has resulted in more competition in accepting Chinese students, Therefore, creating a competitive advantage is essential to higher education institutions in Thailand.

Creating a competitive advantage in the educational management of international students of higher education institutions is essential for motivating students to choose an institution. International students in tertiary institutions are served by innovative methods that make it easy, convenient, and fast to use technology to manage education, allowing students to receive the value of educational institutions' services. It promotes a good image for students and stakeholders. Creating more impressions and confidence in studying in higher education institutions affects the competitiveness of education management.

Quality management is integral to creating satisfaction for students entering higher education institutions. Consisting of management support of higher education institutions and related agencies (Sohail & Hasan, 2021; Chaudhary & Dey, 2021), using innovative concepts and methods to input training information to students and educators to develop potential in education (Cho et al., 2021; Stokes, 2021; Hung, 2021) In addition, the quality of service It is important to make students satisfied. Trust and turn into word-of-mouth loyalty to programs and higher education institutions (Shehzadi et al., 2021; Sziegat, 2021; Latif et al., 2021), significantly reducing costs in education for students in 1 dimensions involved, and there is a quality assurance system that builds confidence in the standards of education management from the efficiency of education management of higher education institutions. This makes students popular in choosing an educational institution, increasing numbers yearly with highly qualified professional personnel (Sohail & Hasan, 2021; Cami Leri, 2021; Htang, 2021). This makes students popular in choosing an educational institution,

with increasing numbers of highly qualified professional personnel every year.

Education management in Thailand is undergoing a quality upgrade. It aims to achieve equality and educational efficiency by leveraging technology to manage educational resources and promote lifelong learning effectively. This is done through the advancement of digital technology and the prevalence of internet access.

The researcher is interested in studying the administration policy. Quality management and process innovation towards competitive advantage in the education management of Chinese students in Thailand, to develop the capability of higher education institutions to have a competitive advantage in education management of Chinese students in Thailand, continue to be sustainable.

Research Objectives

1. To study the variable level administrative policy quality management process innovation and competitive advantage education management of Chinese students in Thailand.
2. To study the influence of variables such as administrative policy quality management and process innovation towards competitive advantage in education management of Chinese students in Thailand.
3. To create a pattern of competitive advantage in the education management of Chinese students in Thailand.

Research Hypothesis

H1: The administrative policy directly influences competitive advantage in the education management of Chinese students in Thailand.

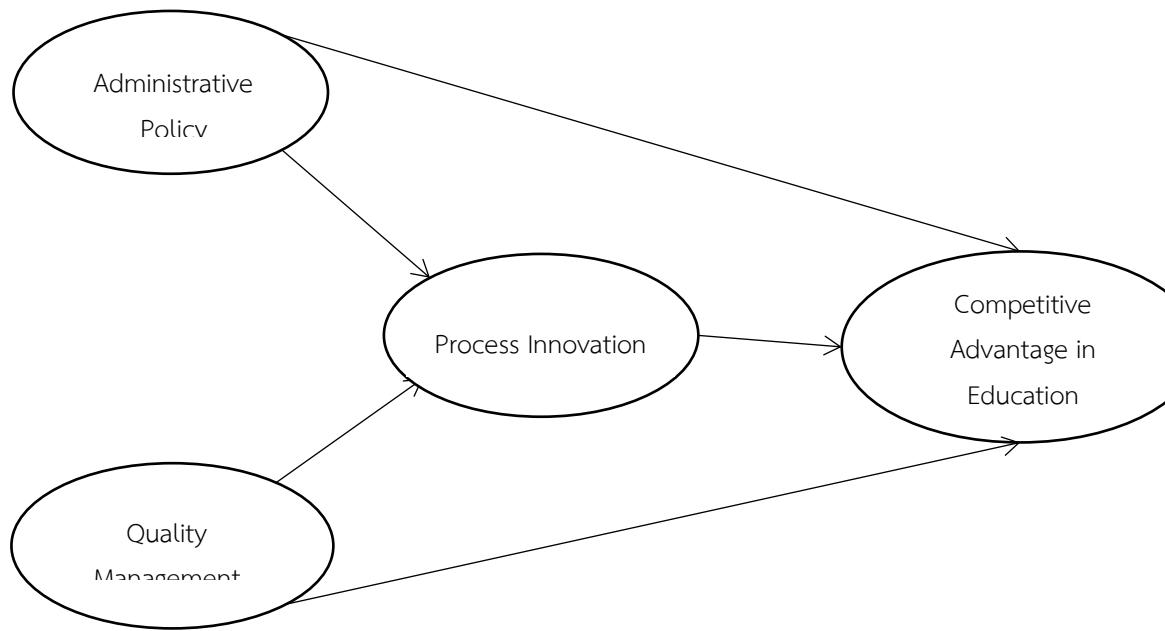
H2: Administrative policy has a direct influence on process innovation.

H3: Quality Management has a direct influence on process innovation.

H4: Quality Management directly influences competitive advantage in the education management of Chinese students in Thailand.

H5: Process innovation directly influences competitive advantage in the education management of Chinese students in Thailand.

Conceptual Framework



Literature Review

Education management of Chinese students in Thailand

Due to changes in global society, including the need for economic development in each country, there has been an increase in competition for human resource development (Hung, 2021). Every country has a policy. In developing potential for their people by promoting learning that keeps up with changes in society and the economy through educational institutions both within the country and abroad (Stokes, 2021), as well as China's policy aiming to build the potential of the people to have

competitiveness, in order to promote the country's economy to progress steadily (Hung, 2021), which China has a policy of opening up the country on year of 1978 and carried out economic reforms to modernize the new policy.

Make China's economic development fast. As the economy improves, the overall quality of life of Chinese people improves. More middle-class Chinese people prefer to send their children to study abroad (Jitpanu et al., 2016), while the situation in Thailand in terms of continuing higher education tends to decrease, which makes Thailand's higher education institutions. The public and private sectors struggle with income and institutional survival (Yang & Thaima, 2021). The higher education institutions of Thailand implement the curriculum according to the ISCED 2013 criteria, which allows international students to create diversity in education management according to the international system. As a result, higher education institutions in Thailand pay more attention to international students; in the past, there have been students from China interested in studying at higher education institutions in Thailand outnumbered an international student (Yang & Thaima, 2021). Therefore, the education management of Chinese students in Thailand has a variety of courses and learning management that can attract Chinese students to study according to their needs. Higher education institutions in Thailand accept Chinese students at the bachelor's degree level, Master's, and Ph.D. through an agent recruiting students from China, making a joint agreement between universities in Thailand and China, and direct study abroad guidance from China. There are many forms of education management in higher education institutions; some schools employ teachers from China who use Chinese to manage and learning, many employ a mix of faculty members from China and Thailand, and some places use all faculty members in Thailand using English to learn which Chinese students can learn through an interpreter (Kulnaree et al. et al., 2021) for Chinese students entering new studies in the academic year 2020, both at the bachelor's, masters and doctoral levels. There are 298 public higher education institutions nationwide, 272 private sector programs, and one

non-affiliated program, totaling 571 programs. (Office of the Permanent Secretary for Higher Education, Science, Research and Innovation, 2020) which contains details of the curriculum for each level of study according to the faculties studied at the university. 1) Faculty of business administration 2) Faculty of arts 3) Faculty of communication arts 4) Faculty of law 5) Faculty of engineering 6) Faculty of science 7) Faculty of public administration 8) Other faculties and courses currently studying in universities in Thailand are as follows: 1) English program 2) Thai program 3) Chinese program and 4) Bilingual program (Jitpanu Phumchatmongkol and Adi la Pongyeela, 2016) As for educational institutes accepting Chinese students scattered across the country, both private higher education institutions such as Krirk University Kasem Bundit University, Mahanakorn University of Technology, Southeast Asia University, Bangkok University, Bangkok Thonburi University, Christian University, Shinawatra University, Dhurakij Pundit University, University of the Thai Chamber of Commerce, Assumption University, Panyapiwat Institute of Management, etc., while public higher education institutions such as Rajamangala University of Technology, Government universities, including Chulalongkorn University, Kasetsart University, Chiang Mai University, King Mongkut's University of Technology, Thonburi Suranaree University of Technology, Mae Jo University, Mae Fah Luang University, Thammasat University, Burapha University, Silpakorn University, National Institute of Development Administration, etc. There are also Non-restricted public universities, such as Ramkhamhaeng University and Sukhothai Thammathirat Open University, including Rajabhat Universities, Such as Chiang Mai Rajabhat University, Chiang Rai Rajabhat University, Nakhon Pathom Rajabhat University, Nakhon Ratchasima Rajabhat University, Bansomdejchaopraya Rajabhat University, Phibunsongkhram Rajabhat University, Lampang Rajabhat University, Suan Sunandha Rajabhat University, etc. The number of Chinese students in Thailand has increased steadily. (Higher Education Informatics Center, 2021).

Competitive advantage education management of Chinese students in Thailand

Providing education for Chinese students in Thailand by higher education institutions, both public and private sectors, has created a curriculum that is internationally aligned with the needs of international students. In particular, more and more Chinese students come to study in Thailand. Higher education institutions conduct education by the national education policy under the educational standard certification. Professional personnel have appropriate educational qualifications according to the curriculum criteria. Education quality is assured to build trust among stakeholders—especially students who want to study according to the desired course. Over the past few years, education for Chinese students in Thailand has been creating international programs entirely taught in Chinese, and some institutions use English for their dissertations and learning. Each institution accepting Chinese students employs different management strategies. Adhering to the principle of making students most satisfied, either providing services according to the educational management process or other services, will impress Chinese students and enable them to study until the end of the program. The supervision of responsible people in the project ensures a positive student experience. Students' word of mouth and loyalty towards institutions and courses can lead to referrals and persuade others to learn more; it makes higher education institutions more competitive in the market from the satisfaction of students from generation to generation. This is in line with the concept of Kunnaree. Nukit Rangsan and team (2021) viewed that higher education institutions in Thailand provide a variety of curricula to attract Chinese students both in terms of language used in teaching and subject areas, as well as increasing flexibility in teaching and learning to facilitate Chinese students' graduation, while Moyo and Ngwenya (2018) cited the competitive advantage of international student education as the ability to an educational institute that makes students confident and satisfied in providing educational services. Similarly, Noda, Hou, Shibui, and Chou (2018) opined that institutions passing the educational quality

assurance assessment criteria can build confidence among students in their enrollment choices and empower them to do so. So, the institution's competition resulting from the accreditation of the standard assessment and aspects of service quality that affect graduate satisfaction can be used as a suitable competitive strategy, and service quality is a crucial driver for the university's sustainable competitive advantage. Therefore, the service quality dimension should be included in the work plan. University strategies and activities, as the quality of services in higher education, contribute to the economic development, quality of life, and well-being of the country (Sharabati et al., 2019) image of both the quality of the curriculum that meets the needs of students and teachers have professional knowledge, it plays a mediating role between service quality and student satisfaction (Osman & Saputra, 2019; Alsheyad & Albalushi, 2020). Shurair and Pokharel (2019) stated that the competitive advantage of education management stems from the quality of services that make students comfortable during their studies and have the courses they want. Make students loyal to educational institutions. Adequate personnel to manage learning gives students greater confidence in learning (Vankevich, 2019; Arrieta & Avolio, 2020). The reputation and credibility of an educational institution are also part of the decisions made by students that affect the competitiveness of educational institutions (Tamtik, 2019).

Physical environment, price, fee, personal safety, and the relationship between students and teachers were positively correlated with student satisfaction and influenced their willingness to revisit the University. (Che liah, Khan, Krishnan, Kamarulzaman, & Goh, 2019) Student satisfaction and loyalty to the University are directly and positively influenced by the University's services and financial support, and loyalty also affects student satisfaction. On the contrary, satisfaction reveals a positive impact on loyalty as we

l. There are indirect effects on image, service, and perceived loyalty values (Makhoul, 2019; Hauptman Komotar, 2020). Zuhairi, Raymundo, and Mir (2020) also found that standardized institutions can create acceptance among students and stakeholders, which is an integral

part of the competitive power of higher education institutions. The quality of technical services, image, and perceived value influences student satisfaction. The dimension of service quality is a significant predictor of image and perceived value, which affects recommendations to others, thus increasing the number of students enrolled. Fernández-García (2019) commented that competitive advantage in international student education management depends on the educational institution's policy to create attractiveness or satisfy students in both courses and quality services. The diversity of courses from professional instructors can be an essential motivator that has the competitive power of education institutions accepting international students (Symaco & Chao, 2019). Scholars such as Iqbal, Latif, Marimon, Sahibzada, and Hussain (2019) think that process innovation directly and indirectly influences the performance of an organization through innovation. This is in line with the concept of Rofiaty (2019), which states that process innovation has a positive effect on strategy implementation, increasing the business competitiveness of schools, and the use of strategies significantly improves school performance. Tamlik (2019) thinks that the perception of career opportunities is increasing due to the changing global environment and broader post-secondary education options based on country-specific factors, including the quality and safety of the learning environment, cultural diversity, and the reputation associated with the country and its people influences students' decision to study abroad. Likewise, Aris, Maupa, Muis, and Tabba (2019) concluded that the quality of government policy in human resources and professional institutions related to technology is beneficial to the competitiveness of educational institutions. Student perceptions of interaction course content quality and the quality of curriculum design positively contribute to perceived usefulness, confirmation, and satisfaction with educational arrangements. This leads to the curriculum's ongoing intention (Cheng, 2020). The study is essential as it helps University policymakers identify strengths and weaknesses. To be able to take advantage of a robust curriculum and make changes to adapt the curriculum to be more in line with the needs of the learners

(Malhotra et al., 2020), while Momen, Sultana, and Haque (2020) have opinion, the competitiveness of educational institutions arises from creating awareness among students of the variety of courses internationally.

The professionalism of teachers and schools is standard. They are causing more students to study. However, Ryskulova (2020) found that educational institutions lack standards and accreditation, causing a lack of credibility from students and stakeholders, which lacks the opportunity to create competitiveness. Merri l. (2020) found that institutions with international program accreditation. There will be strong government support and incentives to make higher education more internationalized. Motova and Navodnov (2020) cited the competitive advantage of student education as students choosing to study in courses that are taught more. Saqib, Zhang, Ou, Saqib, Majeed, and Razzaq (2020) agree that a competitive advantage is observed in the number of students interested in the program and the available institutions. Internationalization is in line with student needs, and Rehman and Iqbal (2020) noted the competitive advantage of schools as caused by the use of innovation in the educational management process, making educational institutions more efficient and Able to build credibility with students and stakeholders also made more students decide to study, building the competitiveness of higher education institutions to be effective and reliable among stakeholders requires professional instructors who can develop students to meet the targeted potential of the market, by relying on the knowledge and cooperation of the educational network to operate under the policy of providing education for international students (Oosthuizen et al., 2021), which is fun ly supported by the government. Concrete to promote the country's economy from the popularity of entering to study according to the courses and institutions of higher education that international students want, Therefore, creating a course for the international market to accept the reputation of the institution having high standards of education and professional teachers will make it more popular with students. The number of students continues to increase every year (Stokes, 2021; Raza

et al., 2021; Wan & Abdu lah, 2021; Chang & Jaisook), 2021; Hung, 2021; Sim et al. & Hi, 2021; Wang et al., 2021; Dwaikat, 2021).

Administrative policy Quality management and process innovation.

The educational management of higher education institutions in Thailand currently accepts more international students to study. With the policy to solve the problem, fewer students in Thailand attend higher education and increase income for higher education institutions. Meanwhile, the government's education management policy focuses on internationalization to rank higher education institutions within the country, both regionally and globally. As a result, higher education institutions have to adjust their educational management processes in line with the changes that have occurred and under the government's educational management standards with criteria and indicators for the quality of education management.

Therefore, the policy to accept international students to study in higher education institutions is an essential mission that educational institutions need to perform effectively. In the past, many international students have come to study in higher education institutions. One of them was a student from China. Each year, each institution at the higher education level must have a process to create a competitive advantage in education management for students to decide to study in their own higher education institution. Many scholars, such as Kunnaree, have given ideas about variables that affect competitive advantages in education management. Nukit Rangsan and team (2021) believe that educational management policies of higher education institutions should adapt the curriculum to meet the needs of Chinese students, both the use of language in teaching and learning and flexibility that will satisfy Chinese students. Leading to success in education will be essential to the student's decision. The variables that lead to academic success will be essential in Chinese students' decision to study in higher education institutions. Fernandes and Adji Achmad Rinaldo (2018); Malhotra et al. to competitive advantage management studies that formulation of educational institution

management policies that meet the needs of students. There is a proper management plan for implementing the policy to make it competitive in student satisfaction, and the educational management policy also focuses on the implementation of services according to dimensions. Of service quality in 5 dimensions, namely general attitude, Elements of facilities, accessibility, lecture halls, and health services. This made students perceive overall service quality and positively affect educational competitiveness from their perceived satisfaction and image (Moyo & Ngwenya, 2018; Shurair & Pokharel, 2019).

Policy implementation can enable higher education institutions to pass quality assessment criteria according to educational and certified quality standards, emphasizing the university's autonomy. The policy has shifted from general practice to overall improvement to respond to society's needs (Noda et al., 2018; Martínez et al., 2019).

Appropriate strategic planning affects graduate satisfaction in every aspect of service quality. Moreover, service quality is a critical driver for a University's sustainable competitive advantage (Sharabati et al., 2019; Stokes, 2021). impact students' decision to study in such institutions (Osman & Saputra, 2019; Wan & Abdu lah, 2021). Vankevich (2019) and Li (2019) the opinion that Factors Affecting Competitive Advantage Education management must be able to satisfy students and stakeholders in the education management policy, course arrangement, and educational services to develop students according to their needs and expectations for their careers, while Elliott and Johnston (2019) discussed educational management policies that must adjust strategies by changing events that affect operations. Manage education to give higher education institutions competitive power in times of crisis. The educational management policy can make the students have a good image for the school and be satisfied with the education management that affects the competitive advantage (Che liah et al., 2019; Ma lika et al., 2019). Administration is associated with accreditation and promotion of teaching and learning in educational institutions.

Higher education institutions must comply with the listed standards and obtain international accreditation. The Strategic Management Plan incorporates effective assessment criteria for the quality of university learning to build confidence in teaching and learning among students. This will result in a competitive advantage in education (Makhoul, 2019; Soewarno & Tjahjadi, 2020); Teeroovengadum et al. (2019); Symaco and Chao (2019); Iqbal et al. (2019); 2019); Tamlik (2019); Aris et al. (2019); Alsheyad and Albalushi (2020); Hauptman Komotar (2020).

Administrative policy variables

Building competitiveness in education management for international students, Higher education institutions must formulate administrative policies that align with market demands and changes in regional and global socio-economic conditions for planning. Effective management strategies for policy implementation and making the goals meet the indicators and the quality standards of education management will significantly impact marketability. This is in line with the ideas of many scholars, such as Kulnaree Nukitrangsan and others (2021), who viewed that administrative policies of higher education institutions guide the management of education to meet the needs of Chinese students. Setting policies that are aligned with expectations and flexible to enable students to succeed in their studies, can make students satisfied with higher education institutions in Thailand. Sharabati et al. (2019), Husain and Mahfoodh (2021), Chang and Jaisook (2021) have an opinion that policy formulation efficient management will bring student satisfaction from course design that can meet the needs of students according to the strategic plan created make students Having a good image for the higher education institution in terms of service quality able to satisfy students (Osman & Saputra, 2019; Sim et al., 2021).

Implementing strategic plans can improve the service and support of universities. This affects student loyalty and satisfaction, can create a good image of the service, and perceive the value of students more (Ma

like Appuhamilage & Tori, 2019; Wang et al., 2021). Higher education institutions' administrative policies can influence students' and stakeholders' comparative competitive advantage. Pay attention to the management system, from strategic planning to support education, and be an indicator of students' decision-making when implementing policies. This will make education management effective according to the stakeholders' expectations. (Martínez-Usarralde & Fernández-García, 2019; Campbell, 2021), As Symaco and Chao (2019) state, administrative policies can strengthen educational institutions through strategic planning and implementation of the policy to provide services to students in terms of curriculum design services so that students graduate effectively according to the specified indicator goals. This will affect student satisfaction and confidence. Higher education institutions' administrative policies must align with government policies that can promote the overall education management of the country according to the educational management indicator targets. Which will follow suitability and more labor market trends (Aris et al., 2019; Pandita & Kiran, 2021). student satisfaction (Alsheyad & Albalushi, 2020; Sohail & Hasan, 2021).

Quality management variables.

Higher education institutions in Thailand have policies for accepting international students for two main reasons. Firstly, raising higher education institutions in Thailand to meet international standards that have indicators for creating diverse international students is an action. The second is to solve the problem of students in Thailand entering higher education institutions, reducing the number of students that each institution can accept. Affecting the income of educational institutions, the acceptance of international students, therefore, increases the income of higher education institutions. Most international students studying in Thailand are students from China who come to study in higher education institutions. Both public and private sectors through the public relations of educational institutions and representatives (Yang & Thaima, 2021; Kulnaree Nukitrangsang and others, 2021), therefore causing higher education institutions to search for strategies to attract Chinese students

through various methods. In particular, quality management includes support for education management to make operations highly efficient and meet the needs of Chinese students as expected. It promotes a good image of the curriculum and higher education institutions. New methods and concepts are introduced for entering training data for both students, educational personnel and support staff to jointly drive the education management of Chinese students by quality, assurance educational management indicators and standards providing quality services to students cost reduction that will motivate students to decide to study more while the quality of education is high according to standards and there is a quality assurance system that can build confidence and trust in the management of higher education institutions. As a result, it affects the competitive advantage of Chinese students in education management in Thailand. This aligns with the ideas of scholars such as Kunnaree Nukitrangsang and others (2021), who viewed that curriculum quality, the reputation of a higher education institution, and the quality of service play an important role in the decision-making of Chinese students in Thailand. All aspects of service quality affect graduate satisfaction and can be used as a suitable competitive strategy. Service quality is a key driver for the University's sustainable competitive advantage. Therefore, the service quality dimension should be included in the work plan. University Strategies and Activities (Sharabati et al., 2019) appropriate quality management support and quality services can enhance the image of the curriculum and higher education institutions. This affects student satisfaction (Osman & Saputra, 2019). Student perceptions of quality management, both innovative data entry training cost reduction and quality of service on campus can promote student loyalty behavior and create an image of the University that gains a market advantage in education management (Shurair & Pokharel, 2019; Oz, 2021). It is the University's role in building a national innovation system. The main direction of improving the activities of higher education institutions is to develop a strong innovation infrastructure in cooperation with various organizations to develop students. It is regarded as the main mission for

the country's sustainable social and economic development. Therefore, the use of innovation in educational management to manage the training input will enhance management quality that satisfies students and stakeholders (Vankevich, 2019; Campbe l, 2021), while Che Allah et al. (2019); Sohail and Hasan (2021).); Shehzadi et al. (2021); Cho et al. quality management is an educational management operation of a higher education institution that satisfies students and stakeholders. Providing support, services, tuition reduction, and administrative support can make it more convenient for students. Study the course quickly until you complete it in the slotted time. This affects student loyalty and gives higher education institutions a competitive advantage. The same goes for Ma, like Appuhamilage and Tori (2019), Adel et al. (2021), and Stokes (2021), who mention that quality management can build student satisfaction and loyalty towards the University. There is a direct, positive effect of the University's services and financial support and loyalty also has a positive effect on the competitiveness of higher education institutions, consistent with Makhoul (2019); Hung (2021); higher education quality assurance and quality assurance has an impact on teaching and learning efficiency. Because accreditation of higher education and the promotion of teaching and learning in educational institutions are defined by an internationally recognized certification body. External quality audits and verifications can influence higher education institutions based on effective assessment criteria for learning quality that can build confidence among students and stakeholders. which is a competitive advantage in education management and Teeroovengadum et al. (2019); Rehman and Iqbal (2020); Wang et al. (2021); Dwaikat (2021); Garg et al. (2021); Radwan et al. (2021) that mentions quality management that is an implementation of effective education management to meet the needs of students and stakeholders. Both management support providing an unconventional approach to training information quality service at every point of contact with students, reducing education costs, and ensuring the educational quality of higher education institutions. This ensures student satisfaction and a positive image of the program and institution, which leads to student

loyalty. A comparison of educational arrangements is used before students decide to study (Li, 2019; Martínez-Usarralde & Fernández-García, 2019). Symaco and Chao (2019) think that International Studies offer comparative studies in East and Southeast Asia through organizations, networks, and programs established to support the discipline. Provides an overview of the existing networks in international and comparative studies, related activities, and education established to strengthen regional branches. Due to more developed networks in East Asia, the growing importance of international and comparative studies in Southeast Asia through a broader base is defined in the association of Southeast Asian Countries. Therefore, quality management is essential to the international market's needs and to power educational institutions' advantages.

Research Methodology

The researcher has set regulations for mixed methods research using quantitative and methodical research methods. Qualitative research methods determine the strengths of each method to support the quality of the research better (Johnson & Turner, 2003). The researcher has chosen to use the research model integrating the internal support method (Embedded design) (Cresswe l, 2003) started quantitative research by reviewing the document literature and research related to the variables that affect competitive advantages in education management of Chinese students in Thailand that comprise go with management policy Quality management and process innovation Synthesize the data and summarize it as definition of terminology in research determine indicators of variables according to the research concept. And then used to create a questionnaire based on a 5-level rating scale (Rating Scale) according to Likert's approach 1932) by testing the accuracy (Validity) and reliability (Reliability) of the gauge before using it to collect data to lead to statistical analysis by using the analytical technique of structural equation modeling (SEM).

Research Tools

Preparation of research tools Quantitative research: The researcher used a questionnaire to collect data by asking the project leader about the Education management of Chinese students in Thailand from institutions of higher education.

The structure of the questionnaire was closed-ended and divided into five sections as follows:

Part 1 The characteristics of the respondents consisted of 5 items, namely gender, age, education, income/month, and worker. Higher education in any region of Thailand

Part 2 Perception questionnaire project leader Education management of Chinese students in Thailand from institutions of higher education about management policy, policy formulation, strategic planning, Goal Response Metrics, and policy implementation, 20 items.

Part 3 Perception questionnaire project leader Education management of Chinese students in Thailand from institutions of higher education about quality management, management support Training input innovation, quality student services, cost reduction and has a quality assurance system of 25 items.

Part 4 Perception questionnaire project leader Education management of Chinese students in Thailand from institutions of higher education About process innovation, simplicity, convenience, speed, use of technology to manage Efficiency of cooperation among relevant agencies, 15 items.

Part 5 Perception questionnaire project leader Education management of Chinese students in Thailand from institutions of higher education about competitive advantage Education management of Chinese students in Thailand Courses can meet the needs of the international market. Educational institutions are accredited. Personnel are highly efficient professionally. Moreover, the number of students increased from the previous year to 20 questions.

For parts 2 to 5, the researcher created a tool. By asking questions the objective part of the question from a literature review and related research was designed as a questionnaire estimation scale by using a 5-

level estimation scale (Rating Scale) according to the guidelines of Likert's (Likert, 1932), which is a composite score scale. The responses in this scale were divided into five ranges: very high equal to 5 points, high equal to 4 points, moderate equal to 3 points as little as 2 points and as little as 1 point.

Quality of research tools

The researcher tested the quality of the questionnaire by dividing it into two aspects: 1) Content validity and 2) Reliability of the gauge (reliability).

Content validity is a test of the accuracy of the content in the form of measurement against the content that needs to be measured, whether it is accurate and complete according to the definition or not. Does it meet the content you want to measure? Is it valid for the purpose of the research, and is it comprehensive? The researcher has defined an action definition based on characteristics or variables to measure each side and create a gauge until complete.

After that, the researcher brings the developed tools to seek advice from an advisor to be adjusted to be more accurate. Once the questionnaire had been edited, the researcher therefore brought the questionnaire to the relevant experts as follows:

- 1) Social Science Research Process Expert.
- 2) Social Science Research Process and Statistics Expert
- 3) Social Science Research Process Expert Education management of Chinese students in Thailand, in which 1 experts will consider the content coverage. Moreover, the consistency of the content with various issues, whether they are consistent or not. Score 1 point if there is consistency, score 1 point if inconsistent, score 0 points if uncertain, and then use the questionnaire to calculate. Find the coefficient of consistency (index of item objective congruence: IOC) (Rovine et al., 1976). The results of the consideration of a 1 5 experts showed that a 1 question had an IOC value greater than 0.50, indicating that the questionnaire is a research tool with content accuracy.

Reliability of questionnaire The researcher brought a questionnaire that measures the accuracy of the content from qualified person and has been modified to try with project leader Education management of Chinese students in Thailand from institutions of higher education who were not selected by lottery and whose qualifications were similar to project leader Education management of Chinese students in Thailand from institutions of higher education Which is a sample of 50 people by way of asking face to face (face to face), if in doubt, will be explained or corrected according to the understanding of the respondents and consistent with the content to be measured. After that, the results obtained were tested for the instrument's reliability using Cronbach's alpha method. (Cronbach,1951) If the gauge is more significant than 0.70, this measure is reliable. The test showed that all variable measures were 0.86, indicating that the measures of the variables were reliable. When verifying the accuracy of the contents and reliability of the meter. The researcher then used the complete questionnaire to collect data from a sample of project leaders. Education management of Chinese students in Thailand from institutions of higher education was randomly selected from 320 respondents.

Result

The technique for developing a structural equation model (Structural Equation Modeling, SEM) is as follows:

Hypothesis 1. Administrative policies directly influence the competitive advantage of Chinese students' education in Thailand.

Hypothesis 2. Management policy has a direct influence on process innovation.

Hypothesis 3. Quality management has a direct influence on process innovation.

Hypothesis 4. Quality management directly influences the competitive advantage of Chinese students' education in Thailand.

Hypothesis 5. Process Innovation It directly influences the competitive advantage of Chinese students' education in Thailand.

Divided the presentation of the data analysis results into three parts as follows:

Part 1 Results of a study of variables in administrative policy, quality management Process Innovation, and Competitive Advantage, Education management of Chinese students in Thailand.

Part 2 Results of the Influence of Administrative Policy Variables Quality Management and Process innovation towards Competitive advantage Education Management of Chinese Students in Thailand.

Part 3 Result of developing a model of competitive advantage education management of Chinese students in Thailand.

Conclusion

1. The majority of the samples collected were males, 166 people, representing 52.00 percent, age 36.– 46 years, number 122 people, representing 38.00 percent, bachelor's degree number 189 people, representing 59.00 percent income/month 50, 001- 100,000 baht, amount 154 people, representing 48.00 percent.

2. The study's results, the level of administrative policy variables, quality management, process Innovation, and competitive advantage in educational management of Chinese students in Thailand, found that administrative policy ($M = 3.97$), quality management ($M = 4.02$), process innovation ($M = 4.24$), and competitive advantage in educational management of Chinese students in Thailand ($M = 4.18$) were at the moderate level.

3. The results of the analysis of the structural equation model of the influence of administrative policy variables quality management and process innovation towards competitive advantage education management of Chinese students in Thailand have been developed and adjusted (Adjust Model). It was found that there was harmony with the empirical data. At an acceptable level, it has a harmonious index.

Suggestion

From researching administrative policy quality management and process innovation towards the competitive advantage of Chinese student education in Thailand. The researcher suggests the following: Policy recommendations Policy recommendations that affect Competitive advantage in education management of Chinese students in Thailand the researcher suggests the following.

1. The results of this research found that the critical factor that directly affects the competitive advantage of Chinese students in education in Thailand is process innovation, which suggests that the University is outstanding in the innovation process and will be able to help create a competitive advantage for the University as well the researcher, therefore, suggests that the government should urgently pay attention to the development of innovation, processes and processes for universities, including tax measures if the University has brought technology or innovation from abroad to use in teaching and learning and measures to promote and drive the University to have Developing innovations for their use.

2. The results of this research found that the level of administrative policy in the mean was the smallest among the studied variables in the model, which suggests that management policy on creating a competitive advantage in education management of Chinese students in Thailand universities is still lacking clarity. The researcher, therefore, suggests that the University administration, including the University council, should focus on setting a clear policy to prioritize recruitment of teaching and learning for Chinese students. The curriculum development policy has been set to be clear that it is a curriculum developed to support Chinese students, including the policy of providing educational services aimed at Chinese students. The overall operation of the University needs to have a clear direction and be to the point as much as possible.

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