

การเปรียบเทียบชั้นปีที่ศึกษา คะแนนเฉลี่ยสะสมกับการพัฒนา ศักยภาพตนของนักศึกษาสาขาวิชาการตลาดในเขตกรุงเทพมหานคร Comparison of Year of Study, Cumulative Grade Point Average on Self-Sufficiency Development of Marketing Students in Bangkok Metropolis

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บทคัดย่อ

การวิจัยจัดทำขึ้นเพื่อเปรียบเทียบปัจจัยที่เกี่ยวข้องกับการศึกษา (ชั้นปีที่ศึกษา และคะแนนเฉลี่ยสะสม) กับการพัฒนาศักยภาพตนของนักศึกษาสาขาวิชาการตลาดในเขตกรุงเทพมหานคร และเพื่อนำเสนอข้อเสนอเชิงนโยบายสำหรับการพัฒนาหลักสูตรและการจัดการเรียนการสอนสาขาวิชาการตลาด กลุ่มตัวอย่างเป็นนักศึกษาสาขาวิชาการตลาดในมหาวิทยาลัยที่ตั้งอยู่ในเขตกรุงเทพมหานคร ใช้การสุ่มตัวอย่างแบบเครือข่ายและการบอกรอต่อได้รับแบบสอบถามออนไลน์ตอบกลับที่สมบูรณ์จำนวน 409 ชุด นำมาใช้สำหรับการวิเคราะห์ข้อมูลด้วยสถิติเชิงพรรณนา ได้แก่ ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน และสถิติเชิงอนุមาน ได้แก่ การวิเคราะห์ความแปรปรวนทางเดียวและการเปรียบเทียบแบบรายคู่ ผลการศึกษาพบว่า ผู้ตอบแบบสอบถามที่กำลังศึกษาอยู่ในชั้นปีที่แตกต่างกัน มีการพัฒนาศักยภาพตนของในภาพรวมของการพัฒนาศักยภาพตนเอง และรายด้านได้แก่ การพัฒนาความสามารถ และการพัฒนาจากความเป็นตัวของตัวเองไปสู่

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การพึงพาอาศัยกัน และการพัฒนาเป้าหมายแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ผู้ที่มีเกรดเฉลี่ยสะสมแตกต่างกันมีการพัฒนาศักยภาพดูแลน้องในภาพรวมของ การพัฒนาศักยภาพดูแลน้อง และรายด้าน ได้แก่ การพัฒนาความสามารถ การพัฒนาจาก ความเป็นตัวของตัวเองไปสู่การพึงพาอาศัยกัน การพัฒนาสัมพันธภาพกับผู้อื่นอย่างมีวุฒิภาวะ การสร้างเอกลักษณ์เฉพาะตน และการพัฒนาความมีคุณธรรม แตกต่างกันอย่างมี นัยสำคัญทางสถิติที่ระดับ 0.05 ผลการศึกษาสนับสนุนหลักสูตรการศึกษาในรูปแบบ ดั้งเดิม แต่อาจยังไม่สอดรับกับระบบการศึกษาในโลกปัจจุบันที่เปลี่ยนไป จึงนำไปสู่ ข้อเสนอแนะเชิงนโยบายสำหรับสถาบันการศึกษาในประเทศไทยโดยเฉพาะสาขาวิชา การตลาดที่เป็นสาขาวิชาที่เน้นการลงมือปฏิบัติจำเป็นต้องพิจารณาการพัฒนา 1) แนวทางการเรียนการสอนที่เหมาะสม ในการส่งเสริมและสนับสนุนให้มีการเรียนรู้นอก ห้องเรียน การเรียนรู้ตลอดชีวิต 2) ระบบคังหน่วยกิตสะสม และ 3) หลักสูตรที่สามารถ ส่งเสริมให้นักศึกษาการตลาดไทยให้ได้รับประสบการณ์ทั้งด้านวิชาการและวิชาชีพ เพื่อก้าวสู่การเป็นนักการตลาดยุคใหม่

คำสำคัญ : ขั้นบันไดศึกษา เกรดเฉลี่ยสะสม การพัฒนาศักยภาพดูแลน้อง นักการตลาดยุคใหม่

Abstract

The study compared academic factors – specifically, year of study and cumulative grade point average (GPA) – with the self-sufficiency development of marketing students in Bangkok Metropolis and proposed policies for curriculum enhancement and teaching approaches within marketing programs. The sample consisted of marketing students from universities in the Bangkok, selected through networking and snowball sampling techniques. Data analysis incorporated 409 fully completed online questionnaires and employed descriptive statistics, including mean and

standard deviation, along with inferential statistics such as One-Way Analysis of Variance (ANOVA) and Post Hoc Tests. The findings revealed that students who were studying in different academic years demonstrated overall self-development potential, particularly in specific areas such as competency building, transitioning from individuality to interdependence, and goal development, with statistical significance level of 0.05. Students with varying GPAs showed differences in overall self-development potential and in areas such as competency development, transitioning from individuality to interdependence, maturation of relationship development, identity formation, and moral integrity development, also at the significant level of 0.05. While, the findings supported traditional educational curricula, they may not align with the current educational system which has changed. This leads to policy recommendations for educational institutions in Thailand, particularly in marketing, emphasizing practical implementation and requiring consideration for development. Recommendations include: 1) adopting appropriate teaching and learning approaches to promote and support learning outside the classroom and lifelong learning, 2) establishing a credit accumulation system, and 3) designing a curriculum that can enhance both academic and professional experiences to prepare Thai marketing students as modern marketers.

Keywords :year of study, cumulative grade point average, self-sufficiency development, marketer in the new era

Introduction

In 2018, Thailand introduced the long-term economic development plan known as Thailand 4.0, aiming for economic prosperity, social well-being, raised human values, and environmental protection (Allan, 2022; Research Administration and Educational Quality Assurance Division, 2016). The plan prioritizes high-tech industries and human capital development, including self-sufficiency promotion through lifelong learning and self-directed learning. The crucial role of Thai people in this new era has been underscored (Moonsarn et al., 2022). This emphasis on human values in the new era starts with providing opportunities for individuals to realize their potential within a creative society. As individuals reach their full potential, they become key drivers of growth, contributing to the country's prosperity, stability, and sustainability. This growth for people/people for growth concept prompts a reevaluation of the entire Thai education system, focusing on Purposeful Learning, Generative Learning, Mindful Learning, and Result-Based Learning (Research Administration and Educational Quality Assurance Division, 2016).

To achieve these milestones, the educational system requires a significant overhaul, particularly in the assessment and structure of learning. One challenge is the enduring societal emphasis on student grades, which may not always accurately reflect their true potential. Despite this, Thai students continue to perform below international averages in core subjects (Dumrongkiat, 2019). Alber (2017) argues that grades often don't correlate with genuine learning, and looking beyond grades can help students reach

their true potential. In 2013, Google recognized that GPAs are not reliable indicators of job performance, and that 21st Century skills like communication, emotional intelligence, and empathy are better predictors of success (Twenty One Toys, n.d.). This highlights the discrepancy between school success and real-world skills (Gudmundsson, 2020).

The global education system has evolved with the emergence of Lifelong Learning and credit bank concepts. The education system in Thailand also changed accordingly, which can be seen from the Announcement of the Ministry of Higher Education, Science, Research and Innovation on the Royal Gazette, Subject: Guidelines for the operation of the credit system in higher education 2019. Thailand's education system has followed suit, allowing learners to accumulate credits based on their needs and enabling seamless integration of learning with work experience. This enhances opportunities for self-development, human resource development, and overall national effectiveness. The study, therefore, must not be based on the sequence of years of study specified in the course. Besides, the guidelines for retiring the student if they are incapable of graduating within the specified period should be considered (Kobkaew, 2021). Such phenomena, therefore, bring about a significant issue of whether the year of study still has any significance to students' self-sufficiency development.

Marketing is a highly popular field of study, essential in businesses of all sizes. During 2017-2018, it ranked as the most sought-after discipline among students (HC Thai Editor, 2018). Marketing students are equipped with

essential hard and soft skills for marketing professionals such as writing, data analysis, seeking new ideas to create campaigns to reach the target audience, communication, leadership, interpersonal, organization, attention to detail, creativity, etc. (Wintemute, 2022). Marketing students are always encouraged to participate in activities outside the classroom, such as a marketing plan contest, marketing communications plan competition, and so on. Often, success in marketing competitions isn't dependent on academic standing, leading to questions about the correlation between years of study, GPA, and self-sufficiency development.

In conclusion, educational institutions in Thailand, particularly those with a focus on practical disciplines like marketing and communication, need to examine whether students' grades and years of study truly indicate their self-sufficiency and suitability for employment. This insight can guide the development of effective teaching and learning strategies to produce marketers who embody intelligence, capability, and value for prospective employers.

Objective

The research aimed to compare the student's academic factors (year of study and grade point average (GPA)) with self-sufficiency development of marketing students in Bangkok Metropolis, and to propose policy recommendations for enhancing curriculum and teaching methodologies within the marketing program.

Framework of the Study

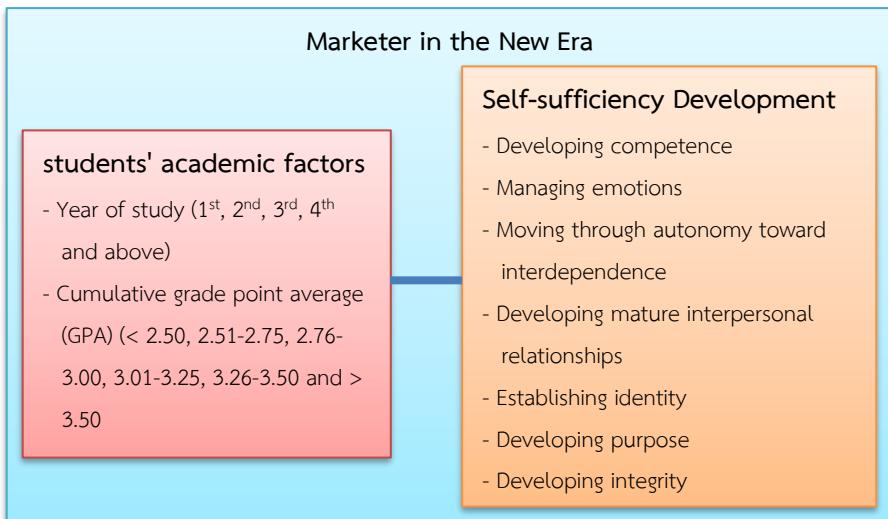


Figure 1 Marketer in the New Era

While the conventional curriculum and various studies have demonstrated a statistically significant difference in students' self-sufficiency development based on their academic year and GPA at the 0.05 level, the paramount determinant for propelling marketing students towards success in the new era lies in the cultivation of both hard and soft professional skills (Gudmundsson, 2020; Wintemute, 2022; Twenty One Toys, n.d.). This represents a pivotal facet of the educational sector that demands ongoing dedication through meticulous planning. It also entails fostering a culture that encourages all students, regardless of their academic standing

or year of study, to foster their self-reliance, thus preparing them to excel as marketers in this transformative era.

Literature Review

The literature review commences with Chickering's 1969 student self-development approach, which posited that students, as early adults, undergo critical growth in forging a distinct identity. In 1993, Chickering and Reisser expanded on this concept, presenting seven vectors for student self-development: 1) developing competence, 2) managing emotions, 3) moving through autonomy towards interdependence, 4) developing mature interpersonal relationships, 5) establishing identity, 6) developing purpose, and 7) developing integrity. In essence, student self-sufficiency development pertains to the process of empowering students to become independent, self-reliant learners. This encompasses imparting study skills, time management, and other strategies conducive to academic success. Moreover, it entails affording students' opportunities to take charge of their learning, enabling them to make informed choices about their educational pursuits. Additionally, it involves furnishing resources and support for students to thrive beyond the confines of academia, encompassing access to counselling, financial aid, and vocational training programs. Ultimately, the objective of student self-sufficiency development is to foster the emergence of more adept, well-rounded adults equipped to navigate life's challenges and realize their aspirations.

The notion of student self-sufficiency dovetails closely with the imperative of cultivating a highly skilled workforce, a central aim for Thai marketers in the contemporary era. Self-reliant students are better equipped to adapt to the swiftly evolving technological and economic terrain. They demonstrate an aptitude for swiftly acquiring new technologies and skills, and exhibit a proclivity for innovative problem-solving. However, it is noteworthy that, while self-sufficiency constitutes a pivotal attribute for a marketer, practitioners in the modern era must also excel in effective communication, collaborative teamwork, possess an in-depth understanding of their clientele and market dynamics, and remain abreast of the latest trends and advancements in digital marketing, data analytics, and artificial intelligence to remain competitive in the marketplace. These competencies can be honed through specialized courses, workshops, internships, networking, and other professional development avenues.

In addition to Norasingh's (2017) insights, a cornerstone for Thailand's success in navigating the new era lies in the continuous development of its populace. This necessitates meticulous planning and unwavering commitment within the education sector. Education assumes a pivotal role in this developmental framework, necessitating a holistic emphasis on all tiers of education and career development. The linchpin in effecting this transformation towards a "Thai society in the new era" is the educational leadership, who must serve as the linchpin guiding Thai students towards the nation's objectives. This entails formulating and revising internal policies and procedures, possessing the foresight, pedagogical prowess, and

technological acumen to steer a shift in goals and management paradigms, refining teaching methodologies, curricula, and learning environments (Silanukit, 2018).

Although academic factors like study habits, time management, critical thinking, and taking ownership of learning are pivotal for self-sufficiency, achievements, grades, and subject proficiency also boost a student's confidence and independence. Diverse learning experiences and challenges further empower students to navigate their education and personal goals confidently. However, most Thai students commonly utilize the Grade Point Average (GPA) system to evaluate their academic performance. This metric is widely employed in educational institutions across Thailand as a means of assessing students' overall achievement in their courses. The GPA is calculated based on the grades received in individual subjects and provides a numerical representation of a student's academic standing, typically on a scale ranging from 1.0 to 4.0 (Potter, 2022). In empirical research, GPA is commonly employed as a measure of students' academic accomplishments. It is widely recognized that GPA not only reflects students' cognitive aptitude (Ting, 1997), but also correlates with various non-cognitive skills. These include conscientiousness, academic diligence, and effective leadership, as achieving a high GPA necessitates sustained dedication to learning over an extended period (Freier et al., 2015; Noftle & Robins, 2007).

On the other hand, Nantharojphong et al. (2017) discovered that personal characteristics, including gender, college years, major, GPAX, and experience in student affairs, lead to statistically significant differences in

leadership traits among business students. Additionally, Potter (2022) emphasizes that students may find it unfair that GPA often takes precedence over other achievements during their university studies. Many students work diligently and experience personal and academic growth, even if their grades are not perfect. A low or below-average GPA does not diminish their intelligence or work ethic. Various factors, such as distractions or adapting to university life, can influence GPA. Ultimately, GPA alone does not determine a student's worth or intelligence for college. Moreover, Gray & Collins (2022) highlighted the findings of the 2022 National Association of Colleges and Employers (NACE) survey, revealing a notable shift in candidate screening practices. Specifically, the relevance of Grade Point Average (GPA) as a screening criterion has dwindled. A comparison with NACE's Job Outlook 2019 survey indicates that nearly three-quarters of respondents previously intended to screen candidates based on GPA, whereas in the 2022 survey, only 37 percent expressed such intentions. Hence, an investigation is warranted to determine whether GPA is the definitive measure of a marketing student's potential and capabilities in becoming a well-rounded marketing professional.

Another typical indicator for Thai students' self-sufficiency development is the year of study, which means the level at which undergraduate students registered academically or a sequence of curriculum years of study. As for normal Thai university, most bachelor's programs take 4 years to complete. The characteristics of students by year are as follows:

1) Freshmen: Begin with academic aspirations, self-discovery, and empathy,

2) Sophomores: Experience varied levels of dissatisfaction, potentially leading to detachment, 3) Juniors: Cultivate a unique cultural identity, sharing common values, and 4) Seniors: Shift focus to activities beyond university, preparing for post-graduation life. Typically, as students' progress through their academic years, they tend to accumulate more knowledge, skills, and experiences. However, several studies found no statistically significant difference in students' lifestyles and characteristics across various aspects based on their year of study, at a significance level of 0.05 (Owajariyapitak et al., 2015; Muenthep & Pruksamas, 2013). It is intriguing that there are still relatively few studies conducted on this specific factor within this context. This study endeavors to delve deeper into the relationship between academic year of study and the self-sufficiency development of marketing students.

Scope of the Study

The participants of this study were more than 20,000 undergraduate students in the Business Administration program majoring in marketing from public and private universities located in Bangkok Metropolis (Ministry of Higher Education Science Research and Innovation (MHESI), 2022), where students were more familiar with the online questionnaires.

Methodology

The quantitative research was conducted by using an online survey methodology. The population, undergraduate students in the Business

Administration program majoring in marketing from the universities in Bangkok Metropolis, was approximately 20,000 (Admission Premium, n.d.). The sample size, determined using the formula established by W.G. Cochran based on a 95% confidence level and 5% margin of error (Wanichbuncha, 2006), was set at a minimum of 384 students. The online sampling process commenced by employing networking and the snowball technique. This involved coordinating with lecturers in marketing programs from various universities to distribute the questionnaire to their respective students. Additionally, students majoring in marketing within the Business Administration curriculum at Srinakharinwirot University were enlisted as both respondents and distributors, tasked with delivering the questionnaire to their peers studying marketing at other universities in Bangkok Metropolis. Respondents then completed the questionnaire at their convenience.

Data Collection and Analysis

The online questionnaire consisted of two parts: one for collecting demographic information and another for gathering data on self-sufficiency development using Likert 5-point scale, aligned with Chickering and Reisser's seven vectors for student self-development. The questionnaire underwent content validity testing through assessment by two experts, leading to the clarification of several questions through revision. Reliability was evaluated using the Cronbach Alpha test, with the pretested questionnaire distributed in 30 copies yielding an alpha coefficient of 0.780. This result indicates a satisfactory level of confidence in the questionnaire's reliability.

A total of 409 completed questionnaires were deemed suitable for data analysis. The data was processed and analyzed using a computerized statistical program, which involved conducting a One-Way Analysis of Variance (ANOVA) and Post Hoc Test. The pairwise comparisons (Post Hoc Test) using Gabriel Test method was used for cases assuming equal variances with ANOVA, while Dunnett C's method was employed for cases assuming unequal variances, based on the Brown-Forsythe statistics.

Results

The study revealed that the majority of respondents were female, aged between 21 and 22 years, with a grade point average exceeding 3.26. They were primarily enrolled in a public university. Specifically, there were 162 samples in their fourth year of study, while 115, 103, and 26 samples were in their third, second, and first year of study, respectively. The undergraduate students majoring in marketing within the Business Administration program across universities in Bangkok Metropolis generally expressed agreement with their overall self-sufficiency development, as depicted in Table 1. Notably, the most noteworthy aspect of self-sufficiency development was in the developing mature interpersonal relationships, closely followed by the developing purpose. This could be attributed to the opportunities to meet and interact with diverse peers in the university environment, as well as the clarity of purpose that often accompanies academic pursuits.

Table 1 Mean and Standard Deviation of Respondents' Self-Sufficiency Development

Self-sufficiency Development	Mean	SD
- Developing mature interpersonal relationships	3.93	0.89
- Developing purpose	3.92	0.84
- Developing integrity	3.63	1.01
- Developing competence	3.60	0.97
- Managing emotions	3.45	1.06
- Moving through autonomy toward interdependence	3.43	1.01
- Establishing identity	3.48	1.04
Total	3.61	1.00

*<1.50 Mostly Disagree, 1.51 – 2.50 Usually Disagree, 2.51 – 3.50 Occasionally Agree, 3.51 – 4.50 Usually Agree, >4.50 Mostly Agree

For inferential statistics testing, the One-Way Analysis of Variance (ANOVA) was employed to examine the hypothesis. The results indicated that respondents with varying years of study exhibited statistically significant disparities in overall self-sufficiency development, along with each specific aspect (developing competence, moving through autonomy toward interdependence, and developing purpose) at 0.05 level, as shown in Tables 2-6.

Table 2 Test of Homogeneity of Variances of Self-Sufficiency Development to Become a Marketer in the New Era classified by Year of Study with the Levene Test

Self-Sufficiency Development	Levene Statistic	df1	df2	P
-Self-Sufficiency Development	1.652	3	405	.160
-Developing competence	.523	3	405	.719
-Managing emotions	2.047	3	405	.087
-Moving through autonomy toward interdependence	.959	3	405	.430
-Developing mature interpersonal relationships	2.023	3	405	.090
-Establishing identity	.469	3	405	.758
-Developing purpose	2.730	3	405	.029
-Developing integrity	.650	3	405	.627

Table 2 showed the P-value for almost all aspects of self-sufficiency development was greater than a 0.05 level, leading to the conclusion that the variance of self-sufficiency development to become a Marketer in the new era by the years of study had no difference. For testing the self-sufficiency development in terms of the developing purpose where a P-value of less than 0.05, then Brown-Forsythe was applied for hypotheses testing.

Table 3 Testing the Differences in Self-Sufficiency Development to Become a Marketer in the New Era Classified by Year of Study with ANOVA Testing

Self-Sufficiency Development	Variance	SS	Df	MS	F	p
Self-sufficiency Development	Between Groups	2.108	4	.527	4.392	.002
	Within Groups	48.484	405	.120		
	Total	50.593	409			
Developing competence	Between Groups	4.789	4	1.197	4.729	.001
	Within Groups	102.266	405	.253		
	Total	107.055	409			
Managing emotions	Between Groups	1.467	4	.367	1.934	.104
	Within Groups	76.587	405	.190		
	Total	78.054	409			
Moving through autonomy toward interdependence	Between Groups	4.529	4	1.132	6.393	.000
	Within Groups	71.557	405	.177		
	Total	76.087	409			
Developing mature interpersonal relationships	Between Groups	2.190	4	.548	2.033	.089
	Within Groups	108.809	405	.269		
	Total	110.999	409			
Establishing identity	Between Groups	1.103	4	.276	1.183	.317
	Within Groups	94.167	405	.233		
	Total	95.271	409			
Developing integrity	Between Groups	.252	4	.063	.372	.828
	Within Groups	68.365	405	.169		
	Total	68.618	409			

* P<0.05

Table 3 showed that respondents who were studying in different years of study have statistically significant differences in overall self-sufficiency development and terms of developing competence and moving through autonomy toward interdependence to become marketer in the new era at the level of 0.05. Next, Gabriel Test, a statistic used for testing multiple comparisons at an equal or unequal sample size was applied.

Table 4 The Multiple Comparison of Self-sufficiency Development to Become a Marketer in the New Era Classified by Year of Study with Gabriel Test

Self-Sufficiency Development	1 st -year	2 nd -year	3 rd -year	≥4 th -year
Self-Sufficiency Development	($\bar{X} = 3.66$)	($\bar{X} = 3.52$)	($\bar{X} = 3.62$)	($\bar{X} = 3.70$)
1 st -year ($\bar{X} = 3.66$)	-			
2 nd -year ($\bar{X} = 3.52$)	0.14	-		
3 rd -year ($\bar{X} = 3.62$)	0.04	-0.10	-	
≥4 th -year ($\bar{X} = 3.70$)	-0.04	-0.18*	-0.08	-
Developing competence	($\bar{X} = 3.59$)	($\bar{X} = 3.45$)	($\bar{X} = 3.56$)	($\bar{X} = 3.71$)
1 st -year ($\bar{X} = 3.59$)	-			
2 nd -year ($\bar{X} = 3.45$)	0.14	-		
3 rd -year ($\bar{X} = 3.56$)	0.03	-0.12	-	
≥4 th -year ($\bar{X} = 3.71$)	-0.12	-0.26*	-0.15	-
Moving through autonomy toward interdependence	($\bar{X} = 3.42$)	($\bar{X} = 3.26$)	($\bar{X} = 3.42$)	($\bar{X} = 3.53$)
1 st -year ($\bar{X} = 3.42$)	-			
2 nd -year ($\bar{X} = 3.26$)	0.16	-		

Self-Sufficiency Development	1 st -year	2 nd -year	3 rd -year	≥4 th -year
3 rd -year ($\bar{X} = 3.42$)	0.00	-.16*	-	
≥4 th -year ($\bar{X} = 3.53$)	-0.11	-.27*	-0.11	-

Table 4 showed a significant difference in overall self-sufficiency development and terms of the developing competence between 2nd-year and 4th-year or higher students at a 0.05 level. For the self-sufficiency development, in terms of moving through autonomy toward interdependence, there was a significant difference between the 2nd-year and 3rd-year, and 2nd-year and 4th-year at a 0.05 level.

For the Brown-Forsythe testing, the details were as follows.

Table 5 Testing the Differences in Self-sufficiency Development in term of Developing Purpose to Become a Marketer in the New Era Classified by Year of Study with Brown-Forsythe

Developing Purpose	Brown-Forsythe	Statistic	df1	df2	p
Developing Purpose	Between Groups	3.457	4	10.893	0.047

Table 5 showed respondents studying in different years have statistically significant differences in self-sufficiency development in terms of the developing purpose to become marketer in the new era at the level of 0.05. Next, the Dunnett C test was used for testing multiple comparisons.

Table 6 The Multiple Comparison of Self-Sufficiency Development in term of Developing Purpose to Become a Marketer in the New Era Classified by Year of Study with Dunnett C test

Developing Purpose	1 st -year ($\bar{X}=4.12$)	2 nd -year ($\bar{X}=3.72$)	3 rd -year ($\bar{X}=3.91$)	$\geq 4^{\text{th}}$ -year ($\bar{X}=4.02$)
1 st -year ($\bar{X}=4.12$)	-			
2 nd -year ($\bar{X}=3.72$)	0.39	-		
3 rd -year ($\bar{X}=3.91$)	0.21	-0.19	-	
$\geq 4^{\text{th}}$ -year ($\bar{X}=4.02$)	0.09	-.30*	-0.12	-

Table 6 showed a significant difference in self-sufficiency development in terms of developing the purpose between the 2nd-year and 4th-year or higher students at a 0.05 level.

Respondents with different cumulative GPAs have statistically significant differences in overall self-sufficiency development and each aspect (developing competence, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, and developing integrity) at 0.05 level, as shown in Tables 7-9.

Table 7 Test of Homogeneity of Variances of Self-Sufficiency Development under Thailand 4.0 Policy Become a Marketer in the New Era classified by GPA with the Levene Test

Self-Sufficiency Development	Levene Statistic	df1	df2	p
- Self-Sufficiency Development	.883	5	386	.520
- Developing competence	1.141	5	386	.336
- Managing emotions	1.240	5	386	.279
- Moving through autonomy toward interdependence	1.152	5	386	.330
- Developing mature interpersonal relationships	1.213	5	386	.294
- Establishing identity	1.049	5	386	.396
- Developing purpose	.577	5	386	.775
- Developing integrity	.549	5	386	.797

Table 7 showed that the P-value for aspects of self-sufficiency development was greater than 0.05 level and could be concluded that the variance of self-sufficiency development to become a Marketer in the new era by GPAs had no difference. Then, the hypothesis was tested for differences with a One-way ANOVA analysis.

Table 8 The Differences in Self-Sufficiency Development to Become a Marketer in the New Era Classified by GPA with ANOVA Testing

Self-Sufficiency Development	Variance	SS	Df	MS	F	p
Self-sufficiency Development	Between Groups	1.440	6	.288	2.361	.039
	Within Groups	49.153	386	.122		
	Total	50.593	392			
Developing competence	Between Groups	3.868	6	.774	3.021	.011
	Within Groups	103.187	386	.256		
	Total	107.055	392			
Managing emotions	Between Groups	1.431	6	.286	1.505	.187
	Within Groups	76.623	386	.190		
	Total	78.054	392			
Moving through autonomy toward interdependence	Between Groups	1.383	6	.277	1.492	.191
	Within Groups	74.704	386	.185		
	Total	76.087	392			
Developing mature interpersonal relationships	Between Groups	2.200	6	.440	1.630	.151
	Within Groups	108.800	386	.270		
	Total	110.999	392			
Establishing identity	Between Groups	2.866	6	.573	2.500	.030
	Within Groups	92.405	386	.229		
	Total	95.271	392			
Developing purpose	Between Groups	.635	6	.127	.357	.878
	Within Groups	143.462	386	.356		

Self-Sufficiency Development	Variance	SS	Df	MS	F	p
	Total	144.097	392			
Developing integrity	Between Groups	2.087	6	.417	2.529	.029
	Within Groups	66.530	386	.165		
	Total	68.618	392			

* P<0.05

Table 8 showed that respondents with different GPAs had statistically significant differences in overall self-sufficiency development and in terms of developing competence, establishing identity, and developing integrity to become marketer in the new era at the level of 0.05. Next, Gabriel Test, a statistic used for testing multiple comparisons at an equal or unequal sample size was applied.

Table 9 The Multiple Comparison of Self-Sufficiency Development to Become a Marketer in the New Era Classified by GPA with Gabriel Test

Self-Sufficiency Development	< 2.26-	2.51-	2.76-	3.01-	3.26-	>3.50
Self-sufficiency Development	(\bar{X} =3.56)	(\bar{X} =3.49)	(\bar{X} =3.64)	(\bar{X} =3.61)	(\bar{X} =3.70)	(\bar{X} =3.67)
< 2.50 (\bar{X} = 3.56)	-					
2.51-2.75 (\bar{X} = 3.49)	0.07					
2.76-3.00 (\bar{X} = 3.64)	-0.08	-0.15				
3.01-3.25 (\bar{X} = 3.61)	-0.05	-0.11	0.03			

Self-Sufficiency	< 2.26-	2.51-	2.76-	3.01-	3.26-	>3.50
Development	2.50	2.75	3.00	3.25	3.50	
3.26-3.50 ($\bar{X} = 3.70$)	-0.13	-0.20*	-0.05	-0.09		
>3.50 ($\bar{X} = 3.67$)	-0.11	-0.18	-0.03	-0.06	0.02	-
Developing competence	($\bar{X} = 3.63$)	($\bar{X} = 3.38$)	($\bar{X} = 3.54$)	($\bar{X} = 3.57$)	($\bar{X} = 3.74$)	($\bar{X} = 3.57$)
< 2.50 ($\bar{X} = 3.63$)		-				
2.51-2.75 ($\bar{X} = 3.38$)	0.25					
2.76-3.00 ($\bar{X} = 3.54$)	0.09	-0.16				
3.01-3.25 ($\bar{X} = 3.57$)	0.05	-0.19	-0.03			
3.26-3.50 ($\bar{X} = 3.74$)	-0.11	-0.35*	-0.19	-0.16		
>3.50 ($\bar{X} = 3.57$)	0.06	-0.19	-0.03	0.00	0.17	-
Establishing identity	($\bar{X} = 3.33$)	($\bar{X} = 3.33$)	($\bar{X} = 3.46$)	($\bar{X} = 3.46$)	($\bar{X} = 3.57$)	($\bar{X} = 3.55$)
<-2.50 ($\bar{X} = 3.33$)		-				
2.51-2.75 ($\bar{X} = 3.33$)	0.00					
2.76-3.00 ($\bar{X} = 3.46$)	-0.13	-0.13				
3.01-3.25 ($\bar{X} = 3.46$)	-0.13	-0.13	0.00			
3.26-3.50 ($\bar{X} = 3.57$)	-0.24	-0.24	-0.11	-0.11		
>3.50 ($\bar{X} = 3.55$)	-0.22	-0.23	-0.09	-0.10	0.01	-
Developing integrity	($\bar{X} = 3.53$)	($\bar{X} = 3.50$)	($\bar{X} = 3.61$)	($\bar{X} = 3.59$)	($\bar{X} = 3.69$)	($\bar{X} = 3.72$)
< 2.50 ($\bar{X} = 3.53$)		-				
2.51-2.75 ($\bar{X} = 3.50$)	0.03					
2.76-3.00 ($\bar{X} = 3.61$)	-0.08	-0.11				
3.01-3.25 ($\bar{X} = 3.59$)	-0.06	-0.09	0.02			
3.26-3.50 ($\bar{X} = 3.69$)	-0.16	-0.19	-0.08	-0.10		
>3.50 ($\bar{X} = 3.72$)	-0.19	-0.22	-0.11	-0.13	-0.03	-

Table 9 showed that there is a significant difference in overall self-sufficiency development and in terms of developing competence between students' GPAs of 2.51-2.75 and GPAs of 3.26-3.50 at the level of 0.05. On the other hand, there is no significant difference in terms of establishing identity and developing integrity between students' GPAs at the level of 0.05.

New knowledge and utilization

This study presents pioneering insights into self-sufficiency development among Thai marketing students, marking a departure from traditional academic outcome studies in Thai higher education. Unlike previous research, including Nantharojphong et al.'s (2017) focus on leadership traits, this study uniquely maps the developmental trajectory of student self-sufficiency. The findings reveal two previously undocumented patterns: first, a clear progression in self-sufficiency development from second to fourth year, particularly in competence development and autonomy; and second, a specific correlation between academic performance and self-sufficiency, with students in the 3.26-3.50 GPA range demonstrating significantly higher self-sufficiency levels compared to their peers in the 2.51-2.75 range. These findings establish new benchmarks for understanding student development in Thai marketing education.

These findings can be directly utilized in Thai educational institutions by transforming traditional rote learning approaches into more dynamic, relationship-focused teaching methods. Educational administrators can implement specific practical changes: redesigning curricula to

incorporate structured peer learning activities, developing mentorship programs that leverage the discovered importance of interpersonal relationships, and creating targeted support systems for lower-performing students. Assessment frameworks can be updated to measure both academic performance and interpersonal competencies, while faculty can be trained to facilitate more interactive, student-centered learning experiences that align with Thai cultural values while building professional marketing competencies.

Discussion and Implication of the Study

The results indicate that students enrolled in the marketing program, pursuing a Bachelor of Business Administration in Bangkok Metropolis, displayed partly significant differences in self-sufficiency development based on academic factors like year of study and cumulative grade point average (GPA). Notably, respondents in higher academic years demonstrated greater self-sufficiency development. This suggests that self-sufficiency is a developmental process that requires time and intentional effort, in accordance with Chickering and Reisser's student self-development approach (1993). This finding aligns with Nantharojphong et al. (2017) which established statistically significant differences in leadership traits among business students with varying personal characteristics (including gender, college years, major, GPAX, and experience in student affairs). Educational institutions in Thailand should continue to tailor teaching and learning approaches based on students' academic progression and GPA to reinforce

appropriate self-sufficiency development. Absolutely, it's essential to recognize that transitioning towards a lifelong learning approach, alongside the integration of non-formal education and self-directed learning, may represent a substantial shift for Thai marketing students and the educational system, which are traditionally accustomed to a more structured learning framework. Educational institutions should proactively explore various strategies to promote and facilitate lifelong learning. This could include implementing a credit bank system, which would greatly assist Thai marketing students in adapting to the rapidly evolving landscape of global education. Moreover, embracing the concept of the new era Business Operation, which places a strong emphasis on ethics, innovation, creativity, and technology, will be crucial for the success of marketing students in this dynamic era. This holistic integration will play a pivotal role in aligning business operations with the goals set forth for Thailand in this new era. Ultimately, it will contribute to the development of a curriculum that empowers students to not only navigate, but excel as marketers in this transformative new era (Wongmontha & Techakana, 2017).

The discovery that respondents with higher GPAs exhibited greater self-sufficiency development suggests that a cumulative GPA may indeed serve as an indicator of a learner's personal growth to some extent. Those with elevated GPAs likely demonstrated greater initiative in developing their potential and self-sufficiency. This aligns with Umoh's observation (2018) that employers often view a strong GPA as an indicator of a candidate's ability to handle the pressures of a given role, with 67 percent

of companies reporting that they screen candidates based on GPAs. However, the perspective of Finley (2021) emphasizes that mindsets and personal qualities, though not commonly listed as expected outcomes of college-level education, play a significant role in individual success both in college and in the workplace. Moreover, Gray and Collins (2022) brought attention to the 2022 survey conducted by NACE, revealing a declining relevance of GPA as a screening criterion.

In light of these evolving perspectives, Thai educational institutions should conduct targeted research on the significance of GPA, year of study, and also other related academic factors encompass coursework, attendance, participation, internships, extracurriculars, mentorship, study abroad, and independent projects. They should also revamp the curriculum to emphasize both theoretical knowledge and practical experiences. This involves fostering partnerships, offering skill-building programs, and encouraging lifelong learning. Additionally, alternative assessment methods and feedback mechanisms should be implemented for a well-rounded approach to student development.

Conclusion

The findings of this study offer valuable insights for evaluating the evolving learning process and provide essential guidance for educational institutions in effectively shaping marketing education for the new era. It is now imperative for institutions specializing in marketing to reevaluate how their curriculum can best prepare students to thrive as marketers in this

dynamic landscape. Marketing education encompasses both foundational and advanced knowledge. While a traditional understanding of marketing management, analysis, planning, implementation, and control remains crucial, it may no longer suffice for contemporary marketing success. Advanced marketing requires the ability to engage with individuals whose interests and behaviors are in constant flux, demanding marketers to adapt in real-time. This underscores the notion that “learning never ends” not only in the acquisition of new knowledge but also in reinterpreting existing knowledge with fresh perspectives (Watcharapon, 2022).

To cultivate marketers for the new era, the marketing curriculum must foster self-sufficiency in students, irrespective of their year of study or cumulative GPA. Moreover, it should instill a commitment to lifelong learning, enabling them to navigate the ever-evolving landscape of marketing. It is crucial to recognize that educational and marketing practices are poised for significant transformation in this decade. Institutions that fail to align their marketing curriculum with these changes may face challenges such as declining enrollment and diminished competitiveness. To address this, instituting alternative learning experiences that prioritize self-sufficiency development, both within and beyond the classroom, is key. Promoting the enduring value of lifelong learning and adopting a more dynamic learning model are essential strategies. Additionally, integrating courses within the curriculum to achieve targeted learning outcomes can enhance the educational experience and better prepare students for success in the field of marketing (Watcharapon, 2022). Future research should aim for a broader

and more diverse sample, while also delving into additional factors that could potentially impact self-sufficiency development, including work experience, mentorship, resilience, financial literacy, networking skills, adaptability, critical thinking, emotional intelligence, health and well-being, cultural competence, and time management. Whilst these factors may collectively contribute to self-sufficiency, their relative importance may vary for each individual. Investigating these aspects will lead to a more comprehensive understanding of the underlying dynamics.

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