

Research Article

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A Study of Thailand's Participation in Global Education Governance: Theory, Practice, and Challenges

Hongyong Hu , Yudhi Arifani , XiAn Hao , Khoirul Anwar 

Abstract

Background/purpose. This study explores how sovereign states—specifically, Thailand—have a significant influence on the global system of education governance. Thailand is clearly involved in global education governance, although there are a few areas that need more research. These include comprehending Thailand's educational background, driving forces, career paths, and obstacles.

Materials/methods. This study employed a mixed-method approach, combining quantitative surveys and qualitative interviews. Key stakeholders from six Thai institutions participated, along with 300 international students and 120 international teachers. Descriptive statistics and thematic analysis were used in the data analysis to shed light on best practices, quality control, and policy alignment.

Results. It points out that Thailand's educational system has developed over a long period of time and has created a useful framework for taking part in global education governance. Thailand's involvement is driven by a variety of factors, which result in the creation of basic but unsystematic paths. The study also recognizes the complicated contexts in which Thailand participates.

Conclusion. In short, the study points out a number of shortcomings and suggests that future investigations use both qualitative and quantitative techniques to thoroughly examine sovereign states' involvement in global education governance.

1. Introduction

The interests and futures of every nation are intricately linked in this new era of interconnectedness that humanity has entered. Anti-globalization attitudes and regional volatility and conflicts have increased despite stark variations in social development and cultural traditions (Sharma & Sayed, 2024). Numerous shortcomings in the current international governance system have been made clear by the COVID-19 pandemic, which has also challenged established practices and encouraged a change in governance ideas. It is indisputable that education is becoming a more important aspect of global governance despite the numerous obstacles that face international educational collaboration and exchange (Rizvi, 2019). Globalization and increased interconnectedness have caused education governance, which was formerly under the purview of nation-states, to start extending across national boundaries. Countries must work together to advance educational equity, enhance quality, broaden cooperation projects, and agree on governance guidelines in order to address shared global education concerns (Solesin, 2020).

The education community and 184 UNESCO member states met in Paris on November 4, 2015, for the conference titled "Transforming Our World: The 2030 Agenda for Sustainable Development." In order to address present and future issues and commit to future universal education goals, the conference approved 17 sustainable development goals as part of the Education 2030 Action Framework (Tang, 2015). This agenda, which provides a clear development route for the ensuing ten to fifteen years, is acknowledged by all global education governance institutions. The framework highlights the necessity for sovereign states to continuously enhance their global education governance practices while showcasing their institutional and cultural advantages. Sovereign states can actively influence global education concepts, policies, and practices and help create a new global education system by participating in international organizations and encouraging educational cooperation (Chanda, 2017).

As a member of SEAMEO and the home of important international educational institutions like the ASEAN University Network at Chulalongkorn University and UNESCO's branch in Bangkok, Thailand is a major player in the regulation of global education (Sirat, 2017). Education is a top priority for the Thai government, which actively participates in international educational exchanges and adopts best practices from international conferences like the Salamanca Statement in 1994 and the World Education Conference for All in 1990 (Wachirawichai, 2022). Over the past few decades, Thailand has made great strides in advancing universal education and enhancing its educational environment. Thailand's National Scheme of Education established lofty targets in 2017 to guarantee high-quality education for everyone, including inclusive services for people with disabilities and free education for children ages 6 to 14 (Caraig, 2018).

With several studies from the academic community, global education governance has emerged as a major area of study in both public policy and education. However, there is a paucity of systematic research on the involvement of sovereign states, and the topic is still conceptual and dispersed (Sharma & Sayed, 2024). Examining motivating factors, particular channels, role placement, and responsibility limits are all part of this. Research issues, including the history of global education governance and the role of multinational corporations, are also lacking (Steiner-Khamsi, 2024).

Limited micro-level examination of policy development processes is present in existing research, which frequently concentrates on the content and execution of policies. With few specialized ideas and little application of theories from related domains, a theoretical study in this area is lacking (Smith et al., 2024; Steiner-Khamsi, 2024). Because empirical approaches are rarely employed, future research must take a methodical, scientific, and strategic approach. By filling in these gaps, sovereign states will be better able to collaborate with international organizations and participate in the governance of global education.

With an emphasis on Thailand, this study explores the theories and practices of sovereign states' involvement in global education governance. By moving research from policy reference to policy output, it seeks to advance comparative education. It also suggests tasks, important connections, and institutional structures for developing nations to support institutional reform. Significant scholarly research is still needed, especially to comprehend how Thai global education governance aligns with international norms and how stakeholders, including international instructors, students, and officials, perceive the situation. The report urges the documentation of best practices to guide future policy and practice reforms and emphasizes the need for more empirical approaches to solve the complex issues Thai educational institutions face (Carter, 2015; Loima & Vibulphol, 2015). The advancement of the field of global education governance depends on the development of specialized theories and the use of both quantitative and qualitative research (Zhao et al., 2021).

In order to fill previously noted research gaps (Rizvi, 2019; Sharma & Sayed, 2024), this study incorporates ideas from a variety of academic publications to investigate how Thai education governance aligns with international standards. Existing research emphasizes the need for structured techniques and theoretical depth, as well as the lack of systematic study of sovereign states' involvement in global education governance (Walters & Watters, 2017a). The necessity of thorough policy evaluation is further supported by the emphasis on important values like equity, diversity, and sustainability—values that are frequently disregarded in Thailand's governance structure (Wachirawichai, 2022). Furthermore, research on curriculum development and quality control points to issues like promoting global cooperation and inclusivity. The study offers a comprehensive basis to promote Thai education within the larger global governance framework by combining these viewpoints with global governance concepts supported by regional networks and international organizations.

The following research questions were developed in order to fill the knowledge gap about the paucity of empirical studies on the practical congruence between Thai global education governance and its implementation: What is the opinion of Thailand's international education stakeholders regarding the conformity of Thai education with international governance norms? What difficulties do Thai educational institutions encounter when putting these requirements into practice, and how do these difficulties affect the quality of their education? Which successful tactics or best practices have Thai institutions used to get beyond the obstacles in global education governance?

2. Literature Review

2.1. Value and Development of Global Education Governance

The term "global education governance" lacks a consensus definition, according to research on the subject. Because education systems are linked to national sovereignty, scholars like Wang Xiaohui contend that there is currently no meaningful global education governance (Smith et al., 2024). Nonetheless, the idea seeks to comprehend global education in its entirety and use governance ideas to construct national systems. With more participation from supranational organizations, this trend is anticipated to intensify. Global education governance is a historical phenomenon that has fully evolved in the age of globalization (Sharma & Sayed, 2024). In order to counter the detrimental effects of globalization on education, they emphasize the necessity for efficient global governance and point out that governance is different from typical government management. It is the process and effect of people or organizations from all over the world influencing education across national boundaries through official or unofficial norms (Rizvi, 2019).

The values that international organizations like UNESCO, which prioritize humanism, uphold are the foundation of the importance of global education governance. Although it is occasionally criticized, this harmony between instrumental logic and humanism is crucial for the governance of education (Steiner-Khamsi, 2024). Education and knowledge are viewed as societal values in the

UNESCO study "Rethinking Education: Towards a Global Common Good?" which calls for social fairness, cultural diversity, equal rights, international solidarity, and sustainable development through education (Walters & Watters, 2017b). The governance of global education is divided into three models: network, market, and bureaucratic. Network governance supports the integration of higher education globally by encouraging equal responsibilities for the state, market, and academia in institutional innovation (Wachirawichai, 2022). International organizations must support global education governance through multilateral collaboration, with local governments playing a crucial role in system design and human development goals (Smith et al., 2024).

2.2. Approaches and Principles Development of Global Education Governance

Sovereign governments, international organizations, multinational enterprises, and civic organizations are just a few of the participants in global education governance. These organizations participate through international conferences, charters, international education movements, innovative educational ideas, international education standards, educational aid, and frameworks for international cooperation (Tikly, 2017). The governance framework must respect various political, economic, cultural, and historical contexts while allowing for the effective participation of numerous stakeholders by adhering to the values of diversity, inclusivity, applicability, interactivity, and foresight. Tolerance, openness, and justice are necessary for this inclusive approach, which permits many values and propositions to coexist and promotes efficient communication and exchange across entities (Elfert & Ydesen, 2024). It also highlights the necessity of predictive policies that take into account future prospects and societal development trends in order to guarantee the proper implementation, efficacy, and eventual accomplishment of governance goals.

The functions of intergovernmental and non-governmental international organizations—UNESCO being one of the most well-known—are highlighted in research on global education governance (Morrice, 2019). These groups play a critical role in creating educational programs, promoting global collaboration and exchange, and carrying out worldwide evaluations. For example, UNESCO has a major impact on higher education governance by addressing global education issues through advocacy, action plans, statistics systems, and agreements. Through programs like PISA, the OECD establishes standards for international education, influencing national educational systems and highlighting neoliberal ideas (Garza-Reyes, 2022). From a financial organization to a "Knowledge Bank," the World Bank today actively contributes to global education governance by creating and sharing educational initiatives and expertise that are especially helpful to developing nations (Mundy & Verger, 2015). These groups work together to influence the governance of education around the world. Diverse practices are shown by research on the involvement of sovereign governments. In order to create a thorough and useful framework for sovereign state participation, more theoretical and comparative research is necessary. Research on the participation of sovereign states reveals a variety of practices and highlights the necessity of a methodical approach to global education governance.

2.3. Theories of the Research

Originating in Europe in the 1990s, multilevel governance theory provides a paradigm for comprehending the dynamic interactions between state and non-state actors in a regional network (Hooghe & Marks, 2020). According to this theory, which was put forth by Gary Marks, multilevel governance is a system of ongoing negotiations between nested governments at different regional levels that takes into account both vertical and horizontal dimensions. Without a set political structure, it emphasizes the diversity and interdependence of governance institutions, such as national, subnational, supranational, and non-governmental groups, all of which are involved in the creation and execution of policies (Maggetti & Trein, 2019). This governance model is dynamic and changes over time and in relation to many policy domains. It highlights how crucial teamwork and

group decision-making are to achieving shared objectives (Saito-Jensen, 2015; Zürn, 2020). Due to its related features of various actors, complex processes, and developing governance systems, multilevel governance theory is especially well-suited for examining global education governance.

The goal of stakeholder theory, which was first proposed in the 1960s, is to recognize and control the different interest groups that have an impact on an organization's ability to thrive (Bridoux & Stoelhorst, 2022). This idea was first used in business and management, but it has subsequently spread to political science, sociology, and global governance, among other disciplines. Stakeholder theory aids in the analysis of the interactions and disputes between sovereign governments, international organizations, multinational firms, and other players in the governance of global education (Miles, 2017). A fair and well-coordinated global education governance system can be built by comprehending and meeting the various needs and interests of these stakeholders. All stakeholders must support and advocate for this system, and they must work together to develop, execute, and negotiate the goals and regulations of global education governance. Therefore, by guaranteeing the efficient involvement and collaboration of all pertinent organizations, stakeholder theory offers a useful framework for accomplishing the objectives of global education governance (Awa et al., 2024).

2.4. Theoretical Framework

Multilevel governance, which is defined by a variety of actors, processes, and dynamic evolution, is best illustrated by global education governance (Tamtik & Colorado, 2022; Zürn, 2020). In this system, the interests of sovereign governments, international organizations, multinational firms, and other entities are intertwined and occasionally at odds. Economic growth and an emphasis on education are giving developing nations more structural strength. Through the implementation of relevant policies that are impacted by the central-level participation framework, sovereign nations assist in the governance of global education. Studies show that market and economic principles are replacing cultural and equity values (Rizvi, 2019; Smith et al., 2024). Participation that is effective requires human, social, and scientific obligations. The function of each state is impacted by its motivations, governing structure, and educational background (Carter, 2015). These components are combined in a suggested theoretical framework to thoroughly examine sovereign states' involvement in global education governance (as shown in Figure 1).

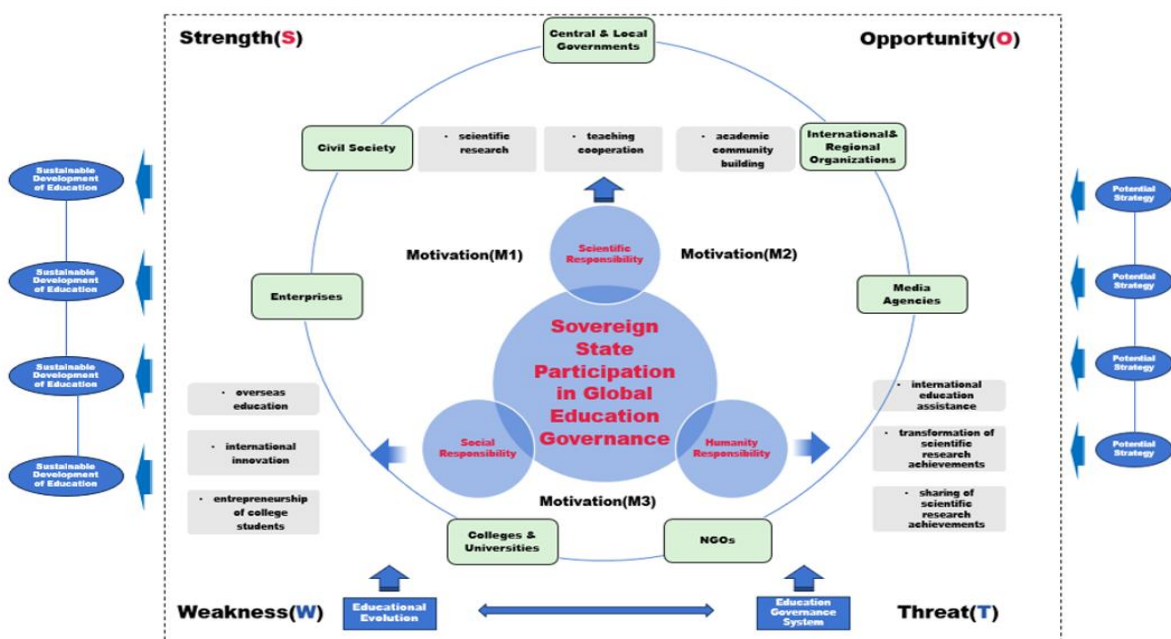


Figure 1. Theoretical Framework for the Participation of Sovereign States in Global Education Governance.

3. Methods

3.1. Research Design

Thai global education stakeholders' perceptions of the alignment of implementation between Thai global education governance standards, the difficulties Thai global education institutions face in putting these standards into practice, and the effect on educational outcomes were the main objectives of the current study (Kittisereechai, 2022). The study used a mixed-method approach, combining qualitative interviews, document analysis, and quantitative surveys in a sequential manner. Quantitative surveys were used to answer the first and second study questions, while discourse analysis and stakeholder interviews were used to investigate how well Thai global education and governance norms aligned. Researchers can better comprehend predetermined study topics by using explanatory mixed-methods approaches, which involve gathering quantitative data through surveys first, then qualitative interviews (Phillip Bowen et al., 2017).

3.2. Population and Sample

There were 154 universities in Thailand in 2024, comprising 72 private and 82 public establishments. There were more than 800 university instructors nationwide as of 2022. Additionally, over 10,000 foreign teachers were hired by the institutions to teach a range of subjects from elementary school to college. It is estimated that around 20 universities had about 300 foreign instructors participating in international programs. Six universities took part in the study, contributing data from 300 international students and 120 international teachers. Twelve PhD students, one employee of the Ministry of Thai Education, and six prominent foreign professors participated in the interviews (as shown in Figure 2).

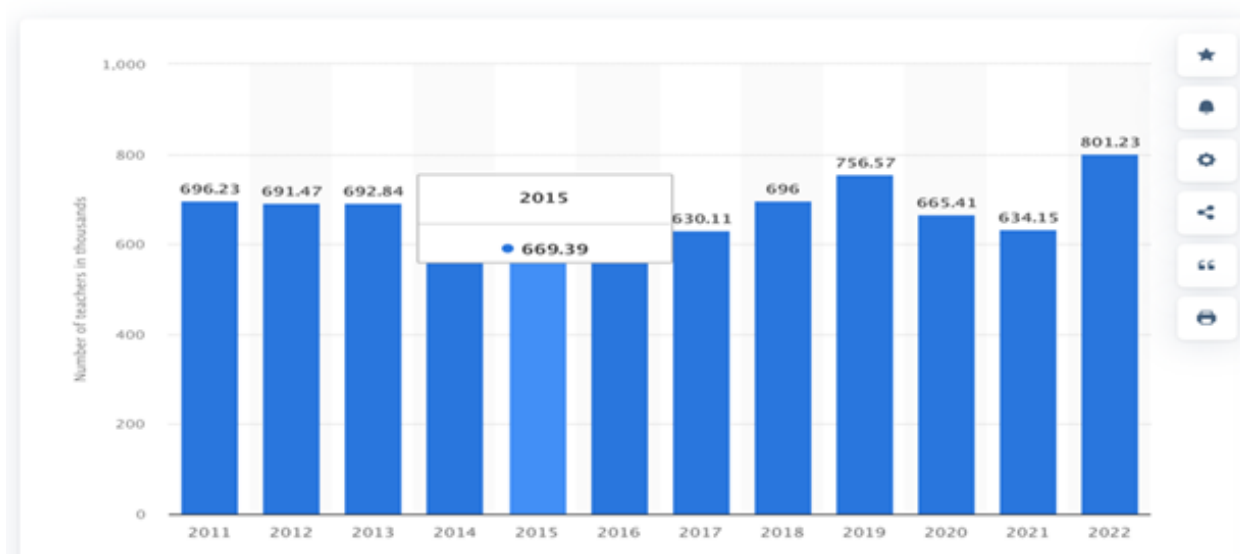


Figure 2. Teachers at Thailand Universities

Key stakeholders were chosen as participants by the researcher based on the existing state of Thailand's global education governance and the importance of professionals. Chulalongkorn University, Thammasat University, Siam University, Dhurakij Pundit University, Mahidol University, and Khon Kaen University were among the universities from whom educational professionals were selected. The universities were identified under pseudonyms to preserve anonymity. Three hundred international students and 120 international teachers, evenly split across the six universities, made up the study's sample (Table 1).

Table 1. International Lectures and Students

University	International Teachers	International Students
Chulalongkorn University (University A)	20	50
Thammasat University (University B)	20	50
Siam University (University C)	20	50
Dhurakij Pundit University (University D)	20	50
Mahidol University (University E)	20	50
Khon Kaen University (University F)	20	50
Total	120	300

Three hundred international students from six Thai universities and 120 international teachers participated in the study. Of the teachers, 50 were men and 70 were women, with 34% being between the ages of 30 and 40 and 66% being over 40. 57% had more than ten years of teaching experience, whereas 43% had five to ten years. There were 175 female pupils and 125 male students, all of whom were older than 25. Participants in qualitative interviews were chosen based on their academic background and experience teaching Thai overseas programs for MA or PhD courses, while quantitative survey respondents were picked by random selection. (Table 2).

Table 2. The Characteristics of Participants

Teachers' characteristics (N=120)			
Gender	Male	50	42%
	Female	70	58%
Age	< 30 years	-	-
	30 - 40 years	41	34%
	> 40 years	79	66%
Teaching experiences	< 5 years	-	-
	5 - 10 years	52	43%
	> 10 years	68	57%
Students' Characteristics (N=300)			
Gender	Male	125	42%
	Female	175	58%
Age	17 - 20 years	-	-
	> 25 years	300	100%

In short, Six Thai universities were chosen for their active participation in international programs; for inclusion, participants had to have direct experience with global education initiatives; for exclusion, participants had to have significant involvement in related academic or administrative roles; and for key stakeholders, such as international students, international teachers, and academic and government officials, the study used purposive sampling to select participants based on their

relevance to the research objectives. This approach aimed to capture targeted insights crucial to understanding the research focus.

3.3. Research Ethics

It is essential for researchers to follow ethical guidelines at every stage of social science research. These requirements include getting participants' informed consent, making sure they are safe both physically and mentally, respecting their privacy and confidentiality, and remaining impartial and objective (Elisabeth Staksrud et al., 2024). Participants' voluntary agreement must be obtained, participants must be fully informed about the research, and pseudonyms must be used to protect participants' identities. To increase the credibility of their study, researchers should also openly acknowledge its limits and honestly evaluate and present data, even unfavorable and unexpected discoveries.

3.4. Research Instruments

The study focused on bringing Thai education into line with worldwide standards and used both surveys and interviews to investigate stakeholders' opinions of global education governance in Thailand. Eleven topics were covered in the survey, such as diversity and equity, policy requirements, and quality assurance. In order to discuss governance issues and how they affect academic results, interviews were done, taking into account factors like sustainability, inclusivity, and general tactics. In order to determine best practices in multi-stakeholder collaborations, local alignment, capacity-building efforts, and innovative methods, the opinions of stakeholders were gathered.

The instruments were rigorously tested to guarantee the validity and reliability of the study (Karnia, 2024; Morse et al., 2002; Samuels, 2016). Three PhD specialists evaluated the questionnaires and semi-structured interviews, which were piloted with 60 respondents and obtained a reliability alpha value of 0.96. Exploratory factor analysis was also used to examine the "Alignment of Thai Global Education Governance and Global Education Standard" questionnaire, and the results met validity standards (Neubauer, 2019). This thorough method ensured a balanced and well-coordinated system and offered insightful information about Thai global education governance. These findings imply that the tool is appropriate for use in research. (as shown in Table 3).

Table 3. Validity and Reliability of test results

No	Category	Items	Factor Loading	KMO	Sig. Value Bartlett's Test of Sphericity	Alpha	Results
A	Policy Standard	Thai education policy aligns with SDG 4 and the UNESCO 2030 framework.	0.73	0.78	0	0.89	Valid and reliable
		International goals into country-specific regulations and legal frameworks.	0.78	0.81	0	0.9	Valid and reliable
B	Quality Assurance Standard	Clear benchmarking for teaching and learning outcomes.	0.76	0.84	0	0.87	Valid and reliable
		Minimum criteria for teacher licenses and development.	0.74	0.8	0	0.82	Valid and reliable
C	Equity and Diversity Standard	Accreditation meets international quality benchmarks.	0.76	0.84	0	0.87	Valid and reliable
		Universal access regardless of gender, disability, socio-economic background, or location.	0.86	0.86	0	0.92	Valid and reliable

		Addresses diversity, multiculturalism, and marginalized groups.	0.76	0.79	0	0.8	Valid and reliable
		Policies to prevent discrimination in education.	0.78	0.86	0	0.92	Valid and reliable
D	Accountability and Transparency	Robust systems for data like enrolment, funding, and outcomes.	0.76	0.79	0	0.8	Valid and reliable
		Regular performance reporting to stakeholders.	0.78	0.86	0	0.92	Valid and reliable
		Regular audits by an independent board.	0.8	0.8	0	0.86	Valid and reliable
E	Resources Standard	Equitable investment in infrastructure, technology, resources.	0.8	0.8	0	0.86	Valid and reliable
		Qualified international lecturers and staff.	0.82	0.86	0	0.86	Valid and reliable
F	Curriculum and Pedagogy	Emphasis on 21st-century skills like innovation, creativity, collaboration.	0.84	0.8	0	0.86	Valid and reliable
		Foster communication, critical thinking, problem-solving skills.	0.78	0.8	0	0.9	Valid and reliable
		Develop mathematical analysis and digital skills.	0.82	0.8	0	0.9	Valid and reliable
G	Technology Integration	Use of digital tools and resources for learning.	0.79	0.76	0	0.89	Valid and reliable
		Leverage analytics for policy, instructional improvement.	0.78	0.8	0	0.86	Valid and reliable
		Teacher proficiency in digital technology.	0.8	0.88	0	0.89	Valid and reliable
H	Collaboration Standard	Promote international mobility programs.	0.86	0.86	0	0.92	Valid and reliable
		Encourage international research partnerships.	0.76	0.79	0	0.8	Valid and reliable
		Collaborate with organizations like UNICEF and the World Bank.	0.84	0.8	0	0.86	Valid and reliable
I	Monitoring and Evaluation Standard	Apply Key Performance Indicators for assessment.	0.82	0.8	0	0.9	Valid and reliable
		Regular comparisons with other universities.	0.84	0.8	0	0.86	Valid and reliable
		Provide feedback systems for continuous improvement.	0.76	0.79	0	0.8	Valid and reliable
J	Cultural Standard	Adapt global standards to respect Thai culture and values.	0.8	0.8	0	0.86	Valid and reliable
		Involve local communities in policy design and implementation.	0.76	0.79	0	0.8	Valid and reliable

K	Environmental Sustainability	Promote education on sustainability and climate action.	0.76	0.79	0	0.8	Valid and reliable
		Encourage eco-friendly operations and infrastructure.	0.78	0.86	0	0.92	Valid and reliable

In order to address the difficulties, effects, and best practices of Thai global education governance, the validity and reliability of the semi-structured interview questions were assessed. Based on critical theory and global education governance, three specialists in quality assurance and global education examined and improved the interview questions. Targeted individuals were then asked the interview questions. Nine of the questions for the second study topic dealt with difficulties, and two of them concentrated on how these difficulties affected academic results. Five questions examined optimal strategies for putting global education standards into practice in order to answer the third research question. The validity of the interview protocols was confirmed by the try-out findings (inter-coder reliability scores), which showed valid alpha coefficients for every interview item ranging from 0.86 to 0.92. (as shown in Table 4).

Table 4. Intercoder-reliability score of the interview protocols 1. Challenges and impact of Thai global education

No	Interview Items	Kappa
1	What are the main barriers of Thai global education in implementing global education governance policy?	0.90
2	What are the main barriers of Thai global education in implementing global quality assurance or accreditation standards?	0.86
3	What are the main barriers of Thai global education in implementing diversity global quality standards?	0.92
4	What are the main challenges of Thai global education in implementing accountability and transparency standards?	0.86
5	What are the main barriers of Thai global education in providing its resources for supporting the implementation of global education governance.	0.92
6	What are the main challenges of Thai global education in implementing its curriculum and instructional practices?	0.89
7	What are the main challenges of Thai global education in implementing international partnership program?	0.89
8	What are the main challenges of Thai global education in incorporating its local culture and value into global education governance?	0.90
9	What are the main challenges of Thai global education in addressing sustainability issues?	0.90

Strong dependability was demonstrated by the interview questions' Kappa coefficients. For instance, the second interview question on quality assurance issues received a score of 0.86, whereas the first question evaluating the difficulties of putting Thai global school governance into practice had a Kappa coefficient of 0.90. Similarly, the questions about capacity building programs, policy

alignment with local needs, and best practices in multi-stakeholder partnerships had coefficients of 0.90, 0.86, and 0.90, respectively. The validity of the interview questions in collecting stakeholders' viewpoints on Thai global education governance is confirmed by these strong dependability scores. (as comprehensively shown in Table 5).

Table 5. Intercoder-reliability score of the interview protocols 2 Best practices of Thai global education governance

No	Interview Items	Kappa
1	Can you give an example of successful (best practices) multi-stakeholder partnerships of Thai global education governance in your institution?	0.90
2	What are the best practices for aligning Thai global education governance policies with local needs in your institution?	0.86
3	Can you give an example of successful (best practices) capacity building initiatives from your institution?	0.90
4	Can you give an example of innovative practices of Thai global education governance practice in your institution?	0.86
5	Would you like to share your ideas regarding other examples that could provide further insights into best practices of Thai global education governance from your institution?	0.90

3.5. Data Collection

Using a mixed-methods approach, the study combined qualitative interviews with quantitative surveys. A quantitative survey evaluating how well Thai global education governance aligns with international standards and qualitative interviews examining issues and best practices comprised the two phases of data gathering. Stakeholders first filled out online questionnaires after emails were issued to six Thai universities that provide programs in global education. The questions were translated into English for clarity, and participant identities were maintained anonymous. The researcher then went to these universities to interview overseas instructors and students, concentrating on governance issues and how they affect academic results. To prevent misunderstandings, interviews were conducted in Chinese, and the identity of the participants were kept private. This method used recorded interviews to create grounded theory in an effort to capture participants' actual experiences.

3.6. Data Analysis

Both quantitative and qualitative data analysis phases were used in the study. In order to compare attitudes across stakeholders from various institutions, the Mann Whitney-U test and descriptive statistics like mean and standard deviation were used to evaluate quantitative data from surveys for the first study question (Milenović, 2011). Because the non-parametric Mann-Whitney U test is appropriate for evaluating differences between independent groups in situations when the assumption of normalcy is not met, the authors used it as an analysis approach. The Mann-Whitney U test was a suitable option in this investigation because the data did not satisfy the normal distribution assumptions required for parametric testing. Without depending on rigid distribution assumptions, this test ensures dependable results for ordinal data and small sample sizes. The explanation demonstrates the methodological rigor in successfully resolving the statistical difficulties of the investigation.

Thematic analysis was used to examine the qualitative information gathered from semi-structured interviews for the second and third study questions (Christou, 2023). The interviews, which covered policy, implementation, and evaluation of global education standards, focused on the comprehensive experiences of global education stakeholders in Thailand. To create a theoretical framework, the analysis procedure used open coding, axial coding, and selective coding. Policy, accreditation, quality, transparency, resources, curriculum, teaching methods, cultural values, and sustainability norms were among the categories that emerged from this approach.

4. Results

4.1. Stakeholders' perception regarding the implementation of Thai global education

The results of a survey analysis with 420 stakeholders from different international institutions in Thailand that are participating in international programs or global education governance are presented in this section. International students enrolling in MA or PhD programs as well as Thai and foreign teachers teaching these programs were among the participants. International teachers' and students' perspectives were compared using the Mann Whitney U-test in the analysis for the first study question. Any notable perceived discrepancies between the two groups on the application of Thai global education governance norms were brought to light by the results, which were displayed in terms of mean, standard deviation, Mann-Whitney U test scores, and p-values. Three hundred foreign students from six Thai global colleges participated in the poll, along with 120 international teachers. Based on the same theoretical framework, the surveys were the same for both groups, but they were tailored to their individual viewpoints. Policy standards, quality assurance, fairness and diversity, accountability and transparency, resources, curriculum and pedagogy, technological integration, international collaboration, monitoring and evaluation, and sustainability were among the many categories evaluated by the study. The investigation shed light on how well Thai global education complies with international norms (as comprehensively shown in Table 6).

Table 6. International teachers' and students' perceptions regarding Thai global education governance practices (Mann-Whitney U test)

Category	Participants	N	M	SD	Mann Whitney U Test	P
Policy Standard						
Policy aligns with SDG 4 and UNESCO	International Teachers	120	4.97	0.91	2632	3.215
	International Students	300	4.97	0.91		
Goals into regulations	International Teachers	120	4.96	0.89	1576	0.35
	International Students	300	4.96	0.89		
Quality Assurance Standard						
Benchmarking for outcomes	International Teachers	120	4.95	0.91	2453	0.216
	International Students	300	4.95	0.91		
Teacher license criteria	International Teachers	120	4.88	0.9	3214.5	0.176
	International Students	300	4.78	0.78		
Accreditation meets benchmarks	International Teachers	120	4.8	0.9	3290	0.194
	International Students	300	4.79	0.77		
Equity and Diversity Standard						
Universal access	International Teachers	120	3.36	1.23	2382	0.321

	International Students	300	3.4	1.38		
Diversity and marginalized groups	International Teachers	120	3.35	1.91	2451	0.211
	International Students	300	3.41	1.61		
Prevent discrimination	International Teachers	120	3.37	1.81	2009	0.905
	International Students	300	3.32	1.78		
Accountability and Transparency						
Robust data systems	International Teachers	120	4.78	0.8	1934.5	0.512
	International Students	300	4.7	0.84		
Regular performance reports	International Teachers	120	4.78	0.8	3351	0.909
	International Students	300	4.72	0.78		
Regular audits	International Teachers	120	4.78	0.8	2528	0.542
	International Students	300	4.72	0.86		
Resources Standard						
Equitable investment	International Teachers	120	4.75	0.8	2472	0.215
	International Students	300	4.75	0.79		
Qualified staff	International Teachers	120	4.7	0.77	2451	0.326
	International Students	300	4.7	0.75		
Curriculum and Pedagogy						
Digital skills	International Teachers	120	4.7	0.82	3411	0.809
	International Students	300	4.7	0.79		
21st-century skills	International Teachers	120	4.7	0.85	3736	0.524
	International Students	300	4.7	0.8		
Communication and problem-solving skills	International Teachers	120	4.7	0.8	2009	0.907
	International Students	300	4.7	0.78		
Technology Integration						
Digital tools usage	International Teachers	120	4.9	0.87	2010	0.901
	International Students	300	4.87	0.87		
Analytics for improvement	International Teachers	120	4.9	0.81		
	International Students	300	4.89	0.81		
Teacher digital proficiency	International Teachers	120	4.88	0.81		
	International Students	300	4.86	0.81		
Collaboration Standard						
Mobility programs	International Teachers	120	3.26	1.53	1381	0.341
	International Students	300	3.36	1.68		
Research partnerships	International Teachers	120	3.25	1.81	2451	0.411
	International Students	300	3.31	1.61		
Collaborate with organizations	International Teachers	120	3.37	1.71	2009	0.607
	International Students	300	3.27	1.7		

Monitoring and Evaluation						
Apply KPIs	International Teachers	120	4.73	0.79	2911	0.809
	International Students	300	4.73	0.77		
Regular comparisons	International Teachers	120	4.74	0.76	2736	0.524
	International Students	300	4.74	0.77		
Feedback systems	International Teachers	120	4.7	0.78	1509	0.907
	International Students	300	4.7	0.77		
Cultural Standard						
Respect Thai culture	International Teachers	120	3.36	1.53	2736	0.42
	International Students	300	3.36	1.68		
Involve local communities	International Teachers	120	3.31	1.81	1509	0.607
	International Students	300	3.31	1.61		
Environmental Sustainability						
Promote sustainability	International Teachers	120	3.27	1.81	1802	0.411
	International Students	300	3.38	1.71		
Eco-friendly operations	International Teachers	120	3.39	1.81	1409	0.321
	International Students	300	3.29	1.9		

Three tiers of international lecturers' and students' assessments of how well Thai global education governance aligns with UNESCO's international standards were shown by the analysis results in Table 6. With mean scores above 4.75, policy standards, quality assurance, and technology integration were the three areas with the highest ratings out of the eleven. With scores ranging from 4.70 to 4.78, four categories—accountability and transparency, resources, curriculum and pedagogy, and monitoring and evaluation—were regarded as moderate. Finally, with scores ranging from 3.27 to 3.41, the categories of equity and diversity, collaboration, culture, and sustainability were viewed as having low quality. Across all assessed areas, Table 6 shows that there is no statistically significant difference between the judgments of teachers and students. This lack of variance is demonstrated by the Mann-Whitney U test results, which show that the mean scores for the two groups remained consistent and were backed by consistent p-values. This result highlights a common viewpoint between educators and learners about the application of Thai global education governance standards, suggesting agreement in their assessment of policies, equity, quality control, and other crucial areas.

4.2. What challenges do Thailand global education institutions face in implementing global education governance standard, and how do these challenges impact their educational outcomes?

Six foreign teachers, twelve foreign students, and one employee of Thailand's Ministry of Education were interviewed in order to discuss the difficulties in Thai global education governance. Based on UNESCO guidelines, nine interview questions were first created; however, they were then reduced to four questions that addressed the following issues: sustainability, culture, collaboration, equity and diversity, and culture.

Diversity-related issues were the focus of the first challenge. Participants emphasized that the curriculum was not very inclusive, that teachers were not given enough training on local cultural competency, and that there were not enough measures in place to deal with inequality and discrimination. For example, high tuition costs and a dearth of culturally appropriate instructional

resources frequently provide obstacles for refugees and ethnic minorities. International educators observed, "Students from ethnic minorities in Thailand frequently encounter obstacles when attempting to further their education. The wealthy are frequently the target of scholarships (International Teacher 1 and 5). "It's expensive to take a PhD in Thai global education compared to neighboring countries" (International Teacher 2 and 6) is another statement made by students who voiced worries about the high expense of education.

The second issue was that foreign teachers received little instruction on local cultural competence. Despite their high qualifications, many foreign teachers are not well-versed in the subtleties of Thai culture. This disparity may cause miscommunications and make it challenging to address significant cultural customs. It's difficult to strike a balance between Thai local cultural integration and international educational standards, according to an international instructor. Thai principles of peace and tolerance may conflict with the emphasis on critical thinking found in global standards (International Teacher 1 and 2). Additionally, because they believed it to be disrespectful in Thai society, international students were reluctant to express their ideas in class.

Another challenge was adjusting to local norms around deference to lecturers. Because formal respect is highly valued in Thailand, students may feel awkward asking for comments. International students observed that "the assessment system here heavily relies on rote memorization, unlike our home countries where critical thinking and creativity are rewarded" (International Students 1, 5, and 7). Thailand's rich cultural traditions and beliefs make it difficult to incorporate foreign norms into the country's educational system. Thai values, which place a strong emphasis on respecting elders and teachers, require that international standards be modified to accommodate them. Failure to do so may discourage pupils from speaking up.

All things considered, incorporating international education standards into Thai global education governance calls for a careful strategy that upholds regional cultural values while encouraging inclusivity, sufficient training for foreign instructors, and modification of assessment methods to strike a balance between international standards and Thai cultural norms. The officials of the Thai Ministry of Education admitted that "Thai culture has a tradition of respecting teachers and elders, making students more reluctant to challenge authority." Global education standards frequently encourage a more equitable environment. In order to properly adopt global education governance in Thailand, several issues must be resolved.

The implementation of international collaboration programs between Thai Global Education and other foreign universities constituted the third challenge as well. Meaningful relationships are hampered by disparities in educational infrastructure and resources, especially in more recent international programs. Participation in international learning possibilities is restricted by a lack of technology assistance, and coordination is made more difficult by language hurdles and disparate academic calendars. "The centralized education system and the slow pace of policy changes make it hard to implement international collaborations quickly," according to one international teacher (foreign Teachers 2, 4, and 6). "The flow of international academic collaboration is hindered in Thailand due to a strong reliance on formal systems," another noted (International Teachers 1 and 5).

Challenges also arise from cultural difficulties. The implementation of creative, internationally-focused teaching methods may be hampered by Thailand's education system's centralized regulation. In contrast to Thailand's more inflexible structure, international collaborations frequently need for adaptability and a variety of teaching approaches. "There is a lack of systemized programs linking students with peers from other countries on a regular basis," as noted by international students (International Students 8, 9, and 12).

Lastly, the use of international standards is hampered by sustainability concerns. Although sustainability theory is understood, there is a lack of practical application. "There are limited opportunities for students to engage in hands-on activities addressing real-world environmental issues" as one international teacher put it (International Teachers 1, 3, and 4). Additionally, "many universities struggle to provide the infrastructure and materials required for sustainability programs" (International Teachers 2, 6, and 5). The dearth of sustainability-focused courses and the fact that research frequently does not directly address sustainability challenges were also mentioned by international students. "We're focused on publishing in indexed journals, so the majority of our research doesn't directly address sustainability" (International Students 2, 4, 6, and 12).

The Ministry of Education's personnel admitted that sustainability initiatives lacked steady financing and resources. "To ensure long-term impact, we need to provide teachers and staff with ongoing training on real-world sustainability practices" (Thai Ministry of Education staff). Targeted policy changes, more funding for educational facilities, and a determined attempt to incorporate sustainable and cultural practices into global education governance are all necessary to meet these problems.

4.3. What best practices or successful strategies do Thailand global education institutions have to overcome the challenges of its global education governance?

Six foreign teachers, twelve international students, and one employee of the Thai Ministry of Education were interviewed in order to discuss the best practices of Thai global education governance in accordance with UNESCO standards. Three categories were found to have the highest perceptions based on the survey results: technological integration, quality assurance, and policy standards. In order to thoroughly examine best practices, these categories served as a guide for the interview questions.

Stakeholders placed a strong emphasis on creating curriculum policies that are sensitive to cultural differences. One international teacher observed that "incorporating local culture into global education standards enhances policy implementation and helps students see the relevance of global concepts" (International Teacher 1 and 5). In order to improve student diversity and academic results, another educator emphasized the significance of policies that foster international relationships (International Teacher 3 and 6).

Another important area was quality assurance procedures. To guarantee strong academic standards, Thai universities apply for international accreditation from organizations like AUNQA and ABET. "The establishment of internationally recognized quality assurance systems makes Thai education competitive globally," commented a foreign teacher (foreign Teacher 5 and 6). By routinely assessing faculty and student performance, continuous quality assessments and feedback mechanisms uphold high standards (International Teacher 1 and 2).

Additionally, regulations that guarantee the development of digital literacy and cross-cultural communication skills place a high priority on technology integration. One international student (International Students 10 and 12) said, "Bridging the gap between local and international standards is achieved by integrating global competencies into the national curriculum."

"Ongoing professional development is crucial for maintaining educational quality," the Ministry of Education staff member stated, stressing the value of teachers continuing their professional development to stay abreast of worldwide trends in education.

In conclusion, stringent quality assurance procedures, culturally sensitive regulations, and successful technology integration are examples of best practices in Thai global education governance. Professional development and ongoing stakeholder feedback support these processes, guaranteeing compliance with international standards while honoring regional cultural values.

5. Discussion

5.1. Stakeholders' perceptions regarding the alignment of Thai global education and international education governance standards

Three degrees of perceptions about the degree of alignment between Thai global education governance and international education governance norms were identified by the research findings for the first research question. With mean scores above 4.75, international lecturers and students felt that three areas—policy standard, quality assurance, and technological integration—were highly aligned. Teachers and students, for example, gave policy standards average scores of 4.96 and 4.97, respectively, demonstrating a high degree of consistency with UNESCO criteria. High mean scores were also obtained for technological integration and quality assurance, demonstrating the strong use of international standards in these domains.

On the other hand, with mean scores ranging from 4.70 to 4.78, moderate perceptions were observed in curriculum and pedagogy, resources, accountability and transparency, and monitoring and assessment. With mean ratings ranging from 3.27 to 3.41, equality and diversity, collaboration, culture, and sustainability were found to have poor alignment. These results point to both areas that require improvement and areas where Thai global education governance shines. Two studies support the relevance of adopting global standards and putting strict quality assurance procedures in place. Improving the curriculum, policies, and resources could close the gaps in sustainability, diversity, and equity while also strengthening the alignment with international standards (Cho & Mosselson, 2018; Makhoul, 2019).

5.2. The challenges of Thailand global education institutions in implementing global education governance standard and its impact educational outcomes.

Interviews with Thai global education stakeholders, including six foreign teachers, twelve international students, and one employee from Thailand's Ministry of Education, were undertaken to discuss the second research findings. Four types of issues were found by the research: sustainability, culture, teamwork, and equity and diversity. The first task brought to light the challenges associated with putting diversity and equity criteria into practice. Inadequate policies addressing discrimination, a lack of cultural competency training for teachers, and a lack of diversity in the curriculum were observed. Deeply rooted social standards and a centralized educational system that might not value different viewpoints are frequently the causes of these obstacles. For instance, exorbitant tuition costs and a dearth of culturally appropriate resources make it difficult for underrepresented groups like immigrants and ethnic minorities to receive high-quality education. As stated by foreign educators, "Scholarships are often directed towards the wealthy," and by international students, "The high costs of education deter economically disadvantaged students (Smith et al., 2024)."

The second issue was that many international programs hire qualified foreign teachers with little or no training on Thai cultural nuances, which can result in miscommunication and misunderstandings. The value of cross-cultural training improves inclusive pedagogical practices, psychological well-being, and academic success (Eichelberger et al., 2017). The third issue was putting in place effective collaboration programs. Thai global universities frequently find it difficult to align their educational approaches with international partners, which can lead to miscommunication. Language barriers also make communication difficult, which lowers the effectiveness of collaborative projects. One major obstacle is Thai teachers' and students' limited English ability (Ainscow, 2020). Successful international collaboration is further hampered by problems including misaligned goals, differing degrees of commitment, and resource availability (Uttayotha & Scheef, 2021). Targeted

policy changes, more funding for educational facilities, and ongoing teacher professional development are all necessary to address these issues.

5.3. Best Practices of Thailand global education institutions in implementing global education governance standard

The researcher discusses the third research findings by presenting the analysis of the results of interviews with stakeholders in Thai global education, including one employee of the Thai Ministry of Education, six foreign teachers, and twelve international students. The results showed that three categories of the 11 international education governance standards categories were most highly regarded by ministry employees, international teachers, and students. With mean ratings greater than 4.75, these areas were quality assurance, technological integration, and policy standards. Teachers' and students' average scores for policy standards, for example, were 4.96 and 4.97, respectively, showing a high degree of agreement with UNESCO or worldwide standards. High ratings were also given to technology integration and quality assurance standards, demonstrating the strong use of international standards in these domains.

In order to improve academic excellence, Thai global education colleges have embraced best practices in quality assurance by comparing themselves to globally recognized institutions. Implementing an internationalized curriculum that integrates global perspectives is one noteworthy strategy that enables pupils to get a comprehensive awareness of international contexts (Al-Youbi & Zahed, 2019; Briede., 2019). English is the language of instruction, which improves employability in international markets and allows for greater integration into the global academic community (Vo & Phuong, 2024). International collaborations for joint research projects and student exchange programs are also essential for exposing students to a variety of academic settings and cultures. Thai programs are guaranteed to satisfy high international standards by pursuing accreditations from international boards such as AACSB, AUNQA, or ABET (Asiva Noor Rachmayani, 2015). Additionally, co-authorship programs, international seminars, conferences, researcher exchange programs, joint research projects, dual degree programs with accredited foreign universities, and other initiatives all help to improve educational quality and promote innovation and knowledge sharing (Al-Youbi & Zahed, 2019).

6. Conclusion

This study sought to examine the difficulties encountered and pinpoint effective practices in putting these standards into practice, as well as to investigate how Thai global education stakeholders perceived the alignment of Thai global education governance with international education standards. According to the report, the areas with the strongest opinions were technological integration, international accreditation, quality assurance, and Thai global education policy. It was believed that these regions closely matched worldwide norms. However, there were major obstacles in implementing equity and diversity as well as integrating Thai local culture with international educational standards. The majority of students attending Thai international education universities come from wealthy families, underscoring the need for more inclusive laws. The strict quality assurance rules for academic entrance, procedures, and results, as well as quality assurance from globally renowned universities, are examples of best practices that have been identified.

7. Suggestion

The study also recognized some limitations, including the small sample size of respondents from universities that granted access to the research; not all Thai international universities approved the study because of privacy concerns; therefore, the sample consisted of 300 international students and 120 international teachers from six Thai international universities; this sample may introduce bias because it did not take into account the international experience of teachers prior to their

employment as teachers at Thai international universities; future research should take into account the prior international experiences of both students and international teachers in order to minimize potential biases in the findings.

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