

A Study on the Life and Learning Satisfaction of Chinese Students in Thailand: The Moderating Role of Third-Party Services

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Abstract

The increasing number of Chinese students pursuing higher education in Thailand has drawn attention to their lives and learning satisfaction. This study aims to investigate the current satisfaction levels of Chinese students in Thailand, analyze the main factors influencing their satisfaction, and explore the moderating role of third-party services. A questionnaire survey was conducted among Chinese students studying at several universities in Bangkok. The survey consisted of two sections: control variables and questions related to the independent and dependent variables. In total, 250 valid responses were collected from 262 questionnaires, with a validity rate of 95.4%. The data were analyzed using descriptive statistics, correlation analysis, and regression analysis. The results showed that instructional design, school environment, and school services had significant positive effects on overall satisfaction with academic life. The moderating effect of third-party service demand was significant for the relationship between school services and overall satisfaction but not for instructional design or school environment. The average score for overall satisfaction with study life was 3.98 on a 5-point scale, indicating a satisfactory level. This study contributes to the theoretical understanding of factors influencing Chinese students' satisfaction abroad and provides practical implications for universities and third-party service providers to improve student satisfaction and attract more Chinese students to study in Thailand. Recommendations include improving housing and catering services, adjusting third-party service content based on student demand, and considering additional services such as language instruction and career guidance.

Keywords: Chinese students; study abroad; Thailand; life and learning satisfaction; third-party services

Introduction

Background

Thailand has become an increasingly popular destination for Chinese students seeking higher education abroad. The growing demand for cost-effective and high-quality international education has led to a surge in the number of Chinese students enrolling in Thai universities (Lertpusit, 2022). According to the Commission on Higher Education of Thailand, 156 Thai higher education institutions hosted nearly 40,000 Chinese students in 2019, representing the largest group of international students in the country (Chaemchoy et al., 2021).

The Thai government has actively promoted educational cooperation with China and other East Asian countries as part of its strategic vision to enhance the competitiveness of its higher education sector (Mangmeechai & Jirapornvaree, 2019). Various initiatives have been implemented to facilitate collaboration between Thai and Chinese universities and establish channels for educational exchange (Chaemchoy et al., 2021).

Problem statement

Despite the growing presence of Chinese students in Thai universities, there is a lack of comprehensive research on their satisfaction with various aspects of their educational experience, such as the quality of teaching, study environment, and support services (Cao et al., 2022; Kang et al., 2019; Songsathaphorn et al., 2014).

Previous studies have examined the cross-cultural adaptation process of Chinese students in Thailand (Kang et al., 2019) and the factors influencing their choice of Thai universities (Songsathaphorn et al., 2014). However, there remains a gap in understanding the specific factors contributing to Chinese students' satisfaction and the potential role of third-party services in enhancing their overall experience.

This study aims to address this knowledge gap by investigating the current satisfaction levels of Chinese students in Thailand, identifying the key factors influencing their satisfaction, and exploring the moderating effect of third-party services. By filling this gap, the findings of this study can inform strategies for Thai universities to improve the quality of education and support services for Chinese students, ultimately attracting more students and promoting educational cooperation between China and Thailand.

Research objectives

The main purpose of the study is to examine the current satisfaction status of Chinese students studying in Thailand during school life. Meanwhile, the study also proposes an innovative point in the field, which is the third-party service, and considers it a moderating effect. The data analysis of the collected questionnaires is conducted through this paper to scientifically get the actual feedback of the current Chinese students in Thailand on their study and management and analyze the main items that affect the level of satisfaction. Simultaneously, the questionnaire for the study was designed with the addition of a survey on the students' demand for the third-party service programs offered. To explore whether the introduction of third-party services in Thai universities can improve students' satisfaction with study life, which in turn can increase the awareness (good reputation) of the university in China and ultimately promote the friendly and positive development of cooperation between Chinese and Thai education. Lastly, the study verifies whether the hypotheses are valid by verifying the degree of influence of the established item dimensions on satisfaction and testing the degree of influence of third-party services on the satisfaction of Chinese students' study lives through data.

Research innovation

Traditionally, Chinese students in Thailand were administered by the school administration itself, and some of the schools have international colleges with one or two teachers administering the students (Day, 2022). However, not all of the schools have Chinese-speaking teachers, so English is the main communication method between teachers and students (Lertpusit, 2022). Moreover, most of the Chinese students who choose to study in Thailand at present prefer Chinese lectures. As a result, the overall English ability of students is relatively weak, thus leading to communication difficulties between students and teachers, resulting in information asymmetry, and even causing conflicts between teachers and students (Duangmanee & Waluyo, 2023).

The target of the research is to introduce a third-party partner organization to manage the study and life of students sent by the implementing agency, such as the cooperation model between an international college of an institute in Thailand and an education consulting company, hereinafter referred to as ICO and S-consultant. S-consultant sends master's and doctoral students to ICO to take intensive classes, which are courses that are taught over a shorter, more concentrated period, compared to regular term-based classes (Scott, 2003). For students in intensive classes, the school

will only be responsible for class scheduling and teaching-related arrangements, while all teaching announcements and administrative support will be handled by the S-consultant. S-consultants act as a bridge between the university and the students, ensuring that the notices to be communicated to the students are fully delivered and understood by the students. S-consultant also helps students give feedback to the school to resolve any issues and prevent any potential conflicts between the two parties. In terms of logistic support, S-consultant provides students with logistic service support such as accommodation arrangements, visa applications, and Thai-life guidance, which solves the problems and difficulties caused by the school's inability to provide corresponding services.

As an emerging pattern in this industry, studies are necessary for the pattern. The scope of the study, due to research limitations, is to analyze the main factors that attract students to third-party services through a survey analysis of student satisfaction status so that the institution, school, or practitioners can make improvements.

Literature review

Life satisfaction-related theories and research

Antecedents and types of life satisfaction

Life satisfaction refers to an individual's subjective evaluation of their overall quality of life-based on self-determined standards (Diener et al., 1985). It reflects a person's general feelings about their life as a whole (Dissanayake et al., 2018) and plays a crucial role in shaping their emotional experiences, life goals, and behavioral pursuits.

The diversity of life environments leads to different types of life satisfaction. Shin and Johnson (1978) categorized life satisfaction research into two main types: general life satisfaction and specific life satisfaction. General life satisfaction focuses on an individual's overall assessment of their life quality, while specific life satisfaction pertains to satisfaction in particular life domains, such as school, family, or community. This study adopts a specific life satisfaction approach, focusing on Chinese students' satisfaction with their study life in Thailand.

Satisfaction measurement method

Gilman and Huebner (2000) proposed two dimensions for measuring life satisfaction: the unidimensional model and the multidimensional model. The unidimensional model is suitable for assessing general life satisfaction, while the multidimensional model can be applied to both general

and specific life satisfaction studies. In the multidimensional approach, each specific domain comprises several rating items, and the mean score of these items indicates the level of satisfaction in that domain. The overall satisfaction score is calculated by summing the scores across all domains. The multidimensional model is widely accepted in the academic field.

Scholars have developed various measurement instruments with high validity and reliability for life satisfaction research (González–Nuevo et al., 2021). The Satisfaction with Life Scale (SWLS), developed by Diener et al. (1985), is one of the most classic and valuable tools. SWLS consists of five statements, each on a 7–point Likert scale. The scale is designed to measure an individual's overall life satisfaction and has been widely applied due to its simplicity and convenience. However, its ability to measure specific domains in depth is limited due to the small number of items.

Chinese scholars have also conducted localized studies on life satisfaction and proposed several typical scales. For example, the College Student Life Satisfaction Scale (CSLSS), developed by Wang and Shi (2003), assesses college students' satisfaction in terms of academic performance, friendships, self–image, health status, economic status, and subjective satisfaction. This study also referred to the Chinese Adolescent Student Life Satisfaction Scale (CASLSS) designed by X. Zhang et al. (2004) to construct a more comprehensive scale tailored to the research context.

Learning satisfaction–related theories and research

Learning satisfaction in the student context refers to their contentment with various aspects of their educational experiences, such as instructional quality, classroom participation, teacher feedback, learning resources, curriculum structure, achievement of learning objectives, and the ability to apply acquired knowledge and skills (Bigne et al., 2003; Elliott & Shin, 2002; Mai, 2005). Previous studies have defined learning satisfaction from three perspectives: the holistic concept, the elementary concept, and the expectancy gap concept.

The holistic concept of learning satisfaction

The holistic concept views learning satisfaction as an overall assessment of student learning experiences (Chen, 2001; Zheng, 1985). The elementary concept focuses on students' cognitive and affective responses to specific components of learning activities (Zhang et al., 2004). The expectancy gap concept defines learning satisfaction as the discrepancy between students' actual perceptions of the educational services provided and their prior expectations (Yao, 2010).

The elementary concept of learning satisfaction

The elementary concept focuses primarily on students' cognitive and affective responses to each component of the learning activity, that is, whether one of the learning elements has an impact on students' learning satisfaction or the extent to which this learning element has an impact on learning satisfaction. Zhang et al. (2004) argued that learning satisfaction is an important reference aspect of schooling satisfaction, and it depends on the accumulation of educational subjects' expectations of the demand for higher education services and students' actual perceived level of educational services. Simultaneously, they believe that learning satisfaction is not only related to the process of providing educational services, but also closely related to the effectiveness of science, education, and services. Particularly include teaching programs, teaching organizations, teachers' teaching, professional ethics, teaching facilities, campus environment, students' knowledge, and skills, etc. From the existing research, the elementary concept can determine satisfaction with specific aspects of learning and aspects of instructional activities. Also, it can provide some value in informing managers when making decisions.

Expectancy gap concept

The expectancy gap concept states that learning satisfaction is determined by the gap between what an individual wants and what he or she gets, as well as the gap between what an individual thinks he or she deserves and what he or she thinks he or she can get. Yao (2010) indicated that college students' learning satisfaction refers to the difference between their actual perceptions of the service offerings provided by the school and their prior expectations when they choose to "consume" education at the school. The concept of expectation gap is based on expectation and gap theory and provides a theoretical perspective for the study of learning satisfaction. However, the causes or factors affecting satisfaction are complex and the expectation gap theory has some limitations. For example, satisfaction is also affected by factors related to the individual's personality and characteristics, and the expectation gap concept is unable to analyze the extent of the influence.

In conclusion, learning satisfaction is characterized by different features and characteristics, and in the specific process of carrying out our practice, educators are more accustomed to the definition of elemental concepts based on the classification to further improve and refine management strategies and quantify management objectives. Xiao (2010) also stated that when learners engage in learning activities or analyze learning elements, they notice the consistency

between the process or outcome and their self-learning expectations or demands, leaving an impression and sensation. Learning pleasure is a student's attitude and feeling toward a learning activity that displays how much they want to learn. We may gauge student academic satisfaction in numerous ways.

The purpose of this research on the overall satisfaction of study life is to analyze the statistics from three major aspects, namely, teaching organization, study environment, and school services, to comprehensively deduce the feelings and attitudes of Chinese students in Thailand toward their study activities, and to determine the current state of Chinese students' satisfaction with their study in Thailand.

Theoretical framework

The theoretical underpinnings of variables on satisfaction with school life

In the research, they conducted on students' learning satisfaction in Fujian universities, Zhang and Chen (2008) surveyed students of three sports schools in Fujian and found that physical education majors had the highest level of personal factor satisfaction and that there was a gender difference in academic life satisfaction.

Chen and Zheng (2018) compared and analyzed international students' satisfaction with Zhejiang universities' study abroad status, factors affecting and countermeasures, course teaching, teaching evaluation, course assignments, venue equipment, teaching materials, and student learning satisfaction. The study found that students' happiness with different programs varied, resulting in general learning satisfaction. The more students like the instructional design or structure, the better they acclimate to school and enjoy studying abroad.

Tan and Liu (2007) examined the relationship between students' learning environment satisfaction and school adjustment. The learning environment, instructional facilities, food and accommodation, students' views toward school, school attitudes toward students, learning anxiety, peer connections, and other factors were analyzed to determine satisfaction. After adjusting for substantial variations in happiness across learning contexts, the greater the student's pleasure with the school learning environment, the better their transition to school, and the higher their overall learning satisfaction.

Zhang (2009) surveyed college students' satisfaction with the campus learning environment and school service satisfaction at Shenyang Normal University and found that students were satisfied with the school's outdoor environment and teaching facilities but not with its services. The school mainly provides after-school activities, campus transportation, instructional work, and logistical services.

Based on the data survey and research in Shanghai's colleges and universities, Ding (2018) measured study-abroad services, after-school activities, academic guidance, and international students' living environments and found that in China's colleges and universities, international students are satisfied with support services.

Ma (1990) defines learning life satisfaction as student satisfaction with instructors' instruction, learning gain, interpersonal relationships, and quality of life. Second, a decent and safe learning environment improves learning and pleasure. Learning satisfaction is students' contentment with their lesson knowledge or whether they learned what they expected. Interpersonal pleasure relates to student satisfaction with maintaining relationships and studying together. Ma (1990) believes that learning satisfaction is the feeling of whether students' desires and demands for knowledge are met, which can be stated to be an attitude and expectation of learning created through learning activities.

Conceptual framework

Based on the results of the literature review, Figure 1 shows the theoretical framework of the study.

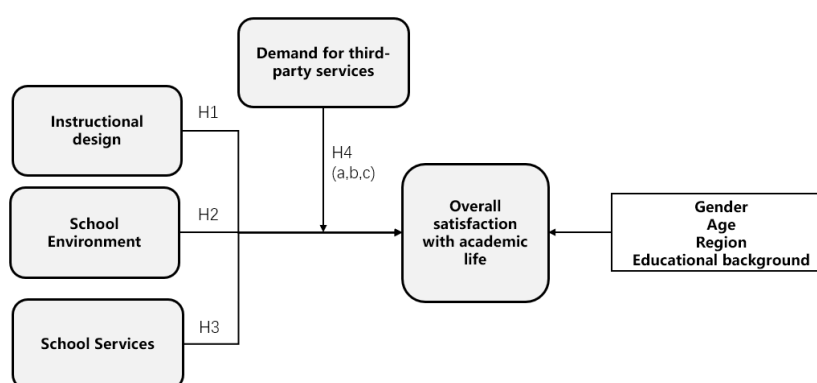


Fig. 1 Theoretical framework of the study

The third-party service demand is introduced in this paper in the hope that the third-party service will play a moderating role in students' satisfaction with the school in the instructional design, the school environment, as well as the services provided by the school to the student's overall

satisfaction. According to the existing theory and relevant empirical experience assessment, the third-party services are mainly supplemented in the content of the services provided by the school to the students, so it is predicted that the demand for third-party services will play a moderating role in the satisfaction with the services provided by the school, but it is predicted that the moderating role will not be significant in the design of the teaching and learning organization and the environmental conditions. Accordingly, the following hypotheses can be formulated:

H1: The instructional design of the school positively influences students' overall satisfaction with academic life.

H2: The school environment has a positive effect on students' overall satisfaction with academic life.

H3: School services have a positive impact on students' overall satisfaction with academic life.

H4a: Demand for third-party services has a moderating role in the impact of instructional design on students' overall satisfaction with academic life.

H4b: Demand for third-party services has a moderating role in the impact of the school environment on students' overall satisfaction with academic life.

H4c: Demand for third-party services has a moderating role in the impact of school services on students' overall satisfaction with academic life.

Methodology

Questionnaire steps

In conjunction with the need for the research purpose of this study, in addition to the use of questionnaires as the main research instrument to collect data and information, interviews were also conducted during the questionnaire survey. Figure 2 shows detailed steps for constructing the questionnaire.

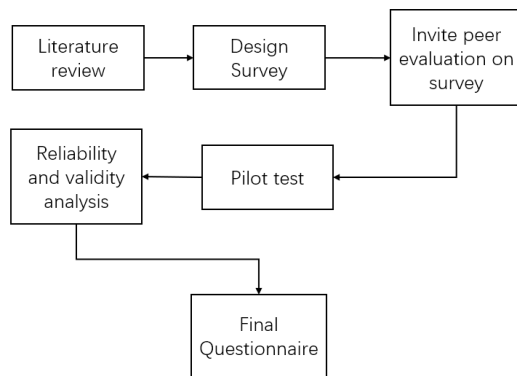


Fig. 2 Steps of constructing the questionnaire

Measurements

The survey instrument for this research will be divided into two distinct sections to ensure a comprehensive evaluation of the subject matter. The first section will consist of questions related to control variables, encompassing elements that are maintained constant to prevent their influence on the outcome of the study. The second section will focus on the questions concerning the independent and dependent variables, which are essential to the hypothesis being tested. Both sets of questions are either constructed based on or directly adopted from questions used in previous research studies. This adherence to established research methodologies helps in ensuring the reliability and validity of the survey, aligning the findings with the broader context of the field, and creating a robust foundation for interpreting the results. Figure 3 illustrates the generalized problem description contained in each variable.

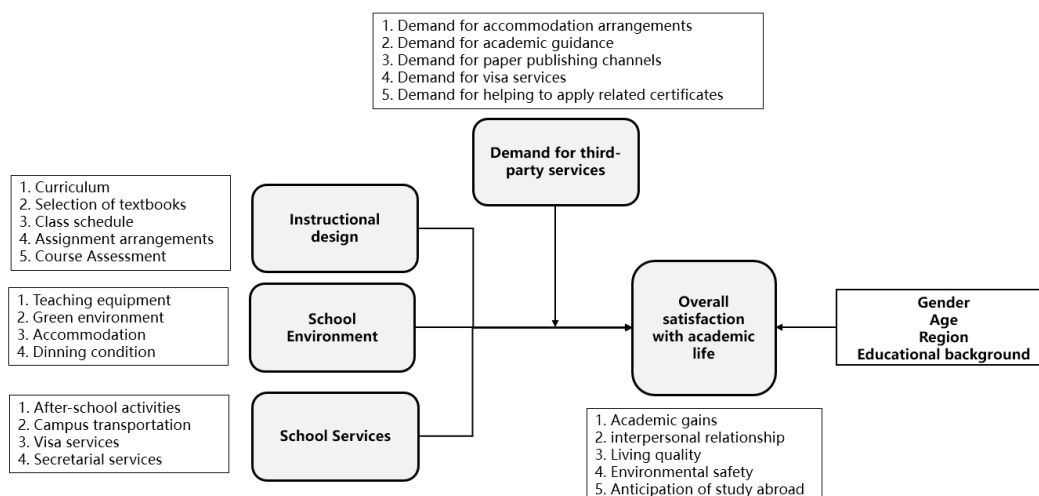


Fig. 3 Generalized problem description contained in each variable

Sampling

The sample size for this study was determined based on the research by Wang and Gao (2005) on determining the number of samples in satisfaction surveys. According to their study, the minimum required sample size for a 95% confidence level and a $\pm 5\%$ margin of error is 385. However, considering the study's constraints and the feasibility of conducting the questionnaire survey, the target sample size was set at 200 ($n = (Z^2 \times P \times (1-P)) / E^2$). Although lower than the theoretically calculated minimum, this sample size can still provide a reasonable representation of the population and yield meaningful results.

Results

Descriptive analyze

The research delivered 262 questionnaires, 250 of which were legitimate, with a 95.4% validity rate. A convenience sampling method was employed, targeting international students who have used third-party study abroad services, ensuring the relevance of the sample to the research topic. The questionnaires were primarily distributed through Wenjuanxing, an online survey platform. The questionnaire links were sent to Chinese students studying in Thailand who were accessible to the researcher, including classmates and acquaintances. Table 4.1 shows that 102 male individuals account for 40.8% of the total, while 148 female subjects account for 59.2%, with females making up a significantly higher proportion. The share of domestic birthplace was 41.6%, with 104 students from Southwest China, South China, and East China and a few from other regions. Students specialize in master's and doctorate degrees, with 22.0% being undergraduates and 1 senior high school student. Over 60% of students were 21–30 years old, followed by 31–40 years old, totaling close to 90%. Table 1 shows the descriptive data of the research.

Table 1. Descriptive data

Item	Category	Number	%
Gender	Male	102	40.8
	Female	148	59.2
Region	Central China	15	6.0
	North China	20	8.0
	Eastern China	35	14.0
	South China	55	22.0
	Northwest China	12	4.8
	Northeast China	9	3.6
	Southwest China	104	41.6
Educational background	High school and below	1	0.4
	Bachelor	55	22.0
	Master	112	44.8
	Doctor and above	82	32.8
Age	11-20	17	6.8
	21-30	151	60.4
	31-40	72	28.8
	41-50	10	4.0

Correlation analysis

Correlation analysis is used to determine the correlation between variables before regression analysis. The three independent variable indicators are synthesized based on question responses and compared using Pearson correlation analysis. The Pearson correlation ranges from -1 to $+1$. A positive correlation ($r > 0$) indicates that the larger the value of one variable, the larger the value of the other variable. A negative correlation ($r < 0$) indicates that the larger the value of one variable, the smaller the value of the other variable.

As shown in Table 2, the positive correlation between the three independent variables is significant, and the correlation coefficient is higher than 0.4, which is a moderate degree of correlation. Meanwhile, there is a significant positive correlation between the independent variables and the dependent variable in this study, indicating that the higher the scores of the three independent variable dimensions, the higher the overall satisfaction with academic life.

Table 2. Correlation results

		Correlation			Overall satisfaction with academic life
		Instructional design	School Environment	School Services	
Instructional design	Pearson's correlation	1			
	Sig. (two tailed)	.000			
School Environment	Pearson's correlation	.479**	1		
	Sig. (two tailed)	.000			
School Services	Pearson's correlation	.556**	.329**	1	
	Sig. (two tailed)	.000	.000		
Overall satisfaction with academic life	Pearson's correlation	.694**	.445**	.565**	1
	Sig. (two tailed)	.000	.000	.000	

** The correlation is significant at the 0.01 level (two-tailed).

Regression analysis

A multivariate linear regression model was established with students' overall satisfaction with academic life as the regression variable, instructional design, school environment, and school service as the explanatory variables, and gender, region, educational background, and age as the control variables. The standardized regression coefficients of the model and the results of the calculation of the fitting parameters are shown in Table 3 below.

Table 3. Regression model for overall satisfaction with academic life

	Model 1		Model 2	
	Beta	VIF	Beta	VIF
Gender	0.096	1.007	0.037	1.015
Region	0.042	1.054	0.048	1.064
Educational background	0.100	1.795	0.068	1.835
Age	-0.021	1.803	-0.058	1.808
Instructional design			0.485***	1.728
School Environment			0.130**	1.335
School Services			0.255***	1.493
R ²	0.018		0.546	
ΔR ²	0.018		0.528	
F	1.150		41.658***	

a. Dependent variable: Overall satisfaction with academic life

p: <0.05(*), <0.01(**), <0.001(***)

Moderation effects test

Taking the overall satisfaction with academic life as the regression variable, the three indicators of instructional design, school environment, and school services as the explanatory variables, and gender, region, educational background, and age as the control variables to establish

the multiple linear regression model, along with the demand for third-party services as the moderating variables to test the moderating effect on the three regression paths, the results of the test are shown in Table 4 below.

Table 4. Moderation effects test

	Model 1	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Gender	0.096	0.036	0.036	0.070	0.074	0.075	0.069
Region	0.042	0.031	0.030	0.074	0.075	0.052	0.041
Educational background	0.100	0.037	0.044	0.066	0.086	0.149*	0.134
Age	-0.021	-0.045	-0.053	-0.049	-0.055	-0.048	-0.028
Instructional design		0.691***	0.686***				
School environment				0.445***	0.436***		
School service						0.570***	0.591***
Demand for third-party services			0.038		0.109		0.026
Instructional design×Demand for third-party services			-0.053				
School environment×Demand for third-party services					-0.077		
School service×Demand for third-party services							0.161**
R ²	0.018	0.485	0.489	0.211	0.228	0.341	0.365
ΔR ²	0.018	0.467	0.004	0.193	0.017	0.323	0.024
F	1.150	46.026***	33.140***	13.062***	10.228***	25.288***	19.910***

a. Dependent variable: Overall satisfaction with academic life
p: <0.05(*), <0.01(**), <0.001(***)

From Model 3 and Model 4, when instruction design is taken as an explanatory variable, its positive regression effect on overall satisfaction with academic life is significant, but the moderating effect of demand for third-party service is not significant, and the standardized regression coefficient of the interaction term is $\beta = -0.053$, $p > 0.05$.

As can be seen from Model 5 and Model 6, when school environment is taken as an explanatory variable, its positive regression effect on overall satisfaction with academic life is significant, but the moderating effect of demand for third-party service is not significant, and the standardized regression coefficient of the interaction term $\beta = -0.077$, $p > 0.05$;

From Model 7 and Model 8, when school service is taken as an explanatory variable, it has a significant positive regression effect on overall satisfaction and a significant moderating effect of demand for third-party service, with a standardized regression coefficient of the interaction term $\beta = 0.161$, $p < 0.01$.

In conclusion, hypotheses H4a and H4b are not valid, and H4c is valid.

Table 5 states that the value of the VIF (variance inflation factor) between each of the variables in this model is less than 10, which indicates that there is no problem of multicollinearity in the model used in this study and that the model in this study is well constructed.

Table 5 VIF

	Model 1	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Gender	1.007	1.015	1.016	1.010	1.023	1.007	1.011
Region	1.054	1.055	1.056	1.060	1.060	1.054	1.060
Educational background	1.795	1.804	1.826	1.801	1.824	1.795	1.824
Age	1.803	1.804	1.819	1.807	1.809	1.803	1.823
Instructional design		1.022	1.038				
School environment				1.029	1.037		
School service						1.005	1.072
Demand for third-party services			1.028		1.013		1.084
Instructional design×Demand for third-party services			1.010				
School environment×Demand for third-party services					1.021		
School service×Demand for third-party services							1.075

Take the subjects with 27% before and after the demand for third-party services score as the high-demand group and the low-demand group, and take the subjects with 27% before and after the school service score as the high school service group and the low school service group, and calculate the mean value of the overall satisfaction with academic life score, respectively, and plot the results of the calculations into the following figure 4.

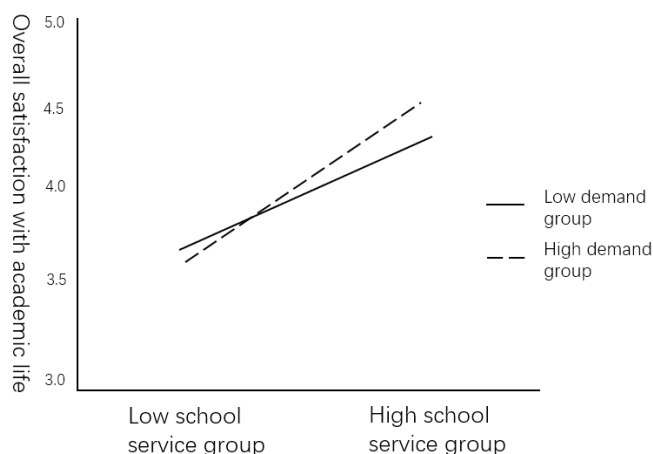


Fig. 4 Moderating effect diagram

Research hypothesis testing results

By analyzing and organizing the data above and referring to Table 6 below, the following research hypothesis testing results were obtained:

Table 6 Hypothesis result

H1	Instructional design of the school positively influences students' overall satisfaction with academic life.	Supported
H2	School environment has a positive effect on students' overall satisfaction with academic life.	Supported
H3	School services have a positive impact on students' overall satisfaction with academic life.	Supported
H4a	Demand for third-party services has a moderating role in the impact of instructional design on students' overall satisfaction with academic life.	Not supported
H4b	Demand for third-party services has a moderating role in the impact of school environment on students' overall satisfaction with academic life.	Not supported
H4c	Demand for third-party services has a moderating role in the impact of school services on students' overall satisfaction with academic life.	Supported

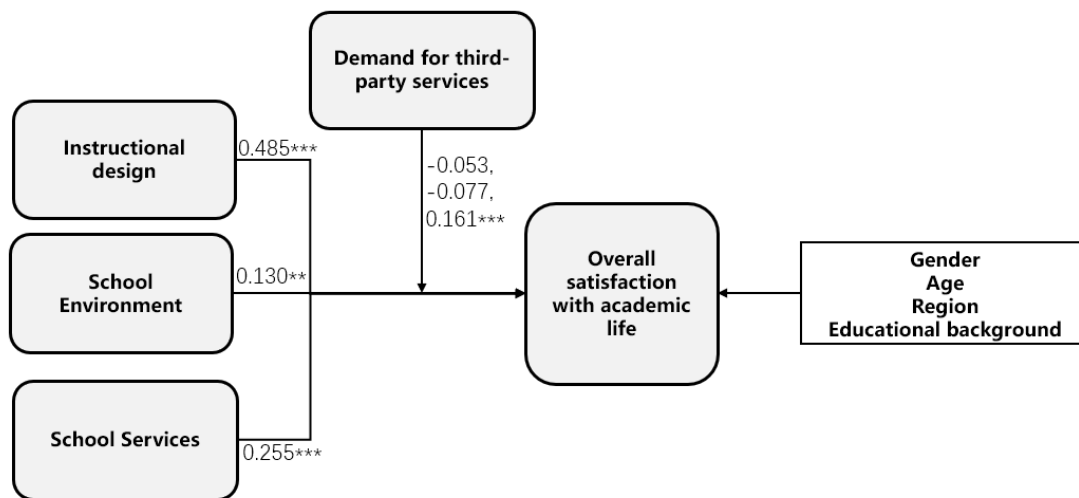


Fig 5. Analysis of pathway results

Discussion

The findings of this study shed light on the factors influencing Chinese students' satisfaction with their study life in Thailand and the moderating role of third-party service demand. The results demonstrate that instructional design, school environment, and school services have significant positive effects on students' overall satisfaction, which is consistent with previous research (Bigne et al., 2003; Elliott & Shin, 2002; Mai, 2005; Tan & Liu, 2007; Zhang et al., 2004).

The moderating effect of third-party service demand on the relationship between school services and overall satisfaction highlights the importance of collaboration between universities and external service providers in enhancing students' study experiences. This finding extends the existing literature by introducing the concept of third-party services in the context of international student satisfaction.

In conclusion, this study contributes to the understanding of factors influencing Chinese students' satisfaction with their study life in Thailand and the moderating role of third-party service demand. The findings provide practical recommendations for universities and service providers to enhance international students' experiences and promote the success of international education programs.

Conclusion

Summary and Suggestions

Instructional design has a positive and significant effect on overall satisfaction with academic life. It indicates that students' satisfaction with the school in terms of instructional design affects their overall satisfaction with study abroad life, and when the school's teaching organization is more reasonable and recognized by students, the higher the overall satisfaction with study abroad life, and the satisfaction with instructional design is the biggest item that affects the overall satisfaction. Validating the findings of Chen and Zheng (2018) in the "Survey on the Satisfaction of International Students Studying in Zhejiang Colleges and Universities". In this study, the instruction design survey mainly includes five aspects of curriculum, textbook selection, class schedule, homework arrangement, and course assessment. The above content is mainly the school's official initiative to design, as a third party does not have the right to intervene, so the research hypothesis of the third-party service demand through the data analysis of the moderating effect of the test after the moderating role does not exist. In general, the instruction design is in the middle to the upper level, and according to the 5-point scale rating of the collected questionnaire results, the average score of satisfaction with the organization of teaching and learning is 3.858, which is satisfied with the organization of teaching and learning as a whole.

In terms of the school environment, it had a positive and significant effect on overall satisfaction with academic life. It indicates that the better the environmental conditions of the school,

the higher the overall satisfaction with studying abroad. Validates the conclusion obtained by Tan and Liu (2007). Similarly, the conditions of the school's teaching environment are part of the school's investment in the construction of the perfect; in general, the third-party cannot interfere in the research hypothesis of third-party service demand through the data analysis of the moderating effect of the test after the non-existence of the moderating role. On average, students' satisfaction with their school's environmental conditions is in the middle to upper range, with a mean score of 3.755 on the 5-point scale of the questionnaire results. Looking at the average score of each item in this dimension, instructional hardware is 4.22, green environment is 4.27, lodging is 3.12, and cafeteria food is 3.41. This shows that students are typically happy with the school's lodging, cuisine, instructional hardware, and environmental greening. According to the author's years of studying and working in Thailand, most schools don't have large on-campus apartments like Chinese universities, so students must find off-campus apartments on their own, which affects student satisfaction. To provide students with safe and convenient housing, schools that cannot provide on-campus housing should find nearby off-campus apartments, negotiate long-term fixed cooperation, and turn them into official cooperative off-campus apartments. Catering: most Thai universities have Thai students, so most schools serve Thai food. Chinese students are not always able to adapt to or choose Thai food, so their dietary habits affect their satisfaction with the catering. The school should open one or two Chinese eateries to satisfy Chinese students and boost student happiness.

Looking at the satisfaction with student services provided by the school, satisfaction with school services had a positive and significant effect on overall satisfaction with study life, indicating that the better the services provided by the school, the higher the overall satisfaction with study life. Validating the conclusions obtained by Zhang (2009) in the Survey on College Students' Satisfaction with Campus School Learning Environments. This survey found that the school offered after-school programs, campus transportation, visa assistance, and secretarial services. The questionnaires demonstrate that kids are happy with school services. The innovation point of this article provides five third-party services: housing arrangements, visa services, academic counseling, thesis guidance, publication channels, and academic degree-certifying agencies. The 5-level scale evaluation of the questionnaire data shows that third-party service demand averages 3.696 and overall demand is ordinary. Looking at the average score of each item, the service of academic degree certification on behalf of has the highest demand degree, 4.02, and is very much in need,

followed by thesis publication channels and visa services, 3.82 and 3.64, respectively, and a higher demand degree. Third-party services can theoretically improve and strengthen school services, so adding the third-party service demand degree as a moderating variable shows a significant and positive moderating effect, proving that students' overall satisfaction with study life is positively influenced by school services. will be higher, and third-party services matter.

Lastly, we examine the general contentment of the academic experience among Chinese students presently residing in Thailand. This work aims to assess the overall happiness of study life across five distinct dimensions: learning gains, quality of life while studying, interpersonal interactions, study environment, and study expectations. The data obtained from the questionnaire indicates that the average score for overall satisfaction with study life is 3.98. This score is within the satisfactory range as per the five-level scale ladder employed in the questionnaire. Currently, Chinese foreign students express contentment with their study experience in Thailand, including several variables that contribute to their total happiness, as previously elucidated.

Theoretical implication

Based on previous studies, this paper investigates the degree of influence of the school's teaching and learning organization design, environmental conditions, and school management on Chinese students' satisfaction with study abroad life in Thailand. This study added the third-party service as a moderating variable when designing the model to test whether it moderates the indicators of overall satisfaction and its influence on study abroad life, which adds a new variable theoretical basis for later research on the factors affecting Chinese students' satisfaction abroad and can provide the theoretical model of this research is important for theoretical support.

Practical implication

The partnership model between ICO and S-consultant in this article is new. For students sent to ICO by the S-consultant, the school is only responsible for scheduling and teaching-related organization S-consultant handles all teaching notifications and logistic support. Continuous student services management till degree completion.

This article found that S-consultant's service content and activities improve Chinese students' satisfaction in Thailand. The absence of school services can be compensated by third-party services to satisfy Chinese pupils. In the third-party service demand survey questionnaire, all five services are in demand, but academic degree authentication dissertation guidance and publication channels

are in high demand. S–consultants can adjust service content and quality by looking for dissertation publication channels and introducing dissertation publication journals to meet reasonable needs. We may also promote high–demand academic degree certification and service programs to attract more people.

The last item in this study's questionnaire is the open–demand question: What are students' demands beyond the aforesaid services? The top searched terms were language training and job recommendation. S–consultant or the school can decide, depending on student demand, whether to include language instruction like English and Thai, and career reference services. The intermediary or school can adjust the service content, assess the feasibility, and improve and upgrade the service based on students' needs and satisfaction data to improve students' study abroad satisfaction and the agency or school's reputation.

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