

Surveying on the Preparation of Foreign Master Students in Faculty of Music Bangkokthonburi University

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Abstract

The purpose of this research was to study the level of readiness before entering further studies of international graduate students, Faculty of Music, Bangkokthonburi University, academic year 2024.

This research used quantitative method used a survey-based study utilizing a mixed-methods approach. sample survey included 142 respondents with 76 master's and 66 doctoral degree, The research tools included questionnaire, and data analysis of questionnaires from online surveys It's an average and a percentage. The results of the research found that Thai culture's readiness for Chinese graduate students is influenced by language proficiency, cultural communication, and cross-cultural adaptation. Chinese students often face language barriers and translanguaging issues. Academic and work readiness factors include cognitive abilities, soft skills, political stability, security, and education quality. Strategies to improve research visibility, open access, and presenting research at conferences are essential. Universities should develop mechanisms to prepare students and address job market competition and visa regulations. indicating a moderate to very ready level of English readiness. Thai language readiness was low, but knowledge of Thai culture was ready. The respondents had a high level of academic readiness, with an average readiness of 4.09 or 81.83 percent. They had moderate readiness for research issues and academic article writing. Concerns and expectations were high, with an average readiness of 3.94 or 78.71 percent.

Keywords: Preparation; Graduate Students; Examining China's Readiness; Bangkokthonburi University

Introduction

The demand for international education continues to rise, with Thailand emerging as an attractive destination for Chinese students due to its affordable education, diverse curricula, and rich cultural experiences. In 2020, 14,423 Chinese students were enrolled in 102 Thai educational institutions, reflecting significant interest in Thailand as a study destination. Key factors driving this trend include Thailand's vibrant society, unique culture, and appealing tourist attractions, coupled with educational programs that are certified by Chinese educational authorities. This recognition ensures confidence in the quality of Thai education among Chinese students. (Nukitragan & Chantrapaha, 2021). However, the integration of international students into Thai universities faces several critical challenges, necessitating focused research to address their academic, cultural, and social needs effectively.

Despite Thailand's growing appeal to international students, many institutions lack comprehensive systems to assess and prepare incoming students adequately. Language proficiency, particularly in English or Thai, remains a significant barrier, limiting students' academic engagement and communication abilities. Furthermore, gaps in academic preparedness, such as insufficient foundational knowledge in specialized areas, pose obstacles to smooth transitions into advanced programs. Financial constraints and difficulties in adapting to Thai culture further complicate the experience of international students. According to the Internal Quality Assurance Manual for Higher Education (2014), institutions are mandated to prepare students comprehensively before program entry, underscoring the need for readiness assessments and targeted preparatory initiatives. (Charoenruk, 2024).

The COVID-19 pandemic exacerbated these challenges, prompting universities like Bangkokthonburi University to re-evaluate their pre-admission programs for international graduate students. Post-pandemic, the Faculty of Music, in particular, has encountered significant readiness issues among its international students, highlighting the urgent need for tailored support systems. Existing literature emphasizes the importance of cultural adaptation, academic preparedness, and robust support mechanisms in fostering international student success (Syahiddin et al., 2023; Teng et al., 2024). This study aims to assess the readiness of Chinese graduate students comprehensively, focusing on critical aspects such as language skills, cultural adaptation, and academic preparation, to ensure a more inclusive and supportive academic environment.

Research Objective

To study the level of readiness before entering further studies of international graduate students, Faculty of Music, Bangkokthonburi University, academic year 2024.

Research Methodology

Research Methodology: The researcher chose to use a survey research method by studying the evaluation documents of the freshman readiness program from the past year, studying other research reports to create a survey, checking the consistency to get the survey of the readiness level of first-year graduate students for the academic year 2024 who are Chinese students. To gain knowledge about the level of readiness before entering the study for international students, graduate level at Faculty of Music, Bangkokthonburi University.

Population and Sampling:

Population: Examined 167 first-year graduate students for the academic year 2024. The survey was conducted online without specifying the subjects. (Faculty of Music, Bangkok Thonburi University, 2024)

Sampling: A total of 142 respondents, or 85.03 percent, responded to the survey.

Research Tools: Questionnaire

Data Collecting: The documents were selected from articles in the database and recommendations were obtained from pertinent experts. Once the survey was validated, the researcher deployed the survey online (WeChat or Weixin) by sending introductory messages to different study groups of the target students. Conducted between September and December 2024.

Data Analysis: Basic statistics were used in the analysis, including mean, percentage, standard deviation, and 5-level interpretation.

Conceptual framework: From the study, it can be created into a conceptual framework as shown in the picture.

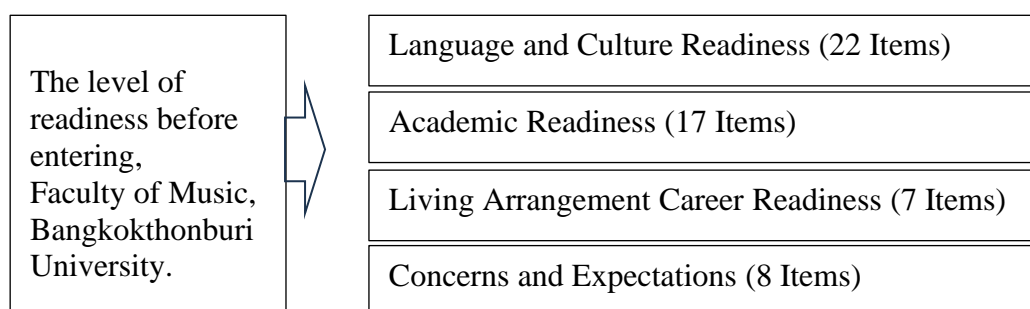


Figure 1: Conceptual framework

Research Results

To study the level of readiness before entering further studies of international graduate students, Faculty of Music, Bangkokthonburi University, academic year 2024, There is an analysis of the points below;

1. Conducting Literature Review for Survey Creation

In order to prepare for teaching, a basic survey of readiness of graduate students who are about to enter the program was created by reviewing various research documents. The readiness of Thai culture to accommodate Chinese graduate students is influenced by various factors, including language proficiency, cultural communication, and cross-cultural adaptation. Understanding these elements is crucial for enhancing the educational experience of Chinese graduate students in Thailand and fostering effective cultural exchange.

1. Language and Thai Cultural Readiness

Thai international graduate students in Chinese-medium instruction (CMI) environments face significant challenges due to a misalignment between their language ideologies and actual practices. This discrepancy often results in academic and social integration difficulties. Thai graduate students typically hold idealized views of their Chinese language abilities, expecting to use them effectively in educational settings. (Lutfiana et al., 2020) However, they frequently resort to translanguaging to facilitate understanding, as they struggle with course content in Chinese. This situation is exacerbated by the preference for English-only practices among instructors, which contrasts with students' reliance on translation, highlighting a gap between institutional policies and graduate student needs. The following sections delve into Thai students' linguistic and cultural readiness in CMI environments. (Soboleva, & Obdalova, 2015).

Thai students often struggle with English language proficiency, leading to language barriers and the need for translanguaging to understand course content. This is particularly important for students who rely on translanguaging, as they struggle with Chinese language proficiency. Cultural readiness and intercultural competence are also crucial for Thai students, as they adapt to new cultural environments effectively. However, institutional policies often favor English-only instruction, which doesn't align with the needs of students who rely

on translanguaging. Developing instructional models that promote Chinese reading and writing skills can help bridge this gap and improve students' language proficiency. Exposure to multiple languages and cultures can enhance intercultural competence and cognitive readiness, preparing them for global communication and collaboration. Aligning institutional policies with student needs is essential for maximizing these benefits. (Luo et al., 2023).

The dual role of Chinese as both a medium of instruction and a common language in Thai education presents unique challenges and opportunities for multilingual awareness and translanguaging practices. This complexity necessitates a focus on integrating multiple languages in educational settings to enhance learning experiences. Translanguaging, which involves using multiple languages fluidly, can be particularly beneficial in such contexts, aiding in content learning, fostering cultural sensitivity, and learner autonomy. Intercomprehension methodologies encourage the use of multiple languages in the classroom, promoting linguistic awareness and cultural sensitivity. Multilingual education frameworks can harmonize students' linguistic and cultural identities, enhancing their overall learning experience. Translanguaging allows students to leverage their entire linguistic repertoire, facilitating better understanding and participation in the classroom. In Thai EFL contexts, translanguaging has been shown to support low proficiency students and enhance classroom interaction. (Mewald, 2019).

English language proficiency tests, such as the TOEFL, IELTS, and Duolingo English Test (DET), are essential in assessing the readiness of non-native speakers for academic environments, especially in higher education. Studies have shown a correlation between test scores and academic success, with higher scores correlated with better academic outcomes and lower rates of academic probation or withdrawal. (McGehee & Isbell, 2024) In New Zealand, IELTS and in-house test scores were significant predictors of academic success in listening, speaking, and reading, though writing scores showed mixed results. (Teng et al., 2024). Developing and using institution-specific English proficiency tests involves defining objectives, ensuring validity, and adapting to specific contexts. Challenges include resource allocation and maintaining fairness. The TPELT, designed for primary English teachers, demonstrated strong validity, emphasizing the importance of context-specific test development. U.S. research-intensive universities use various English proficiency tests, with higher TOEFL cut scores indicating more prestigious and selective institutions. (Syahiddin et al., 2023).

2. Academic Readiness

The development of a survey on graduate student preparation in Thailand, with a focus on examining China's readiness, involves understanding various factors influencing academic and work readiness. The research papers provide insights into academic mobility, employability skills, and factors affecting international graduate students' decisions, which are crucial for developing such a survey. The transition to the detailed points below will explore these aspects in depth. Enhancing cognitive abilities is crucial for academic mobility, preparing students for international experiences and promoting personal growth. Soft skills are essential for graduate readiness in the employment market, particularly in the context of the 4th industrial revolution. Malaysian universities are more effective in developing these skills compared to Chinese universities. (Teng et al., 2019). Integrating soft skills into educational programs improves graduates' work readiness and addresses underemployment issues. (Promsit, 2019) Thailand faces specific work-readiness challenges, which can be addressed through innovative strategies and stakeholder perspectives. Understanding these challenges is

essential for developing a survey that accurately assesses graduate readiness in the Thai context. Factors influencing Chinese graduate students' decisions to study in Thailand include the quality of education and future career prospects. In the broader ASEAN context, factors such as political stability, security, and education quality play significant roles in attracting international students to Thailand. These elements should be incorporated into the survey to provide a comprehensive assessment of graduate student preparation in the region. While the focus is on Thailand and China's readiness, it is important to consider the broader ASEAN context. Factors such as political stability, security, and the quality of education play significant roles in attracting international students to Thailand. These elements should be incorporated into the survey to provide a comprehensive assessment of graduate student preparation in the region. (Mangmeechai & Jirapornvaree, 2019)

Academic readiness for research encompasses several critical components that prepare individuals for effective participation in scientific inquiry. One foundational aspect is the basic criteria of graduate students' readiness, which identifies specific preparedness indicators essential for engaging in research activities. This includes understanding the organization and encouragement of scientific research work, particularly in higher educational institutions. Moreover, the model of a future music performer readiness-forming system highlights a structured approach to educating graduate students with the necessary skills and knowledge for research activities. This model emphasizes the importance of developing competencies that align with academic expectations in research settings. Lastly, possessing strong academic writing skills is crucial for articulating research findings and adhering to academic standards, thereby reinforcing overall research readiness.

To improve the visibility and impact of research articles in academic seminars and conferences, several strategies can be employed. Nader's method, which emphasizes the importance of disseminating research through appropriate channels, can significantly increase research visibility and citation rates. Nader's method, encompassing Ralph Nader in social activism and Nader Tehrani in architecture, involves distinct methodologies in their respective fields. Nader's social change approach emphasizes public interest advocacy, electoral strategy, and consumer advocacy. His presidential campaigns focused on maximizing votes and influencing major party platforms. Tehrani's architectural philosophy integrates urbanism, architecture, and construction, fostering dialogue between practice and academia. He promotes interdisciplinary collaboration and curriculum innovation at The Cooper Union, emphasizing the importance of making in design education. (Powers, 1977). Open access approaches allow researchers to share their work freely, reaching a broader audience and increasing the likelihood of citations. This aligns with the growing trend of funding bodies mandating open access for publicly funded research. Moreover, presenting research at conferences serves as a dual-purpose strategy, providing a deadline for completing drafts and valuable feedback from peers, which can refine the research before publication. Lastly, applying signaling theory can help authors highlight key indicators of their research's value, such as download counts or citations, which can attract attention in a crowded academic landscape.

Readiness for writing academic articles and participating in research seminars can be significantly enhanced through structured educational interventions, such as the journal article incubator approach. This method involves a series of workshops that teach essential writing skills, focusing on best practices in writing, reviewing, and rewriting academic articles. The incubator process consists of three critical stages: learning about journal article writing, critiquing previously published works, and writing complete manuscripts. (Morrison-Saunders, 2014) This structured approach not only improves writing skills but also fosters collegiality and confidence among participants, particularly for less experienced authors. Moreover, writing regulation plays a vital role in this readiness, as it encompasses the ability to monitor and manage one's writing activities effectively. Participants in these workshops engage in reflective practices that help them navigate the complexities of academic writing, thereby developing their disciplinary writing identity. Feedback from workshop participants further underscores the effectiveness of this approach, providing insights into their readiness for writing and participation in academic discourse. (Castelló et al., 2013)

The essential skills for 21st-century learning encompass a broad range of competencies that are crucial for students to thrive in a rapidly evolving global landscape. These skills include critical thinking, creativity, problem-solving, communication, collaboration, and the ability to adapt to new technologies. The integration of these skills into educational curricula is vital to prepare students for future challenges and opportunities. The following sections detail the key aspects of these essential skills.

Critical thinking and problem-solving are foundational skills that enable students to analyze complex issues and develop effective solutions. These skills are emphasized as crucial for tackling the challenges of the modern world. (Ramamonjisoa, 2024).

Communication and Collaboration, Effective communication and teamwork are essential for success in both academic and professional settings. These skills facilitate the exchange of ideas and foster collaborative problem-solving. Engaging learning environments that incorporate technology and real-world applications can enhance these skills, as perceived by English Language Teaching students. (Zhou, 2023)

Creativity and innovation are critical for students to think outside the box and embrace new ideas. Creativity and innovation are crucial skills for students, preparing them for the 21st century. Research shows that curricula that foster creative thinking significantly enhance students' ability to generate novel ideas and solutions. Educational strategies like project-based learning and problem-solving models have been shown to cultivate these skills, preparing them for the demands of the 21st century. Creative thinking is vital for academic and professional success, emphasizing fluency, flexibility, originality, and elaboration. Implementing innovative strategies like Discovery Learning and STEM models can significantly enhance student creativity. Schools that foster exploration and critical thinking lead to higher student achievement. However, many higher education institutions struggle to effectively integrate these skills into their curricula. The CHET Project emphasizes the need for comprehensive approaches to embed creativity in university programs. Some argue that standardized testing and rigid curricula may stifle innovative thinking, suggesting a balance between assessment and creative freedom in education. (Ramamonjisoa, 2024).

Life skills education, which includes creative problem-solving, is essential for addressing societal challenges such as unemployment and inequality. Creativity and innovation are crucial in life skills education, especially in addressing societal challenges like unemployment and inequality. Engaging in artistic activities enhances students' attitudes, critical thinking skills, and encourages them to think outside the box, overcoming societal pressures and fear of failure. Problem-solving skills are essential for fostering innovation, enabling learners to analyze complex issues and devise effective solutions.

The Creative Problem Solving (CPS) model outlines a structured approach to enhance these skills, linking them to academic and professional success. New teaching models, like the life skills-based teaching factory, align educational curricula with industry demands, enhancing students' creativity and social skills. This integration prepares students for the workforce, addressing unemployment by equipping them with relevant skills. Balancing traditional educational methods with creativity and innovation may yield the best outcomes for students. (Sutianah et al., 2024).

Lifelong Learning and Adaptability. The fostering a growth mindset and self-directed learning skills prepares students for lifelong learning and continuous skill development. This approach is crucial for navigating the complexities of the future. (Ramamonjisoa, 2024). The integration of life skills into the curriculum promotes well-being and equips students to lead productive lives.

The focus on 21st-century skills is paramount, it is also important to recognize the value of traditional subject knowledge. A balanced approach that integrates both foundational knowledge and essential skills can better prepare students for the demands of the future.

3. Living Arrangement Readiness

Living arrangement readiness is crucial for international graduates' successful transition and experience in a new country. It involves securing suitable housing before or upon arrival, which significantly impacts their adjustment process. Understanding the local housing market, including rental prices and availability, is essential for effective navigation. University support services help mitigate challenges during the transition, ensuring students are better equipped to handle the complexities of their new environment. Cultural adaptation is also critical, as international graduates must learn to adjust to the norms and practices of their host country. Language proficiency also plays a significant role in navigating housing options and integrating into the community. Living arrangement readiness is influenced by factors such as pre-departure preparation, housing satisfaction, and financial considerations, which collectively impact the ability of international students to adapt to new environments and maintain their well-being. The following sections detail the key factors contributing to living arrangement readiness.

Pre-Departure Preparedness: Pre-departure preparation is crucial for international students to effectively navigate their new environment. Language proficiency programs help students communicate and engage academically in their host country. Cultural immersion reduces culture shock and fosters cultural sensitivity. Academic preparation familiarizes students with expectations and assessment methods. Awareness of the local climate prepares students for physical and mental challenges. Universities and sending countries should prioritize the development of comprehensive orientation programs and

informational resources to enhance students' readiness for their international experience. (Hussain & Shen, 2019).

Housing Satisfaction and Community Building: Housing satisfaction is crucial for international students' well-being and adaptability to new environments. Positive neighbor relations can enhance students' sense of community and belonging. International student housing is designed to facilitate community building, fostering connections among students from similar cultural backgrounds. This sense of community is essential for effective social integration, alleviating feelings of isolation and improving overall satisfaction. Addressing housing quality and promoting positive interactions among residents can significantly improve the living experiences of international students, ultimately supporting their academic success and social integration. (Singh et al., 2022).

Financial Considerations and Housing Affordability: Housing affordability is a significant concern for international students in Melbourne, with rising costs leading to financial stress and substandard living conditions. Many students opt for shared accommodations, which can compromise their privacy and personal development, impacting their well-being and academic performance. Understanding the Australian government's housing policies is crucial for developing effective solutions to improve housing affordability for international students. Addressing these issues promotes student welfare, ensuring they can thrive academically while maintaining a healthy living environment. (Hassan, 2023).

Contextual Awareness and Transition Support: International students need to develop contextual awareness to successfully transition to new academic and social environments. This involves understanding social networks, academic culture, and logistical aspects of their new environment. Colleges and universities can help by demystifying the hidden curriculum, providing explicit information about academic norms and social integration, and offering targeted orientation programs. Logistical support, such as accommodation and cultural orientation, also plays a crucial role in easing the transition. These strategies create a comprehensive support system that enhances contextual awareness and facilitates a smoother transition to new living arrangements. (Trimpe, 2022).

The fostering living arrangement readiness through these interconnected factors support services, housing market awareness, cultural adaptation, and language proficiency universities can enhance the overall experience of international graduates, promoting their academic success and personal well-being in a foreign setting. These factors are critical, it is also important to consider the broader socio-cultural adaptation challenges that international students face. These challenges, such as language barriers and cultural differences, can further complicate their living arrangement readiness and require comprehensive support systems to address them effectively.

3. Concerns and Expectations

International graduates in Thailand face numerous challenges and expectations that significantly impact their experience. The intense job market competition, particularly from local graduates, can hinder their employability and career prospects. They seek robust career development opportunities, such as training and mentorship, to enhance their skills and marketability. They also expect professional development avenues like certifications and conferences to enhance their skills. Navigating complex visa and immigration regulations is another significant challenge, affecting their ability to remain and work in Thailand. Additionally, international graduates have specific salary and benefits expectations that may differ from local standards, affecting their overall job satisfaction. Addressing these concerns

is crucial for improving the experiences of international graduates in Thailand. By addressing these concerns, the country can better cater to the needs and expectations of its international graduates, ultimately leading to better job satisfaction and economic growth.

Job Opportunities and Labor Market Demand; Thailand is attracting international students due to its promising post-graduation employment opportunities, particularly in the information technology sector. The demand for skilled labor, particularly in IT, is a significant factor influencing this trend. Employability in Thailand is shaped by career ability, resiliency, and personal attributes. University-industry linkages enhance technical skills, ensuring graduates meet employers' demands. (Chemsripong, 2021). The growth of the IT sector has led to a surge in job openings for graduates with relevant skills, emphasizing the need for educational institutions to align curricula with industry requirements. The ASEAN Economic Community (AEC) facilitates skilled labor mobility, increasing the demand for qualified professionals in Thailand. (Shawyun, 1999). However, challenges such as the COVID-19 pandemic and technological disruptions may impact labor market dynamics and potentially affect the long-term sustainability of these opportunities. On the other hand, Chinese students have found the cultural needs of the people and can bring them back to create more career opportunities.

Educational Quality and Satisfaction; Graduates are increasingly dissatisfied with the quality of education, particularly the adequacy of facilities and the overall educational environment. They believe that there is a significant mismatch between the skills employers expect and the competencies graduates possess, indicating a need for better alignment between educational outcomes and industry requirements. (Chemsripong, 2021). The curriculum is often criticized for lacking relevance to real-world applications, diminishing the perceived quality of education. Additionally, there is a significant gap between the competencies graduates possess and the skills demanded by employers, particularly in soft skills like communication and critical thinking. Employers express concerns that graduates are not adequately prepared for the workforce, leading to job mismatch and decreased productivity. Recommendations for improvement include enhanced collaboration between educational institutions and industry, incorporating practical experiences like internships and industry projects, and addressing these issues through innovative pedagogical strategies and partnerships with industry. (Thankdenchai & Heesawat, 2016) Chinese music graduates may have relatively high musical skills, but they just need to enhance their academic skills to increase their career opportunities so they can return to work in the future.

Cultural and Communication Challenges; International students face significant cultural and communication challenges that hinder their academic performance and social integration. Language barriers, differing academic conventions, and cultural differences complicate their educational experiences. (Chemsripong, 2021). Addressing these challenges requires a multifaceted approach that considers individual, institutional, and societal factors. Language support programs are essential for enhancing students' language skills and facilitating academic success. Acculturative stress is common among international students as they adapt to new cultural norms and academic expectations. (Bell, 2005). Understanding cultural differences in literacy practices can help educators tailor teaching methods to support diverse student populations. Different teaching styles and academic conventions can lead to confusion and disengagement among international students. Institutions should provide early adjustment counseling and regular feedback to help students navigate these challenges.

From the review of various documents and academic articles, it is possible to summarize the issues of creating a development survey and will be examined for further use as follows:

Study on Chinese Graduate Students' Preparation in Thailand

1. Thai culture's readiness for Chinese graduate students is influenced by language proficiency, cultural communication, and cross-cultural adaptation.
2. Chinese graduate students often struggle with English language proficiency, leading to language barriers and the need for translanguaging.
3. Factors influencing academic and work readiness include cognitive abilities, soft skills, political stability, security, and education quality.
4. Strategies to improve research visibility and impact, open access approaches, and presenting research at conferences.
5. Essential skills for 21st-century learning include critical thinking, creativity, problem solving, communication, collaboration, and adapting to new technologies.
6. Living arrangement readiness is crucial for international graduates' successful transition to a new country.
7. Universities should develop mechanisms to prepare students before departure, provide housing satisfaction, cultural adaptation, and language proficiency.
8. Addressing challenges such as intense job market competition, complex visa and immigration regulations, and specific salary and benefit expectations can improve the experiences of international graduates.

From the review of the documents, the researcher created a readiness level survey divided into 4 dimensions, interpreted at 5 levels, with a total of 53 sub-items.

2. Survey Results on Graduate level readiness.

Table 1. Number of online surveys via Weixin responses

Age range (years)	Number of master's degree graduates				Number of PhD degree graduates				Total
	21-30	31-40	>41	Total	21-30	31-40	>41	Total	
Male	14	16	11	41	7	8	3	18	59
Female	17	15	3	35	13	20	15	48	83
Total	31	31	14	76	20	28	18	66	142
Percentage	40.79	40.79	18.42	100.00	30.30	42.42	27.27	100.00	

From the online survey respondents table, there were 76 master's degree, 66 doctoral degree and 142 people.

Table 2. Language and Culture Readiness

Language and Culture Readiness		\bar{x}	%	S.D.
1.1.	Confidence in your English language skills when entering graduate study	3.303	66.06	1.55
1.2	Ability to read and understand academic documents in English	3.331	66.62	1.46
1.3	Ability to listen and understand academic documents in English	3.549	70.99	1.48
1.4	Ability to communicate in everyday situations, such as shopping, using public transportation, in English and/or Thai	3.648	72.96	1.37
1.5	From the English passing criteria, it is equal to an intermediate level or 3 (TOEFL \geq 79, IELTS \geq 6.0). What level of English ability do you have?	3.338	66.76	0.96
1.6	Basic English Proficiency Level			
	1.6.1 Listening to English in Daily Life	4.028	80.56	1.01
	1.6.2 Speaking English in Daily Life	3.507	70.14	1.03
	1.6.3 Reading English in Daily Life	3.451	69.01	1.36
	1.6.4 Writing English in Daily Life	3.338	66.76	0.99
1.7	Communication skills in everyday situations, such as shopping, using public transportation	4.507	90.14	0.67
1.8	Basic Thai language skills			
	1.8.1 Listening to Thai in everyday life	3.232	64.65	1.30
	1.8.2 Speaking Thai in everyday life	2.225	44.51	1.13
	1.8.3 Reading Thai in everyday life	2.035	40.7	1.08
	1.8.4 Writing Thai in everyday life	2.07	41.41	1.09
1.9	Ability to adapt to Thai culture	4.394	87.89	0.80
1.10.	What level of knowledge and understanding do you have of Thai culture? (Give only 1-2 examples, meaning level 3)			
	1.10.1 Thai food	4.19	83.8	1.04
	1.10.2 Thai dress	3.528	70.56	1.58
	1.10.3 Thai manners, (especially between teachers and students)	4.19	83.8	1.04
	1.10.4 Thai traditions	3.521	70.42	1.14
	1.10.5 Tourist attractions in Thailand	4.275	85.49	0.94
	1.10.6 Thai songs	3.627	72.54	1.08
1.11	Ability to manage time appropriately for study and work	4.218	84.37	1.01
		3.523	70.46	

From the 22 survey items, it was found that the respondents had a level of English readiness at the "moderately ready to very ready" level, while the level of Thai language readiness was at a low level. In addition, the knowledge of Thai culture was ready and the average level of readiness was at 3.52 or 70.46 percent.

Table 3. Academic Readiness

Academic Readiness		\bar{x}	%	S.D.
2.1	Academic guidance and counseling	3.52	70.42	1.14
2.2	You can search for and analyze information well, both domestically and internationally	3.53	70.56	1.58
2.3	What level of suitability do students have according to the curriculum's requirements?	4.19	83.8	1.04
2.4	What level of understanding of ethnic music research and music education?	3.34	66.76	0.99
2.5	What level of ability to write/compose academic articles?	3.34	66.76	0.99
2.6	What level of ability to work with others?	4.28	85.63	0.91
2.7	What level of emotional management do you have?	4.3	85.92	0.91
2.8	What level of problem-solving ability do you have during your studies?	4.29	85.77	0.89
2.9	What level of academic learning and innovation skills do you have (AI, Application/应用)?	4.37	87.46	0.78
2.10.	What is your level of 21st century learning skills?			
	2.10.1 Learning skills focus on areas like critical thinking and creativity.	4.27	85.35	0.90
	2.10.2 Literacy skills focus on areas like information or media literacy.	4.32	86.34	0.85
	2.10.3 Life skills focus on areas like leadership and social skills.	4.32	86.48	0.82
2.11	What are your musical skills?			
	2.11.1 Listening, reading notes, performing together	4.43	88.59	0.73
	2.11.2 Critical Thinking	4.22	84.37	0.99
	2.11.3 Collaboration skills	4.32	86.48	0.83
	2.11.4 Musical Performance	4.43	88.59	0.74
		4.09	81.83	

From the table of 16 survey items, it was found that the respondents had a high level of academic readiness, with an average level of readiness of 4.09 or 81.83 percent. There were research issues and academic article writing at a moderate level.

Table 4. Living Arrangement Career Readiness

Living Arrangement Career Readiness		\bar{x}	%	S.D.
3.1	Knowledge and understanding of Thai culture	4.45	89.01	0.68
3.2	Accommodation arrangement	4.22	84.37	0.99
3.3	Ability to take care of physical and mental health	4.34	86.76	0.80
3.4	Feeling confident in the ability to manage finances abroad	4.43	88.59	0.74
3.5	Feeling ready to adjust to a new environment in Thailand	4.43	88.59	0.73
3.6	Ability to use applications in daily life	4.42	88.45	0.73
3.7	Ready to adjust to food and beverages	4.32	86.48	0.83
		4.37	87.46	

From the table of 7 survey items, it was found that the respondents had a high level of living arrangement career readiness, with an average readiness level of 4.37 or 87.46 percent.

Table 5. Living Arrangement Career Readiness

Concerns and Expectations		\bar{x}	%	S.D.
4.1	What kind of support do you expect from the university in academic support?	3.38	67.61	1.00
4.2	Level of support from the university in providing guidance on living in Thailand	3.49	69.86	1.01
4.3	Level of psychological counseling	4.03	80.56	1.01
4.4	Level of being able to manage your chronic illness	4.43	88.59	0.74
4.5	Level of safety concerns (travel, daily life and property)	3.34	66.76	0.99
4.6	Level of daily music practice	4.28	85.63	0.91
4.7	Level of performing music together during study	4.04	80.7	0.96
4.8	Level of Internet access	4.5	90	0.65
		3.94	78.71	

From the table of 8 survey items, it was found that the respondents had a high level of readiness in Concerns and Expectations, with an average readiness level of 3.94 or 78.71 percent. In terms of the need for high-speed internet, the highest expectation was 4.5.

Thai culture's readiness for Chinese graduate students is influenced by language proficiency, cultural communication, and cross-cultural adaptation. Chinese graduate students often struggle with English, leading to language barriers and translanguaging. Academic and work readiness factors include cognitive abilities, soft skills, political stability, security, and education quality. Strategies to improve research visibility, open access, and presenting

research at conferences are essential. Living arrangement readiness is crucial for successful transition. Universities should develop mechanisms to prepare students and address challenges like job market competition and visa regulations.

The online survey included 142 respondents with 76 master's and 66 doctoral degrees. The survey included 53 items, with 22 items indicating a moderate to very ready level of English readiness. Thai language readiness was low, but the knowledge of Thai culture was ready. The respondents had a high level of academic readiness, with an average readiness of 4.09 or 81.83 percent. They had moderate readiness for research issues and academic article writing. The respondents had a high level of living arrangement career readiness, with an average readiness of 4.37 or 87.46 percent. Concerns and expectations were high, with an average readiness of 3.94 or 78.71 percent. The highest expectation for high-speed internet was 4.5.

Discussion

The survey of online respondents included 76 master's degree holders, 66 doctoral degree holders, and 142 individuals outside the formal education system. Across 22 survey items, the respondents reported an average English readiness level of 3.52 (70.46%), ranging from moderate to high, while their Thai language readiness was rated low. This aligns with Soboleva and Obdalova (2015), who noted that instructors often rely solely on English, conflicting with students' reliance on translations, creating a gap between institutional policies and graduate students' needs. The subsequent sections delve into Thai students' linguistic and cultural readiness, emphasizing challenges in academic and social integration. For instance, undergraduate Thai students idealize their Chinese language skills but demonstrate a willingness to learn more about Thai culture (Lutfiana et al., 2020).

Academic Readiness

Sixteen survey items revealed an average academic readiness score of 4.09 (81.83%), although moderate challenges were noted in research and academic writing, particularly regarding international publications. Respondents expressed a desire for further academic development, consistent with Teng et al. (2019), who highlighted the importance of academic mobility, employability skills, and influencing factors for graduate students. These findings suggest the need for a focus on cognitive capacity building to enhance academic mobility and international experience preparation. Social skills are essential for employability, especially in the context of the Fourth Industrial Revolution. Universities in Malaysia outperform those in China in fostering such skills, which should be integrated into educational programs to address underemployment issues (Promsit, 2019). Comprehensive readiness surveys, such as those suggested by Mangmeechai and Jirapornvaree (2019), are essential to evaluate graduate students' readiness in ASEAN, considering factors like political stability, safety, and educational quality. Academic readiness for research involves understanding scientific research organization, creativity, and innovation, which are pivotal for 21st-century skill development. Educational strategies like project-based learning and problem-solving models enhance creativity, although many institutions struggle to integrate these into curricula effectively (Ramamonjisoa, 2024).

Living Management Readiness

Seven survey items showed an average readiness score of 4.37 (87.46%), aligning with Singh et al. (2022), who emphasized the importance of dormitory satisfaction for international students' well-being and social integration. Positive relationships with neighbors foster a sense of community, which is crucial for addressing feelings of isolation. Addressing dormitory quality and promoting positive interactions can significantly enhance international students' living experiences, thereby supporting academic success and social integration. Pre-departure preparations, including language training and cultural immersion, are also critical for adaptation (Hussain & Shen, 2019). Institutions should develop comprehensive orientation programs to increase students' readiness for international experiences (Trimpe, 2022).

Concerns and Expectations Readiness

Eight items revealed an average readiness score of 3.94 (78.71%). This aligns with Thankdenchai and Heesawat (2016), who criticized curricula for lacking real-world relevance, leading to a perceived decline in education quality and a mismatch between graduate competencies and employer needs, particularly in social and critical thinking skills. Employers expressed concerns about graduates' preparedness for the workforce, which results in mismatches and reduced productivity. Recommendations include enhancing collaboration between academia and industry, integrating practical experiences such as internships, and aligning educational outcomes with industry requirements (Chemsripong, 2021). Addressing these gaps would better align graduate skills with employer expectations, improving overall satisfaction with educational quality.

Recommendations

1. Creating a survey based on document review results

The process of creating a survey based on document review results involves several critical steps to ensure reliability and validity. The research on lactation policies across university systems highlights the importance of thorough data collection methods, including surveys and document reviews, to assess existing policies and resources effectively. This foundational work informs the subsequent survey design and testing phases.

Survey Development; To data collection: Initial data is gathered through surveys administered to well-being liaisons in human resources, complemented by a document review of institutional policies. **Thematic Analysis:** Thematic analysis identifies key issues, such as the burden on female employees and inconsistencies in policy implementation, which can guide survey question formulation. (Ashby et al., 2024).

Reliability Testing; **Expert Validation:** Engaging a panel of experts to review the survey instrument can enhance its validity, ensuring that questions accurately reflect the identified themes and issues. **Pilot Testing:** Conducting a pilot test of the survey allows for adjustments based on feedback, improving clarity and reliability before full deployment.

Continuous Improvement; The survey should undergo continuous testing and refinement based on participant feedback and response rates, ensuring it remains relevant and effective in capturing the necessary data.

2. The experimental teaching methods

To effectively prepare for teaching in the next semester using experimental results, educators can leverage insights from recent research on experimental teaching methods and student motivation. The integration of safe, engaging, and economically viable experiments can enhance the learning experience for future chemistry teachers and their students. This approach not only supports theoretical understanding but also fosters student engagement and motivation.

Effective Experimental Design: Experiments should be safe and not time-consuming, allowing for conclusive results that support theoretical concepts. Implementing nearly waste-free experimental methods can meet economic and environmental standards while achieving educational goals. organic chemistry laboratory exercises can provide multiple techniques for students to apply, such as Thin Layer Chromatography (TLC) for analyzing compound purity.

Enhancing Student Motivation: Understanding the distinction between motivation (the desire to learn) and engagement (active participation) is crucial. Motivated students are more likely to engage in their learning. **Practical Applications;** Incorporating real-world applications of experiments can increase student interest and motivation, leading to better academic performance.

Technological Integration: Utilizing online platforms for managing experimental tasks allows students to independently study and submit their work, enhancing their learning experience. **Streamlined Management;** Implementing a web-based Semester Learning Plan can improve the efficiency of course management, allowing educators to focus more on teaching and less on administrative tasks.

3. They strategize a project to anticipate issues and alleviate the anxiety of graduate students.

A survey on graduate student preparation in Thailand focuses on China's readiness. Instructional models promoting Chinese reading and writing skills can bridge this gap. To effectively address the issue of musical performance anxiety (MPA) among graduate students in music, a structured project can be developed based on survey results and existing research. This project should focus on preventive measures, coping strategies, and tailored support systems to alleviate anxiety before it manifests. **Preventive Program Implementation;** the collective Preventive Program: The 'Confidence' program demonstrated significant reductions in MPA among post-graduate musicians, suggesting that similar initiatives can be integrated into curricula. **Implementing preventive health programs** that address predictors of anxiety, such as gender and coping strategies, can promote overall wellbeing. **Cognitive Behavioral Therapy (CBT):** Utilizing CBT techniques, possibly integrated with music therapy, can help students reframe maladaptive beliefs contributing to academic anxiety. **Instrument-Specific Assessments:** Developing assessment tools that consider the unique experiences of different instrument groups can provide targeted support. Additionally, Thailand is attracting international students due to its promising post-graduation employment opportunities, particularly in the IT sector.

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