

Reinventing the globalization of sustainable university systems: A case study of current statue, challenges and guidelines in Thailand

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Abstract

Recently globalization of Thailand university has taken a diverse approach and increased its proactiveness to meet the international university standards. This article elucidates important transformation that is taking place on Thailand education systems it will also point out the nature of the Thailand university education system and then discuss Thailand university system sustainability especially in the quest in realization the extending demand for university studies both in the country and also globally. Among other important items that will be considered as the subject matter the impact of globalization of university education in Thailand will be given more emphasis. Furthermore, this research aims at pointing out a list of issues regarding the impact of globalization of university education in Thailand. It will also focus on various aspects that are attributed to Thailand educational sector. This aspect will be critically analyzed to get the inference to Thailand university educational system. The occurrence of the Thailand crisis resulted in a major breakdown of Thailand educational system, it also attributed to a decline in the general educational productivity within the country and should be integrated to the globalization across the entire policies areas to effectively streamline and improve globalization of the Thailand university education by Thailand as a nation.

Keywords: Reinvent; University education; Sustainability; University systems; Thailand

I. Introduction

Thailand as a nation has been undergoing numerous transformation in the education sector to be precise of the higher education, in other words, the university education. These transformations have impacted on the quality of the Thailand university education both locally and globally. Thailand educational system just like any other

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country has been increasingly on the subject to several challenges which have seen to have both direct and indirect impact to the quality of the university especially on the matters of globalization. Thailand university education has been performing quite comprehensively within the context of the country. For instance, several improvements of the university education have already been initiated while plans are also underway to facilitate the same on the Thailand university education to meet the global scale academic production like its counterparts such as USA, India and also Ireland.

Most of the Thailand university (Fig.1) intrinsic features which are worth noting include the following; first of all is the outshining students' patriotism experienced in all fields of the university system at Thai plays important role while determining nature of the students-tutor relationship. For instance, effective understanding of the students by their tutors results to efficiency in service delivery in the Thailand sector. Secondly is the existence of active support from the Thai monarchy. The presence of active support from the Thai monarch in Thailand has resulted to the improvement of the university education in greater heights it has also resulted to rapid globalization to attract the students from all walks of the county (Tables 1 and 2). Thirdly another most vital future of Thailand university system is the use of a quota system to combat the occurrence of inequalities by offering a specified number of slots for the Thailand students from each region. This has greatly promoted the equivalence in the spread of education across Thailand as a whole as a result of improvement and continuous strengthening of the Thailand culture. Finally, Thailand private sector participation to meet the growing demand of the education system has greatly promoted the extent to which education is being delivered globally. Rapid involution of the private sector through the establishment of the public-private partnership as well has greatly increased the amount of facilities development in Thailand to meet the global scale of the economy. These features have greatly proved to be the strongholds of Thailand university education system in its quest to meet the global standards also have resulted to increasing and rapid globalization of the university education in the country at large. Thailand university system has also had minor challenges generally on the entire education system some of which include the following; existence e of inequality gaps in the university education. This challenge has greatly undermined Thailand education system especially in its attempt to meet the global standards. For instance, overreliance in the old system of education that mostly focuses on a given number of the regions while ignoring the other potential areas results to increase in the level of inequality in Thailand university system. Complacency in the administration system of the Thailand university has also p\greatly disadvantaged the education system. Complacency results to individual under management getting a feeling that everything is fine as to their standards hence failing to intervene new ideas that can be used to improve the education systems this state of action has greatly undermined the actual performance of the institutions especially when it comes to the attempt of meeting the global standards which often require more than a lot to achieve.

II. Literature review

This segment will bring out various prospects of Thailand university edict` `action systems as done by other researchers. It will also give a brief outline of the impact of globalization of university education. Globalization of

university education in Thailand concerning Global Economic Development, recently increases in the education demand globally have resulted in the emergence of the need to develop universities to meet global standards in Thailand. For instance, globalization of education in Thailand has been studied by various researchers to bring out the aspect of global education. According to Robertson (1992), globalization is the global world that can be viewed as a whole as a result of compression of time and space as well. This is also supported by Scholte (2004) who argues that the idea of globality, for instance, the condition of globalization based on its first appearance in the study and dogma loops only twenty years these aspects visualize the emergence of globality across the globe. Waters (1995) pointed out that globalization earmarked the development in education during the year 1990s, globalization, therefore, rested a lot of prominence on the understanding various aspects of change of the current human society to meet the third millennium standards. waters, went ahead to elucidate that globalization actively involved change towards a modern sector that has been spearheaded by the increase in the development of the western culture which mostly comprises of individuals with more of capital in the community (Fig. 4). According to Currie (1998), it is very vital to clarify the difference that arises between globalization of university education as the process that has brought about interaction instantaneously and the involvement of individual perceptions towards important concepts of globalization.

2.1 Potential for inventing sustainable university systems

The Thailand government can improve its university educational system by actively incorporating the following measures into its entire education systems. To begin with, Thailand can renovate its higher education curriculum to meet the international perspectives. This is the breakthrough for any education sector globally. improvement of the study curriculum to meet the global perspective results to the attraction of the students globally to study in Thailand as shown in Table 3, this is so because the curriculum with the global standards will adequately provide the students from all corners of the world with different disciplines a platform to carry out their studies in Thailand. For instance, the development of a universal university education curriculum will result to surge on learners quantity especiaiy of foreigners to educate in Thailand, as a result, it will greatly improve its global standards. According to Phongpaichit and Baker (2005), the view of the globalization perception of Thailand underwent a shift as a result of the crash that took place in 1997. This affected the educational sector of Thailand adversely. Secondly, Thailand education system can effectively adopt the rapid technological devices into the university sector. The use of advanced technology will highly transform the industrial sector of Thailand as well as service sector for instance education will highly be improved through the adoption of information and technology especially with the help of modern digitalization. Technology, for example, will enable the education system to create platforms that will then be used to promote education. Technology will revolutionize the mode of academic delivery in classrooms as well as other educational related digital platforms. This will subsequently improve the quality of the educational system in Thailand.

Thailand can also improve the human capital of the educational service providers by inventing training facilities to improve the know-how of the tutors. This is the most vital aspect of any institution. For instance,

intensive training of the lectures to fit into the modern curriculum will highly improve their competitiveness in service delivery. Also equipping the lecturer and tutors with the global knowledge on their respective discipline will highly improve their competencies as they tutor the students from across the globe under one roof. Training, therefore, stages a vital responsibility during development of the human capital which is the most vital element of the teachers in any given field. Eventually, Thailand can also bring in the aspect of recruitment of foreign teachers to offer educational services. This aspect will play an important role especially by solving the Thai language problem of the acute absence of good language. For instance, recruitment of foreign teachers will improve the educational sector by also tackling the challenge of language barriers and other ascent related problems within Thailand university system. This, therefore, will improve the nature of education especially when the Britons and Americans tutors are recruited. Thailand education system can also adopt the incentive offering and learners motivational approaches to attract the large coverage of students globally. This aspect will greatly improve the level of students joining Thailand for their degree due to the existence of the learner's motivation programs. Learners motivation might not be that easy however effective channels of motivations should be adopted to increase the students desire especially from the entire world to pursue their academics from Thailand.

2.2 Barriers in implementing inventing at universities in Thailand

To begin with, Innovative thinkers in Thailand universities lack confidence in the sense that they don't believe in themselves. They are usually reluctant to share their innovative ideas because they fear that no one will like their ideas. They also have a fear of rejection and they would rather keep their ideas to themselves. They have the thought that they will lose face. They also lack a shared vision, purpose and strategy. If the innovator's idea is accepted, the students lack purpose or objective of their idea. They may fail to convince the leaders in charge of innovation and end up not being given the chance to implement their idea. Lack of strategy on how the idea will be implemented is also a barrier. Most of them do not have a plan on how they will develop and implement their ideas

Thailand university has met the following limitations on their implementation of inventions for instance, Issues such as management, culture and goals alignment are the main barriers where people may lack understanding or trust. Partners may enter into an agreement with insufficient understanding of decision making structures, management and politics within the institution leading to inadequate resources and slow decisions on what to invent. Meetings may end up unattended as most of the times people are concerned with things to do with culture. Due to the sake of mistrust, contributions fail.

Secondly, Industries may not pay the universities in time to stretch resources hence this faculty pressure them and agree at the end. Substantial indirect cost in institutions is understandable hence some people in the industry are reluctant when it comes to payments, while others wish that money funds would be used in doing research only.

Thailand also encounters many challenges, for example, If the indirect costs are relinquished on industry research they may be made up somewhere else such as tuition fees. This greatly poses a negative heat to the inventions in Thailand.

Lack of inventing skills in universities due to slowly learned minds is a problem like in areas not well improved in terms of technology. In those areas, you find that they have fear to work with new machines as they don't want to damage them.

Thailand university management also has doubts, in that, if it will work at the end as no one of them has enough understanding as well as they have fear of failure within themselves. Therefore, this makes them not to invent.

Factors similar to this greatly hinder the general process of development by a large magnitude. Availability of capital deficit in the economy of Thailand as a result of the Thai crash also resulted in the slow development of the Thailand subsector of the economy. This actively resulted to the economy having less allocation in terms of the finance to the national government to cater for the national education sector, this has translated to decline on the interest on the pursuance of the education within the country. Inadequate capital in universities in Thailand is also an issue. For invention, there are certain machines needed to be purchased the university lacks fund to commence the process then invention will not take place.

2.3 Propose moving forward model

This model indicates that individual consequence which occurs as a result of individuals actions in an important basis such as building block which include; cognition, emotions, and social functions. They are dominantly dependent on motor prediction. On the other side, the inventors may adopt the effectiveness of this model by actively aligning their actions on the following basis. Improvement of their education- inventions based on the improvement of the education results in the promotion of the actual process of the invention. This is because the invention is greatly reliant on the educational status. Secondly is the conduction of a market research– this is important in the establishment of the market gap hence backing up the process of the innovation. Finally, is the creation of a business plan- often invention is backed with the productivity of the business plan, in many cases the good business plan will effectively facilitate adequate and effective invention especially in Thailand.

III. Methodology

This segment will give a brief overview of the items that will be covered in the research methodology, for instance, a great insight will be put data collection techniques, it will also highlight about the research design that will be employed in the study. This section will outline the scope of the project as well as the cultural obstacle that may pose a limitation to the study. This section will also expound much on the aspect of globalization of the education sector especially in the Thailand context. By directly structuring into the ground to gather data in an attempt to find out the real situation on the ground. This activity will be enhanced by the data requirement tool which also shall be highlighted therein in this section. The research respondents will form the basis of this research.

This study will finally analyses the critical aspect of the various shareholder in the education sector to come up with adequate observation on the same.

3.1 Research design

This study will adopt the use of descriptive research design to gather a vast amount of data. This research design will facilitate the collection of a vast amount of data regarding the phenomenon of the globalization of university education in Thailand. The study will be actively interviewed to obtain their actual perspective of the globalization of the university education. This form of research design will be adopted in an attempt to explain the various ideological perspective of the population of Thailand concerning the university education globalization. This model will be deemed effective for this study as it will be aimed at providing all the available necessary data that will be meaningful for the study, this design will be considered for the study even though it is often no one right model for research design, but the “components” of design and “logical connections between the design components” are crucial to achieving the goal Maxwell (1996). Both forms of data both qualitative and quantitative will be collected to complement the study in the attainment of its desirable objects. The study will shed light on various aspects such as inventions in the university of Thailand to bring out the perspective of the Thailand educational sector.

This research design will also adopt the use of the question to demonstrate the occurrences of the scenarios in the education sector. For instance, Bouma (2000), suggested that “A researchable question is usually a small fragment of a larger question. This implied that the research question will form the basic importance of the subject matter under study. Also, the researchable question will be used as the basis to make a meaningful inference. Therefore, this section will be guided by the stipulated research question in an attempt to dig into the facts to attain arguable and valuable data from the study.

One of the hardest things for a researcher to do is to confront a larger, burning issue by tackling only one small, manageable part of it”. The using Thailand university as case study has an outstanding challenges which often results as a result of generalization of numerous aspect under the study, Stake (1995). The need to bring the different perceptions into the observations, therefore, results in the eruption of effective data instrument to encompass the wider view of individuals of the society. Therefore, the study will critically use the certified tool to obtain the necessary data from the respective responders. Also, the emergence of the radicle ideas concerning the global perception of the university education has resulted to increased drift in ideological difference amongst the respondents, therefore, sufficient tool should be adopted to effectively address the difference to bring harmony in the findings. Both high quality as well as quantity data will be greed towards the effectiveness of the study. According to Bogdan and Bikle (2003), it is sustained; several qualitative investigators have an interest in the attainment of ‘universal statements of general social processes than statements of commonality among identical contexts’. Although the actual process of actualization of the whole process often is seen as a very major downfall, this poses the limitation to the actual process. To outdo this challenge, the researcher should try as much as possible to improve their awareness of various matters that often may rise as a problem to the study time and again (Stake, 1995).

3.2 Sources of data

Appropriate data will be collected from secondary articles together with other primary articles as well. Data analysis will also be done using numerous techniques to effectively organize the study into meaningful criteria.

3.3 Discussion on appropriate direction of re-inventing Thailand

Thailand needs to actively renovate and improve its university qualities system to meet the entire global academic requirement it also has to restructure its level and standards of the university education to meet the international perspectives. This will provide the basis of success in her education sector globally. Also, improvement of the study curriculum should be put in place to meet the global perspective in so doing it will attract students globally. For instance, Thailand educational needs to embrace the system of change and also overcome their fear to adopt change. In so doing education is then improved as a new mechanism of operation is introduced. This measures will, therefore, increase individual productivity on the basic human capital development which also results in a positive impact on the individual contribution towards both local and international economy. Such indicators will boost the image of Thailand education system and enable its reputation to fly high globally. Thailand government should also aim towards the improvement of the number of graduates to increase its competitiveness globally on the bases of academics as shown in Figs. 2 and 3. Measures like this will not only result in the expansion of skills but also knowledge in Thailand, which are necessary for development in all sectors of the economies both locally and internationally. Thailand government should increase emphasis on the academic sector especially on the globalization of the university sector, for instance, to meet the continuously increasing demands for education globally, Thailand as a nation should layout newer strategy to strategically improve its educational sector tactically to tap the advantages of the prevailing market conditions that are in the existence within Thailand. For instance, the existence of such opportunities should motivate the government of Thailand to increase its resource allocation to effectively improve the standards and the quality of education within the country. Several factors have been seen to be affecting the educational sector of Thailand, this study, therefore, comes up with the appropriate ways of doing away with such problems through the effective use of the findings of the study in Thailand universities

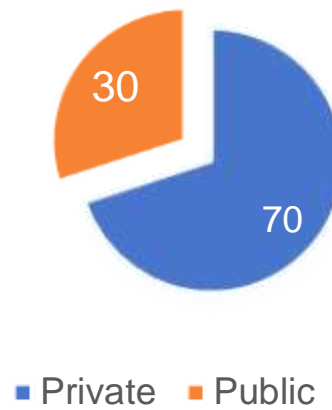


Fig. 1 Percentage distribution of the universities across Thailand

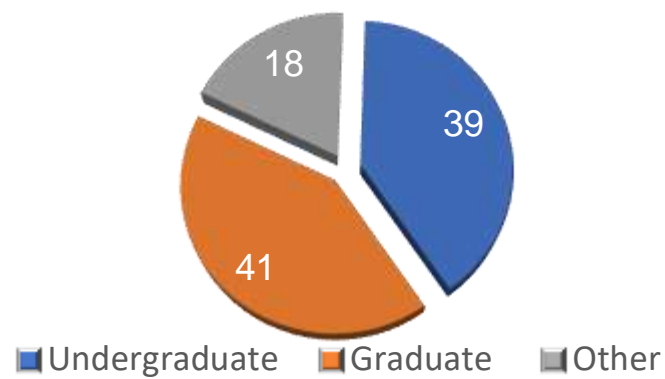


Fig. 2. The following figure also shows the same representation

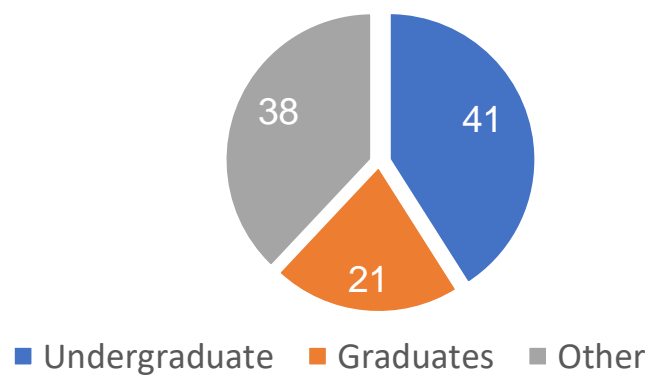


Fig. 3 Percentage of Thailand students globally

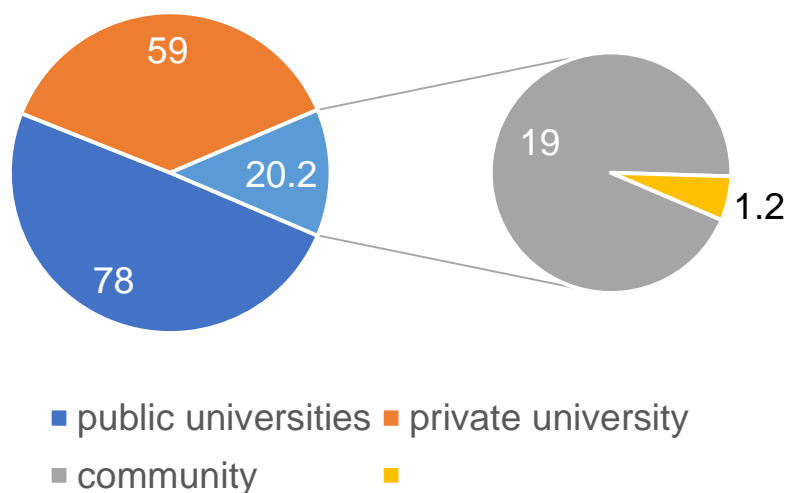


Fig. 4 Thailand education system

Table 1 Thailand international students

Thailand - International Students Classified by University

Source: Bureau of International Cooperation Strategy, CHE

Graph: Business-in-Asia.com

No.	Yr. 2005		Yr. 2006		Yr. 2007	
	Institution	Total	Institution	Total	Institution	Total
1	Assumption University	2,248	Assumption University	2,406	Assumption University	2,838
2	Mahidol University	476	Mahidol University	734	Mahidol University	860
3	Chulalongkorn University	243	Chulalongkorn University	419	Chulalongkorn University	651
4	Webster University (Thailand)	217	Thammasart University	397	Mission University	422
5	Kasetsart University	179	Mission College	365	Thammasart University	308
6	Thammasart University	170	Siam University	250	Suan Dusit Rahapat University	305
7	Siam University	170	Rangsit University	219	Ramhamheang University	270
8	Rangsit University	148	University of the Thai Chamber Commerce	186	Rangsit University	262
9	Chiangmai University	146	Bangkok University	177	Chiang Rai Rajapat University	209
10	Bangkok University	123	Stanford International University	173	Siam University/ Mahasarakham University	206

Table 2 Thailand international students enrolment

Thailand - International Students Study in Thailand Classified by Country

*Source: Bureau of International Cooperation Strategy, CHE
Graph: Business-in-Asia.com*

No.	Yr. 2005		Yr. 2006		Yr. 2007	
	Country	Total	Country	Total	Country	Total
1	China	1,615	China	2,698	China	4,028
2	Myanmar	489	Myanmar	631	Vietnam	751
3	Laos	436	Vietnam	599	Myanmar	741
4	Vietnam	409	USA	521	Laos	664
5	Japan	307	Laos	493	USA	527
6	USA	290	Japan	449	India	494
7	India	246	India	401	Cambodia	469
8	Taiwan	180	Cambodia	364	Japan	403
9	Cambodia	166	Korea	213	Korea	290
10	Bangladesh	164	Bangladesh	209	Taiwan	237

Table 3 Thailand new enrollment to universities

Thailand - New Enrollments in Higher Education Institutions

*Source: Information Centre, CHE
Graph: Business-in-Asia.com*

	Total	Doctorate	Master	Graduate Diploma	Bachelor	Lower than Bachelor
Yr. 1998	321,533	550	23,096	835	290,802	6,250
Yr. 1999	328,182	713	24,986	1,419	293,145	7,919
Yr. 2000	346,675	875	28,280	1,564	304,763	11,193
Yr. 2001	423,669	1,543	36,728	1,680	369,710	14,008
Yr. 2002	400,669	1,794	41,065	2,256	349,066	6,606
Yr. 2003	559,172	2,091	43,556	2,653	475,761	35,111
Yr. 2004	582,905	2,114	47,262	3,661	497,542	32,326
Yr. 2005	602,302	3,098	51,733	4,710	506,054	36,707
Yr. 2006	642,984	3,813	59,001	3,840	549,235	27,095

IV. Conclusion

Following the observation done especially on the data gathered, it is vivid that Thailand education sector especially university education needs adequate improvements to enable it to meet the desire national globalization. For instance, measures should be implemented to both improve and advance the university sector of the country to enable it to attract more scholars from across the globe.

Thailand government should also put the stringent measure to ensure that the problems of the language barriers are neutralized by the adoption of a system that will be aimed to recruit the qualified nation from the renown better English speaking countries to help the Thai tutors effectively manage the challenge of the language barriers. This study also advocates the adoption of effective government policies to reform the entire education sector especially the university education level to improve the structure and functionality of the Thailand education sector, for instance, improvements of areas such as the university administration, lectures as well as students. This move will see Thailand universities to meet global standards.

Finally, Thailand should adopt means of managing the flow of technology positively within their institutions to build a strong socially acceptable culture among her scholars and also to improve their content delivery on the same. Since the economic downturn forced the Thai government to rethink the country's past development strategy, especially in terms of 'international competitiveness' (Fry 2002). Thailand, therefore, needs to come up with measures to check their economy and ensure that any recessionary events occurrence does not affect the functionality of the university towards meeting their globalization objectives.

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