Understanding Swedish students’ Perspective in Decision to Study at Universities in Thailand

(The case study of Mälardalen University Students)

Supervisor: Prafulla Acharya

Group 2310
Author: Adthawat Rattanalertthada 800817-T152
Kanokkan Choolirat 830826-T067

School of Sustainable Development of Society and Technology
Master Thesis EFO705 Period -Spring Semester 2009
Final Seminar Date: May 25th, 2009
TABLE OF CONTENTS

Acknowledgements

Abstract

CHAPTER 1: GENERALITIES OF THE STUDY ................................................................. 1
   1.1 Current situation of universities in Thailand ...................................................... 1
   1.2 Research Objective ........................................................................................... 2
   1.3 Research Question ............................................................................................ 2
   1.4 Target Group ..................................................................................................... 2
   1.5 Personal Motivation .......................................................................................... 2
   1.6 Research method .............................................................................................. 3
   1.7 Philosophy Assumption .................................................................................... 3
   1.8 Scope of study .................................................................................................... 3
   1.9 Limitations of the Research .............................................................................. 4
   1.10 Significance of the Study ................................................................................ 4
   1.11 Structure of the report ................................................................................... 4

CHAPTER 2: THEORETICAL FRAMEWORK ................................................................ 6
   2.1 Stereotypes ....................................................................................................... 6
   2.2 Hofstede ........................................................................................................... 7
   2.3 Marketing Mix For Service industry ................................................................. 12
   2.4 Customer Value Proposition ............................................................................ 13
   2.5 Definition Term ............................................................................................... 17

Chapter 3: PRESENTATION OF THE PART OF THE WORLD ............................. 18
   3.1 General information relevant Universities in Thailand ................................... 18
   3.2 Thai Education Policy ...................................................................................... 19
   3.3 The Cost of living in Thailand and Agreement ............................................... 19

CHAPTER 4: METHODOLOGY .................................................................................. 20
   4.1 Collecting Information .................................................................................... 20
   4.2 Analysis of Information .................................................................................. 21

CHAPTER 5: FINDING AND ANALYSIS ................................................................. 22
   5.1 Preconception on Universities in Thailand .................................................... 22
   5.2 Cross Cultures Perspective ............................................................................ 23
5.3 How universities in Thailand should improve themselves? ................................. 29

**CHAPTER 6: CONCLUSION** ........................................................................................................ 34

6.1 Conclusion .............................................................................................................................. 34
6.3 Future Search .......................................................................................................................... 34
6.4 Recommendations .................................................................................................................... 35

**REFERENCES** .......................................................................................................................... 36

**BIBLIOGRAPHY** ....................................................................................................................... 39

**APPENDIX A** ............................................................................................................................ 41
**APPENDIX B** ............................................................................................................................ 44
**APPENDIX C** ............................................................................................................................. 44
**APPENDIX D** ............................................................................................................................. 45
LIST OF TABLES

Table 1: M-time and P-time behavior .................................................. 8
Table 2: Values of Hofstede between Sweden and Thailand .................. 12
Table 3: Preconception of Swedish Students toward Universities in Thailand 22
Table 4: The opinion to work as a group .............................................. 26
Table 5: The opinion involves ambition level ...................................... 27
Table 6: The opinion about career path .............................................. 29
Table 7: Average salaries in different jobs ........................................... 46
# LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Framework</td>
<td>6</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Power Distance Index (PDI)</td>
<td>9</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Individualism (IDV)</td>
<td>9</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Masculinity (MAS)</td>
<td>10</td>
</tr>
<tr>
<td>Figure 5</td>
<td>Uncertainty Avoidance Index (UAI)</td>
<td>11</td>
</tr>
<tr>
<td>Figure 6</td>
<td>Long-Term Orientation (LTO)</td>
<td>11</td>
</tr>
<tr>
<td>Figure 7</td>
<td>Hofstede graph compare between Sweden and Thailand</td>
<td>12</td>
</tr>
<tr>
<td>Figure 8</td>
<td>Marketing Mix</td>
<td>13</td>
</tr>
<tr>
<td>Figure 9</td>
<td>A Framework for identifying customer value proposition</td>
<td>15</td>
</tr>
<tr>
<td>Figure 10</td>
<td>Number of International students in Thailand</td>
<td>18</td>
</tr>
<tr>
<td>Figure 11</td>
<td>How university in Thailand should improve them?</td>
<td>30</td>
</tr>
<tr>
<td>Figure 12</td>
<td>Framework of Product Package</td>
<td>32</td>
</tr>
<tr>
<td>Figure 13</td>
<td>Product Package</td>
<td>33</td>
</tr>
</tbody>
</table>
Acknowledgements

The authors would like to express our gratitude to all those who gave us help in completing this Thesis.

Firstly, we would like to give special thanks from our deep heart to our supervisor, Prafulla Acharya who helps us to find the way to the development of this thesis and gives suggestions to improve our Thesis.

Secondly, we would like to thank our tutor, Charlotta Edlund who helps us to give the data about name list of Swedish students who study in Thailand. This data helps us to collect primary data from them.

Thirdly, we would like to express our deep appreciation to all members in our family who gave us the financial support and encouragement to conduct our thesis. Particularly, we would like to sincerely thank Prof. Sakit and Siraporn Chantanotoke for giving advice and consult to study here.

Next, we would like to thank seven respondents who gave the important data to us, without you we can’t complete our thesis.

Last, we are grateful to many friends for giving comments and suggestions for us during many opposition periods. Our biggest thanks to the driving force behind our thesis, Narana & Runnapa Charoenrungsiri, Shumei Gao, Tiantian Zhao, Duriye Canbaz and Aktug Yilmaz. We are extremely grateful and deeply appreciate the contribution of Sajjad Ali Khan who helped us to improve grammar and reviewed our thesis.

Adthawat  Rattanazzlerthada
Kanokkan  Choolirat
Abstract

The main objective of this thesis is to understand why there is imbalance of exchange students of Sweden and Thailand. We have analyzed the interviewed data of Swedish students who had experience of studying at universities in Thailand. Our research has revealed the factors and issues behind the imbalance situation. After analyzing factors we have proposed some recommendations in order to improve the pedagogy to increase the number of Swedish students deciding to study at Universities in Thailand so that the exchange imbalance could be reduced. Furthermore, we have proposed a favor product package for Swedish students that can help them to decide to study in Thailand.

Keywords: Stereotypes, Hofstede, Customer Value proposition, Competitive Advantage, product package, pedagogy, Universities in Thailand.
CHAPTER 1: GENERALITIES OF THE STUDY

1.1 CURRENT SITUATION OF UNIVERSITIES IN THAILAND

Nowadays, education system around the world in different advanced countries including Europe and USA has been developed to promote quality education and to produce good professionals to support different industries e.g. business and information industries etc. To compete in such arena Thailand government has also taken actions to promote his education system by introducing education favor policies. As world becomes a global village and students move for higher education from one country to another country to seek good opportunity and knowledge. Hence, this ratio is increasing from last few years. Our proposed research is about studying Thailand educational system and promoting it by studying international student’s perspective and create favor product package to offer them. This product is especially developed for Swedish students and it will help them to decide to study at universities in Thailand. The number of Thai students studying abroad has growing 5-10 percent in each year, whereas the international students concede the international programs in many countries are interested in studying in Thailand (International study in Thailand, 2007). Almost international students come to study in undergraduate and graduate school; about 2,248 of 4,092 students study at Assumption University of Thailand, 476 students study at Mahidol University, 170 students study at Thammasat University and the rest of international students study at Stamford International University, Kasetsart University and Mission College. The faculties in which most of the international students study are Business Administration, Marketing, Language, Business Art, International Business, Computer and Technology, General Management etc (Onelap 2007, p.6). While, the number of Thai students went to study abroad are 23,727 students. According to one report of international student affairs center of Mälardalen University, it is revealed that during 2007-2008 sessions 19 students went to Thailand as exchange students. While on the other hand, during same sessions about 52 Thai students studied at Mälardalen University. As you can see from the aforementioned report, imbalance is noted between exchange students of Thailand and Sweden. And our research will help to balance this situation by revealing the reasons behind this imbalance.

In present many countries are establishing education systems favor policies to support education system; Thailand also has a good education system that facilitates students for their quality education and good environment for studying. Furthermore, Thailand has many international universities to support the international students, with low cost of living and low tuition fee. Consequently, it is a great opportunity for Swedish students to go for studying at universities of Thailand

Keywords: Stereotypes, Hofstede, Customer Value proposition, Competitive Advantage, product package, pedagogy, Universities in Thailand.
1.2 RESEARCH OBJECTIVE

- To understand Swedish students’ perspective to decide to study at universities in Thailand.
- To suggest how Thai Universities should position them in education market to attract Swedish students.

1.3 RESEARCH QUESTION

How to increase flow of Swedish students decide to study in Thailand?

1.4 TARGET GROUP

This research will be beneficial and useful for all Thailand educational authorities including Ministry of Education Thailand and other educational organizations like colleges and universities. Hence, our research will help these authorities to improve pedagogy in order to increase Swedish students decide to study at universities in Thailand. Moreover, we would like to be source for future research for researcher who interested to create product package to offer international students especially Swedish students.

1.5 PERSONAL MOTIVATION

The first reason came after the first meeting with our supervisor on March 17, 2009. We consulted and brainstormed with him to find the topic that appropriate for our master thesis. He suggested that the topic should be beneficial to all of parties such as the authors, our university and our country. So, we have chosen the topic of “Understanding Swedish students’ perspective in decision to study in Thailand”. We think that this research will bring positive results for us, universities in Thailand & Sweden, and for both countries. We expected to have more Swedish students to go to study at universities in Thailand as same as many Thai students go to study in Sweden. And this will help to collaborate between Swedish institutes and Thai universities in education sector. Moreover, it will affect Thailand and Sweden to be closer and have well relationship in the future.

The second reason for choosing this topic is based on objective learning in master thesis of Mälardalen University which identify that a research topic should be developed in a field relevant to master program which we have studied like major in international marketing(Course Syllabus EFO705, 2009). We did graduation from universities in Thailand and we found that most of foreigners especially a lot of Swedish people came to Thailand for travelling but only few students come to Thailand for study. Meanwhile, a huge amount of Thai students go for studying in Sweden and other countries. So, the imbalance of exchange student occurred in education sector. We focused on Swedish students because we are studying at Mälardalen University in Sweden. Furthermore, it is easy for us to collect data to support our thesis from different sources like interviews with different parties including students and professionals that are from Sweden. The third reason that we select this topic for research is to increase cash flow to Thailand by conducting the ways to increase international students, especially Swedish students, to go to study at universities in Thailand in order to stimulate economic section in Thailand.
Last but not least, we would like to entertain Thai educational authorities from our research to establish policies that can help them to promote education for international students especially Swedish students. Finally, we decided to conduct research on the said topic.

1.6 RESEARCH METHOD

To answer our research question that is presented in section 1.3, the first step we should know is the Swedish students’ perspective about universities in Thailand. Then, we use the Stereotypes theory to know how the Swedish students have preconception about Thailand. The second step is to understand clearly about Swedish people’s habits and their culture, so we emphasize on Stereotypes and Hofstede to apply it for understanding Swedish students’ perspective. After this process we will use Customer Value Proposition offered to meet need of international students especially the target group which is “Swedish Students”. Thus, the four main theories that we manipulated are:

- Stereotypes.
- Hofstede.
- Marketing Mix.
- Customer Value Proposition.

To find the theories to support our thesis, we also used online databases such as Ebrary, Google Scholar, ABI/INFORM to support theories.

1.7 PHILOSOPHICAL ASSUMPTION

This is an exploratory research and the nature of reality we are researching via perspective of Swedish students who has been studied at universities in Thailand which is subjective. Thus, the research will include the words of informants and different perspectives. The reality will be known through interaction and by closing the distance between us and the informants, in other words by becoming insider. Obviously, the research will be value-laden and biases are present. To overcome this, we will use the direct interviews which help to reduce biases, and then we sent the result back to the interviewees to check and approve the perceived data. We make sure the answers wouldn’t bias to us. After that, we use peer review to check again.

1.8 SCOPE OF STUDY

We found that very few international students going to study at universities in Thailand, while huge number of Thai students going to study abroad. This creates an imbalance situation. And it can be overcome by increasing international students go for study in Thailand. In this thesis we studied only the perspective of Swedish students going to study in Thailand by using Stereotypes and Hofstede to understand perspective of Swedish students. Moreover, we study what Swedish students need in terms of pedagogy by using Customer Value Proposition and marketing mix. Therefore, we use primary data from interview with Swedish students, who studied at Universities in Thailand and persons who work with international students of both in Sweden and Thailand.
1.9 LIMITATIONS OF THE RESEARCH

We have two limitations for conducting the research. First, this research is conducted by collecting primary data from only 7 interviewees by using semi-constructed interview via face to face, telephone, e-mail and Skype. We couldn’t interview with the big group of persons who had been studied at universities in Thailand because of time and budget. We have only two months for this research and also no financial support was given. So, we decide to interview with small groups of interviewees. The second limitation is number of Swedish students who had studied at Universities in Thailand are very little so it is difficult to get the data from them.

1.10 SIGNIFICANCE OF THE STUDY

The reasons we are interested in and try to study this topic is to increase international student’s especially Swedish students get ready to study at universities in Thailand. This study tries to understand the Swedish students’ perspective with Thai pedagogy and other factors which effects Swedish student’s decision to study in Thailand. Moreover, our research is not only useful for researchers but also advantageous to many universities in Thailand as well as office of international student affairs of Thailand with intention of Swedish students. Moreover, almost organizations which related with international students are able to use some data from this thesis to adjust their future plans to meet with needs of international students and attract them to study at universities in Thailand. Our research will open a new window for other researchers to look inside and extend our work.

1.11 STRUCTURE OF THE REPORT

Chapter 1: Generalities of the study

This chapter starts with an overview of current situation of universities in Thailand. Furthermore, this chapter provides information about top ranking universities in Thailand that are famous among international students. Problem statement is also discussed in this section that briefly presents the concerns regarding to imbalance of exchange students. Moreover, we tried to explain about research objective, research question, target group, limitation of research, scope of study, significance of study and Philosophical Assumption.

Chapter 2: Theoretical Framework & Literature Review

This chapter presents the information about literature survey related to the scope of three concepts such as Stereotypes, Hofstede, and Customer Value Proposition. These theories helped us to prove our research question and it concludes with the summary and results of previous researchers. Moreover, we use these theories to create conceptual framework for our thesis to answer the research question.

Chapter 3: Presentation of the part of the world

This chapter contains detailed information about Universities in Thailand and programs that they are offering for international students. We also provide information about Thai education policy and cost of living in Thailand.

Chapter 4: Methodology

This section describes the research methodology that we have used in this thesis. However, it also includes the detail of the theories that have been used in data gathering from different
sources to support this thesis. Furthermore, this section reflects some information about thesis topic motivation i.e. "Understanding Swedish students' perspective in decision to study at University in Thailand".

**Chapter 5: Finding & Analysis**

This chapter contains information come from interviewees. These interviewees are subdivided into two groups. Furthermore, this section represents the Information after analysis by using Stereotypes, Hofstede and Customer Value Proposition in order to understand perspective of Swedish students who had been studied at universities in Thailand. On the basis of our primary data we proposed a product package in order to increase flow of Swedish students come to study at universities in Thailand.

**Chapter 6: Conclusion & Recommendation**

In this chapter, we make the conclusion of our thesis to answer the research question include recommendations for Universities in Thailand to solve their problems and further to other researches in the future.
CHAPTER 2: THEORETICAL FRAMEWORK

According to the research objective mention that understanding Swedish students’ perspective to decide to study at universities in Thailand and suggestion how Thai Universities should position them in education market to attract Swedish students go to study at universities in Thailand. So we decide to conduct the research by using qualitative method which emphasis to understanding and process orientation.

Firstly, we collect the data of Swedish students who had been studied in Thailand during 2007-2008. We selected some of students from Mälardalen University to interview toward interview questions that was related with the Stereotypes, Hofstede, and Customer Value Proposition. The interview questions divided the question into three parts of theories as following:

1. Stereotypes theory to examine preconception of Swedish students who had been studied in Thailand.
2. Hofstede to understand perspective of Swedish students who had been studied in Thailand.
3. Customer value proposition create product package by using customer value proposition to create competitive advantage to universities in Thailand.

Second, we analyze perspective of Swedish students who had been studied at universities in Thailand to deep understanding Swedish students’ perspective.

Next, we conduct interview data with two groups of interviewees and analyze via the Customer Value Proposition to find out the favor product package to offer Swedish students. These are the solution to help universities in Thailand operate the right direction in education market to increase more Swedish students decide to study in Thailand as well as reducing the imbalance of exchange students. We present the framework of the thesis by the figure 1;

![Figure 1: Framework](image)

2.1 STEREOTYPES

Definition of Stereotypes

The stereotypes theory has occurred by psychologists since the 1920s. (Hinton P., P. 8) General, definition of stereotypes involves preconception ideas which don’t reflect to individual in group. According to some authors such as Fiske & Pavelchak, 1986, Hogg & Abrams, 1988, Katz & Braly, 1935 have the same idea as stereotypes don’t reflect to individual in group that “The consensual nature of stereotypes is a necessary ingredient in their definition.” Moreover, Miller
(1982) also thought relate to previous researcher that “Stereotype are almost as numerous and diverse as the authors who formulate them.” Addition Hinton P. mentioned that “stereotype involves to judging people as category members rather than individuals.” (Hinton P. 2000, p.5). Furthermore, Prof. of psychology in Maryland University also noticed that “Stereotypes are beliefs about the characteristics of group of individuals.” (Stangor C, 2000, p.1) On the other hand some research are contrary about stereotypes need to be share to individual. For instance Ashmore and Boca (1981) mentioned that “Stereotypes should be reserved for the set of beliefs held by an individual regarding a social group.” As well as some authors also noticed that “Stereotypes is first stammered by a few individuals before begin shouted by crowds.” (Leyens J., Yzerbyt V. and Schadron G. 1994, p.12). In our thesis, we are using the definition of stereotypes about preconception of culture toward group of people in Thailand and Sweden.

Tyson (2005) clarified those stereotypes as prevalent in today’s society as it was 2000 years ago. It is a social attitude that has stood the test of time and received much attention by social psychologists and philosophers. Many approaches or theories of stereotyping have thus been raised.

Stereotypes are perceptions and preconceived ideas about other cultures in international markets (Hinton P. 2000). Individuals have different preconceived ideas about culture that included religion, food, and the way one thinks. It also has influencing to judgment and it could be positive and negative base on perceived social traits. To evaluate through the cognitive process of categorization and definition that bring about three categories features of stereotyping such as

The first characteristic of stereotyping is over-generalization. The different combinations of traits were associated with groups of different ethics and national origin (Katz and Braly, 1993). It doesn’t mean that all of group’s member will be judge in these ways. But it shows the characteristic of this group.

The second characteristic of stereotyping is exaggeration of the between own group and other group. Through stereotyping and categorization these groups exaggerate with other group.

The third characteristic of stereotyping is the express of values. Most stereotypical judgments of group characteristic are in the fact moral evaluations.

### 2.2 Hofstede

The pioneers of intercultural factors or variable are Edward T. Hall, Greet Hofstede, Alan Fiske and Fons Trompenaars & Charles Hampden-Turner. (Kruchten P. 2004., p.1).

Edward Hall is anthropologist who pioneers in field of nonverbal communication. He provided a new understanding of the importance of the culture based differences that exist between the peoples of these countries. (Hall E. and Hall M., 1990) He wrote about Low-High context and M-time and P-time. Geert Hofstede is professor of Organizational Anthropology and International Management at University of Limburg at Maastricht, the Netherlands. He conducted the research about different cultures in different countries. (Hofstede G, 1991, p.24)

High-Low context and M-time & P-time of Hall E, explain human behavior according to culture and country of origin. Group of high context is the population of Middle East Asia, Africa and South America and some countries in Europe such as France and low context is the population of America, most countries in Western European and Australia. (Hall E. and Hall M., 1990, p.7) On the other hand Geert Hofstede mention that in term of each national cultures differ along
with five dimensions such as Power Distance, Individualism/Collectivist, Uncertainty avoidance, Masculinity/Femininity, Long term or Short term orientation. (Hofstede G, 1991)

High context means one word have ten possible of meaning on the other hand low context means many word have only one meaning.

“A high context (HC) communication or message is one in which most of the information is already in the person, while very little is in the coded, explicit, transmitted part of message. A low context (LC) communication is just the opposite; i.e., the mass of the information is vested in the explicit code. Twins who have grown up together can and do communicate more economically.” (Hall E, 1976)

<table>
<thead>
<tr>
<th>Monochronic</th>
<th>Polychronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do one thing at a time</td>
<td>Do many things at a time</td>
</tr>
<tr>
<td>Task oriented</td>
<td>People oriented</td>
</tr>
<tr>
<td>Deadlines are serious</td>
<td>Deadlines are flexible</td>
</tr>
<tr>
<td>Individualist</td>
<td>Collectivist</td>
</tr>
<tr>
<td>Borrow and lend seldom</td>
<td>Borrow and lend often</td>
</tr>
<tr>
<td>Treat time as tangible</td>
<td>Treat time as intangible</td>
</tr>
<tr>
<td>Value privacy</td>
<td>Like to be surrounded by people</td>
</tr>
</tbody>
</table>

Table 1: M-time and P-time behavior by Hall E.
Source: Cateora, P. and Ghauri, P., 2005

Geert Hofstede’s studied Framework for assessing cultures in 1970s by random sample of employees 11,600 persons from more than 50 countries in IBM Company to explore the value associated with the work of the outlandish. (Ghauri P. & Cateora P. 2006, P.74) He found all those managers and employees all have different values. To reduce conflicts from cultures so, we should understand the people who come from different counties with different cultural. Hofstede G. (1991) said “Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster.” This theory can be divided in 5 categories that are as follows:

- Power distance
- Individualism/Collectivism
- Masculinity/Femininity,
- Uncertainty Avoidance
- Long-Term Orientation/Short-Term Orientation

Hofstede theory is techniques for analyzing the cultural differences between countries. This theory has been instrument to understanding of cross-cultural management theory and practice. (Femandez, D et al.1997).

**Power Distance Index (PDI)**

The degree of inequality among people, every society has some level of inequality, but that level varies greatly from one country to another. Although inequality exists almost anywhere, the countries with a high power distance tend to have a more hierarchy system.
Individualism (IDV) / Collectivism

Individualism (IDV) is people who concern and interest in them more than society. (Hofstede G.1991, p.62). People in this group would like to work alone or in case of family, the child was born in nuclear family tent to be individualism more than child who born in extend family. Normally, after individualism person success in their work, they would like to leave from parent’s home and reduce relationship with their parents. On the other hand, people who live in the societies which interested in group more than themselves is namely collectivism. Person who is collectivism would like to profoundly with social groups and work as team. People that they are a part of society, they will be dependence with other people in society and the relationship will be continue all the time. When we look at the scores if we get the high scores of individualism, people will looser the ties between people in society.

In case of Individualism / Collectivism in school

The characteristic of students who be collectivism, they shy to answer the questions or speaking up among many classmates or big classroom. It is totally different with individualism group of student; they would like to speak up in the class room. Moreover group of collectivism students, they avoid the conflicts with other students and don’t want to hurt anybody. (Hofstede G.1991, p.62)
**Masculinity (MAS)/ Femininity**

Masculinity (MAS) a society which favors assertiveness, earning money, property, showing off possessions, focus on objective, look over the competition to overcome and caring little for others. (Ghauri P. & Cateora P. 2006, P.74)

Femininity people focus on social relationship between personality and pay attention to the generosity of others.

In case of Masculinity or Femininity in school as the characteristic of students who has masculinity would like to study hard and compete with other students in classroom. For the students who have femininity, they don’t express strongly diligent and they would like to unity among classmates (Hofstede G. 1994, p. 91). Student who is masculinity student tend to be suicide more than femininity student. From Cohen (1973) in countries which strongly masculine like Japan and Germany the newspapers report each year many students killed themselves after failing an examinations.

The higher the MAS score, the more competitive and assertive women are within that society. Whereas in lower score countries, men tend to take on the more "feminine" qualities of caring and modesty.

![Masculinity (MAS) Chart](http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/globalmaretin.html)

**Figure 4: Masculinity (MAS)**

Source: http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/globalmaretin.html

**Uncertainty Avoidance Index (UAI)**

The characteristic of people in country prefer to structure over unstructured situations. Cultures with high UAI scores socialize their members to feel uncomfortable with unstructured situations.

In case of uncertainty avoidance in school situation, students who strongly uncertainty avoidance, they prefer to study with teachers who can answer all question for them and they respected teachers who use academic or technical languages. But the students who weakly uncertainly avoidance, they can accept with teachers who said 'I don't know', I am not sure. They respects teacher who use easy word or try to explain some content which difficult to understand to ordinary terms (Hofstede G. 1994, p. 119)

Another case the Ph.D students who strongly uncertainly avoidance would like to change a thesis advisor in case of disagreement in academic matters on the other hand Ph.D students who weak uncertainly avoidance, if disagreement in academic happen, they would like to
continue working with the same supervisor and think that it is stimulate of their exercise. (Hofstede G 1984, p.120)

![Uncertainty Avoidance Index (UAI)](http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/global-marketin.html)

**Figure 5: Uncertainty Avoidance Index (UAI)**

Source: http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/global-marketin.html

**Long-Term Orientation (LTO) / Short-term orientation**

Long-term orientation people will look into the future and focus on the economical and standing so group of people will create conceptual skill and thinking skills.

Short-term orientation is a value that people think about past and present. Moreover, it emphasizes on manners and respect.

Hofstede explains that a low LTO score, meaning the society has a Short-Term Orientation. The higher the score, the more a society is prone to saving and planning for the future.

![Long-term Orientation (LTO)](http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/global-marketin.html)

**Figure 6: Long-Term Orientation (LTO)**

Source: http://businesscoaching.typepad.com/the_business_coaching_blo/2008/05/global-marketin.html
<table>
<thead>
<tr>
<th>Dimensions/Country</th>
<th>Power Distance (PDI)</th>
<th>Uncertainty Avoidance (UAI)</th>
<th>Individualism (IDV)</th>
<th>Masculinity (MAS)</th>
<th>Long-term Orientation (LTO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>31</td>
<td>29</td>
<td>71</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>Thailand</td>
<td>64</td>
<td>64</td>
<td>20</td>
<td>34</td>
<td>56</td>
</tr>
</tbody>
</table>

Table 2: Values of Hofstede between Sweden and Thailand

Source: Ghauri P. & Cateora P. 2006, P.76

![The 5D Model of professor Geert Hofstede](image)

Figure 7: Hofstede graph compare between Sweden and Thailand

Source: http://www.geert-hofstede.com/hofstede_dimensions.php

2.3 MARKETING MIX FOR SERVICE INDUSTRY

Marketing Mix (Kotler P. & Armstrong G, 2003) said that it is the marketing instrument which can control by company in order to respond to demand and satisfy of customer. Managing products are easier than managing services because of many factors related in satisfying to customers. Booms B.H. & Bitner M.J. extended the marketing mix or ‘4Ps’ (product, price, place and promotion) to ‘7Ps’ by adding three more factors like people, physical evidence and process. In the following section detailed discussion is presented about “4Ps”:

**Product**: It does not mean only tangible and service which the companies should be focus as the first task but also means that companies’ offering which meet customers’ need or want.(Marketing and 7Ps,2005)Product include of quality, brand name, service line, warranty, capabilities, facilitating goods, tangible clue and physical environment.

**Price**: It is the cost which customers have to pay for products or services. Price also the position of product in the market. The higher price of product is higher expectation quality of products.

**Place**: It is the allocation where customers can buy the products or service. Place should be convenient for the customers and where best performance delivery.
Promotion: It is the activities which influence the target market to buy the products or service. (Kotler P. & Armstrong G, 2003)

**Figure 8: MARKETING MIX**

Source: Kotler P. & Armstrong G.2003, P.24

2.4 CUSTOMER VALUE PROPOSITION

A Competitive Customer Value Proposition is a strategic concept that ties the customer and company perspectives together for value creation and competitive advantage. Customer value proposition should represent reduce customer perceived risk by guaranteeing the service promise. We believe that the orientation based on customer value proposition that is presented in this paper tackles important issues related to service management and marketing and contributes to their resolution by concentrating focus on customer-defined needs and desires and hence orchestrating the company around delivering on its promises.

This theory, we have searched a lot of literatures that related with our dissertation. We have many concepts to relate with this one after we discussed about the literature, we decided to use the Customer Value Proposition theory to analyze the solution for university in Thailand that offering to Swedish student who want to study in Thailand. Firstly, we find the general idea of this theory that consists of the sum total of benefits which a vendor promises that a customer will receive in return for the customer’s associated payment (or other value-transfer).

We discuss about a lot of words that they related with our title they are customer, competitive advantage, product, pricing, promotion, distribution, service, brand management, marketing effectiveness, market research, marketing strategy, marketing management, and so on. After that we summarize some of the significant word as keywords that support our thesis. As well as we use a few of books, journals and articles to support our theory.

The first is the journal of Identifying competitive customer value proposition in retailing (Rintamaki T. & Kuusela H., 2007) that is used for guideline in our thesis. In this journal, they try to suggest a framework for identifying competitive customer value propositions where four
hierarchical key dimensions of customer value – economic, functional, emotional, and symbolic. And they explain about development the basis of value and evaluate the competitive advantage to seek the right product that offering to customer plus making the differentiation of product to gaining of competitive advantage. From this journal we use the concept to adapt for our thesis that we identifying four dimensions in the education market and seek the solution to develop favor packages to offer Swedish students. However the product in this journal and our product are different but we try to use the similar point that can use for develop the solution.

Second is the book title of Innovation in Services: From Service Concepts to Service Experiences. (Fynes B. & Lally A., 2008) They try to identifying the nature of service experiences is recognized as being of primary importance in the shaping of an enhanced competitive position for industry however the service part in each industry is not difficult to searching but the definition of service concept that is the essential for make the strategic advantage to search the service design, service development, and service innovation. From this journal we use their concept of service to support the service offering in the third dimension of our model that it is use for develop the strategic of service to provide to customer as an innovative service from the stuff or system.

Third is the book title of the Service Blueprinting: A Practical Technique for Service Innovation. (MJ. Bitner, AL. Ostrom, FN. Morgan, 2007). They explain about the innovation of service in the current situation, the modern service can help the organization to provide the special product include making more satisfaction for customer. The article proceeds as follows. First we present conceptual and managerially relevant issues that serve as foundations as well as motivations for why blueprinting is so useful in the current competitive environment. Second we describe the foundational components of service blueprints. We then provide data in the form of five case studies showing the versatility and usefulness of service blueprints across industry and application contexts. We conlude with a discussion of general insights for service innovation practice and for cross-disciplinary research on service innovation. We use the idea from this article to seek the way to create the best service that can help university in Thailand to provide the special service to Swedish student.

Forth one is the journal “5 Steps to Write a Customer Value Proposition” (Sheikh U., 2008) in this journal they explain how to create the customer value proposition that is the tool to use for develop the offering of product to customer and answering the question “Why should I buy from you instead of your competitor?” A well developed CVP has the ability to transfer your target segment’s attention to the distinctive advantages of your product or service, and the reason they should select it (U. Sheikh, 2008). He divided into 5 steps for identify the factor that use for create the customer value proposition as following:

- Customer Identification
- Distinct Advantages
- Measuring Value
- Sustainability
- Competitor Comparison

From this journal, we use the concept of all steps to analyze the factor that effect to decision of Swedish students to study in other country. It help us to easy identify the factors that use for create favor product package to offer Swedish students and create the competitive advantage for universities in Thailand.
From the literatures, we used the concept from them to develop the solution for universities in Thailand can provide the right product, right price, right place, and the best service for Swedish students to increase Swedish students to study in Thailand.

Definitions of customer value proposition vary from simply identifying product attributes to understanding the consequences of consumption experiences: for one customer, “value is low price” and for another “what I get VS what I give” (Zeithaml, 1988). If we would like to create the satisfying customer, in the generic way we should have to sacrifice something to create it, so when customers perceive greater benefits than sacrifices, customer value is created. In this thesis, we will use the Customer Value Proposition to definite the keys dimension of customer value that affect to create the solution to provide to customer and created the competitive advantage to make competence for a company.

On the basis of our framework, we conclude that: (Rintamaki T. & Kuusela H., 2007)

- Identifying customer value proposition begins with understanding the key dimensions of customer value that motivate the targeted customers
- Development of customer value proposition benefits from factors evaluation
- Evaluation of the competitiveness of customer value proposition based on the suitability of the company resources and competencies required for delivering on the proposition to gain competitive advantage.

In the framework, we will use the hierarchically analyze and combined to form a customer value matrix. As well as emphasis on utilitarian value of customer that reflects to Customer Value Proposition. We have four keys dimension of customer value, they are “economic value” (see, for example, Gale, 1994) and “functional value”. The first two dimensions that help to identify the offering to provide to customer and built the atmospheres that persuade customer to buy products. The next one is “emotional value” and “symbolic value” (see, for example, Flint, 2006; Smith and Colgate, 2007). All of the dimensions affect to create the Competitive Advantage of the company.

![Figure 9: A Framework for identifying customer value proposition (T. Rintamaki & H. Kuusela, RJ 2007)](image-url)
As the value progress in Figure 9, the customer's role as a value co-creator increases. This is important from the business perspective, because utilitarian value propositions tend to be more directly related to the core offering, however these is one concept of core offering that have many differentiating and complementing it.

2.4.1 Economic customer value propositions

Define of economic value as the lowest price or the best tradeoff between quality and price (Gale, 1994; Zeithaml, 1988). In the general, the customers try to find the best negotiation between price and quality that make them to be happy; however they have to devote their time to find it. Regarding to this sentence, in the same way of Swedish students who will find somewhere to study, they have to select where they can be provided the best education quality which is worthy to their payment. Price and Quality are the factors to make decision of them otherwise they have another necessary to support a decision to choose where they will study. So if we know the equilibrium of both of them, we will offer the right product on the right price for customer.

2.4.2 Functional customer value propositions

Generally, Sheth et al. 1991, p.160 define functional value as the “perceived utility derived from an alternative’s capacity for functional, utilitarian, or physical performance.” For education, functional value can be defined as finding the right product which is divers’ program education with little time and cognitive effort as possible. If we want to created the functional value for our product, we would associated with product that meet the target customers’ needs, and progresses that increase convenience at different stages of education experience. The effect from offering the right price and right product plus the convenience of progress those help to close up the core demand of customer and help to increase the volume of Swedish student decision to study at university in Thailand.

2.4.3 Emotional customer value proposition

Emotional value can be defined as the “perceived utility derived from alternative’s capacity to arouse feelings or affective states” (Sheth et al., 1991, P. 161). These include enjoying studying with good environment and friends, and seeking more experience or learning other culture. Creating the emotional customer value is accumulated by all of the sensory customers as Carbone (2004, P.165) states, the “discipline of designing experiences blends creativity with strategic rigor, enabling experiences to connect on the customer-defined value in a manageable and sustainable system. Clues are the heart of the system that manages experience, and creating and integrating clues are at the heart of designing experiences.” In education, there may use atmospherics and education system or campus to built emotion of student who interested in study aboard including additional service.

Emotional value propositions can be combined with economic and functional value. For example, we can offer the high education with the new system education plus give opportunity to learn about culture and to find the new experiences; to save cost, to seek novelty, and to enjoy the excite of study at university in Thailand. Including they will provide the best service from their stuff. All of them will help to increase the positive emotion of Swedish student easier to make decision to study at university in Thailand.

2.4.4 Symbolic customer value propositions

Customers who are motivated by self-expressive aspects of attraction appreciate institutes which create symbolic value. According to Flint (2006, P.352), “symbols are special kinds of
social objects that stand for something; they have meaning and when used are intended to convey a shared meaning to a receiver, who incidentally can be oneself. In part of value proposition, symbolic value emphasizes self-expression through socially interpreted codes embedded in consumption. It is like a showing the real vision of your company to the target group and it help to create the positive thinking for customer.

Symbolic value may be combined with all other value propositions. Providing the Best image of university in a distinctively designed course of education at the attractive package; attractive price, attractive course, and attractive environment plus special service in making studying more funny and meaningful, all of them can creates economic, function, emotion and symbolic value. These are the right solution to solve the customer’s problem.

In this thesis, we will use this concept for analyze and descript the customer problem, the product that addresses the problem, and the value of the product from the customer's perspective. To make the Competitive Advantages for Thai’s university that it can compete with the university in other countries and increase standard of Thai’s education closed to the world education.

Regarding to this concept its can help university in Thailand to provide the right product to meet the Swedish students’ needs. Thus we will use this dimension to analyze the right offering provide to Swedish student that can help to increase flow of Swedish students decision to study in Thailand.

2.5 DEFINITION OF TERMS

Customer value proposition: Fulfilling the offer and serving to customer. (Spiller, L. & Baier, M, 2010)

Graduate level: Education in Master Degree Level.

Hofstede : The techniques’ for analyzing the cultural differences between countries which divided into five categories such as power distance, individualism, Masculinity, uncertainty avoidance. (Femandez, D et al.1997).

International Student: In the thesis mean that students who aren't Thai nationality students.

Perspective: Positions from people or group view something such as things, persons, events and countries. (Graumann & Kallmeyer 2002, p.7)

Stereotypes theory: Perceptions and preconceived ideas about other cultures in international markets. Individuals have different preconceived ideas about culture that included religion, food, and the way one thinks. (Tyson, 2005)

Trade deficit: The situation which products or service import more than export. In the other hand the situation which cash in country flow out more than flow in

Undergraduate Level: Education in Bachelor Degree Level.
CHAPTER 3: PRESENTATION OF THE PART OF THE WORLD

3.1 GENERAL INFORMATION RELEVANT UNIVERSITIES IN THAILAND

In the present, the education has more developed in the developed countries such as USA, UK, Australia include EU countries. Thailand also has expedited to develop his education system in the last ten years and now concerning authorities are trying to develop pedagogy to the same level of world class education. Currently Thailand emphasizes on universities students. In this time, Thailand has more than 37 universities that they offer various international programs for international students such as International Master, Ph.D., and other graduate programs. The universities in Thailand have more programs to offering for international student that they offer a good duration and tuition fee of each program. If we compare the expenses including program fees and other living cost in Thailand, than it is proved that study in Thailand is cheaper than most of other European countries and USA etc. Consequently, it is a good for international students to find appropriate courses in Thai universities. The number of international students study in Thailand continues to increase year by year for example; in 2001 with 2,500 people in 2002 increased to 4,343 people and in 2003 with 4,962 peoples. They have been divided into Bachelor Degree 176 peoples, Master Degree graduate 217 people, and Ph.D. 127 peoples.

![Number of International Student studying in Thailand](image)

*Figure 10: Number of International Students in Thailand*

Source: Business of International education' continuing growth in Thailand, 2004

From Figure 10, it presents increasing of number of international students who studied in Thailand in last 2-3 years. It shows the trend of growing of education industry in Thailand that it can predict to this industry will be growth in the future. So we have to improve pedagogy and
facilities to support the growing of business and number of international students to come to study in Thailand in the future.

3.2 THAI EDUCATION POLICY

Higher education is defined in the plan developed by The Commission on Higher Education (CHE), Royal Thai Ministry of education. Duration of the higher education development plan (2000-2014) in long term development that this plans focuses on international higher education. Nowadays, Thailand has a ninth development plan (2002-2006) with the following important policies as following:

1. Focuses on the development of both technical qualities that it essential to the country and occupation. To development the local industry including the development of higher education. Moreover try to add ethics and moral for the new generation to create competition in the country.

2. Develop knowledge of the local and support research and innovation to support communities and countries to maintain economic and environmental to provide greater stability. The higher education plays a critical role in solving the country’s crisis and to promote Thailand as a center of education in the region.

3. Focused on creating a good foundation for local and the community to support confidence and their responsibilities to cope with changes in the world.

4. Focused on improve management level in both public and private to provide the flexible of management and increase efficiency and quality of the higher education to use for dealing with political and economic changing technology.

From this policy, it will support the education industry of Thailand to develop in the world standard education and go to the center of education in this region.

3.3 THE COST OF LIVING IN THAILAND & AGREEMENT

In Thailand has cost of living, accommodation, transportation is cheaper than other countries. Furthermore, it is easy to find everything that you want especially in Bangkok including you can learn about new culture in a low budget. The relationships between different categories of goods are different than they might be in other countries. The reader can find the overview of average salaries in different jobs in Appendix C). Although a few years old, the income didn't grow too much until today.

In present, many Thai universities have agreement with international universities in Sweden for example Chulalongkorn University, King Mongkut's University of Technology Thonburi-Thailand; they have a partner of Lunds University in Sweden. In case of Mälardalen University has signed agreement with four universities in Thailand such as Bangkok University, Rangsit University, Mahidol University and Rajamangala University of Technology – Krungthep. It is the way which universities in Thailand collaborate with other universities in developed countries to improve the education system and exchange knowledge between universities.

All of above factors support the Thailand's education industry that they help to created the high standard of education and attractive to the international student especially of Swedish student to go to study in university in Thailand in the future.
CHAPTER 4: METHODOLOGY

This section describes the research methodology that we have used in this thesis. However, it also includes the detail of the theories that have been used in data gathering from different sources to support this thesis. Furthermore, this section reflects some information about choosing the thesis topic i.e. “Understanding Swedish students’ perspective in decision to study at University in Thailand”.

4.1 COLLECTING INFORMATION

After choosing the topic “Understanding Swedish students perspective in decision to study in Thailand” for our thesis, we have combined to use both of primary data and secondary data to conduct this thesis. For the primary data, we collected data by semi structured interviews via face to face, e-mail and telephone. In case of interviews that we have conducted with different students and workers to gather data, some of them are still studying and some of them have graduated from Thai universities, Our one interviewee is working in Thai organization. So, with them face to face interview was not possible hence we have used some electronic means of communication to contact them. In this regard, we have conducted interviews with seven persons. Four interviewees are students who had been studied at universities in Thailand and three interviewees are working with International Student Affairs at different universities in Thailand.

Interviews with officers

We started the first interview with director of the Center for International Student Affair on March 20, 2009 by telephone. We have conducted another interview with officer of International Liaison Officer at Mälardalen University, Sweden by face to face on 13 May, 2009. Finally, we conducted the interview with officer, who is working at Rajamangala University of Technology by email on 16 May, 2009.

Interviews with students

We have conducted interviews with students who studied at universities in Thailand from May 4 to May 9, 2009 via face to face, e-mail and Skype.

For the secondary data, we used books, articles, journals, and academic websites to support our thesis achieving validity and reliability. But the major information that has been used in analysis is come from 7 interviewees.

4.1.2 Primary data

Primary data is main source that is used in analysis during our thesis. We divided the respondents into two groups. The first groups are four Swedish students who studied at universities in Thailand. The second groups are three persons who involved with Swedish students who study in Thailand such as a director of the Center international Student Affair at university in Thailand and course-coordinator of MDH University. The instruments to collect data we used semi-structured interviews via face to face, e-mail and telephone. It means that we use the conceptual framework described in chapter 2. This theoretical framework helped us to conduct interviews and has supported many activities like open-ended questions with respondents to achieve the flexibility (Fisher 2007, p. 158).
The interview questions for the students who went to study at universities in Thailand gave reliable and necessary information to cover the conceptual framework from chapter 2 which we determinate already. After our supervisor approved the interview questions, we started interviews with respondents between on 4-16 May, 2009.

**4.1.2 Secondary data**

We have used different books, journals and some academic websites as a secondary source for gathering data and to support our thesis to enhance the creditability. Furthermore, we take care of using data that is more reliable and valid and also comes from reliable sources.

**4.1.3 Validity and Reliability**

To gain validity and reliability in conducting this research, we have used both of primary data and secondary data in this thesis. By the primary data, we used semi-structured interviews and depth interviewing to gain data. We decide to use the primary data to be the major source of this thesis. The four interviewees are the Swedish students who have direct experience to study at universities in Thailand and three interviewees who have experience to work with International affairs departments at different universities in Thailand and in Sweden. To achieve the validity of data, we used valid and reliable sources of information. We have used only reliable databases like ebrary (An electronic book collection of over 30,000 titles from over 140 different publishers) and ERIC CSA (World’s largest source of education information. Journal articles on education research & practice) and ABI/Inform (Information on advertising, marketing, economics, human resources, finance, taxation, computers etc) brought by Mälardalen University. Finally we have used peer reviews and informants review method to extend the validity of information that we have presented during our research.

**4.2 ANALYSIS OF INFORMATION**

For primary data, we used open-ended questions to ask from our interviewees. In the topic of interview questions, we cover all topics in conceptual framework such as Stereotypes, Hofstede, marketing mix and customer value proposition. Hence this information is useful for deep understanding of Swedish students to analyze their needs to improve the education system at universities in Thailand to attract international students especially Swedish students. Secondary data that is gathered contains quantitative data about number of international students studied at universities in Thailand and their growth rate at Thai universities. For qualitative data such as the top five universities, faculties, nationalities which international students study at universities in Thailand.
CHAPTER 5: FINDING AND ANALYSIS

We got the number of Swedish students who had been studied at universities in Thailand during session 2007-2008 from international office in Mälardalen University. The total numbers of Swedish students are nineteen students who had been studied at universities in Thailand as exchange students. The universities that mostly Swedish students go to study such as Bangkok University International College, Rangsit University and Rajamangala University of Technology-Krungthep, Mahidol University etc. In this chapter, we have presented information regarding to different wrote and discuss case by case.

5.1 PRECONCEPTION OF UNIVERSITIES IN THAILAND

Preconception occurred from the information which reference group of people is talking about and you trust on them. For the interviewees who gave ideas about universities in Thailand on our research; somebody said that she got information about universities in Thailand from previous students who had been studied at universities in Thailand and some interviewees said that they got information via internet. So, in this case people have preconceptions based on the information that they have received. It may be positive or negative depends on the information sources and reference groups.

Two of interviewees had negative preconception ideas about studying at universities in Thailand and the rest of interviewees had positive idea before study at universities in Thailand. Table in below shows the preconceptions of all student interviewees about universities in Thailand before they go to study.

<table>
<thead>
<tr>
<th>Case</th>
<th>Preconceptions with Universities in Thailand</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Advance technology</td>
<td>Very difficult in term a lot of assignment.</td>
</tr>
<tr>
<td>2</td>
<td>Easier more than Sweden</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>A little bit hard in term of a lot of task.</td>
</tr>
<tr>
<td>4</td>
<td>Education is good</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 3: Preconception of Swedish Students toward Universities in Thailand

Case 1

The first interviewee had studied for first six months in private university (Bangkok University) and next six months in government university (Rajamangala University of Technology-Krungthep). The first interviewee had preconception about universities in Thailand before go to study that "It was very difficult in term of a lot of homework and universities in Thailand was high level of education as well as advance technology." So this kind of preconception makes the students hard to decide to study at universities in Thailand. On the other hand such preconception is a good for students to prepare them mentally to study in such environment where they have a study work load. Additional preconception about high level of education and advance of technology will be good to persuade international students come to study at universities in Thailand.

Case 2
The second interviewee had experience to study in private university (Bangkok University) for six months. The second interviewee had preconception about universities in Thailand before go to study that “Studying at universities in Thailand is easier more than Sweden.” We had opinion those students who had preconception like this they didn’t put the full efforts to study because they thought that it isn’t difficult to pass the examination so it was hard for them to get the very good grade.

**Case 3**

The third interviewee also had experience to study in private university (Bangkok University) for six months. The third interviewee had preconception about universities in Thailand before go to study that “It is a little bit hard and difficult to study at university in Thailand”. So, we have opinion like the case 1 that it is good for students to prepare themselves to study hard in this environment.

**Case 4**

The forth interviewee also had experience to study in private university (Bangkok University) for six months. The forth interviewee searched information about Bangkok University via internet by had preconception about universities in Thailand before go to study that “Universities in Thailand especially Bangkok university was good”. Then we thought like case no 1 that it was a good advertising to persuade international students come to study at universities in Thailand.

Moreover, all of the interviewees had positive preconception about Thailand that it is a nice country, warm weather, have the beautiful beaches and people are friendly.

**5.2 CROSS CULTURES PERSPECTIVE**

**5.2.1 Hierarchy between teachers and students**

Our interview questions are about the relationship between teachers and students compare between Thailand and Sweden to four interviewees. The relationships between teachers and students in Thailand have a hierarchy then it refers that the power distance between people are inequality for example Thai students should respect teacher, the children should respect their elders ones and they should obey their parents and teachers as well as. The employee can’t disagree with their boss as “Boss is always right”.

In case of education almost Thai education system is one way communication or so called “teacher center”. In the school teacher don’t let student to think out of box and students should listen and obey what teachers teach them in classroom. Consequently, when they grow up and study in the universities they are not used to face the audience and shy to speak up in front of their classmates. Furthermore, this attitude takes them away from creative thinking. On the other hand power distance has benefit in term of the planning rapid to change. For example Dean of faculty at universities in Thailand, if he wants to suggest a text book for any specific course then he can ask the teachers to follow that book and in this case teachers have to follow his order. On the other side of picture in Sweden, Dean of faculty should ask the professors and if professors approved then changes are applied. For Hofstede G. 2006 mention in the schedule above that Thailand is high score of power distance (64) more than Sweden (31). It is association with data from four interviewees as following:
Case 1

The first interviewee had opinion about relationship between teachers and students in Thailand and Sweden that “The relationship between teachers and students, it is different compare to Sweden. In Thailand, The first interviewee met that long relationship should be respect and call teacher or “Ajan”. But in Sweden you can talk with teacher like anyone that you talk like your friends.”

Case 2

The second interviewee had opinion same as the first interviewee that “In Thailand students should be respect when students talk with teacher. But in Sweden, students can talk with teacher like anyone that you talk like your friends and you can call teacher with the first name. For example in high school in Sweden students is a small group in one room so relationship between students and teachers very close but in the university in Sweden, it is a big classroom about 100 students or more than this so the relationship between teachers and students may be isn’t very close like in high school but teachers in Sweden isn’t strict too much like teachers in Thailand.”

Case 3

The third interviewee mentions about the relationship between teachers and students in Thailand and in Sweden, it is similar with two cases above that “It is a little bit different when compare to Sweden. In Thailand students should be respect and call teacher or “Ajan”. But in Sweden you can talk with teacher like anyone that you talk like your friends and you can call teacher with the first name. So it looks like in Sweden when she talks with teacher then she feel more relax than Thailand. As well as in Thailand have a hierarchy and more strict between teachers and students.”

Case 4

The forth interviewee said that "The relationship between teachers and students in Thailand are formal and kept separate from students but in Sweden are informal between teachers and students. As well as in Thailand use title “Ajan” but in Sweden students can call the first name of teacher”

5.2.2 Social Attitude

The benefit of collectivism is the person concern about other people in society for example in school situation if students who are clever in classroom will be collectivism person, they will help other classmates to pass the exam. On the other hands if the students who are clever in classroom are individualism, most of the time they don't help other friends to prepare for exam and they will prepare the exam by themselves. If in classroom have a lot of collectivism students, the climate will be full of competition and no solidity. Another one example collectivism in term of Thai family, Almost daughter or son will be take care their parents when their parents old but in the individualism society after the children are eighteen years old, they are independent and they can decide what they want. Consequently, individualism tends the social values of society weak and weak. The collectivism is a good example which Thailand should preserve and introduce other countries.

For Hofstede G. 2006 mention in the schedule above Sweden is higher score of individualism (71) more than Thailand (20). Swedish people are high individualism more than Thailand so Swedish people tend to prefer to work alone more than work as a group but the data from all interviewees would like to work as a group so the Hofstede isn't appropriate for this case.
We asked about the experience of Swedish students about experience to work as a group compares between Thailand and Sweden and following cases covers this idea in more detail.

**Case 1**

The first interviewee said that "It was difficult, then it had problem about languages and culture. In Bangkok University, working in a group, the first interviewee didn’t face any problem. In Rajamangala University almost students didn’t speak English very well and many Thai students prefer to work as the last day of the dead line but in Sweden students prefer to do work a little bit every day and try to finish their work on time. Some of my friend had to do job after finished class. Sometime The first interviewee work as a group it is difficult but working in a group can help you to know about you had done in the right way.”

**Case 2**

The second interviewee mention about work as a group as following "It was difficult because of languages. Some of Thai students didn’t speak English so hard to communication and hard to understand then some students didn’t work because they didn’t understand English. Work as a group in Sweden ,it is smoothly more than Thailand because everybody spoke in the same language but the problem is someone do a lot and someone do a bit but the second interviewee would like to work as group because I can crosscheck ideas with her friends and get ideas with each other.

**Case 3**

The third interviewee notices that "It was difficult and it had problem about only a little bit in languages. Furthermore somebody can’t speak English. The part of culture it is same in Sweden because in sometime she met someone work a lot and someone a little bit work. She prefer to work as group.”

**Case 4**

The forth interviewee refer that "It was difficult to work between Thai and western students before we knew each other’s cultures. Western students had different ways of writing, Scandinavian have more experience expressing in English and writing separate texts with own views and referencing to author’s .In her opinion she would like to work as a group”.

The following table summarizes the ideas of interviewees in regards of “working as a group”.

---

25
<table>
<thead>
<tr>
<th>Case</th>
<th>The opinion to work as a group</th>
<th>Prefer to work as a group or individual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Thailand</td>
<td>In Sweden</td>
</tr>
<tr>
<td>1</td>
<td>Difficult because of languages and culture different.</td>
<td>Easy because of same languages and culture.</td>
</tr>
<tr>
<td>2</td>
<td>Difficult because of languages but same behavior.</td>
<td>Smoothly because everyone speak same languages.</td>
</tr>
<tr>
<td>3</td>
<td>Difficult because of languages but the same behavior.</td>
<td>Easy because of same languages. Similar in behavior.</td>
</tr>
<tr>
<td>4</td>
<td>Difficult because of culture.</td>
<td>Easy because of same culture.</td>
</tr>
</tbody>
</table>

**Table 4: The opinion to work as a group**

5.2.3 **Expectation of Achievement.**

The data from interview with four interviewees shows that Swedish students think that almost they are high ambition level and have high career goal. And three of student interviewees thought that the Thai students have the level of ambition depend on the status of family. In Thailand, almost the students who come from the rich family, they low level of ambition and don’t worry about career goal and their future. On the other hand students come from poor family, they have high level of ambition for study, try to get the good grade and set the high career goal in the future. From the interview data Swedish student’s high masculinity which it isn’t the same as Hofstede said that Sweden country is low score of masculinity(5).And Thailand tend to be low masculinity which isn’t the same as Hofstede said that Thai people are high score(34). So Hofstede theory is not appropriate in this case.

We asked the questions about the ambition level of Thai students compare to Swedish student. Following cases explain their idea with more depth.

**Case 1**

The first interviewee said that “*She thought that in Thai students the ambition level depends on the social class of their family. For example many students from Rajamangala University had a good ambition level because many friends came from the poor family so they worked hard to get the good grade but in Bangkok University almost students come from the rich family, they paid a big amount of tuition fee so many students didn’t good ambition too much because they can get a good job easily. In Sweden almost people are middle class, they didn’t pay the tuition fee when they came to the school, and everybody have a same option in their life then Swedish students have an ambition level. Swedish student come to school because they would like to go to the school. It is not because they had to come to the school so Swedish student have an ambition level in different kind of way.*”
**Case 2**

The second interviewee who student at private universities mention about “Some Thai students no has ambitions to get the good grade because she met some Thai students talking in classroom, read comic books and sleeping in classroom but some Thai students are high ambition almost who get the scholarship. In Sweden, students who go to the classroom because they would like to go to school so almost students pay attention for study in classroom and another reasons some Swedish student use the student loan for studying for pay rent accommodation, living expense everything of themselves. If they don’t pass the course, in next month they couldn’t get money so they high ambition to get a good grade.”

**Case 3**

The third interviewee who had been student at private universities notices that “Thai students that she met no has ambitions to get the good grade because she met Thai students sometime speaking on mobile phone, read comic books and sleeping in classroom. Some Thai students are high ambition. In Sweden, almost students are high ambition level and another reason some Swedish student use the government loan for studying to pay rent accommodation, living expense. After that they that they had to pay money back. If they aren’t work hard for study, they can’t get the good job. So she would like to say the Swedish student’s higher ambition and she never had seen friends in Swedish slept in classroom, read comic books or talked in classroom.”

**Case 4**

The forth interviewee who had been studied at private university refer that “In general the rich students did not pay attention in class such as speaking on the phone while scholarship students were very ambitious. In exams the Thai students performed well.”

Table given below reflects the information about “ambition level” comes from interviewees.

<table>
<thead>
<tr>
<th>Case</th>
<th>Ambition Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thai students</td>
</tr>
<tr>
<td>1</td>
<td>Poor family: high</td>
</tr>
<tr>
<td></td>
<td>Rich Family: low</td>
</tr>
<tr>
<td>2</td>
<td>Almost Low</td>
</tr>
<tr>
<td>3</td>
<td>Almost high</td>
</tr>
<tr>
<td>4</td>
<td>Rich Family: Low</td>
</tr>
<tr>
<td></td>
<td>Scholarship: high</td>
</tr>
</tbody>
</table>

**Table 5: The opinion involves ambition level**

**5.2.3 Perspective**

Data that we have collected about the “career path” from our interviewees, we are not able to conduct comparison between Swedish and Thai students because it’s not enough to accomplish this task. Only the three of interviewees have plan about future career for 1-4 years. In our
opinion long term orientation is a good for planning without long term orientation people think only present or past so people don’t set the goal before implementation. Therefore it is quite difficult to reach the goal in the future. Whenever the persons have plan and set the goal then they prepare themselves to reach the goal.

We asked question about how they think about career path and if you are Thai student, how do you think about career path?

_Case 1:_

The first interviewee said “For Thai students, she didn’t sure about how Thai students think about career path and Thai students who have a high ambition level they will plan to be high position in their career path. For her case she would like to work with a big company to learn many things and may be in 2-3 years after that she would like to become the manager.”

_Case 2:_

The second interviewee mention about “When she took English of business propose course, she observe that many Thai students studied in this course may be they would like to be the own business. In her opinion she said that now hard to get job is Sweden but she would like to be accountant. In Sweden she taught with her friend, they would like to be officer, no one would like to be the head manager.”

_Case 3:_

The third interviewee notices that “For Thai students, she thought that some people would like to be high position in their career path. But some people don’t think about the career path. After she graduated from Bachelor Degree, she worked as a advertisement Sale at newspapers company in Stockholm for 2-3 years ago. After she got training programs to learn about business development, marketing she will become Marketing Advice, and she hope to be management group and marketing manager also.”

_Case 4:_

The forth interviewee refers that “She try to be in an environment where she can grow and learn new things. She want to make decent money doing something she enjoy it”.

Table in below represents some highlights about “career path”.
<table>
<thead>
<tr>
<th>Case</th>
<th>How do you think about career path?</th>
<th>Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Should be get high position in career path.</td>
<td>Start to work with big company after 2-3 years would like to be the manager.</td>
</tr>
<tr>
<td>2</td>
<td>Continue to work in family business.</td>
<td>Start to work as assistant accountant after 3-4 years promote to be high position in accountant</td>
</tr>
<tr>
<td>3</td>
<td>Some Thai students would like to work at high position but some didn't think about career path in the future.</td>
<td>Start to work as Sale after 2-3 years promote to be Marketing advice after that get promote to be manager.</td>
</tr>
<tr>
<td>4</td>
<td>No answers</td>
<td>Would like to be in an environment where I can grow and learn new thing.</td>
</tr>
</tbody>
</table>

Table 6: The opinion about career path

5.3 HOW UNIVERSITIES IN THAILAND SHOULD IMPROVE THEMSELVES?

The last part of finding is the important part in order to find out product package offer international students especially Swedish student. We found many areas that universities in Thailand should improve the function to increase flow of international students go to study at universities in Thailand from interview data. Some major problems that we have found are the method of teaching, internet services and lack of information on website and it is also found that most of websites have no English vision, so it is hard for international students to get information. The minor problems are classroom condition and some other problems like traffic problems during rush hours.

First major problem is method of teaching that is one way communication in classroom so called “teacher center” that comes from high power distance in Thailand as discussed in early section. The second problem is lack of services like internet, availability of computer resources for students in government universities due to limited budget allocated for educational departments by the Thailand government. The following table identifies some major and minor problems faced by universities in Thailand according to interviewees.
Figure 11: How university in Thailand should improve them?

The data collected from two groups; the first group is four students who had been studied in Thailand and the second group is three persons who work in universities both in Thailand and in Sweden. We ask the questions about "What pedagogy Universities in Thailand that you are mostly like and dislike?" to the first group. The answer as following:

Case 1

The first interviewee answered that "She mostly like some student services such as in the university there is a shop which provides the goods like stationary very cheap. For the things which She mostly dislike is teaching method which the students can’t say the bad word such as she don’t agree with you because of long relationship about teachers and students in Thailand. She thought that it is difficult to solve because the problem is part of culture."

"Once she faced a problem in Rajamangala University that there were not enough computers for students and only two computers were of working condition but the internet band width was very small thus information retrieval from internet was very slow. At Bangkok University, there were a lot of computers, but there are also a lot of students. As well as she observed that in Thailand internet bandwidth is very low as compared with European countries”.

Case 2

The second interviewee noticed that “She mostly like sport facilities such as fitness, gym, basketball, volleyball and staff have a service mind is available at Bangkok University. But in MDH don't have sport facility like Bangkok University. As well as in the class room, sometime is very cold and can’t adjust because they set the same in the whole building.”

Case 3

The third interviewee mentioned that “She mostly like in student service such as in the university have shop which provides a good and copy service with very cheap price for students. In Thailand, She didn’t do copy for documents by myself when I ordered for copy then they did for me but in classroom sometime is very cold.”
Case 4

The forth interviewee referred that “She mostly like cafeteria at Bangkok University with cheap wonderful food was the best! Nice campus outside but some teachers did not stick to the subject very well. They did not have the knowledge about subject or chose to say something else.”

For the second group, we asked “Do you have some feedback of Swedish students who had been studied at universities in Thailand?”

Case 5

The fifth interviewee has worked at Assumption university of Thailand as Director of the Center for international Student Affair. The fifth interviewee answered that “Swedish students dislike the method of teaching. They had complained about the teacher only give them the lecture and no activities to participate. But mostly Sweden people came to Thailand to traveling more than studying especially goes to the beach. As well as someone said that “Thailand is the most beautiful beach in the world.”

Case 6

The sixth interviewee has worked as office of Liaison Office in Mälardalen University. The sixth interviewee gave the information about feedback of Swedish students who had been studied at universities in Thailand that “Somebody said that it isn’t enough information about universities in Thailand and almost information in the internet provide in Thai language. Moreover only few people in Thailand can speak English language. Additional in Bangkok which is a capital city most of the time traffic jam. But mostly students said that Thai people are very nice, friendly and hospitable people that try to help other people. And living expense in Thailand is cheap more than Sweden; use smaller budget for study in Thailand. Also Thailand is a beautiful country for travel because have many beautiful beach, mountain there.”

Case 7

The seventh interviewee has worked at Rajamangala University of Technology as officer of international Students Affair. The seventh interviewee answered that “Most of them feel happy to have a chance to study at the university and they will tell their friends about the exciting experiences and cultural diversification from the eastern world.”

Universities in Thailand had to improve the major problems to become high standard of education in the low budget. Thailand has many factors to support local universities because of low living cost, transportation and traveling cost.

Nowadays universities in Thailand provide the diversify faculty more than sixty courses for international program in wide range of academic fields such as business administration, architecture, biotechnology, engineering (nano, aerospace, manufacturing engineering), medicine, nursing, law, hotel & tourism and so on(StudyinThailand,2009). Moreover, Thailand also has a good environment to support international students to go for study in Thailand. Therefore Thai people should maintain many things which it has already such as Thai culture, Land of smile and the most beautiful bench in Asia in order to attract international students come to study in Thailand. As so far international students came to study at universities in Thailand participates in some other activities along with study such as traveling around and learning Thai culture. In foreign perspective especially Swedish people have a good image about Thailand in terms of travelling but in terms of education still some improvements are needed in many areas for example teaching method, communication skills of teacher and good command on English language to promote the quality education,
In the final part of this chapter we tried to create the product package for universities in Thailand. We think that it needs supporting from top management at universities in Thailand to use it for renovation their policies to attract international students, especially Swedish students in the future. A product package that is shown in figure 11 is created after analysis the Customer Value Proposition, Marketing Mix emphasis in Product, and the result of interview to combine them together and create about product package.

In the Customer Value Proposition theory we divide the customer value into four elements first is economics, functional, emotional, and symbolic. They interpret from need of Swedish students that we use them to create the competitive advantage of the product for universities in Thailand.

![Product Package](image)

**FIGURE 12: FRAMEWORK OF PRODUCT PACKAGE**

We analyze in each dimension of customer value base on performance of universities in Thailand. These dimensions are explained below:

1. **Economic dimension:** It explains about price and quality of product that is used for making decision for customers. University in Thailand will try to develop the education system for international students, you can see in Appendix. As cost of study is cheaper than other countries, so if universities in Thailand offer the low price plus high standard of education. We can make the competitive advantage for this dimension.

2. **Functional dimension:** It explains about how to associate with product that meet the targeted customers’ needs, and progresses that increase convenience at different stages of education experience. Regarding to the data of program in Thailand in Appendix, now universities in Thailand have provide many programs to the international students and have more channels to find the data of each course. We think that it is a good way to create the functional dimension for customer value.

3. **Emotional dimension:** It explains about how to create a good emotion for international students. For this dimension we think that Thailand has many things that help universities in Thailand to create the good image such as good environment for studying, traveling, learning culture, and making friends. So it is the competitive advantage for Thai’s universities to attract international students.

4. **Symbolic dimension:** It explains about how to create the good image of universities in Thailand. In this case we think it is a good way for universities in Thailand to collaborate with universities in other countries to improve the education system and teaching methods. Regarding to some of universities in Thailand has made
agreements with some Swedish universities to go for globalization and improve education infrastructure with their collaboration.

After that we used analysis the secondary data and the primary data from interview to create the product package. We understand in deep detail that what Swedish students need to create the favor product package.

![Product Package Diagram]

**FIGURE 13: PRODUCT PACKAGE**

From the Figure 13, we created the product package by offering the three main factions as following:

1. **Flexibility for international program**: This element provides the flexible schedule for international students that they can change schedule that suits them depending on situation. Furthermore, provide Thai culture courses for international students to international students who would like to learn about Thai culture.

2. **High standard facilities**: These elements provide a good accommodation, library, computer labs, and sport facility for student.

3. **Enough information about universities in Thailand**: This element provides the quick and easy to access the information of course available for international student such as tuition fee, course syllabus, duration, how to apply for international student, how to apply student visa, and so on. This package provides all of activities that students have to do as an “all in one package” for international students.

After we create the product package for universities in Thailand, it will be successful or not depend on performance of universities in Thailand. We believe that if universities in Thailand will provide this product to international students especially Swedish students and do the right way that our suggestion, it will help to attract Swedish students.
CHAPTER 6: CONCLUSION

6.1 CONCLUSION

Our research reveals the solution of main problem that Thai students go to study aboard in larger number while Swedish students come to study in Thailand much smaller number. Therefore, Thailand has an imbalance of exchange students. Our research reveals the factors and issues behind this imbalance situation. Furthermore, our study will be helpful in order to increase international students especially Swedish students come to study at universities in Thailand and to reduce imbalance of exchange students in Thailand by better understanding of Swedish students needs.

However in term of education, we found that some students have preconception about study at universities in Thailand like as: have to do a lot of assignments on the other hand some students express that it was easier in Thailand than European countries. Obviously, they have opinion about relationship between teachers and students that Thailand has a long relationship between teacher and student. While in Sweden this relationship is very close. This is also confirmed by the Hofstede that Thailand have more distance relationship between teachers and students. To be very rational, it’s a true fact about teacher and student relationship. Swedish students also found number of problems regarding culture and languages in the group study. However, all the interviewees still prefer to work in a group of people from different cultures and new nuances from Thai students. Our research can't confirm Hofstede view that Swedish students are highly individual than Thai students, because in our case we found that Swedish students also prefer to work in group than individually. Our research also found that the Swedish students are more curious and intend for achievement than Thai students. We also found that Swedish students are more ambitious than Thai students and they also have long term orientation but Thai students have shorter term orientation.

Our research disclose that universities in Thailand using deflection pedagogies like lacking skills of communication and the computer labs should be updated as students find out that computer resources are not enough for students and most of the computers in labs are with very low configuration. We also noted that international students complain about the information resources. It is noticed that most of the information on internet is having only one version that is Thai version and it is difficult for them to read and understand it. However, if the information is not in English it is not interesting for international students. From our case studies we came to know that student service department isn't effective for students in Bangkok University. Most of the time students complain about their study environment especially of classroom that air-condition system can be adjustable from inside the classroom. So sometimes they have to face some bad experience of very cold. On the other side of the picture we noticed from our secondary information resource that universities in Thailand offer many of international courses and programs. Furthermore, cost of living, transportation, traveling is low and people are friendly. In addition Thailand has a better environment that presents a unique culture.

6.2 FUTURE RESEARCH

However, we have studied only four perspectives of students from Mälardalen University toward Stereotypes, Hofstede and Customer value proposition. We might have lack of perspective of students on other universities in Sweden to compare with perspective of Mälardalen University students, which can be helpful for deep understanding of perspective of Swedish students in decision to study at Universities in Thailand.
Additional, we only have studied small group of Mälardalen students who had studied at Universities in Thailand and small group of officers who work with international students at universities in Thailand and Sweden. Therefore, we would like to recommend future researchers that might be beneficial by conducting interviews with large number of groups including both students and professionals so that it can be applied for whole population. Moreover, we only have time to conduct the interview for 2 weeks by face to face, telephone, e-mail and Skype so we would like to recommend future researchers to take a long time to study and use face to face for interview for deep understanding of their emotions.

6.3 RECOMMENDATIONS TO UNIVERSITIES IN THAILAND

1. There is not only one source of knowledge that students can learn only in classroom as in most of the Thai universities follow. Along with classroom universities should give opportunity for international students to go outside to visit different companies such as small company, big company, Government Company and private company for better understanding about the studied subject and Thai culture. These means of teaching can be helpful to attract international students.

2. Universities in Thailand should take the opinion about pedagogy from Swedish students in academic plan to create the favor product package for international students especially Swedish students.

3. Universities in Thailand should put group of Swedish students with high active students so they don’t feel that in the same classroom there is a different environment.

4. Universities in Thailand should have campus in outside city to reduce traffic jam in the city.

5. Grievance section of universities of Thailand should be improved.
REFERENCES


Donnelly, J.H. and Geor ofe , W.R.(Eds), *Marketing of service, America Marketing Association, Chicago ,IL*


<http://www.grahammanagement.com/Things_GMG_Articles_Execute_Value_Proposition.xpg>


Hinton P, 2000, ‘Stereotypes Cognition and Culture’ Psychology press, USA.


‘International study in Thailand 2007’, Posttody newspaper view on 23 Mar 2009,  
<http://www.citiservice.net/forum/index.php?topic=4931.0;prev_next=prev>


Marketing and 7Ps 2005, Knowledge Hub, The Charter Institute of marketing, UK

Miller, A.G. 1982, In the eye of the beholder: Contemporary issues in stereotyping. New York: Praeger


Onelap P. 2007, ‘Capture direction international education 50 th for international student study in Thailand’ Daily Manager vol. 9.no.1055 p.6 viewed on 23 Mar 2009 ,
<http://gotoknow.org/blog/talk2u/8220p8>

R.G. Srinivasan, 2004, Creating Customer Value, viewed 5 Apirl, 2009,  


<http://ep.bib.mdh.se:2086/V/7XYRBQQH8X4152XVM6C47NY26L8SN41366jYG5FT6AJ28PF7DJ030997?func=quick3&shortformat=002&set_number=000839&set_entry=000001&format=999009, >

Stangor C, 2000, Stereotypes and Prejudice, Psychology Press, cop.UK
‘Thai students choose Mälardalen University 2009’, mdhnew view on 18 April 2009
<http://www.mdh.se/news/news_archive/1.19093>

‘Thai education Policy, 2008’, viewed on 10 May, 2009
<http://studyinthailand.org/study_abroad_thailand_university/thai_higher_education_policies.html>

Rintamaki T.& H. Kuusela, RJ 2007, Identifying competitive customer value proposition in retailing, viewed April 5, 2009
<http://www.emeraldinsight.com/Insight/viewContentItem.do;jsessionid=431A13F289F7FFD9A4F42E28276F94EB?contentType=Article&contentId=1640523

The advantage/disadvantage of semi-structured interviews, n.d. view on 18 April 2009 <http://old.gold.ac.uk/tmr/reports/aim2_madrid1_t1.html>


U. Sheikh, 2008, 5 Steps to Write a Customer Value Proposition, viewed April 5,2009
<http://www.usmansheikh.com/strategy/5-steps-to-write-a-customer-value-proposition>

‘Value Proposition, 2008’, Investopedia, viewed 5 April, 2009,
<http://www.investopedia.com/terms/v/valueproposition.asp>

BIBLIOGRAPHY

Dr. Somausa Nakasint, Director of the Center for International Student Affair at Assumption university of Thailand.

Charlotta Edlund, General information for MIMA students: School of Business, Mälardalen University in Sweden.

Johanna Frosström, International Liaison at Mälardalen University in Sweden.
## Appendix A: Time Table

<table>
<thead>
<tr>
<th>Task</th>
<th>March, 2009</th>
<th>April, 2009</th>
<th>May, 2009</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W 12</td>
<td>W 13</td>
<td>W 15</td>
<td>W 16</td>
</tr>
<tr>
<td><strong>Study on Thesis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define the topic &amp; Research question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2: Submit proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literature Study</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature search &amp; reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1: Posting Thesis on Blackboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1: Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data Collection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft and approval interview questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducting Interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved data from interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2: Posting Thesis on Blackboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2: Presentation &amp; Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Finding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM3: Posting Thesis on Blackboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM3: Presentation &amp; Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion &amp; Recommendations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peer Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM4: Posting Thesis on Blackboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM4: Presentation &amp; Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submitted final Thesis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

QUESTIONS OF INTERVIEW

These following questions are used for our research study entitled "Understanding Swedish students' perspective in decision to study in Thailand" for accomplishment of Master's Degree in international Marketing faculty, School of Business, Mälardalen University.

All interviewees' information is essential and valuable for our study. We appreciate your kindness and your cooperation, and for providing valuable time and effort in answering the questions.

Thank you

Adthawat Rattanalertthada

Kanokkan Choolirat
A: Interview questions for students

Part 1: Demographic Data.

- Name-Surname of interviewees
- Age
- Sex
- Education level
- Name of current university
- How long did you study at university in Thailand?
- Name of university which you studied in Thailand
- What faculty you studied at university in Thailand?

Part 2: Concern with four conceptual frameworks.

- What do you have ideas about Thailand before you went here?
- What you expected about education system at university in Thailand?(Focus on method of learning, facility, lectures and environment)
- Why you decision to study at university in Thailand?
- How do you think about distance between teacher and student in Thailand society?
- Did you have experience about group work, Thai community or party in Thailand?
- How was it?
- What is the core value of Thai society in your opinion?
- Do you think Thai society is high or low level of threat of uncertainty?.
- Do you think almost Thai students would like to plan for the future?
- What do you think about Thai education system?
- Suppose that you are Head of Institution in Thailand, What you will do to increase flow of Swedish students study at university in Thailand?

Thank for your cooperation

B: Interview questions Person who work with international student in Thailand & Sweden

Part 1: Demographic Data.

This part concern about

- Name-Surname of interviewees
- Age
- Sex
- Education level
- Position
- Responsibility
- Where is the university that you work with?

Part 2: Information to support research question

- How many Swedish students study in university in each year?
- What nationality the most study in your university?
• What the reasons which Sweden students decide to study in university in Thailand?
• Do you have some feedback of Swedish students who used to study in university in Thailand?
• What strategic to increase Swedish students decide to study at university in Thailand?

Thank for your cooperation
## APPENDIX C

Schedule of interviewees – who studied at university in Thailand

<table>
<thead>
<tr>
<th>Case</th>
<th>Name-Surname</th>
<th>Contact /place</th>
<th>Date of interview</th>
<th>Time</th>
<th>Semi-constructed interview via</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ms. Lea Kimpele</td>
<td>Skype: Leakimpele</td>
<td>5 May 2009</td>
<td>12:00-12:50</td>
<td>Skype</td>
</tr>
<tr>
<td>2.</td>
<td>Ms. Petra Edoff</td>
<td><a href="mailto:Petra.edoff@mdh.se">Petra.edoff@mdh.se</a></td>
<td>8 May 2009</td>
<td>8:00</td>
<td>E-mail</td>
</tr>
<tr>
<td>3.</td>
<td>Ms. Sofia Vesterlund</td>
<td><a href="mailto:sosso_nr14@hotmail.com">sosso_nr14@hotmail.com</a></td>
<td>7 May 2009</td>
<td>10:00-11:00</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>4.</td>
<td>Ms. Sofia Olsson</td>
<td><a href="mailto:Sofia83@hotmail.com">Sofia83@hotmail.com</a> +46 70-9704109</td>
<td>7 May 2009</td>
<td>16:00-17:10</td>
<td>Telephone</td>
</tr>
</tbody>
</table>

Table A: Time table of interview with students who had studied at universities in Thailand.

Schedule of interviewees – who studied at university in Thailand

<table>
<thead>
<tr>
<th>Case</th>
<th>Name-Surname</th>
<th>Contact /place</th>
<th>Date of interview</th>
<th>Time</th>
<th>Semi-constructed interview via</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Dr. Somaus Nakasint</td>
<td>+66 23004543-62</td>
<td>16 April, 4 May 2009</td>
<td>9:00-9:30, 9:00-9:20, 9:00-9:20</td>
<td>9:00-9:30, 9:00-9:20, 9:00-9:20</td>
</tr>
<tr>
<td>6</td>
<td>Ms. Johanna Forsstrom</td>
<td><a href="mailto:Johanna.forsstrom@mdh.se">Johanna.forsstrom@mdh.se</a></td>
<td>11 May 2009</td>
<td>11:00-12:00</td>
<td>Face-to-face</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Christian Peperheim</td>
<td><a href="mailto:Profsakit@hotmail.com">Profsakit@hotmail.com</a></td>
<td>16 May 2009</td>
<td>11:00</td>
<td>E-mail</td>
</tr>
</tbody>
</table>

Table B: Time table of work with persons who work with international students in Thailand & Sweden
APPENDIX D

Thai’s Education Policy

Thailand’s Higher Education Development Plan has been formulated and integrated into the successive Five-year National Economic and Social Development Plan, interfacing educational activities to the economic, social and cultural goals of national development. The Commission on Higher Education (CHE), Royal Thai Ministry of education, has developed Thailand’s Long-range Plan for Higher Education Development (2000-2014), in which internationalization of Thai higher education is one of the main emphases. Currently, Thailand has been implementing the Ninth Education Development Plan (2002-2006). Significant policies are as follows:

- To develop quality of people both academically and professionally with skills necessary for the country, community, and local development. Higher education has to instill students to be intellectual, moralistic, ethical while having creative thinking and pursuing a life-long learning in order to build up competitiveness of the country.
- To formulate body of knowledge and local wisdom for capacity building and encourage research and innovation that support the country, community, and local development and to maintain economic, social and environmental stabilization. Higher education plays a significant role in solving the country’s problem and crisis and also promoting Thailand as a regional hub for education.
- To build a solid foundation for the local and community development that encourages self reliance and responsibility and to be able to catch up with the changing of the world.
- To improve higher education administration system both at governmental and institutional levels that will allow more flexibility and efficiency and enhance quality of higher education and be able to cope with economic, social, political and technological changes. In addition, the private sector and communities are encouraged to play a greater role in the delivering of higher education.

Quality in focus

The CHE has a significant role to encourage full-fledged quality assurance systems within all public and private higher education institutions by providing policy guidelines, support for knowledge sharing activities, and implementing related international projects. In terms of external quality assurance, it is conducted by the Officer for National Education Standards and Quality Assessment (ONESQA), a public organization set up in late 2000.

Institutions of higher learning are responsible for their Internal Quality Assurance (IQA) process consisting of quality control, quality audit and quality assessment. Each higher education institution has to prepare a self-study report that could consist of nine aspects of quality factors provided by the CHE. They are 1) philosophy, commitments, objective and implementation plan, 2) teaching and learning, 3) student development activities, 4) research, 5) academic service to the community, 6) preservation of art and literature, 7) administration and management, 8) finance and budgeting and 9) quality assurance and enhancement. However, each university/institution is free to choose to adopt or develop any QA system suitable to its own contexts.

1 http://studyinthailand.org/study_abroad_thailand_university/thai_higher_education_policies.html
2 http://studyinthailand.org/study_abroad_thailand_university/thai_higher_education_policies.html
The CHE serves as a link with the ONESQA to ensure effective communication flow, mutual understanding and further actions for institutions after external quality assessments are completed.

In order to play a more active and dynamic role in the Asia and the Pacific region and the world community, the CHE has given prime importance and continuous support to the heightening of quality of instructors and programs. The CHE has invested intensively on staff development and upgrading facilities and laboratories of Thai higher education institutions.

All through the years, Thai higher education institutions have worked in close collaboration with many leading institutions around the world from Australia and Japan to Canada, Germany, the United Kingdom and the United States.

**The cost of living in Thailand**

In Thailand, food, accommodation, transportation is cheaper than other countries. Furthermore, it is easy to find everything that you want especially in Bangkok including you can learn about new thing/culture in a very little budget. Relationships between different categories of goods are different than they might be in your country. In the table below you can see an overview of average salaries in different jobs. Although a few years old, you may well assume that income didn’t grow much until today. From this, the living cost is based on average income of each country.

<table>
<thead>
<tr>
<th>Employment Description or Position</th>
<th>Salary (BATH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hotels and restaurants</td>
<td>5,680</td>
</tr>
<tr>
<td>Other community and social work</td>
<td>6,311</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6,420</td>
</tr>
<tr>
<td>Wholesale and retail trade, repair business</td>
<td>6,760</td>
</tr>
<tr>
<td>Mining and quarrying</td>
<td>7,646</td>
</tr>
<tr>
<td>Real estate, renting and business activities</td>
<td>9,571</td>
</tr>
<tr>
<td>Health and social work</td>
<td>10,804</td>
</tr>
<tr>
<td>Public administration and defense</td>
<td>11,375</td>
</tr>
<tr>
<td>Transport, storage and communication</td>
<td>11,752</td>
</tr>
<tr>
<td>Education</td>
<td>14,883</td>
</tr>
<tr>
<td>Electricity, gas and water supply</td>
<td>17,841</td>
</tr>
<tr>
<td>Financial intermediation</td>
<td>19,325</td>
</tr>
</tbody>
</table>

*Table 7: Average salaries in different jobs*