

# Factors Affecting the Delayed Graduation of Graduate Students in the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University

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## Abstract.

This research aims to study and analyze factors affecting delayed graduation, as well as to propose supportive guidelines for graduate students in the Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University to ensure timely completion according to academic standards. The issue of delayed graduation significantly impacts academic quality and curricular standards, particularly due to structural problems and the lack of clear action plans. This study employs a qualitative research methodology, utilizing academic document analysis, thesis development reports, and current situation observations. Additionally, lessons were learned through knowledge management of data systems between departments and students to identify ways to improve work processes. The findings revealed that factors contributing to delayed graduation are complex and interconnected, consisting of: Student-related factors: lack of discipline and personal work burdens; Advisor-related factors: excessive workload and lack of readiness; Curriculum and environmental factors: lack of curricular clarity and inadequate facilities. Notably, student and advisor factors are the key variables influencing graduation timelines. Key solutions include enhancing curricular flexibility, developing a proactive advising system, establishing clear study plans, and providing comprehensive thesis manuals. These measures aim to elevate academic standards to align sustainably with the needs of society and the current labor market.

**Keywords:** Causes and Solutions, Delayed Graduation, Factor, On-time Graduation

## 1. Introduction

Graduate education serves as a vital mechanism for developing high-level expertise, particularly within the field of Fine and Applied Arts, which emphasizes the integration of advanced research skills with creative artistic practice. However, a significant challenge currently facing Thai higher education institutions is the rate of graduation that fails to meet standard criteria. Statistics indicate a significantly low proportion of graduate-level completions, reflecting systematic challenges in educational management that directly impact the nation's ability to produce innovation and new bodies of knowledge.

The crisis of delayed graduation does not only affect students in terms of increased financial burden and psychological discouragement; it also extends to academic standards and the efficiency of curriculum management. Structural issues, such as the lack of clear action plans, unsystematic workflows, and data management systems that do not facilitate research, are primary contributors. Furthermore, for international students, disparities in language, culture, and environment serve as additional factors that heighten the risk of graduation delays.

The Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University, as an institution mandated to produce both Thai and international Master's and Doctoral graduates, recognizes the urgent need for a systematic analysis of these issues. Consequently, the researcher is interested in studying the factors influencing delayed graduation to develop a systematic developmental framework. This study aims to utilize findings to extract lessons learned and create proactive student support guidelines. The knowledge gained from this research will serve as a crucial benchmark for improving work systems and elevating the quality of graduate education management, ultimately ensuring that students can successfully graduate within the timeframe prescribed by the curriculum.

### **1.1 Research Objective**

To study and analyze factors affecting delayed graduation, and to propose guidelines for problem-solving and supporting graduate students in the Faculty of Fine and Applied Arts, Suan Sunandha Rajabhat University, to ensure timely completion according to academic standards.

## **2. Literature review**

In studying the factors affecting delayed graduation among graduate students in the Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University, this research aims to enable the university to provide appropriate support and assistance. This is particularly crucial for ensuring that international students can complete their studies within the prescribed timeframe. This study is of significant importance in identifying the underlying factors of delayed graduation within the Faculty of Fine and Applied Arts to establish solutions and improve educational processes. Ultimately, these efforts seek to reduce the rate of non-completion according to criteria, thereby fostering enhanced quality and academic standards for graduate education management in the future. By studying the following relevant literature, the researcher reviewed related literature and research, dividing the key aspects into the following main issues:

### **2.1 Concepts of Graduate Success Efficiency**

Completion rate is a key indicator of the effectiveness of graduate education. Literature indicates that postgraduate studies emphasize not only class attendance but also the creation of new knowledge through research processes, requiring high levels of autonomy and personal commitment. Lack of these factors can lead to "All But Dissertation" (ABD). Factors influencing graduate academic success stem from complex components that can be categorized into 3 main areas:

#### **2.1.1 Internal Factors and Psychological Motivation**

McClelland's Achievement Motivation Theory: Students must have high intrinsic drive and commitment to challenging goals. Lack of motivation leads to a lack of discipline and procrastination.

Maslow's Hierarchy of Needs Theory: Basic needs, such as socio-economic needs, must be met first before students can focus on completing their dissertation for high-level academic success. (Self-Actualization)

Personal characteristics: including intelligence quotient (IQ), aptitudes, attitudes towards learning, and physical and mental health.

### **2.1.2 Environmental and social factors**

Family background: economic status, family relationships, and parents' educational level either support or hinder learning.

Social and peer environment: relationships within peer groups and the community environment affect the learner's adjustment.

### **2.1.3 Instructional management factors (Bloom et al.'s theory)**

Quality of teaching: instructor effectiveness, clear guidance, creation of a suitable atmosphere, and the use of modern teaching equipment.

Systemic variables: curriculum structure, institutional standards, and proactive support from academic advisors, which are external factors that promote learning behavior.

Academic success is not solely dependent on intelligence, but is a function of the relationship between the learner, instructor, and environment. "Behavioral and cognitive" factors (basic knowledge), "mental attributes" (motivation and attitude), and "quality of instructional management" are key drivers for students to graduate according to the criteria.

## **2.2 Factors Affecting Delayed Graduation**

The factors contributing to delays in research and thesis completion, synthesized from the literature reviews of Ajchariyabodee (2019) and Wongchana (2016), can be categorized into 3 primary groups: (1) Intrapersonal Factors: These include foundational knowledge in research methodology, information retrieval skills, and time management challenges, particularly for students balancing professional responsibilities with their academic pursuits; (2) Environmental and Support Factors: These encompass access to data sources, libraries, and information technology. A lack of readiness in these areas can lead to a stagnation of the data collection process; (Advisor-Student Relationship Factors: The interaction between students and their advisors (Supervision) is a decisive factor. Delays often stem from inconsistent communication or ambiguous advising guidelines.

The obstacles to timely graduation are complex and multi-dimensionally interconnected, and can be categorized into the following key issues:

### **2.2.1 Student Characteristics Factors**

Management: Lack of discipline, responsibility, and proper research planning skills, as well as a profound lack of understanding regarding academic regulations and calendars.

Obligations: Students balancing work and study (particularly those who return to full-time employment after completing coursework) often have reduced time for their thesis and neglect continuity, leading to requests for study extensions.

Health and Readiness: Mental health issues, stress, and pressure from research, along with economic impacts (such as the COVID-19 period), serve as major obstacles hindering research progress.

### **2.2.2 Advisor-Related Factors**

Role and Availability: The advisor is the most critical variable distinguishing between on-time and delayed graduates. Excessive teaching and research workloads for advisors result in delayed feedback and manuscript reviews.

Quality of Supervision: Based on Winston's theory, advising must be a continuous, proactive development process rather than a mere administrative sign-off. Advisors must possess expertise in the research topic, allocate sufficient time, and demonstrate motivating personality traits (Empathy) toward students.

### **2.2.3 Curriculum and Instructional Factors**

Curriculum Structure: A lack of clarity in thesis procedures or research methodology courses that cannot be practically applied results in students lacking necessary research writing skills.

Regulations: Complex graduation requirements, such as the mandate to publish research articles co-authored with advisors, often become bottlenecks that delay the final stages of the degree.

### **2.2.4 Environmental and Facility Factors**

Support Resources: Shortages of laboratories, dedicated thesis workspaces, or barriers to accessing data sources and research databases.

Research Atmosphere: Budgetary constraints and complex bureaucratic procedures in inter-departmental coordination, including influences from family and peer groups that may affect academic commitment.

## **2.3 Factors Affecting Academic Achievement and Delayed Graduation in Graduate School**

Based on the review of related literature and research, the key factors influencing the graduation of graduate students can be synthesized into four main areas:

### **2.3.1 Student Characteristics and Individual Constraints**

Readiness and Discipline: Most research (Wongchai, 2024) consistently indicates that "personal characteristics" are the primary factor contributing to delays, particularly the lack of self-discipline, poor time management, and insufficient foundational knowledge in research methodology.

The Cycle of Economic and Mental Health Issues: Financial constraints often force students to work while studying, resulting in less time dedicated to research. This leads to accumulated stress and emotional issues, creating a chain reaction that directly hinders academic progress.

International Student Context and Educational Management: Since the sample group includes a significant proportion of international students, the literature emphasizes "Acculturation." According to the research "Problems of Educational Administration for Chinese Program in Thailand," language barriers are a major obstacle in academic writing. This causes inaccuracies in communicating complex artistic concepts, requiring more time for revisions compared to local Thai students (Zhang & Boonphadung, 2024).

### **2.3.2 Advisor-Related Factors (The Decisive Variable for Success)**

Strategic Role: Research by Ajchariyabodee (2019) and Wonwattana (2020) confirms that the thesis advisor is the most significant factor distinguishing between students who graduate on time and those who finish late.

**Advising Theory:** Effective supervision must be a "continuous process" rather than merely reviewing documents. Advisors should serve as role models, possess strong interpersonal skills, and assist students in defining their life goals.

**Workload Constraints:** Excessive workloads for advisors lead to a lack of readiness for regular consultation. This is a primary cause of student discouragement and the stagnation of research progress.

### **2.3.3 Curriculum and Academic Management Factors**

**Structural Issues:** Research indicates that ambiguous thesis processes and research methodology courses that are insufficient for practical application prevent students from planning their studies effectively.

**Instructional Quality (Bloom's Theory):** Academic achievement depends on three components: Cognitive entry behaviors, Affective entry characteristics, and the Quality of instruction.

### **2.3.4 Information Systems and Data Management Factors**

**Digitalization for Administration:** Contemporary research (Xiao & Siththada, 2024; Gao & Noichun, 2024) emphasizes the importance of implementing information technology in managing academic databases and personnel files.

**Communication Efficiency:** Delays in documentation and communication failures often stem from inconsistent data access across different departments. Developing a "Single Database" system that allows for rapid access would reduce redundant procedures and enhance transparency in tracking student progress.

**2.3.5 Summary and Policy Recommendations from Research.** To achieve on-time graduation according to criteria, institutions should implement the following:

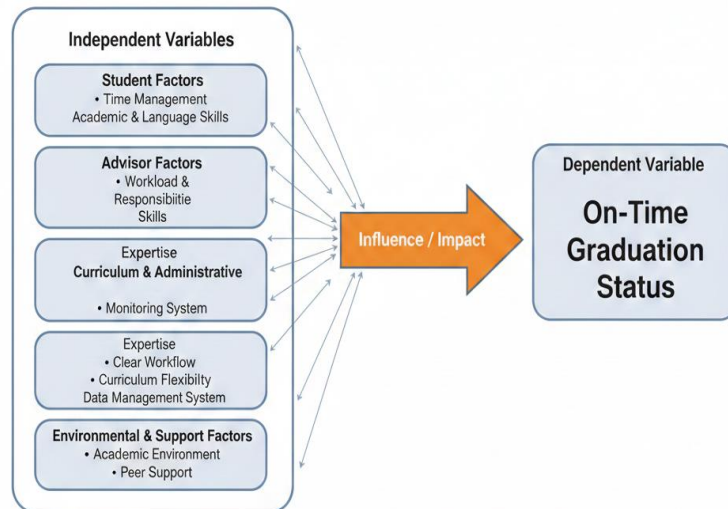
**Establishment of a Roadmap:** Define a clear timeframe for thesis proposal submissions to motivate both students and advisors.

**Data System Integration:** Develop an online thesis status tracking system to allow all parties to verify accuracy instantly.

**Proactive Executive Strategy:** Administrators must employ an "Academic Management Strategy" focusing on faculty development, resource procurement, and creating a conducive research environment (Siththada, 2024).

**Conceptual Framework** In studying the factors affecting delayed graduation, the researcher has established a conceptual framework to demonstrate the relationship between the Independent Variables, consisting of primary factors, and the Dependent Variable, which is the Graduation Status, as follows:

Figure 1: Conceptual Framework: Factors Affecting Graduate Student On-Time Graduation



Source: Author

### 3. Methodology

This study employs a Qualitative Research design to achieve a comprehensive and holistic understanding of the issues surrounding delayed graduation. This methodology is particularly appropriate given the complexity of the problem and the qualitative factors that require in-depth insight. The researcher conducted a documentary study of books, textbooks, and related research, along with field data collection through observations and interviews with relevant stakeholders. Concepts, processes, and strategies were studied, and all gathered data were compiled and analyzed systematically. The research procedures and methods are as follows:

**3.1 Population and Sample:** The population and sample for this research consist of international graduate students in the Faculty of Fine and Applied Arts at Suan Sunandha Rajabhat University (Cohorts 01 - 05), including both on-time and delayed graduates. The researcher surveyed academic documents, student research management patterns, graduation criteria of Suan Sunandha Rajabhat University, and the Thesis and Independent Study Manual of the Graduate School. Furthermore, knowledge related to delayed graduation factors was reviewed, utilizing a sampling of work progress reports from students in the Visual Arts and Design graduate program.

**3.2 Research Instruments:** The research utilizes qualitative methodology through two primary categories of instruments:

**Data Study:** Documentary Research involving books, textbooks, related research, and thesis development summary reports.

**Field Operations:** Field observations and unstructured observations. These focus on analyzing the causal relationships of four key dimensions: Student Characteristics, Thesis Advisors, Curriculum and Instructional Processes, and Environment.

**3.3 Data Collection:** The study utilizes a multi-faceted approach to ensure data depth and richness:

**Survey & Case Study:** Surveying academic documents and directly analyzing the experiences of international students.

Unstructured Observation: Observing data management systems, access to institutional knowledge, and departmental document archiving processes.

Literature Research: Analyzing existing literature to identify guidelines for developing an academic document management system.

**3.4 Data Analysis:** Data analysis is conducted using Content Analysis and Descriptive Analysis, divided into three phases:

Data Comparison: Comparing standard curriculum criteria with actual situations to identify the "Gap" within the problem.

Correlation Analysis: Examining the relationship between data management systems and the time taken for students to complete their degrees.

Interpretation and Classification: Analyzing thesis progress reports to establish a database system for efficient monitoring and follow-up.

This data analysis contributes to Knowledge Management (KM) through the extraction of "Lessons Learned" from practical operations. The goal is to identify ways to improve academic data management processes between internal departments.

Research Highlight: This research focuses on "Academic Data Management" and "Lessons Learned" to solve problems at a systemic level rather than focusing solely on individuals. This approach will enable the Faculty to create a centralized database that is easily accessible to all stakeholders.

## 4. Results

The article must be divided into chapters. Introduction and conclusion are obligatory. It is recommended to adjust body of the paper to the common organization structure of scientific papers - IMRaD (Introduction, Methods, Results and Discussion).

From the data analysis, the key factors contributing to delayed graduation can be categorized as follows:

Student-Related Factors: The most critical variable, particularly issues regarding research discipline, full-time work obligations, and insufficient academic writing skills.

Advisor-Related Factors: Challenges arising from excessive teaching and research workloads, leading to delayed thesis reviews, and in some cases, a lack of specialized expertise in the student's chosen topic.

Curriculum and Instructional Factors: Ambiguity in thesis procedures and the lack of a systematic action plan, resulting in ineffective academic planning.

Environmental Factors: Inadequate facilities and a lack of a conducive atmosphere for research.

### 4.1 Analysis of Factors Influencing Delayed Graduation

Based on in-depth analysis of student data management systems and observation results, the researcher identified key issues affecting delayed graduation, prioritized as follows:

**4.1.1 Student-Related Factors**

**Workload and Prioritization:** Over 80% of students are working professionals with high responsibilities. This leads to a "work-research conflict," causing a lack of continuity in thesis development.

**Academic Writing Skills:** Significant problems were found in academic phrasing and citations. International students, in particular, require 2–3 times longer than usual to translate and refine their prose.

**Burnout:** When research stagnates for an extended period, students tend to lose motivation to resume, causing their study duration to exceed curriculum limits.

**4.1.2 Advisor-Related Factors**

**Accumulated Workload:** Advisors carry heavy teaching and administrative loads, resulting in an excessively long feedback loop for reviewing and correcting thesis manuscripts.

**Research Topic Complexity:** Research in Fine and Applied Arts is highly specialized. Divergent aesthetic perspectives between advisors and students can significantly prolong the creative work revision process.

**4.1.3 Institutional and Curricular Factors**

**Administrative Procedures:** The process for topic approval and committee appointment is complex and multi-staged, causing students to lose time during the transitions between semesters.

**Lack of Timely Monitoring:** The traditional system tracks progress only at the end of the term, failing to provide Real-time Intervention for students at risk of delayed graduation.

**4.1.4 Environmental Factors**

**Educational Facilities:** Current facilities are insufficient to accommodate the student population, and educational equipment lacks the comfort and convenience necessary for effective teaching and learning.

Following the data collection and impact assessment, the researcher has summarized the severity levels of the problems affecting students in each dimension to provide an overview of the obstacles requiring urgent resolution, as follows:

**Table 1: Assessment of Factors Contributing to Delayed Graduation**

<b>Primary Factors</b>	<b>Sub-variable Details</b>	<b>Problem Level</b>	<b>Impact on Graduation Delay</b>
1. Student-Related	1.1 Full-time workload / professional responsibilities	Very High	Leads to a lack of continuity in research progress.
	1.2 Research methodology and statistical skills	High	Results in multiple rounds of required revisions.
	1.3 Language and academic writing skills	Very High	A primary obstacle for international students.
2. Advisor-Related	2.1 Teaching and administrative workload	High	Causes long waiting periods for feedback on work.
	2.2 Systematic progress monitoring	Moderate	Students lack motivation when work submission stops.
3. Curriculum-Related	3.1 Complexity of administrative procedures	High	Causes delays during the official thesis approval stages.

<b>Primary Factors</b>	<b>Sub-variable Details</b>	<b>Problem Level</b>	<b>Impact on Graduation Delay</b>
	3.2 Flexibility of teaching and learning schedules	Moderate	Affects students residing upcountry or abroad.
4. Environmental	4.1 Access to digital research databases	Moderate	An obstacle when students are not physically at the university.
	4.2 Peer support system	Low	Influences morale and motivation in conducting research.

*Source: Author*

## **4.2 Guidelines for Problem-Solving and Supporting Graduate Students Based on Delayed Graduation Factors**

### **4.2.1 Developing Proactive Student Support Systems**

**Proactive Planning:** Establish a clear Action Plan and thesis calendar from the first day of enrollment. This enables students - particularly those balancing professional responsibilities - to manage their time effectively.

**Regulatory Advising:** Organize orientations or in-depth workshops focusing on university regulations, guidelines, and system procedures to reduce confusion that may lead to administrative delays.

### **4.2.2 Strengthening the Thesis Advisor System (Advisor Strengthening)**

**Regular Appointment Systems:** Implement scheduled feedback sessions to ensure continuity in manuscript review and prevent progress stagnation.

**Advisor Skill Development:** The university should support advisors in developing coaching and developmental advising skills (based on Winston's Theory) to foster positive motivation among students.

**Workload Management:** Improve the distribution of faculty workloads to ensure advisors have sufficient time to provide high-quality supervision.

### **4.2.3 Improving Curriculum and Instructional Design**

**Curriculum Flexibility:** Update and modernize curriculum content and formats to be more flexible, especially for working professionals. This may include inviting guest lecturers or building research networks with industrial sectors.

**Emphasis on Practical Research Skills:** Intensify research methodology and academic writing courses to ensure students are equipped for thesis development and can meet publication requirements for graduation.

**Clarity in Graduation Procedures:** Provide updated manuals or digital platforms for tracking graduation status, allowing students to monitor their own progress in real-time.

### **4.2.4 Developing Facilities and the Research Environment**

**Workspaces and Information Resources:** Allocate dedicated research areas (Co-working Spaces) and enhance online database systems for easier access. Improve research database channels to be more convenient, rapid, and comprehensive, covering a wide range of academic sources both domestically and internationally to reduce information retrieval barriers.

Reducing Bureaucratic Red Tape: Streamline inter-departmental coordination processes to be more efficient, particularly regarding the submission of thesis documents and the signing of official forms.

**Table 2: Main Problem and Practical Recommendation**

Main Problem	Practical Recommendation
Advisor-Related Factors	Organize training programs for advisors regarding proactive advising roles and methodologies.
Curriculum and Process Factors	Develop a clear "Blueprint" or a comprehensive thesis manual for students.
Student-Related Factors	Establish an Academic Coaching system to provide guidance and consistently monitor student progress.
Environmental Factors	Enhance facilities and develop more accessible channels for research data and resources.

Source: Author

## 5. Conclusion

The issue of delayed graduation stems from a complex cycle of overlapping problems. The research findings can be summarized as follows:

**5.1 Institutional & Policy Level:** The study identifies the root causes of delayed graduation, providing crucial data for the administrators of the Faculty of Fine and Applied Arts to improve the Action Plan and academic management structure for greater efficiency. This helps elevate the academic quality and standards of the graduate programs in alignment with the criteria set by the Ministry of Higher Education, Science, Research and Innovation (MHESI), thereby building international institutional credibility.

**5.2 Curriculum & Faculty Level:** The research establishes guidelines for developing a Proactive Advising system and clear operational manuals to reduce redundant workloads and enhance flexibility in monitoring student progress. Furthermore, it promotes the development of database and research document management systems that facilitate internal inter-departmental collaboration, reducing delays and increasing transparency in the graduation process.

**5.3 Student Level:** Students receive targeted support in both academic areas and necessary resource management, which reduces the risk of delayed graduation, financial burdens, and psychological pressure. This increases the opportunity for students to graduate on time, enabling them to enter the labor market promptly and apply their knowledge in Fine and Applied Arts to create innovations that benefit society.

**5.4 Academic Level:** The research yields new bodies of knowledge and Best Practices for managing graduate education for international students. These findings can serve as a model for other disciplines with similar contexts.

**Discussion of Findings:** Based on this study, the researcher discusses key issues in comparison with related literature as follows:

**Impact of Workload on Success:** The finding that "full-time professional workload" is a significant obstacle aligns with the research of Noppakaow (2024), which states that employees on educational leave often encounter Role Conflict, a primary cause for research failing to meet planned schedules.

Digital Support Systems: Findings regarding administrative document delays align with Gao & Noichun (2024), who advocate for institutions to transition to Digital Workflow document management systems to reduce waiting times between departments.

**Policy and Practical Recommendations:** The Recommendations for applying the research findings are as follows:

**Data Management:** Relevant units should collect data on common student "Pain Points," particularly regarding regulations, academic calendars, and registration systems, to analyze and develop solutions.

**Effective Communication:** Produce promotional media and problem-solving guides that are "easy to understand and rapidly accessible," empowering students to resolve basic issues independently.

**Proactive Supervision:** Advisors and instructors should intensify their oversight, monitor progress, and provide closer guidance to their students.

**Integration of Perspectives:** Future studies should examine student needs alongside feedback from the Educational Services Division and faculty members to identify ways to enhance student potential in other areas that contribute to timely graduation.

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