



**MOTIVATIONAL FACTORS AND OUTCOMES OF
THAI UNIVERSITY STUDENTS PARTICIPATING
IN THE EXCHANGE PROGRAM**

BY

MR. AMPORN SONGKASIRI

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS**

ENGLISH FOR CAREERS

LANGUAGE INSTITUTE

THAMMASAT UNIVERSITY

ACADEMIC YEAR 2015

COPYRIGHT OF THAMMASAT UNIVERSITY

**MOTIVATIONAL FACTORS AND OUTCOMES OF
THAI UNIVERSITY STUDENTS PARTICIPATING
IN THE EXCHANGE PROGRAM**

**BY
MR. AMPORN SONGKASIRI**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
COPYRIGHT OF THAMMASAT UNIVERSITY**



THAMMASAT UNIVERSITY
LANGUAGE INSTITUTE

THESIS

BY

MR. AMPORN SONGKASIRI

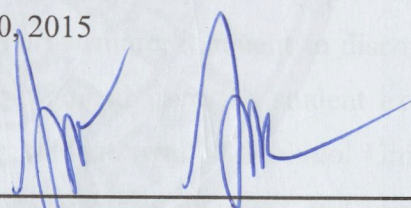
ENTITLED

MOTIVATIONAL FACTORS AND OUTCOMES OF THAI UNIVERSITY
STUDENTS PARTICIPATING IN THE EXCHANGE PROGRAM

was approved as partial fulfillment of the requirements for
the degree of Master of Arts

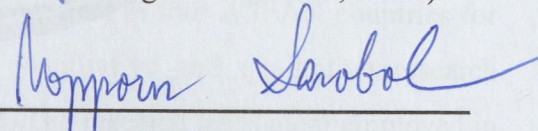
on November 30, 2015

Chairman



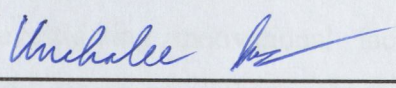
(Asst. Prof. Pragasit Sitthitikul, Ph.D.)

Member and Advisor



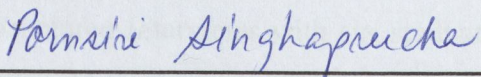
(Assoc. Prof. Nopporn Sarobol)

Member



(Assoc. Prof. Unchalee Sermsongswad)

Dean



(Assoc. Prof. Pornsiri Singhapreecha, Ph.D.)

Thesis Title	MOTIVATIONAL FACTORS AND OUTCOMES OF THAI UNIVERSITY STUDENTS PARTICIPATING IN THE EXCHANGE PROGRAM
Author	Mr. Amporn Songkasiri
Degree	Master of Arts
Major Field/Faculty/University	English for Careers Language Institute Thammasat University
Thesis Advisor	Associate Professor Nopporn Sarobol
Academic Years	2015

ABSTRACT

This research aimed to investigate motivational factors influencing undergraduate pharmacy students to participate in student exchange program in ASEAN countries in terms of academic and language, personal development, social and culture, and career and higher education. Furthermore, it sought to discover the outcomes that undergraduate pharmacy students gained from the student exchange program. The total number of all participating students was 71 Mahidol University undergraduate pharmacy students who were academically recruited and joined the 2014 student exchange program in six host universities in four ASEAN countries for 28 days of the exchange. This study was quantitative and qualitative research conducted by using purposive sampling method. The research instrument employed in this study comprised a four-part questionnaire with close-ended questions and three open-ended questions with the aim of investigating motivational factors and discovering gained outcomes of undergraduate pharmacy students who joined the student exchange program. Moreover, in order to triangulate the information obtained from questionnaire responses, the semi-structured interviews with six students were also applied to receive in-depth information and to use as a supplement and support of quantitative results.

The major findings revealed that the most motivational factor that influenced undergraduate pharmacy students to participate in the student exchange program was personal development factor, followed by social and cultural factor, academic and language factor, and career and higher education factor, respectively. Nonetheless, the most outcomes gained from participating in the exchange was social and cultural outcomes, followed by personal development outcomes, academic and language outcomes, and career and higher education outcomes, respectively. Consequently, it is worth to conclude that both personal development and social and cultural aspect are the most immersion of Thai undergraduate pharmacy students throughout the student exchange program. In addition, significant outcomes include cultural and social engagement, involvement of different learning methods, self-capacity development, foreign language practice and improvement, international study experience, and overseas job opportunity can be determined throughout the exchange. Due to the different context of education system, a few unbeneficial outcomes were also observed. In addition, the qualitative results reported some obstacles encountered by the participating students during the exchange including accommodation, financial constraint, program content, administration and liaison of the exchange program, and living and language communication. It is suggested that intensive discussion and liaison on program arrangement, campus visit, and debriefing section of the exchange should be a concern for continual program improvement.

Keywords: Motivational Factors, Outcomes, Student Exchange Program, Exchange Student, Thai University Pharmacy Students, Pharmacy Professional Exchange

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to those who have contributed to the completion of this master's thesis. First of all, I would like to convey my thanks to my advisor, Assoc. Prof. Nopporn Sarobol, for her great supervision and helpful comments throughout the whole period of my thesis. Also, I would like to thank to my thesis committee including Asst. Prof. Dr. Pragasit Sitthitikul and Assoc. Prof. Unchalee Sermsongswad for their insightful comment in conducting my research study. Without their help, my thesis could not have been brought to completion.

Furthermore, I am especially grateful of all instructors at Language Institute, Thammasat University for giving me considerable and valuable knowledge throughout the master degree courses. Besides, I am thankful for all supporting staff at Language Institute, Thammasat University for their continuous assistance. I also would like to thank my MEC 16 (Group 1) friends for their friendship and encouragement along the way of study.

In addition, my special thanks also go to all participants, undergraduate pharmacy students who joined the 2014 exchange program, for their kind and continuous cooperation. I could not have completed my thesis without their great contribution. Additionally, my special gratitude is also conveyed to Assoc. Prof. Dr. Usa Chaikledkaew, R.Ph., Deputy Dean for International Relations, Faculty of Pharmacy, Mahidol University, in supporting and providing a chance to conduct a research and student exchange program.

I hope that the results of this study will benefit those who are involved in student exchange program in order to carry out productive exchange program which strengthen students' capacity to meet the current change of globalized world as well as provide students an opportunity to commence mutual understanding in diversity of pharmacy education and professional practice in ASEAN countries.

Mr. Amporn Songkasiri

TABLE OF CONTENTS

	Page
ABSTRACT.....	(1)
ACKNOWLEDGEMENTS.....	(3)
LIST OF TABLES.....	(8)
LIST OF FIGURES.....	(10)
CHAPTER 1 INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the problem.....	8
1.3 Research questions.....	9
1.4 Objectives of the study.....	9
1.5 Definition of terms.....	10
1.6 Scope of the study.....	12
1.7 Significance of the study.....	12
1.8 Organization of the study.....	13
CHAPTER 2 REVIEW OF LITERATURE.....	14
2.1 Theoretical background of motivation.....	14
2.1.1 Definition of motivation.....	14
2.1.2 A Model of motivation.....	16
2.1.3 Types of motivation.....	17
2.1.4 Motivation theory: Maslow’s hierarchy of needs.....	21
2.1.5 Motivation for exchange students.....	22

2.2 Student exchange program.....	24
2.2.1 Overview of student exchange program.....	25
2.2.2 Objectives of student exchange program.....	28
2.2.3 Types of student exchange program.....	29
2.2.4 Student exchange program provided by.....	30
Division of Public and International Relations, Faculty of Pharmacy, Mahidol University	
2.3 Relevant research.....	33
CHAPTER 3 RESEARCH METHODOLOGY.....	44
3.1 Population.....	44
3.2 Research instrument.....	46
3.2.1 Questionnaire.....	46
3.2.2 Semi-structured interview.....	49
3.3 Procedures.....	51
3.3.1 Research design.....	51
3.3.2 Data collection.....	52
3.4 Data analysis.....	53
3.4.1 Quantitative data analysis.....	53
3.4.2 Qualitative data analysis.....	54
CHAPTER 4 RESULTS.....	55
4.1 Demographic information of the respondents.....	56
4.2 Motivational factors influencing undergraduate pharmacy students to... participate in the student exchange program	61
4.2.1 Academic and language motivational factors.....	61
4.2.2 Personal development motivational factors.....	63
4.2.3 Social and cultural motivational factors.....	65
4.2.4 Career and higher education motivational factors.....	66

4.2.5 Summary of motivational factors influencing.....	68
undergraduate pharmacy students to participate in the student exchange program	
4.3 The outcomes students gained from the participation in.....	69
the student exchange program	
4.3.1 Academic and language outcomes.....	70
4.3.2 Personal development outcomes.....	72
4.3.3 Social and cultural outcomes.....	73
4.3.4 Career and higher education outcomes.....	75
4.3.5 Summary of the outcomes students gained from.....	76
the participation in the student exchange program	
4.4 Opinions concerning the participation in the student exchange program	77
4.5 The findings from the semi-structured interviews.....	87
 CHAPTER 5 CONCLUSION, DISCUSSION AND RECOMMENDATIONS...	 101
5.1 Summary of the study.....	101
5.2 Summary of the findings.....	104
5.3 Discussion of the findings.....	113
5.3.1 Discussion of the demographic information.....	113
of the respondents	
5.3.2 Discussion of the overall motivational factors	115
and outcomes	
5.3.3 Discussion of motivational factors of students.....	121
participating in the student exchange program	
5.3.4 Discussion of outcomes gained from participating	128
in the student exchange program	
5.3.5 Discussion of unbeneficial results perceived from.....	136
the student exchange program	
5.3.6 Discussion of problems students faced in the.....	136
student exchange program	

5.4 Suggestion.....	141
5.5 Conclusion.....	143
5.6 Recommendation for future research.....	144
REFERENCES.....	145
APPENDICES.....	153
Appendix A: Questionnaire on Motivational Factors and Outcomes of Thai University Students Participating in the Exchange Program (English version)	154
Appendix A: Questionnaire on Motivational Factors and Outcomes of Thai University Students Participating in the Exchange Program (Thai version)	162
Appendix C: Semi-Structured Interview Guideline (English version).....	170
BIOGRAPHY	171

LIST OF TABLES

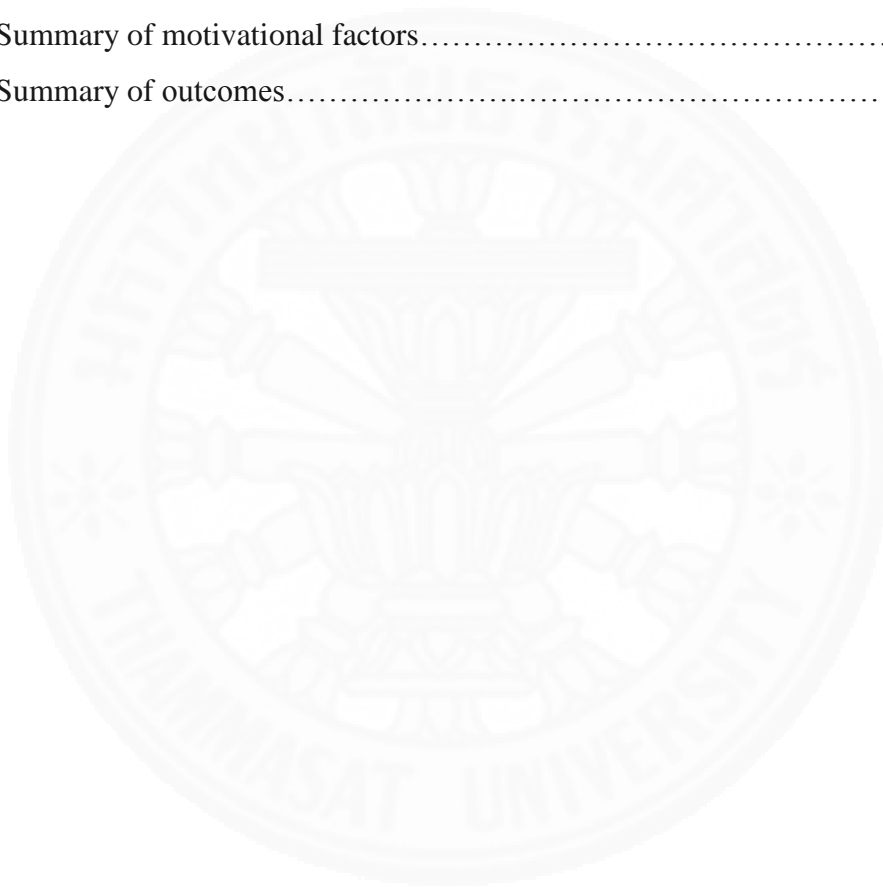
Tables	Page
3.1 Summary of the student exchange program and participants' distribution.....	45
4.1 Frequency distribution of respondents according to gender.....	56
4.2 Frequency distribution of respondents according to age.....	56
4.3 Frequency distribution of respondents according to academic year.....	57
4.4 Frequency distribution of respondents according to host country.....	57
4.5 Frequency distribution of respondents according to cumulative GPA.....	58
4.6 Frequency distribution of respondents according to their English Course.....	58
4.7 Frequency distribution of respondents according to their English Grade.....	59
4.8 Frequency distribution of respondents according to type of their.....	59
secondary school	
4.9 Frequency distribution of respondents according to location of their.....	60
secondary school	
4.10 Frequency distribution of respondents according to average income.....	60
of their parents	
4.11 Descriptive statistics of respondents' attitude concerning academic.....	62
and language motivational factors	
4.12 Descriptive statistics of respondents' attitude concerning personal.....	63
development motivational factors	
4.13 Descriptive statistics of respondents' attitude concerning social.....	65
and cultural motivational factors	
4.14 Descriptive statistics of respondents' attitude concerning career.....	67
and higher education motivational factors	
4.15 Summary of Mean score and Standard Variation of motivational factors.....	68
and ranking	
4.16 Descriptive statistics of respondents' attitude concerning academic and.....	70
language outcomes	

4.17 Descriptive statistics of respondents' attitude concerning personal.....	72
development outcomes	
4.18 Descriptive statistics of respondents' attitude concerning social and.....	73
cultural outcomes	
4.19 Descriptive statistics of respondents' attitude concerning career and.....	75
higher education outcomes	
4.20 Summary of Mean score and Standard Variation of outcomes and.....	76
ranking	



LIST OF FIGURES

Figures	Page
2.1 Model of Motivation.....	17
2.2 Maslow's Hierarchy of Needs.....	22
3.1 Distribution of number of participants according to host universities.....	44
4.1 Summary of motivational factors.....	69
4.2 Summary of outcomes.....	77



CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Globalization has been changing the lives of humans in the 21st century in various ways; for example, the development of information and communication technology has unlocked the limitation of distance and allowed people to communicate from other sides of the world via modern media. Inevitably, higher education has been also challenged by several trends such as diversification, expansion, and privatization. Internationalization in higher education has been reconsidered and policies have been changed as a result of the globalized and knowledge-based economy. Furthermore, there is broad agreement that internationalization is a core component of the future of higher education (Altbach & Teichler, 2001). Educational methods, therefore, are being changed in order to nurture academic performance and strengthen learners' capacity to live in the current century both in their home countries and abroad. According to the Partnership for 21st Century Skills (2014), a framework for 21st century learning has been developed and announced to illustrate a holistic perspective on teaching in the current century, with a distinct focus on innovative support systems to enhance the multi-dimensional or integrated abilities that students now require. These skills comprise a combination of content knowledge, specific skills, and expertise and literacies as follows (Partnership for 21st Century Skills, 2014):

- **Core Subjects and 21st Century Themes:** Core subjects include English, reading or language arts, world language, arts, mathematics, economics, science, geography, history, government and civics. Moreover, 21st century themes include global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.
- **Learning and Innovation Skills:** These skills relate to creativity and innovation, critical thinking and problem solving, and communication and collaboration.

- **Information, Media and Technology Skills:** These skills involve in information literacy, media literacy, and ICT.
- **Life and Career Skills:** These skills refer to flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Education will play an important role in fostering these learning and living skills in the current century. While the formal educational system provides students with in-class lectures and activities as well as seminars and group discussion, informal education and special events that support students' performance are additional activities to enhance essential skills for living and working in multi-cultural environments, such as in overseas internships and student exchange programs. According to former U.S. President Clinton (as cited in Duffy et al., 2003, p. 399) as stated in 2000:

“today we live in a global community, where all countries must work as partners to promote peace and prosperity and to resolve international problems. One of the surest ways to develop and strengthen such partnerships is through international education programs.”

Student exchange programs are broadly recognized as an effective strategy employed by governments, universities, and educational institutions to increase participating students' competence in a globally interconnected economy and society (Daly & Barker, 2010). The main goals of student exchange programs are countering the negative aspects of globalization, bridging international and intercultural divides, helping to develop more tolerance and securing peace (Guest, Livette & Stone, 2006). They can also increase mutual understanding among nations concerning economic, social, and cultural awareness (Sassenberg & Matschke, 2009); enrich professional knowledge and skill; extend integrated perspectives, establish transitional collaboration; facilitate networking (Cowan, 2007); and improve cultural sensitivity (Baernholdt et al., 2013).

Several research studies have revealed the outcomes, advantages, and problems of participating in student exchange programs that lead to personal growth and an increase in maturity, academic performance, and social skills (Yucelsin-Tas, n.d.; Yelken, T. Y., Unal, K., Ozonur, M., & Kamisli, H., 2012; Chi, 2013; Tekin & Gencer, 2013; Zhelyazkova, 2013). Frisch (1990) conducted a study on an international nursing student exchange program, with the findings indicating that significant growth was evident in those who participated. The study concluded that international experience can alter students' thinking by making it a more relativistic and also lead to enhanced cognition.

Similarly, Anderson et al. (2012) assessed educational outcomes from a student exchange program. A survey with close-ended questions using a five-point Likert scale and open-ended questions was given to twenty-one Einstein students and sixteen PCOM students who participated in an exchange program. The results strongly suggested that both the Einstein and PCOM students valued and enjoyed the exchange program. Furthermore, the relationships between medical schools and CAM institutions was developed and promoted by means of encouraging professional relationships. The study concluded that their reciprocal educational experience was valued by both the Einstein and PCOM students. Both groups of students also appreciated that the exchange gave them a chance to communicate about respective medical training experience. The value of such reciprocal educational exchanges was clearly demonstrated in the exchange program and can therefore be a model for other similar collaborations.

Likewise, Aydin (2012) conducted a study to investigate the ERASMUS mobility program in terms of its contribution to the progression of Turkish pre-service teachers of English. A background questionnaire, interviews, group discussions, and essays papers were used for data collection from the sample group, which consisted of 23 pre-service teachers. The results revealed the contributions of the ERASMUS program with respect to three aspects: language skills, professional development, and personal development. As research studies pointed out earlier, student exchange programs tend to benefit not only participating students' performance in various aspects, but also the universities or educational institutions in terms of fostering mutual agreement and building trustworthy relationships. This encourages more

universities and partners to get involved in internationalization and adapting their learning environments to globalization.

As officially proclaimed in its “Wisdom of the Land” determination statement, Mahidol University has the clear aim of being a world-class university as well as to become a top research university in Thailand. It also strives to excel in teaching, research, service, and internationalization. Consequently, Mahidol University has continued to grow and diversify into a multi-disciplinary university, one that offers expertise in a wide-range of subjects including medicine and health science, pharmacy and public health, veterinary medicine, engineering and information technology, arts and humanities, social sciences and business, music, language and culture. It also houses an international college and a college for the education and training of persons with disabilities (Mahidol University, 2014).

In accordance with Mahidol University’s operational plan and strategic policy on internationalization in the 2014 fiscal year, the university has sent a total of 1,152 outbound students for academic visits abroad; at the same time, the university has also had a chance to accommodate 1,052 inbound students in several faculties (Mahidol University, International Relations Division, 2015). This has greatly assisted Mahidol University’s effort concerning internationalization, providing international experience to Mahidol students and academic staff and leading to effective collaboration.

The Faculty of Pharmacy, Mahidol University, one of the most prestigious pharmacy schools in Thailand, is a leading institution producing outstanding pharmacists and promoting high pharmaceutical academic standards. The faculty, ranked as one of the top of faculties of pharmacy in the nation, has four main missions as follows (Mahidol University, Faculty of Pharmacy, 2014):

- 1) To deliver transformative pharmacy education to undergraduate students, graduate, postdoctoral students and others as well as produce practical and world-class qualified pharmacists to society,
- 2) To conduct and distribute world-class and exceptional pharmaceutical research and innovation,
- 3) To serve the community as a professional center by sharing expertise on drugs and medicine, nutrition, cosmetics, and medicinal plants with the public and society, and

- 4) To enhance cultural immersion, which preserves the uniqueness of Thai tradition and culture

With regard to the importance of internationalization in education as a means to understanding how others think and build trust; increase international opportunities for students; and bring international perspectives to the classroom (International Association of Universities, 2012), the faculty has initiated special activities for faculty members and students such as the professional development of students and staff to improve academic knowledge, social skills, and professional experience on national and international stages. Also, the faculty has been collaborating with international pharmacy institutions and universities in order to become more internationalized by establishing academic and research exchange to enhance the competency of students and staff and give them academic experience on the global stage.

To sum up, the faculty has accomplished its internationalization KPI with regard to Mahidol University's policy. The number of overall faculty outbound students was 79 students while overall inbound students numbered 22 students (Mahidol University, International Relations Division, 2015).

According to one of the strategic policies of internationalization committed to by Mahidol University, the faculty level is entirely operated by Division of Public and International Relations in order to increase the international involvement and perspective of the faculty as well as to expand international relations. Furthermore, as indicated in the strategic plan of the faculty, the Division of Public and International Relations has given undergraduate pharmacy students the opportunity for international exposure to the pharmacy profession overseas. Therefore, the student exchange program provides undergraduate pharmacy students an opportunity to broaden their capabilities and gain global experience, preparing them for career advancement and an intercultural working atmosphere. Also, students' immersion in international and intercultural settings can develop their competence concerning English language, multi-cultural respect, and social skills. Another objective of the undergraduate pharmacy student exchange program is to enable exchange pharmacy students to share their knowledge, experiences, and skills with their friends who did not participate in the exchange programs in a debriefing talk show or seminar when

they return to their homeland. The nonparticipants and other students thus also have a chance to receive indirect experience through the activity (Mahidol University, Faculty of Pharmacy, Division of Public and International Relations, 2014).

The Division of Public and International Relations, Faculty of Pharmacy, announced the student exchange program during the semester to gauge the interest from prospective students and recruit participants from undergraduate pharmacy students. English interviews and evaluations were conducted concerning educational records and performance. Students were able to select the host university based upon their interest. Nonetheless, this processes did not take into account participants' real motivation in terms of the nature and content of the exchange program. The program administrators did not account for the factors that motivated students to apply and what they wanted to gain from their participation in the overseas exchange program; as a result, the program was undertaken according to the following variables, which could not be absolutely controlled by the home university, i.e., the readiness, the availability, and the convenience of the two program providers. Meanwhile, the content, activities and the tentative schedule of the programs were decided upon through the mutual consideration of the two program administrators. The program schedule was developed by program administrators via e-mail before the beginning of the program. After consideration by the Deputy Dean for International Relations and the program administrators, activities were added to the schedule provided there was reciprocal agreement. Therefore, it could be summarized that, without investigating the factors motivating the participants to join the program, the core structure of student exchange program in ASEAN countries was originally focused on the program providers according to variables they deemed to be important as well as the availabilities mentioned above.

Furthermore, many researchers and experts have conducted research on student exchange programs. Nonetheless, these studies have investigated the involvement of the foreign students who participated in other regions. There has not yet been an adequate research study on student exchange programs in Thailand. While several research studies have looked at the determinants influencing program participants to join student exchange programs or study abroad, these also have been carried out in other countries. Few studies on the determinants or motivation to

participate in student exchange program have been undertaken with regard to higher education in Thailand.

There needs to be a solid foundation for student exchange programs in terms of academic evidence in Thailand, with a particular focus on what motivates students to take part in the overseas programs. This information could be used when seeking grants and other financial support from home universities. Consequently, the motivational factors that influence undergraduate pharmacy students to participate in student exchange program is an interesting subject for study. Furthermore, a study on this issue can provide some recommendations for strategic plans so that the Division of Public and International Relations, Faculty of Pharmacy, Mahidol University, or even program administrators, are able to meet the expectations of undergraduate pharmacy students and also strengthen the collaboration between partner universities and pharmaceutical institutions in ASEAN countries.

In line with the rationale mentioned above, the present study seeks to investigate the motivational factors influencing undergraduate pharmacy students to participate in student exchange programs as well as to discover the outcomes that undergraduate pharmacy students gained from their participation. This present research study hopes to reveal essential information on motivational factors and the outcomes that Thai university students obtained from participating in exchange programs undertaken by Thai universities or educational institutions, particularly in Thai pharmacy schools or those in health science and related fields. Understanding those motivational factors would assist exchange program administrators to conduct productive exchange programs based on explicit knowledge of the motivations of students; likewise, program administrators would have information to share with host universities or partners that could be used to develop worthwhile student exchange programs that enhance and contribute to participating students' competence according to the program objectives. Program administrators could then emphasize developing or reinforcing the motivational factors that most influence participants to join such programs. At the same time, information on motivational factors would allow them to make the program more interesting to the students.. This would also strengthen the mutual agreement for academic exchange and fruitful collaboration between institutions to ensure sustainability.

1.2 STATEMENT OF THE PROBLEM

As mentioned above in the background and rationale, student exchange programs in ASEAN countries have been arranged depending on controllable and uncontrollable factors, as well as the availability of the home university, which in this case is the Faculty of Pharmacy, Mahidol University, and host universities in ASEAN countries as indicated in the previous part. Furthermore, the participants' motivation and gained outcomes, which are the key reasons for arranging the exchange program, have never been investigated in order to ensure appropriate program content that meets the participants' demands. This leads to problematic issues concerning the wide variety of program activities and content developed by the universities. Since the program administrators of the home university and host university have never discussed program activities and content, there has never been mutual agreement regarding developing and designing appropriate activities for the program content. For instance, the program schedule of one host university only contained academic activities such as in-class lectures, laboratories, and scientific experiments. Similarly, the schedule assigned by another host university mostly consisted of cultural activities such as cultural trips accompanied by foreign students, city tours, field work, and social events. These could lead to an imbalance with respect to program activities and be demotivating to students. Although the program content and activities have been developed by the program administrators of the universities, the motivational factors and gained outcomes were not taken into consideration.

Carrying out the exchange program without taking into account participants' motivation can result in ineffectiveness. Specifically, the program structure may not match the participants' motivations, resulting in a less than optimal exchange program. In consequence, the program providers on both sides should study the participants' motivation influencing them to join the exchange as well as recognize the prospective outcomes so that both program providers can communicate this information to the third parties and hosts.

To illustrate the problems that justify this study, the program administrators have not sought student feedback regarding their motivations for involvement in the exchange program. As a result, this problematic issue should be studied by investigating the primary motivations of participants. When the motivational factors

are determined, the program providers can share this information with the host university and then arrange appropriate content and activities. By way of example, if the results show that the students seem to be most motivated by academic factors, academic-related activities should be emphasized; meanwhile, the providers can decrease the least motivating factors or remove them in order to optimize the content.

Additionally, investigating and recognizing the motivational factors which tend to influence the undergraduate pharmacy students to take part in the student exchange program can lead to an appropriate exchange program and productive outcomes that can be beneficial to the program participants; meanwhile, this will enable the program administrators and authorized person to be informed and add more interesting and appropriate content or activities to the exchange program in response to participants' motivation. Moreover, information on the gained outcomes of the exchange program can be used for program improvement and additional development of students' capacities.

1.3 RESEARCH QUESTIONS

In order to conduct productive student exchange programs for undergraduate pharmacy students, a survey and interview focusing on motivational factors and outcomes needs to be carried out. Consequently, the underlying principle questions for this present study are as follows:

1.3.1 What are the motivational factors influencing undergraduate pharmacy students to participate in the student exchange program?

1.3.2 What are the outcomes that undergraduate pharmacy students gained from the student exchange program?

1.4 OBJECTIVES OF THE STUDY

The objectives of this study are the following:

1.4.1 To investigate the motivational factors influencing undergraduate pharmacy students to participate in a student exchange program in ASEAN countries.

1.4.2 To discover the outcomes that undergraduate pharmacy students gained from a student exchange program in ASEAN countries.

1.5 DEFINITION OF TERMS

There are a number of terms used in this study that can have a variety of meanings; hence, it is helpful to define some operational terms early on in order to be clear about the objectives and scope of this study.

1.5.1 Undergraduate pharmacy students refer the population in this study. They were 2nd – 4th year undergraduate pharmacy students of the Faculty of Pharmacy, Mahidol University, who had already participated in the student exchange program of Division of Public and International Relations. The student exchange programs were arranged in April – May and July – August 2014.

1.5.2 Student Exchange Program in ASEAN countries refers to the student exchange program conducted by Division of Public and International Relations, Faculty of Pharmacy, Mahidol University, during April – May 2014 and July – August 2014. The program is an academic program arranged at six host universities in four destination ASEAN countries: Malaysia, Indonesia, Vietnam, and the Philippines.

1.5.3 Motivation refers to internal drives that encourage undergraduate pharmacy students to participate in student exchange programs in ASEAN countries. This study focuses on the motivational factors and related issues in the student exchange program.

1.5.4 Motivational factors refer to the motivational factors that influence undergraduate pharmacy students to participate in student exchange programs in ASEAN countries. After reviewing the related literature, the researcher has categorized these into four dimensions as follows:

1.5.4.1 Academic and language motivational factors are involved in cognitive motivation such as in second language acquisition and academic motivation (Dornyei, 2003; Burrow, 2010) to discover new ideas and knowledge for individual development. In the present study, it refers to motivational factors concerning students' educational issues and academic performance. Also, it is involved in learning and improving English language throughout the exchange program, as well as learning and practicing the local language of the

host country, which influences undergraduate pharmacy students to participate in the student exchange program.

1.5.4.2 Personal development motivational factor refers to motivational factors concerning students' behavior, beliefs, needs, thoughts, attitudes, interests, self-esteem and confidence, individual drives, and/or influences from family members or friends that induce undergraduate pharmacy students to participate in the student exchange program.

1.5.4.3 Social and cultural motivational factor refers to a desire to gain cross-cultural skills and/or to experience intercultural engagement throughout the exchange program (Burrow, 2010). In the present study, it refers to motivational factors concerning social engagement, social status, culture-related reasons, including cultural awareness, cultural diversity, ways of behaving, and carrying out everyday activities, living in another country and culture, and travel experience, which influence undergraduate pharmacy students to participate in the student exchange program.

1.5.4.4 Career and higher education motivational factor refers to motivational factors concerning job-related reasons, including promotions, career opportunities, or salary increases, as well as topics relating to higher education and further study abroad that influence undergraduate pharmacy students to participate in the student exchange program.

1.5.5 Outcome refers to both positive and negative outcomes gained from participating in the student exchange program in ASEAN countries. The exchange program was arranged by the Division of Public and International Relations, Faculty of Pharmacy, Mahidol University, and the outcome is reflected by the participating students who joined the exchange program in terms of the academic and language aspect, personal development aspect, social and cultural aspect, and career and higher education aspect.

1.6 SCOPE OF THE STUDY

To achieve the objectives of this study, a survey and in-depth interviews on motivational factors influencing undergraduate pharmacy students and the outcomes gained from participating in the student exchange program in ASEAN countries organized by Division of Public and International Relations, Faculty of Pharmacy, Mahidol University were conducted at the Faculty of Pharmacy, Mahidol University, Rajathevi District, Bangkok, Thailand. The data collection was done in the second semester of the 2014 academic year (during April 2015). The four-part questionnaires on the motivational factors and outcomes as well as related further opinions were distributed and collected from 71 undergraduate pharmacy students who were the participants in student exchange programs arranged in April – May 2014 and July – August 2014. Then, six student leaders, who were the representatives of the program participants of each host university and thus chosen as key informants, were interviewed after the survey's completion in order to obtain data to triangulate the quantitative data and support the survey results. Each interview lasted no longer than 20 minutes. The interview questions related to the four main points of the study including: motivational factors, beneficial outcomes, unbeneficial outcomes, and problems encountered and solutions. After that, the recorded interviews were transcribed into written texts and then categorized into four main points for further content analysis.

1.7 SIGNIFICANCE OF THE STUDY

1.7.1 The findings of this study may serve as an effective guideline for providing and improving the arrangement of the student exchange program based on the motivational factors and prospective outcomes, enabling the program to meet the demands of the undergraduate pharmacy students interested in participating in the student exchange program in ASEAN countries. The important matter of motivation and outcomes concerning international experience can be considered to set up a better exchange program. Information from this study on problematic issues will be useful to the program providers or administrators, enabling them to better understand and reinforce the students' motivations regarding the exchange program in an ASEAN context. Determining the motivational factors can enable the program administrators

of the institutions related to pharmaceutical education to coordinate and design a productive student exchange program appropriate for pharmaceutical education and practice in ASEAN countries. This could be implemented with the next student exchange program. Furthermore, this hands-on experience can be utilized to encourage prospective participants to take part in the program as well as to strengthen the collaboration among the pharmaceutical partners and educational institutions of the Faculty of Pharmacy, Mahidol University.

1.7.2 This study will be beneficial to the related institutions with respect to exploring the value of further developing their student exchange programs in a pharmaceutical context in ASEAN countries..

1.7.3 This study will provide the Faculty of Pharmacy, Mahidol University with insights into the area of student exchange programs, which will be able to fill in the gap in pharmacy student exchange programs in Thailand. The results of this study can be used as academic evidence for obtaining further financial aid or scholarships for the exchange program.

1.8 ORGANIZATION OF THE STUDY

The present study on motivational factors influencing undergraduate pharmacy students to participate in a student exchange program in ASEAN countries arranged by the Faculty of Pharmacy, Mahidol University is divided into five chapters. Chapter One introduces the background of this study, the statement of the problem, the objectives of this study, definition of terms, scope of this study, and significance of this study. Chapter Two provides the main supporting theories and reviews the previous literature and research studies. Chapter Three describes the methodological aspects, population and materials used in this study as well as the procedures of data collection and analysis. Chapter Four illustrates the findings quantitatively and qualitatively. Chapter Five contains the summary, discussion, conclusion and recommendations for further study.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter focuses on key theoretical concepts and previous research studies from medical and health science journals, managerial textbooks, and online databases regarding the following topics:

1. Theoretical background of motivation
2. Student exchange programs
3. Relevant research

2.1 THEORETICAL BACKGROUND OF MOTIVATION

Motivation is considered one of the most important elements of an individual's life, and it plays a significant role in educational achievement and career success. Motivation research looks at how perspectives and beliefs are related to an individual's actions and behaviors in order to achieve particular objectives. Therefore, it is necessary to know what motivates students to participate in a student exchange program and what they need to gain from an overseas program.

2.1.1 Definition of Motivation

Motivation has been reviewed in various studies, and many scholars have summarized the definition of motivation. For instance, Taheri (2011) declare that motivation is an internal phenomenon that activates behavior over a time span, directs it and sustains it; likewise, Duy (2007 as cited in Ulper, 2011) define motivation as an inner stimulus that pushes a person to perform some action in order to achieve a goal. Wiseman & Hunt (2001) maintain that motivation refers to the force initiating the energy to reach for a goal, or an energy or desire throughout a task that leads a specific behavior towards that goal; at the same time, Ball (1977) states that motivation is a process related to arousing, directing, and sustaining behavior. It can explain why people strive for different goals and undertake various activities. It was hypothesized that a person's motivation cannot be directly figured out; on the other hand, a person's behavior and the environment in which a person is active can

be observed. Additionally, Currie (2006) noted that motivation is generally considered the eagerness to focus one's efforts towards the accomplishment of a goal that gratifies a need. As shown in psychology and behavioral sciences, motivation consists of the circumstances surrounding the beginning, direction, intensity, and the ending of behavior (Landy, 1987); similarly, Kreitner (1995) pointed out that motivation refers to the psychological process that gives behavior purpose and direction.

Moreover, Bernstein, Roy, Srull, and Wickens (1988) explain that motivation can refer to the influences that elucidate the initiation, direction, intensity, and persistence of behavior. Motives, which act as interfering variables, may account for the existence of several behaviors and may clarify the fluctuations in behavior over time. Additionally, motivation can be driven by four factors: biological, cognitive, emotional, and social factors. Motivation is why people and animals commence, select, strive, or endure in particular operations in specific occurrences (Mook, 1987 as cited in Weiner, 1992). Thus, motivation deals with why behavior is initiated, empowered, maintained, and ended, and what type of subjective reaction is shown in an organism when all this is happening (Jones, 1955 as cited in Weiner, 1992). Personal factors and situational factors, including the expected outcomes of actions and their consequences, can also influence an individual's motivation to pursue to a specific goal (Heckhausen & Heckhausen, 2010).

In addition, motivation is one of the fundamental elements of human behavior that determine how human effort is developed and conveyed (Lim, De Simone & Werner, 2013). Motivation also directs behavior and is normally considered to have two aspects: it generates behavior and leads it towards some goal (Wagner, 1999). Thus, the study of motivation is the study of the factors that elucidate the direction, endurance, and persistence of an action (Newman & Newman, 1983). The researchers divided motives into three groups as follows:

1. Biological motives: the needs for air, food, water, and sex.
2. Social motives: the needs for affiliation and power.
3. Motives for personal development: the needs for mastery and achievement.

Furthermore, Coffey, Hunsaker and Cook (1994) further explained about motivation as follows:

“Motivation involved a conscious decision to perform one or more activities with greater effort than other activities. The definition of motivation contained three elements: (1) some need, motive, or goal that triggers action, (2) a selection process that directs the choice of action, and (3) the intensity of effort that was applied to the chosen action. In essence, motivation governs behavior selection, direction and level of effort.”

To summarize, motivation is regarded as an internal psychological drive or process that objectively stimulates individuals to perform one or more activities in order to achieve particular goals or satisfy needs. Thus, in the aspect of student exchange program, motivation would direct students to engage in the exchange program in order to obtain and achieve desired goals such as self-development, academic achievement, global and cultural awareness, and career advantages. After they visualize some goals in their mind, these goals tend to drive them to seek to fulfill their demand in another country. Eventually, students are motivated by proposed reasons, and motivation works on students' mind to induce them with internal and external factors. In order to effectively foster students' motivation, it is worth understanding why students struggle for particular goals, how intensively they attempt to reach them, the duration of their attempts, and what emotions characterize the process (Glynn, Aultman, & Owens, 2005).

2.1.2 A Model of Motivation

Coon and Mitterer (2008) explained that many motivated actions began with a need, or internal lack or deficiency. Then, this need causes a drive, an energized motivational condition. After that, the drive activates a response, an action or series of actions, designed to achieve the goal or the target of the motivated behavior. Reaching a goal that satisfies the need could be the end of the chain of events.

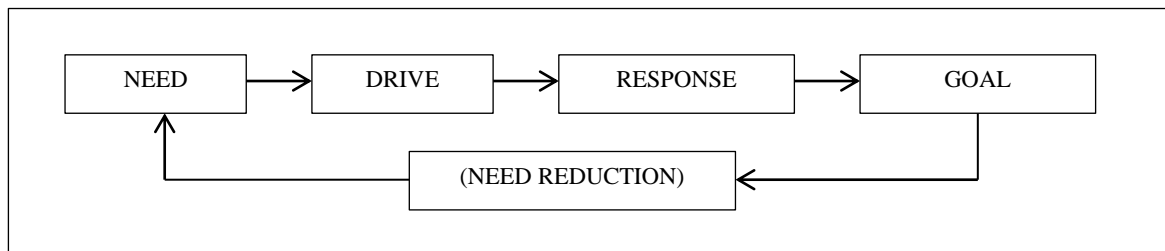


Figure 2.1 Model of Motivation (Coon & Mitterer, 2008)

2.1.3 Types of Motivation

Motivation is regarded as a key variable determining academic success (White-Taylor, 2001) and global academic experiences can be also internally driven by students' motivation to take action to reach a goal. Biggs and Telfer (as cited in Boonthong Itthipanya, 1995) divide the types of motivation as follows:

1. Instrumental motivation is a consequence of a task either to obtain a pleasant result or to avoid an unpleasant one.
2. Social motivation derives from learning. Students take advantage in order to please those people who can be beneficial to them.
3. Achievement motivation is concerned with ego not the task. Students learn since they would like to enhance their egos, such as to make them feel confident.
4. Intrinsic motivation refers to an inner state of learning regardless of outside variables.

Gardner (1985) points out that motivation in academic aspects and education can be categorized into four types, which are intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation, Kurum (2011) mentions that motivation is generally accepted to be of two main types, intrinsic motivation and extrinsic motivation. Similarly, Harmer (1990) groups the types of motivation as follows:

1. Intrinsic Motivation

This type of motivation refers to an action aiming to obtain pleasure and satisfaction. It arises from an internal need or desire of a human being, and a

desire to perform in order to reach a goal; thus, without the promise of a tangible reward, the gratification of the task is eventually the actual reward (Tileston, 2004 as cited in Nugent, 2009). Ryan and Deci (2004) also regard motivation as self-directed action to reach a goal for satisfaction and pleasure. Intrinsic motivation is associated with perseverance in difficult tasks (Barkoukis, Tsorbatzoudis, Grouios, & Sideridis, 2008). This means that students willingly try to execute what they think it is worthy of performing. In support of this concept, Reeve (1992) states that intrinsically motivated behaviors promote individuals to search for novelty and challenges. Individuals who are intrinsically motivated for academic learning look for chances to discover new and challenging courses for the internal pleasure of learning. In academic settings, this happens when students are stimulated with a task and do it for the pleasure of it regardless of external rewards. Consequently, students who are intrinsically motivated engage in activities for the pleasure, enjoyment and gratification of doing so. Additionally, intrinsically motivated students do not seek or expect rewards for completing tasks. The only outside influences might be praise and social approval, which tend to intensify intrinsic attraction.

Phayom Wongsarasri (as cited in Samorn Mateeskunkan, 2003) argue that intrinsic motivation may have physical or psychological origins as follows:

1. **Need** is a built up drive, which stimulates individual to do some action to achieve goals.
2. **Special interest** refers to individuals who have an interest in doing something, and are able to achieve it in a short time.
3. **Attitude** relates to the opinions and feelings that an individual has about specific things that would affect the way that individual behaves toward someone or in a specific situation.

According to Dornyei (2003), intrinsic motivation can be classified into three subcategories as follows:

1. **Intrinsic motivation for knowledge**, which refers to the motivation to discover new ideas and knowledge for individual development.
2. **Intrinsic motivation for accomplishment**, which refers to the motivation to reach a goal.

3. Intrinsic motivation for stimulation, which refers to the motivation to take part in an activity and task for excitement and pleasure.

2. Extrinsic Motivation

This type of motivation is involved in behavior in which an individual behaves to gain some extrinsic outcome or reward such as good scores or a better salary, or to prevent some punishment. This type of motivation is stimulated by external factors or tangible rewards (Tileston, 2004 as cited in Nugent, 2009). Moreover, it is related to endeavors to please other people, persuade students to participate in learning activities, or improve employment opportunities that depend considerably on outside variables. It happens when students do a task as a result of some intrinsic motive, either external or internal to them. Moreover, Law (2011) found that extrinsically motivated students were more apt to learn a concept superficially. Such students adopt strategies that allow them to complete a task, and thus be rewarded, but they do not fully engage in approaches that would allow for deeper meaning of concepts. Extrinsic motivation stresses the reinforcement or desire to do well in other behavior modification as it depends on external factors.

Phayom Wongsarasri (as cited in Samorn Mateeskunkan, 2003) states that extrinsic motivation may come from the following variables:

- 1. Goals or expectations:** for individual who have goals to do something, these goals would act like reminders or motivators for them.
- 2. Ambition or progression in career:** individuals who are aware of advancing their careers would be aroused by this variable.
- 3. Personality, characteristics, figure mood and knowledge of instructions:** these could impress students, which could lead to success.
- 4. Attraction or decoy:** tests, prizes, punishments, and competition are also motivators.

According to Harmer (1990), extrinsic motivation is comprised of two subcategories as follows:

- 1. Instrumental motivation:** this is the motivation for social and educational purposes. This kind of motivation is relatively enduring in each

individual. Hudson (2000) defined instrumental motivation as the desire to receive something practical or concrete. Moreover, instrumental motivation inhibits the goal to obtain some social or economic reward through accomplishment.

2. Integrative motivation: this is the motivation of language learners toward the target language group and the desire to be engaged in the intended language community. According to Gardner and Lambert (1959), it focuses on the need to learn a language in order to communicate with people from another culture. The motivated performers will not feel intimidated by other groups and thus be more apt to be involved in receptive learning rather than defensive learning.

Worhel and Shebilske (as cited in Wan-arsan Kriangwattanapong, 2004) classified types of motivation as follows:

1. Inner motivation refers to motivation that is generated inwardly. That is, a person feels satisfaction in work without outside rewards. Inner motivation contains two factors: (1) Individuals want to limit their behaviors by themselves, (2) Individuals want to augment their competencies and capabilities. Psychologists believe that inner motivation is more important than outer motivation.

2. Outer motivation refers to motivation originating from outside factors, such as money, rewards, position mobility, prestige, honor and reputation. Psychologists believe that the majority of behaviors of individuals originate from outer motivation.

Sherif (as cited in Wan-arsan Kriangwattanapong, 2004) divided motivation into two types as follows:

1. Physical motivation refers to the physical needs of food, water, rest, protection, security, entertainment, tension release, sex, and thirst. All of these are present since birth, and they are essential for human living.

2. Social motivation refers to needs resulting from humans living together in society such as the need for love, a friendly atmosphere, acceptance in society, prestige, and admiration.

In conclusion, students can be motivated by external or internal stimuli. Each type of motivation has an extensive influence on students' behavior, attitudes, and decision making; therefore, students' behavior occurs consciously with motivation. Referring to the types of motivation mentioned previously in this chapter, internal motivation may stimulate students to join an exchange program, for instance, the desire for self-development and maturity, new knowledge and information, and life experience. Meanwhile, external motivation may induce students to join an exchange program due to the desire for career advancement and salary increases, academic achievement, foreign language acquisition, and awareness of cultural diversity. This present study focuses on intrinsic motivation, or internal factors, and extrinsic motivation, or external factors, which tend to influence students' perspective to participate in a student exchange program. It also aims to explore their development, fulfillment and attitudes after returning from abroad.

2.1.4 Motivation Theory: Maslow's Hierarchy of Needs

Motivation consists of the circumstances surrounding the beginning, direction, intensity, and the ending of behavior; furthermore, motivation is also based on the concept of need (Landy, 1987). The most well-known motivation theory in social science was originally proposed by Abraham Maslow with his "Hierarchy of Needs Theory". He introduced a hierarchy of needs as the basis of his first theory of motivation (Coffey, Hunsaker, & Cook, 1994). He believed that human needs form a kind of hierarchy. Individuals first need to satisfy safety needs at lower levels of the hierarchy before they look for satisfaction of higher level needs. Maslow proposed that there were two sets of human needs. One set concerns basic survival needs such as those related to homeostasis, physiological needs and physical safety. The second set concerns self-actualization and the realization of an individual's full potential, especially as shown in creativity and use of the intellect (Cardwell, Clark, & Meldrum, 2002). Referring to Figure 2.2, the first level includes basic biological needs such as need for food, water, and oxygen, which are necessary for continued survival. The second level addresses needs for safety and security. The third level is the need to belong. The fourth level is the need for self-esteem. The fifth level is the need to know and understand. The sixth level represents aesthetic needs. The last

level is the need for self-actualization or the need to fulfill our potential as human beings (Sternberg & Williams, 2002).

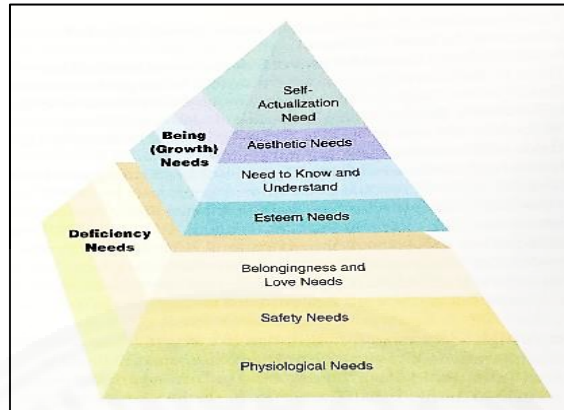


Figure 2.2 Maslow's Hierarchy of Needs (Sternberg & Williams, 2002)

It is reasonable to conclude that students' motivation is internally caused by their needs, which are mainly physical needs and social needs. According to Maslow's theory, the physical needs which may be met in an exchange program are, for example, convenient and secure accommodation, safe and reasonable prices for transportation, and hygienic food. Social needs may refer to social acceptance, career success, high income, and academic achievement. Participating in a student exchange program can be a means to strengthen students' performance in international settings and enhance multi-cultural awareness. Furthermore, international involvement seems to enhance students' potential and achievement for their future in regard to career and competence. The experience they absorb while being abroad for a period of time will mature them as well as develop their personal characteristics and way of thinking. Consequently, understanding students' needs and motivations can provide underlying information for program administrators to conduct a productive student exchange program that can nourish the participants.

2.1.5 Motivation for Exchange Students

Motivation is perceived as being significant in learning and education. This is of course also the case for international education and student exchange programs since their main objectives are to increase international awareness and engagement to students, and to offer an opportunity for their personal and

professional development in international settings. It is important to investigate the attitudes, needs, and motivation of the students involved in exchange programs, not only to confirm significant ideas about the benefits, outcomes and challenges of international education, but also for practical reasons. The in-charge persons in the field, those who are responsible for international programs and maintaining international relationships on behalf of their universities, need to be aware of how students view their offered products and programs. They need to know consumers' attitudes and opinions when they advertise and distribute their programs to prospective participants (Van Hoof & Verbeeten, 2005). Therefore, it is crucial to recognize students' motivation in order to understand what factors motivate them to participate in a student exchange program and what they really need from such programs.

Burrow (2010) summarized the motivations for students who participate in an exchange program. Since most research studies on the motivation study abroad have been based on outbound students, the researcher attempted to examine inbound students who visited Canada for study abroad. Additionally, the researcher reviewed research studies examining three recurring themes with regard to the motivation to study abroad: cross-cultural, cognitive, and career enhancement.

1. Cross-Cultural Motivation

The first area of motivation to study abroad is a desire to obtain cross-cultural skills and/or to be engaged in an intercultural experience throughout the program. A number of research studies were reviewed, and their results largely revealed cross-cultural aspects. For instance, the three strongest motivations for studying abroad were a desire for a cross-cultural experience along with meeting new people and travelling (Carlson, Burn, Useem, & Yachimowicz, 1990 as cited in Burrow, 2010). The next statement was "Students were basically motivated by the chance to have a new experience, learn about culture and new people." Last, the opportunity of having new cultural experience was the most common feedback among U.S. and French students, but significantly less important for Chinese students (Sanchez, Fornerino, & Zhang, 2006 as cited in Burrow, 2010).

2. Cognitive Motivation

Apart from cross-cultural motivation, cognitive motivations, such as second language acquisition and academic motivations, have also been indicated as significant among students who study abroad. Several studies have reported results concerning cognitive motivation; for example, the results from study of Caudrey, Petersen, and Shaw (2008 as cited in Burrow, 2010) revealed that the desire to develop spoken English was the most common reason to study in those countries. Also, Brewer (1983 as cited in Burrow, 2010) found that the opportunity for improving or learning a second language strongly motivated students going to Germany or France. Nonetheless, a study by Van Der Meid (2004 as cited in Burrow, 2010) on Asian-Americans studying abroad found that general academic motivations (taking courses in major, minor or elective subjects) were the second lowest rated items, whereas improving second language skills was somewhat important to participants. This study was contrasted by Ho (2009 as cited in Burrow, 2010), who found in her study of minority students abroad that expanding knowledge was very important (97%) to these participants.

3. Career Enhancement Motivation

The last type of motivation relates to career enhancement. Nevertheless, there is controversy about this type of motivation. For example, while some studies have found that it plays an important role, some have found the opposite; still other studies on motivation (Brewer, 1983 as cited in Burrow, 2010) have not inquired about career-related motivation at all. Sánchez et al. (2006 as cited in Burrow, 2010) discovered that while Chinese students were not interested in studying abroad, both American and French students were strongly interested in studying abroad as a means to career advancement.

2.2 STUDENT EXCHANGE PROGRAM

Higher education has been changing in response to the trends of globalization and internationalization (Park, 2009). Exchange in education, student exchange programs, or student mobility programs are considered effective mechanisms for transmitting and sharing knowledge and ideas across cultures. Furthermore, these

encourage mutual understanding between nations (Farid, 1985). They are also widely recognized as an essential part of a well-rounded academic education (Messer & Wolter, 2007). At the end of such exchange programs, participating students are normally expected to show a better understanding of other nations, increased international and cultural awareness, a greater interest in global issues, develop personal competency as well as build some character skills such as leadership, independent decision-making skills, adaptation skills, self-confidence, and awareness of group dynamics, extend integrated perspectives, and build life-long friendships. They should also have a familiarity and understanding of other cultures and respect individual differences (Frisch, 1990; Cowan, 2007; Sassenberg & Matschke, 2009).

2.2.1 Overview of Student Exchange Program

Student exchange and student mobility programs are used by educational institutions to promote and augment their internationalization efforts (Burrow, 2010). Consequently, international student exchange programs are broadly encouraged in higher educational institutions as a mechanism for establishing an understanding of desirable intercultural skills and international experience among participating students (Doyle et al., 2010).

Student exchange programs offer people the opportunity for immersion in other cultures while continuing to work towards their degrees by taking courses at foreign or partner universities. Student exchange programs are based on a legal agreement between two or more institutions to allow an exchange of students between them for the purpose of academic study. Most often there are supporting offices or staff members that help administer the student exchange programs and assist in orienting and facilitating the students to their new environments. Students participate in academic courses and activities at a university abroad or host university for a specific period of time ranging from a minimum of one month up to a maximum of one year or more (Dirks, 2010).

To conclude, student exchange program can be defined as an academic program that provides an opportunity for participants to study and live abroad and to be involved in academic and cultural activities in other countries, which are generally called host countries, for a particular period of time. The exchange program is the

result of a bi-lateral collaboration or agreement between two or more educational institutions. Additionally, program administrators of both institutions are principally responsible for orienting and assisting participating students to live in other countries or different environments.

With regard to an overview of student exchange programs, Topcu (as cited in Arslan, 2013) stated that the Erasmus program was the first European mutual exchange program of students and academicians. It was initiated to develop the European dimension and maximize the quality in higher education. Consequently, one of the countries in the exchange should definitely be a European Union country. Financial support for participants is provided by higher education institutes. In addition, in order to increase university graduates' employment opportunities, it features cooperation between higher education institutes and businesses environments. As found on the Erasmus Mundus's website (The Education, Audiovisual and Culture Executive Agency, 2014), an introduction to the program is presented as follows:

“Erasmus Mundus is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with Third-Countries. In addition, it contributes to the development of human resources and the international cooperation capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries. The Erasmus Mundus programme provides support to the following parties: (1) the Erasmus Mundus programme provides support to higher education institutions that wish to implement joint programmes at postgraduate level or to set-up inter-institutional cooperation partnerships between universities from Europe and targeted Third-Countries, (2) individual students, researchers and university staff who wish to spend a study / research / teaching period in the context of one of the above mentioned joint programmes or cooperation partnerships, and (3) any organization

active in the field of higher education that wishes to develop projects aimed at enhancing the attractiveness, profile, visibility and image of European higher education worldwide.”

Another distinguished exchange program is called AFS or American Field Service. It was founded in April 1915 by a Harvard professor. AFS is an international, voluntary, non-governmental, non-profit organization that offers a chance for intercultural learning to help participants attain the knowledge, skills and understanding needed to create a peaceful world (AFS Intercultural Programs, 2014). A brief review of the AFS exchange program is given below:

“AFS provides intercultural learning experiences that bring global culture together by helping people connect, transforming the lives of thousands of students, families, and individuals every year. With exchange programs in more than 50 countries and a large network of volunteers, educators, and staff, AFS is committed to helping participants understand their immersion experiences in a foreign culture. Exchange programs give participants an all-access pass to discover and explore a new culture. Since 1947, AFS has given more than 400,000 students and young adult professionals the opportunity to travel abroad and embark on personal growth experiences that continue for a lifetime. This year, the worldwide network of AFS Volunteers will work with almost 13,000 students—each looking for an exciting and educational international experience.”

To summarize the overview of student exchange programs, dominant countries around the world have initiated these kinds of exchange programs in order to benefit participants in terms of personal development and foreign language acquisition, offering future career opportunities, enhancing education and knowledge sharing, and strengthening mutual understanding and awareness of multi-cultural issues among nations in order to create a peaceful world.

2.2.2 Objectives of Student Exchange Program

Several exchange programs have publicized a variety of objectives that the present study reviews as follows:

As mentioned on its website, Erasmus Mundus 2009-2013, a cooperation and mobility programme in the field of higher education, has committed to the following objectives (The Education, Audiovisual and Culture Executive Agency, 2014):

1. The enhancement of quality in European higher education.
2. The promotion of the European Union as a center of excellence in learning around the world.
3. The promotion of intercultural understanding through cooperation with third countries as well as for the development of third countries in the field of higher education.

The exchange program carried out by the YMCA, a Canadian charity offering opportunities for personal growth, community involvement, and leadership, is regarded as an excellent opportunity for students to grow and mature, develop new skills, and learn more about themselves as well as their community, their country and others. The general program objectives are presented below (The YMCA Summer Work Student Exchange, 2014):

1. To contribute increased knowledge and understanding of Canada among Canadian youth, by enabling them to learn first-hand about the history, geography, industry, institutions, cultures, communities, languages and other facets of Canada,
2. To help young Canadians connect to one another and create lasting linkages, across the country and between groups, thereby helping to strengthen the fabric of Canadian society.
3. To develop Canadian identity and a sense of belonging to Canada among Canadian youth by enhancing their appreciation of both the diversity and the shared aspects of the Canadian experience.
4. To better prepare participants for the workforce through job experience, employer mentorship and industry awareness.

5. To provide an opportunity for the participants to learn about and appreciate another culture.
6. To allow students the opportunity to practice their 2nd official language skills through homestay and work immersion.
7. To enable youth to give back to the community through a group community project.
8. To empower youth to take on new challenges and gain confidence and general preparedness for their future.

It can be reasonably concluded that the objectives of student exchange programs are to prepare participants in three aspects: personal aspects, cognitive aspects, and social aspects. More specifically, students can develop personal and linguistic capabilities, transfer and gain considerable knowledge and be exposed to different ideas, engage in international settings and be immersed in diverse cultures, and build valuable networks for their future professional lives.

2.2.3 Types of Student Exchange Program

Student exchange programs of various types have grown in recent years. All types aim to enhance participants by exposing them to foreign languages and cultures, different social environments and surroundings, and instructional diversity. Although the types of exchange programs vary, the present study focuses on a study by Sowa (2002), who divided student exchange programs into three categories as follows:

“Three models of student exchange programs: total immersion, protective studies, and tour models. Most student exchange programs are normally based on either one or more of these models. The total immersion model puts students in a foreign university for the duration of at least one semester but typically for a year. This model allows students to participate in academic courses and experience an in-depth study of the language and culture of the country in which they are residing. The protective studies abroad model "ties students to a program with resident

advisors and instructors" and the study tour provides an overview of a topic or countries. The study tour is usually short in duration, lasting from about two weeks to a summer. These models are neither mutually exclusive nor in conflict; the semester at sea program, for example, encompasses all three models.”

To conclude, student exchange programs can be divided into three types as follows:

1. **Total immersion:** exchange students are normally involved in foreign universities for the duration of at least one semester through a year.
2. **Protective studies:** exchange students are under the supervision of resident advisors or instructors according to their project.
3. **Tour models:** students visit universities abroad for a short period of about two weeks to a summer.

2.2.4 Student Exchange Program Provided by the Division of Public and International Relations, Faculty of Pharmacy, Mahidol University

Officially, the Division of Public and International Relations was set up under the umbrella of the Office of Strategy and Development that comprises the following offices and sub-units:

1. Division of Strategy and Planning
 - Strategy and Planning Unit
 - Quality Development Unit
2. Division of Public and International Relations
 - Public Relations Unit
 - International Relations Unit

According to the mission of the International Relations Division, Mahidol University, the responsibilities of the Division of Public and International Relations are primarily involved in extending international collaboration and agreements with foreign

pharmaceutical-related institutions in terms of academic and research purposes, facilitating and assisting international visitors, scholars, and inbound exchange students who travel to the faculty for pharmacy-related educational purposes such as study visits, short-course training, and professional rotation. Furthermore, the division also takes care of outbound exchange students involved in academic exchange programs or research collaboration.

The student exchange program of the Faculty of Pharmacy endeavors to introduce pharmacy students to an international perspective in diverse disciplines, broaden their knowledge and experience, and prepare them for future intercultural working atmosphere. Another objective of the exchange program is that the pharmacy exchange students are able to share their knowledge and skills with their friends who cannot participate in the exchange program when they return to their homeland.

The Division of Public and International Relations, Faculty of Pharmacy, Mahidol University sent eight undergraduate students in the first exchange program to the Faculty of Pharmacy, Universiti Kebangsaan Malaysia in Malaysia as part of a bilateral collaboration in the 2013 academic year. The division subsequently sent a second batch of undergraduate pharmacy students during April - August 2014. The program periods, which were separated into two rounds, mainly depended on time availability, readiness and the convenience of the six host faculties including 1). Faculty of Pharmacy, Universiti Kebangsaan Malaysia, Malaysia, 2). School of Pharmacy, Taylor's University, Malaysia, 3). University of Medicine & Pharmacy at Ho Chi Minh City, Vietnam, 4). Faculty of Pharmacy, University of Surabaya, Indonesia, 5). Hanoi University of Pharmacy, Vietnam, and 6). Faculty of Pharmacy, University of Santo Tomas, the Philippines. The objectives of the program are stated as follows:

1. To enhance the capabilities of undergraduate pharmacy students and promote professional pharmacy practices in international settings as well as strengthen sharing of professional knowledge through international partnerships.
2. To maintain an international collaboration and mutual understanding of diversity in linguistic, social, and cultural perspectives.
3. To develop pharmacy students' competence concerning English language, as well as multi-cultural and social skills.

The recruitment and selection process of candidates was conducted by the faculty's international relations committee. Faculty lecturers and the international relations committees conducted English interviews and evaluated application forms in order to assess the applicants. Also, the students were free to choose the host countries depending on their interests and preferences by ranking the destinations, which were then considered by the interviewers in terms of appropriateness. In addition, Mahidol University provided scholarships to qualified applicants based on academic performance and passing the English interview. As a result, most of undergraduate pharmacy students (67 students) were granted Mahidol University scholarships for the Undergraduate Student Exchange Program 2014, whereas four students were responsible for their expenses throughout the program. Before going abroad for the one-month exchange program, required English and professional courses were arranged for 71 participants as a prerequisite classes in order to prepare them for international study. These pharmacy-related courses included "English Communication Skill", "How to take a Drug History in English: Structure & Useful Phrases", and "How to Conduct a Patient Medication Counseling Session in English", which were instructed in English by invited lecturers at the faculty. After that, pre-departure meetings were set up to prepare the students for a traveling abroad. While living overseas, they had a chance to attend class lectures with host students in pharmacy-related issues, conduct pharmaceutical laboratories as well as be exposed to social and pharmacy professional practices in hospitals, drug companies, and faculty drug stores overseas. Furthermore, they joined student activities of the hosts, cultural events, and field trips in those countries. Participants also had the chance to get to know foreign friends on field trips to various tourist attractions. While staying abroad, weekly diaries were sent to program administrators and lecturers via email to report on what they had done overseas, both academically and socially. Email and social media were the channels for the communication. Additionally, after their return, all the pharmacy students who had participated in the student exchange programs were asked to rate their satisfaction. The overall level of satisfaction was at a "high" level, and some recommendations for the next batch of exchange program were also provided.

In conclusion, the Division of Public and International Relations, Faculty of Pharmacy sent 71 undergraduate pharmacy students to experience international life and education in order to enhance their maturity, alter their professional paradigm, and also improve their social skills in order to prepare for the upcoming global changes.

2.3 RELEVANT RESEARCH

A number of researchers and educators have conducted research on student exchange programs, with a focus on factors influencing students to enroll in programs, as well as participants' outcomes concerning individual achievement, global and cultural awareness, and career benefit. To determine the achievement of program participants concerning knowledge, Robbins, Orr, and Lop Phavaphutanon (2004) conducted pre- and post-study tour surveys of participating students from the first three years of an exchange program. Their findings clearly revealed that participating students significantly gained in knowledge of the visited country's society, culture, food and agricultural industries after they conducted an international student exchange program that aimed to provide participants a comparative perspective concerning agricultural, food and natural resource industries and engender cross-cultural understanding.

Concerning language aspects, Nittima Kositchart (2011) examined the main problems in English language usage related to the listening and speaking skills of Thai AFS exchange students who participated in the AFS program in the United States of America. The researcher used a questionnaire to elicit data from 57 participants. The questionnaire focused on the AFS exchange students' English listening and speaking problems, levels of problems in using English in social contexts and the resources to cope with the problems. The findings showed that most AFS students had problems understanding unfamiliar words while communicating with native of English speakers. The skill that AFS students thought was the major obstacle was listening. In overcoming the difficulties, the students used a talking dictionary as a language tool. As for the main strategy employed, the study showed that the students usually tried to listen to details and put them together in order to understand the texts.

To assess the outcomes concerning cultural and international aspects, a study aiming to examine students' knowledge about cultural competence as well as changes in attitudes and behaviors as a result of their immersion in another culture in a semester-long exchange program of American and Danish nursing students was conducted by Baernholdt et al. (2013). While US students expressed that they learned how healthcare as a human right could be implemented throughout the healthcare system, Danish students stated that they learned more about clinical assessment skills than they would have at their home institution. Both the Danish and American students stated that they learned new methods of studying nursing; also, they noted changes in attitude and behaviors. After receiving part of their education in another country, they felt that they were more open and creative regarding the ways of practicing nursing. In addition, after learning and practicing nursing abroad, their understanding of and respect for cultural differences had increased exponentially. Their ability to relate and communicate empathetically and practice culturally sensitive care had increased; therefore, they had benefited from increased cultural awareness and sensitivity.

Likewise, Duffy, Farmer, Ravert and Huittinen (2003) conducted participatory action research that aimed to develop the exchange and the common module. The objectives were to increase access to cross-cultural education for students and faculty as well as to expand international education accessibility for disadvantaged students. It also aimed to develop internationally appropriate curriculum materials in order to increase knowledge and skills in culturally sensitive community assessment and planning. Data collection was elicited throughout the project and two years after the student exchange occurred. Surveys on cultural and community health education outcomes were completed at the beginning and conclusion of the exchange by the participating students. The results stated that cross-cultural education accessibility for students and faculty was increased by the presence of exchange students from Europe and the interaction of faculty and students. An international module for teaching community health assessment and planning was developed. The study concluded that cultural education was the centerpiece of international education.

Career opportunities and salary in relation to exchange programs were investigated by Messer and Wolter (2007). The researchers aimed to determine the

impact of exchange programs on students' subsequent university education and their post-university careers on the basis of two indicators: starting salary and probability of doing postgraduate work. A survey was conducted to gather data from 3,585 Swiss university graduates. The results revealed that there was a slight salary advantage of 3.3% with regard to the starting salary. They also concluded that it was worthwhile participating in an exchange program since students also derived other benefits from the exchange such as increasing the awareness of cultural differences and generating a private and social return.

Furthermore, several research studies on the attributes and influencing factors of student exchange programs have been undertaken to determine the factors that tend to affect participants' attitudes in regard to applying for exchange programs. A study by Daly (2011) investigated Australian university student exchange programs with the aim to develop a better understanding of the exchange students' decision to participate. The results revealed that contextual and individual factors influenced students' decision to participate in the exchange program such as international contexts, national contexts, and institutional contexts. Furthermore, individual factors such as personal characteristics, intercultural competencies, travel interest and experience, education and discipline of study, career development, foreign language competence, personal relationships, and financial constraints were also found to be influential

Similarly, Tirilomis and Schoendube (2013) examined the feedback from a clinical student exchange program organized by the cardiothoracic department. A total of thirty-one medical students of the University of Alexandroupolis participated in the exchange, and the program evaluation was completed at the end of program. The results stated that several factors were important to the cooperation such as the attractiveness of the host country and its non-medical environment, the reputation of the host country's medicine program, and the costs. In order to be a successful exchange program, a feedback loop with potential participants should be established as well as an overview of the other country and orientation. On top of that, gains, costs, and participants' expectation should be identified. Establishing roles for the student, field liaison, and field supervisor is also essential (Mathiesen & Lager, 2007).

Apart from the above issues, several studies have been undertaken in order to bridge the gap relating to student exchange programs, study abroad, and international education as shown in the following literature.

Nopporn Sarobol (2015) carried out a study entitled "Students' Expectations and Conclusions Based on a Short-Term Study-Abroad Program" in order to examine students' expectations and outcomes in participating in a study-abroad program at the University of British Columbia, Canada. A total of twenty-nine students participated in a six-week study-abroad program hosted by Language Institute, Thammasat University, Thailand. A pre-survey questionnaire was employed to elicit data regarding students' expectation before their departure and a post-survey was also used to determine students' conclusions regarding their actual experience of joining in the program after their return. The data obtained from open-ended questionnaire were analyzed as well. In addition, a written essay composed by participating students was also used to report the benefits of the study-abroad program. The study revealed that all of participating students were satisfied in terms of the overseas program meeting their expectations. Furthermore, it was noted that their confidence in English language speaking, language proficiency, and cultural awareness were also increased throughout the study-abroad program.

Davey, Grant, and Anoopkumar-Dukie (2013) undertook a study entitled "Academic performance and personal experience of local, international and collaborative exchange student enrolled in an Australia pharmacy program". The study's objective was to assess the motivation, academic performance and experiences of local, international, and collaborative exchange students enrolled in a four-year Australian bachelor of pharmacy degree program. The sample of this study was all four years of pharmacy students divided into 12 subsets: four groups by year times three groups by demographics. Four hundred fifty-six survey instruments, which were employed in this study to explore students' demographic background, academic and cultural experiences during the program, and students' motivation, were returned. In addition, grades of students who graduated between 2002 and 2006 were analyzed retrospectively. The findings pointed out that students' motivation in terms of their selection of degrees and teaching institutions was different among the three groups of students. The most obvious differences related to the thought process of the

students who identified that having good career prospects was a major factor when choosing to undertake the pharmacy program. Nonetheless, international and collaborative exchange students seemed to be more concerned about their decision to choose a degree and school than local students. Additionally, all the groups considered that meeting students from different cultures was an important aspect of university life. Regarding average grades, local students slightly outperformed international students, whereas collaborative exchange students' grades were similar to those of local students during the two years prior to leaving their homeland, but more closely mirrored those of international students in the latter two years after being in the campus in Australia. The researchers concluded that international and exchange students could perform well compared to local students and were more satisfied with their overall experiences. Studying abroad seemed to negatively affect academic performance as a result of adjusting to a new environment.

Gu (2013) conducted a study entitled "Cross-cultural adaptation of Chinese students studying at Maejo University, Chiang Mai Province" with the aim of examining the main causes and obstacles regarding cross-cultural adaptation among Chinese students studying at Maejo University. Quantitative and qualitative methods were employed to collect data from the study subjects that included 42 Chinese students studying at the School of Tourism Development, Maejo University. A written questionnaire, oral group interviews with the 42 Chinese students, and individual interviews with the Chinese leader and Thai coordinator were used as the research instruments in this study to elicit the data. The study revealed that adaptation to cross-cultural distance was most found among Chinese students, followed by adaptation to a new environment at moderate level, and the area of life change at the lowest level. The findings also highlighted several significant obstacles affecting cross-cultural adaptation of Chinese students including lack of knowledge and interest in Thai culture, Thai and English language barriers, students' personalities, Chinese parents' way of raising children, and the duration of stay in Chiang Mai province.

Lane-Toomey and Lane (2013) carried out a research study on "U.S. students study abroad in the Middle East/North Africa: factors influencing growing numbers". This study aimed to investigate the motivations, attitudes, and aspects of human capital that influence study abroad destination choices. The sample included 326 U.S.

undergraduate study abroad students surveyed by a questionnaire containing 27 questions composed of multiple-choice, short-answer, and ordinal-scale formats. In addition, a focus group for obtaining in-depth data was conducted. The results indicated that there was a relationship between previous international exposure and the choice of destination. The data also showed that the students, who were more likely to study abroad in the MENA region, had moderate or extensive amounts of previous travel experience. Eight factors that motivated students to study abroad were identified: (1) advancement of career goals, (2) opportunity to improve foreign language skills, (3) having fun, (4) desire for an “out there” experience, (5) opportunity to complete requirements for their major, (6) recommendations of family and friends, (7) cost of living, and (8) intention to live in the region in the future. The result also reported that students who studied in MENA had higher scores on scales of comfort with financial, social, psychological, physical, and performance risk-taking. Although both the survey and focus group data revealed that students were primarily motivated to study abroad in the MENA region in order to fulfill their career goals, concerning motivational factors, the study concluded that the primary motivation for students to choose the MENA region as a study abroad destination was the intention to work for the U.S. government. In addition, the desire to have a unique experience and to obtain cultural understanding was also identified among MENA students as two other less universal motivations. On the other hand, a desire to complete requirements for their major and a desire to have fun were also reported by students with common destinations.

Li, Olson, and Frieze (2013) conducted research entitled “Students’ study abroad plans: the influence of motivational and personality factors”. The objective of their study was to examine the psychological and personality factors that influence the decisions of American students to study abroad. The study focused on students’ achievement motivation, neophilia, migrant personality, and desire-to-help personality by comparing students with high and low desire to study abroad. A total of 431 students who had high or low desire to study abroad were the participants of the study, while students who did not have a clear preference for study abroad were excluded. A questionnaire was developed to collect data on “Study Abroad Intention”, “Achievement Motivation”, “Neophilia”, “Migrant Personality”, and “Desire to Help”

using 5-point Likert scale. The findings revealed that students who had high desire study abroad had significantly higher achievement motivation than students with low desire to study abroad. The researchers suggested that ways to attract a wider variety of students to participate in study abroad program would be to develop different types of programs and better promotional strategies.

Matthew Thaokhamlue (2012) studied "Factors influencing Chiang Mai University's undergraduate students to participate in work and travel program in the United States". The purposes were to determine the factors that influence Chiang Mai University's undergraduate students and to discover the results from participating in the Work and Travel program in the United States. The sample was 150 Chiang Mai University undergraduate students who participated in the Work and Travel program in the United States during 2007 - 2012. The study used a questionnaire exploring students' background, influencing factors, and results from participating in the Work and Travel program in the United States. The findings reported that factors of needs and incentives were involved in traveling, developing English skills, and working, respectively. The factor of the incentives from the WAT agency was related to the image of the WAT agency, the working conditions, such as wage rates, bonuses, the benefits of the job, and the program fees, respectively. The benefits obtained from joining the Work and Travel program included development of English listening skill, knowledge outside the classroom, and development of English speaking skill, respectively. The results concerning experience were working experience, living abroad experience, and meeting new friends, respectively. The results concerning skills was problem solving skill, and managing skill in living abroad.

Burrow (2010) conducted a master's degree thesis entitled "Motivation and learning outcomes: a study of incoming exchange students at Queen's University". The objective of study was to measure the relationship between the motivation and learning outcomes of incoming exchange students at Queen's University. A pre-test/post-test research design was employed to examine how motivation and learning outcomes vary by independent variables. The research instruments used in this study were the Study Abroad Goals Scale (SAGS) with 182 respondents, and the Global Perspectives Inventory (GPI) with 98 respondents. The results indicated that cross-cultural motivation was the strongest motivation of the incoming exchange students,

followed by academic and personal/social motivation. Motivational differences were also found in each independent variable except for gender, indicating that motivation to study on exchange was not uniform among all participants. Findings from the measures of the GPI did not show any significant changes between the pre- and post-test. This suggests that student development cannot be necessarily fostered by participation in an exchange program, and the implementation of proactive learning interventions to enhance the exchange experience for students may be required for program administrators.

Doyle et al. (2010) conducted research entitled "An investigation of factors associated with student participation in study abroad. The objectives were to investigate the factors influencing student participation in exchanges, and to identify factors that triggered or promoted the uptake of international exchange programs among New Zealand students. These factors included the development of an early understanding of the benefits of studying abroad; ongoing support to students; social, cultural, and linguistic capabilities; and how effectively overseas study was integrated into student degree programs. The sample was 1,368 respondents of first- and second-year undergraduate students who were invited to participate in an online survey. Student interview participants were eight boys and 10 girls, and staff interview participants were 23 staff. The triangulation method was employed in this study, which was comprised of student surveys, tertiary institution case studies, and interviews with key stakeholders. The findings were separated into several aspects concerning awareness and knowledge of exchange programs. Students were found to be vaguely aware of international exchange programs and they indicated that they did not have informed knowledge to plan an exchange. Concerning the perceived benefits of overseas exchanges, the respondents reported that the exposure to a different culture and language was the most important benefit from studying overseas, followed by the opportunity to experience whether they would like to live and work overseas, being able to record a semester at an overseas university on their CV, and the prestige of attending a reputable overseas university. The potential benefits of overseas exchange programs included being immersed in another language, the opportunity to study subjects not available in the home country, or pursuing sport or cultural interests. Concerning perceived obstacles to overseas exchanges, the most important

obstacle was the cost of studying overseas. Other obstacles were being apart from friends and family, studying in a language other than English, and the need to finish an undergraduate degree before going abroad. Moreover, other important obstacles were a lack of knowledge about overseas exchanges, eligibility for student loans and allowances, and the length of degree study. Concerning increasing the attractiveness for exchange programs, four main themes were reported. These were financial aid, emotional support, being able to study in English language, and having more detailed information and assistance with organizing the overseas exchange program. Regarding the findings from the student interviews, several factors that motivated students to participate in an exchange included personal growth, learning about other cultures, career orientation, academic interest or growth, access to quality U.S. education for New Zealand fees, international curriculum, and breaking up the time of a double degree. Concerning institutional factors and faculty advice, it would appear that there is wide variability in the sophistication of student exchange opportunities in New Zealand tertiary institutions and in the rates of participation in these opportunities. Only two tertiary institutions had well-developed policies and practices in place to oversee and manage the various processes connected to student exchanges. The researchers concluded that students lacked awareness of the student exchange program. Many perceived obstacles to the exchange program could be easily overcome by providing students with more information; for example, the issue of the cost of the exchange could be resolved by providing loans to the students. In order to raise participation, heightening community knowledge and understanding of the benefits of study overseas as well as promoting second language learning were recommended for the government. Apart from these issues, social support issues were raised. Pairs or groups of students were introduced to each other to reduce the psychological barriers; an academic and personal mentor while overseas was also provided. Intercultural competence and interactions were not seen in a negative light and had the potential of affirming the original program goals. Furthermore, to increase the participation of students, government, higher education institutions and citizens, policy and actions that enhance intercultural competence and international understanding in the larger student population are required.

Park (2009), the researcher of "Analysis of Korean students' international mobility by 2-D model: driving force factor and directional factor", stated that the objective of the study was to understand the dynamics of Korean students' international mobility to study abroad using a 2-D model. The first D was "the Driving Force Factor", which explained how and what components of dissatisfaction with domestic higher education were perceived by Korean students. The second D was "the Directional Factor", which described the factors that influence the choice of destination country for students. Using two questionnaires to elicit data and analyze the two D factors, a sample of 230 Korean students in two high schools and 1,800 principals and teachers in seven high schools in Seoul were surveyed. The researcher explained that the Driving Force Factor referred to the internal, domestic, and home components that initially drove students' outward mobility, whereas the Directional Factor referred to the students' perceptions and expectations regarding foreign higher education. The findings showed that it appeared clear to Korean students that the perceived dissatisfaction with domestic higher education acted as a driving force factor. The reasons they were dissatisfied with domestic higher education included: the low quality of college education, excessive private tutoring, and excessive competition for college entrance. Regarding the second D, the perceptions of international universities significantly influenced their decision making. Universities in the U.S., U.K., China, and Australia were characterized by Korean students concerning their image. The amount of university information influenced their perceptions, and positive images enhanced their choices. The students' expectations about U.S. education involved curriculum excellence, good reputations and job opportunities, whereas environmental expectations such as a pleasant campus environment were mentioned with respect to U.K. education.

Van Hoof and Verbeeten (2005) undertook research entitled "Wine is for drinking, water is for washing: student opinions about international exchange programs". They stated that the reasons to convey the study were to investigate why students decided to study abroad, why they selected a certain institution, how their home institution compared to the partner institution abroad, and what they considered to be the relevance of their international experience. An online survey that provided the data for this study was conducted from March through May 2003 with 1,487

undergraduate students. The questionnaire was designed to gain insights into the perceptions of students about their study abroad experience. The findings identified three reasons for studying abroad: (1) it was a good opportunity to live in another culture,; (2) it was a good opportunity to travel,; and (3) liking the country the exchange program was located in. The study concluded that international education first and foremost personally benefited the participants, and it also helped them in becoming more mature and worldly adults, compassionate in the face of cultural diversity, and able to live and work in dissimilar environments to those they were used to at home.

Brewer (1983) conducted a research study entitled "Motivation for international exchange". The objective of the study was to examine students' initial motivation for studying overseas. The sample was 88 students who were surveyed by a questionnaire consisting of a series of eleven reasons for studying abroad. The findings reported that general academic goals were considered a primary reason for studying overseas, whereas travel was reported as a very popular motivating factor. The desire to live in another culture and enhance career opportunities was also mentioned as the reasons. The participants also stated that the cost of the program was a major concern. Participants mentioned reasons for studying abroad that matched the philosophical reasons for maintaining the programs, which were academic challenge, cultural immersion, gaining a new perspective, acquisition of new skills, and career enhancement.

CHAPTER THREE

RESEARCH METHODOLOGY

The study of motivational factors and outcomes of Thai university students participating in an exchange program is a quantitative and qualitative study. The objective is to investigate motivational factors influencing undergraduate pharmacy students to participate in a student exchange program in ASEAN countries. Also, it seeks to discover the outcomes that undergraduate pharmacy students gained from the student exchange program. The survey and interview method were employed in this study. This chapter describes: (1) population, (2) research instrument, (3) the procedures used in the collection of data, and (4) the data analysis.

3.1 POPULATION

The population of this study was 71 undergraduate pharmacy students who were academically recruited and sent to four countries in the ASEAN region for the 28 days of the exchange (Mahidol University, Faculty of Pharmacy, Division of Public and International Relations, 2014). As a result of the academic collaboration and Memorandum of Understanding, six host universities in ASEAN countries were targeted as the destinations in this exchange program for 71 participating students. Figure 3.1 shows a distribution of participants according to the host universities.

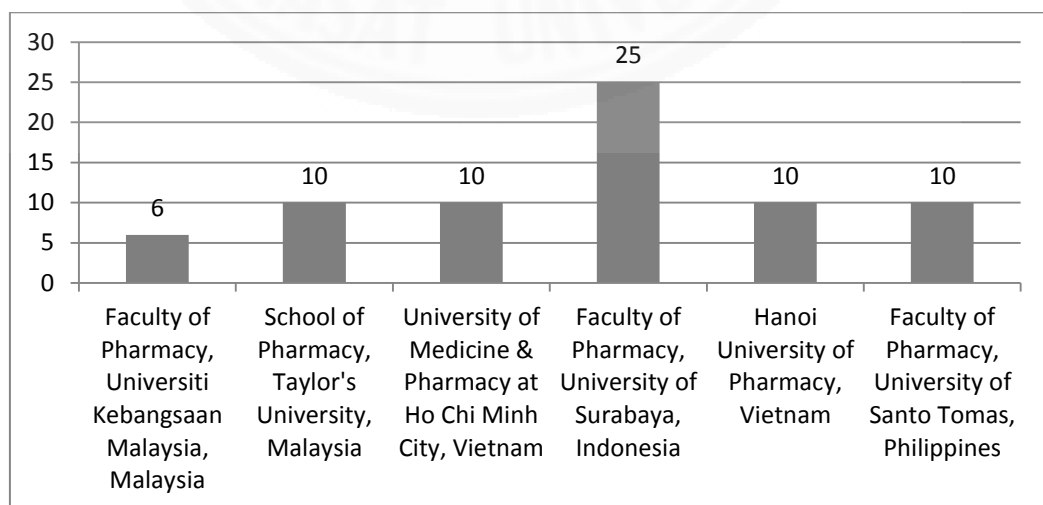


Figure 3.1 Distribution of number of participants according to host universities

The host universities in the first round were as follows:

1. Faculty of Pharmacy, Universiti Kebangsaan Malaysia in Malaysia during April 7 - May 5, 2014 joined by six participants
2. School of Pharmacy, Taylor's University in Malaysia during April 7 - May 5, 2014 joined by ten participants
3. University of Medicine & Pharmacy at Ho Chi Minh City in Vietnam during April 7 - May 5, 2014 joined by ten participants
4. Faculty of Pharmacy, University of Surabaya in Indonesia during April 11 - May 5, 2014 joined by 25 participants

The host universities in the second round were as follows:

1. Hanoi University of Pharmacy in Vietnam during July 7 - August 3, 2014 joined by ten participants
2. Faculty of Pharmacy, University of Santo Tomas in the Philippines during July 21 - August 17, 2014 joined by ten participants

Table 3.1 Summary of the student exchange program and participants' distribution

Program	Period	Number of Pharmacy Student Participants
Pharmacy Student Exchange Program at Faculty of Pharmacy, Universiti Kebangsaan Malaysia, Malaysia	April 7 - May 5, 2014	6
Pharmacy Student Exchange Program at School of Pharmacy, Taylor's University, Malaysia	April 7 - May 5, 2014	10
Pharmacy Student Exchange Program at University of Medicine & Pharmacy at Ho Chi Minh City, Vietnam	April 7 - May 5, 2014	10
Pharmacy Student Exchange Program at Faculty of Pharmacy, University of Surabaya, Indonesia	April 11 - May 5, 2014	25
Pharmacy Student Exchange Program at Hanoi University of Pharmacy, Vietnam	July 7 - Aug 3, 2014	10
Pharmacy Student Exchange Program at Faculty of Pharmacy, University of Santo Tomas, Philippines	Jul 21 - Aug 17, 2014	10
Total number of participants		71

3.2 RESEARCH INSTRUMENT

In this quantitative and qualitative study, the research instrument employed consisted of two research instruments. The first instrument was a four-part questionnaire for collecting quantitative data from 71 respondents. The semi-structured interviews, as the second instrument for eliciting qualitative data, were also applied to obtain in-depth information in order to triangulate the information gained from the questionnaire responses.

3.2.1 Questionnaire

The research instrument used in this study was a self-administered questionnaire constructed by the researcher from studying the findings, related documents, and previous research based on the objectives, relevant research studies, and theoretical concepts of the study in order to collect quantitative data from the respondents. The process of developing the questionnaire is shown as follows:

3.2.1.1 After reviewing literature, the researcher did a search and study of how to create the questionnaire, information about Likert rating scales, and how to conduct the data collection from textbooks in university libraries and online resources.

3.2.1.2 After reviewing previous studies, the researcher adapted and adopted the structure of the questionnaire from the studies of Dirks (2010) and Aydin (2012) and then constructed the self-administered questionnaire according to the objectives and research questions of the study based on relevant studies and previous research studies.

3.2.1.3 After drafting the instruments, the researcher consulted with the thesis advisor and the committee regarding the self-administered questionnaire to consider and revise for improving the reliability and validity before trying it out in a pilot study.

3.2.1.4 After revising the questionnaire and interview guidelines, the researcher performed a pilot study at the faculty with a similar population. Eight students who had participated in the 2013 student exchange program tried out the questionnaire to verify that it was understandable and effective in investigating the motivational factors.

3.2.1.5 After receiving the returned pilot questionnaires, a validity test was conducted to calculate the validity score. In checking the efficiency of the whole questionnaire, the researcher analyzed the validity and reliability of the questionnaire content by using the coefficient formula of Cronbach's Alpha correlation (Sorachai Pisanbuth, Saowaros Yaisawang & Preecha Asawadechanukorn, 2550). The validity score revealed Cronbach's Alpha by testing 54 questions of the questionnaire equaled 0.970 and the Standardized Item Alpha equaled 0.972.

3.2.1.6 After the questionnaire was approved by the thesis advisor, the researcher distributed 71 questionnaires to the respondents to elicit the quantitative data.

Furthermore, the format of the four-part questionnaire was developed using applicable alternatives to gather information along with close-ended questions and three open-ended questions to obtain additional ideas from the respondents. The questionnaire used in the present study consisted of four main parts as follows:

Part 1: Demographic information

The first part of the questionnaire was designed as close-ended question with applicable alternatives in order to collect the respondents' personal information, which included: 1) gender, 2) age, 3) academic year, 4) host country, 5) cumulative GPA, 6) English course in 1st year study, 7) English grade in 1st year study, 8) type of previous secondary school, 9) location of previous secondary school, and 10) average income of parents.

Part 2: Motivational factors influencing the students to participate in the student exchange program

In this part, the questionnaire was designed as close-ended questions. There were four main aspects regarding the motivational factors based on a 5-point Likert scale format for rating. This part contained of 27 items categorized into four main aspects: 1) Academic and language motivational factor, 2) Personal development motivational factor, 3) Social and cultural motivational factor, and 4) Career and higher education motivational factor. In each aspect, statements asked the

respondents to rate their attitude on a response scale in terms of the underlying main aspects.

The rating scale of attitude level is presented as follows:

Rates of attitude level

Score	Interpretation of the score
5	Strongly agree
4	Agree
3	Neither agree nor disagree
2	Disagree
1	Strongly disagree

The criteria and meaning of the rating scale is presented as follows:

$$\frac{\text{Maximum}-\text{Minimum}}{5} = \frac{5-1}{5} = 0.8$$

Interpretation of attitude level

Score	Interpretation of the score
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very low

Part 3: The outcomes that students gained from participation in the student exchange program

In this part, the questionnaire was designed as close-ended question. There were four main aspects regarding the outcomes which students gained from participating in the student exchange program based on a 5-point Likert scale format for rating. This part contained 27 items categorized into four main aspects: 1) Academic and language aspect, 2) Personal development aspect, 3) Social and

cultural aspect, and 4) Career and higher education aspect. In each aspect, statements asked the respondents to rate their attitude on a response scale in terms of the underlying main aspects. As previously presented, the rating scale of the attitude level as well as the criteria and meaning of the rating scale were similar to Part 2 of the questionnaire.

Part 4: Opinions concerning participation in the student exchange program

In this part, the questionnaire was designed with open-ended questions. There were three questions asking for respondents' ideas in order to seek related perspectives and support the data from the closed-ended question. The first question involved the reasons or motivational factors influencing the participants to join the exchange, whereas the second one related to the outcomes they obtained from participation in the student exchange program. The third question was provided in order to obtain information on the disadvantages or some unbeneficial outcomes gained from participating in the student exchange program. Space was prepared for the respondents to give feedback and related ideas on the aspects of motivation, outcomes, and unbeneficial outcomes from participation in the student exchange program. The questions are shown as follows:

1. What are your additional motivations or reasons for participating in the student exchange program?
2. What are the additional outcomes that you gained from participating in the student exchange program?
3. What are the problems that you faced in the student exchange program?

3.2.2 Semi-structured interview

Semi-structured interviews were later carried out in order to obtain in-depth information to support the findings of the questionnaire responses and also to triangulate the information obtained from 71 questionnaire responses. The semi-structured interviews were conducted in order to obtain more information concerning respondents' motivational factors influencing them to participate in the student

exchange program, the gained outcomes, unbeneficial outcomes they perceived, the problems encountered as well as the solutions to these problems.

Generally, a semi-structured interview refers to an interview with a set of wide open-ended questions, sometimes using probes to help guide or structure further discussion. Semi-structured interviews are flexible and not conducted from a standardized script since a good qualitative interviewer does not read from a script. The objective of the interview is to understand the interviewee's thoughts rather than make generalizations about their behavior (Remler & Ryzin, 2011).

In terms of the sampling method of the interview, the purposive sampling approach was necessarily chosen for the semi-structured interviews because this present study required the subjects within a specific group to meet the specific characteristics of that group (Gay & Airasian, 2000). It was also chosen to ensure that all subjects had experienced the same phenomenon (Creswell, 1998). Similarly, the purposive sampling approach was aimed at selecting a specific population to study who were rich in information about the phenomenon to be studied (Patton, 2002). As a result, the purposive sampling method was used in this study in order to select specific and potential subjects for the interview.

In this study, the criterion for selecting the interviewees was the undergraduate pharmacy students of the Faculty of Pharmacy, Mahidol University who participated in the 2014 exchange. In accordance with the specific and potential characteristics of the purposive sampling method, the interviewees had to be the key informants who were rich in related information and experience, and they had to be involved with the phenomenon. Also, the interviewees were expected to be the representative of all students of each group to provide essential information regarding the motivation and outcomes in regard to joining the exchange. Therefore, the interviewees were the group leaders of the exchange since they were the key informants of each group who had significant responsibilities. At the beginning step of the 2014 student exchange program, each group of undergraduate pharmacy students was asked to nominate a group leader who would cooperate and communicate with program administrators and lecturers while going abroad; thus, six student leaders were internally selected from the six groups of participants according to the six host universities. The six student leaders were mainly responsible for

communicating with the in-charge officers of the host universities as well as taking care of their friends. Since there were six host universities involved in the 2014 exchange program, six student leaders were chosen to be the group representatives for the semi-structured interviews in this present study as they were the key informants of each group.

In terms of the construction of the semi-structured interview questions, the interview questions mainly focused on and followed the four main points of the study as follows:

1. Motivational factors influencing students to participate in the exchange program
2. Benefits students gained from the exchange program
3. Unbeneficial outcomes from the exchange
4. Problems encountered and solutions

The objective of the interview was to obtain in-depth or additional information regarding the motivation for participating in the exchange program, both beneficial and unbeneficial outcomes, and obstacles in the exchange program. The interviewer provided four open-ended questions in relation to the four main points as an interview guideline to ask the interviewees in the face-to-face interview, which took no longer than 20 minutes. Additionally, the researcher sometimes asked a few more interesting questions related to the issue in order to obtain more data for analysis since the semi-structured interview allowed for new ideas to be brought up during the interview.

3.3 PROCEDURES

3.3.1 Research Design

The study of the motivational factors and outcomes of Thai university students participating in an exchange program was a quantitative and qualitative study. The objective was to investigate motivational factors influencing undergraduate pharmacy students to participate in student exchange program in ASEAN countries as well as to discover the outcomes that undergraduate pharmacy students gained from participating in the student exchange program. The survey and semi-structured

interview methods were employed in this study to support the objective of the study. The population of this study was 71 participating undergraduate pharmacy students who were surveyed by an administered questionnaire, which aimed to obtain the quantitative data. Then, semi-structured interviews were conducted to obtain qualitative data from six student leaders as key informants for triangulating and supporting the findings.

3.3.2 Data Collection

Before conducting the survey, the questionnaire was translated into Thai language and piloted to eight pharmacy students who formerly participated in the student exchange program in 2013 in order to ensure that the questions were understandable and effective for eliciting the data. Also, a validity test was conducted to calculate the validity score. After the questionnaire and interview questions were customized and approved by thesis advisor, the researcher undertook the following processes to gather the quantitative data.

3.3.2.1 The researcher directly distributed the questionnaires to 71 participants in April 2015 by meeting them at the faculty before their morning classes to leave the questionnaires for them to complete, which took no longer than 15 minutes. The purposes of the study and the instructions to complete the questionnaire were clearly explained on the cover page. To encourage the respondents' cooperation in responding to the questionnaire, the researcher personally assured the respondents that all the responses and information given would be kept confidential, and the input from each individual would remain anonymous. The respondents could then return the questionnaires on the same day after their classes at their convenience.

3.3.2.2 After receiving and quantitatively analyzing 71 returned questionnaires, the researcher requested six interviewees for face-to-face interviews at their convenience after their classes at the Faculty of Pharmacy, Mahidol University. The interviews were conducted one by one until completing all six interviews on the same day. It did not take more than 20 minutes to complete each interview. As the semi-structured interview method allowed for new ideas to be brought up during the interview, each interviewee was asked different questions relating to four main points including 1) motivational factors, 2) beneficial outcomes, 3) unbeneficial outcomes,

and 4) problems encountered and solutions. For the points of motivational factors and beneficial outcomes, the researcher categorized their thoughts in line with the four main aspects of the present study. During the interviews, the interviewer played a neutral role and acted casual and friendly, taking care not to insert any opinions into the interview. Some significant responses were jotted down, and the complete responses of each interviewee were recorded for further processing. Then, the recorded answers were transcribed into written text for grouping and content analysis.

In conclusion, a combination of quantitative and qualitative methods was applied in the present study to obtain essential data for analysis. Weisberg, Krosnick, and Bowen (1996) stated that by combining methods, the advantages of each methodology complement each other, thereby leading to a stronger research design and more valid and reliable findings.

3.4 DATA ANALYSIS

In order to study the motivational factors influencing the participants to join the exchange program, the data from both questionnaire and the responses from the semi-structured interviews were analyzed. The Statistical Package for Social and Sciences (SPSS) program was utilized to analyze the collected data. The opinions regarding the motivational factors and outcomes were analyzed, summarized, and then interpreted by using descriptive statistics. Also, content analysis was applied with the data from open-ended questions and interview responses. The researcher performed the following steps in data analysis.

3.4.1 Quantitative data analysis

3.4.1.1 After collecting the 71 distributed questionnaires, the researcher rechecked the completeness of each questionnaire in order to ensure that the respondents had completely answered every item in each questionnaire. After the process of ensuring completeness, the 71 completed questionnaires were coded and analyzed using the statistical software.

3.4.1.2 Using SPSS software for the statistical analysis, the structure of questionnaire was first coded according to each part of the questionnaire. Then, the

data of each questionnaire was entered into the software program for statistical analysis.

3.4.1.3 The first part was analyzed in the form of frequency distribution and percentage to describe the demographic information. The second part and third part concerning the motivational factors and outcomes of the student exchange program were analyzed by determining the mean scores and standard deviations. Then, the mean scores were used to rank the level of motivational factors influencing the students as well as the outcomes gained from participating in the student exchange program. After that, content analysis was utilized with the data from the fourth part by grouping units with similar meaning for further description.

3.4.2 Qualitative data analysis

The data from the open-ended questions in the fourth part of the questionnaire was manipulated and grouped into units with similar meaning in accordance with four main aspects including 1) academic and language, 2) personal development, 3) social and culture, and 4) career and higher education, for further content analysis.

The data from the semi-structured interviews was transcribed from voice into written text; then, it was synthesized and categorized into units with similar meaning or underlying themes regarding the four main points: motivational factors, beneficial outcomes, unbeneficial outcomes, and problems encountered and solutions, for content analysis and further interpretation to supplement and support the results of the study.

In summary, this chapter illustrated the methodology of the study including the population, research instruments, procedures, and data analysis. In the next chapter, the research results will be presented.

CHAPTER FOUR

RESULTS

The previous chapters contained the introduction of the present study, the review of literature, and the research methodology. This chapter reports the quantitative and qualitative data analysis in order to achieve the objectives of the study. The results of data are based upon the four-part questionnaire responses obtained from 71 undergraduate pharmacy students who were the participants in the 2014 student exchange program in six host universities in four ASEAN countries. In addition, the data from a semi-structured interview, which was used as the tool in collecting qualitative data from six interviewees who were the key informants of each group of the 2014 exchange, is presented. The SPSS for Windows was used to analyze the quantitative data while the content analysis technique was applied to analyze the qualitative data.

According to the four-part questionnaire developed using applicable alternatives to gather information along with close-ended questions based on a 5-point Likert scale format for rating and three open-ended questions, the statistical results of data analysis are presented in four sections. The first section contains the description of respondents' demographic data. The second section reports the respondents' attitude concerning motivational factors influencing undergraduate pharmacy students to participate in student exchange program in ASEAN countries. The third section points out the respondents' attitudes concerning the outcomes that the undergraduate pharmacy students gained from the participation in the student exchange program in ASEAN countries. The last section reveals further opinions concerning additional motivation, gained outcomes, and the problems students faced in the student exchange program in ASEAN countries.

Furthermore, semi-structured interviews were conducted after the questionnaire collection in order to triangulate the information obtained from quantitative responses. The researcher performed six interviews with six student leaders who were regarded as key informants from each host university to gather in-depth information used to support the findings.

4.1 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

The results in this section explain the demographic information background of 71 respondents who were the participants in the 2014 student exchange program. There were ten items included 1) gender, 2) age, 3) academic year, 4) host country, 5) cumulative GPA, 6) English course in 1st year study, 7) English grade in 1st year study, 8) type of previous secondary school, 9) location of previous secondary school, and 10) average income of parents. Frequency and percentage distribution were used to analyze the results as follows.

Table 4.1 Frequency distribution of respondents according to gender

Gender	Frequency	Percentage
Male	12	16.9
Female	59	83.1
Total	71	100.0

As can be seen from Table 4.1, the total number of respondents was 71. The majority of respondents were female (83.1%) while the minority was male (16.9%).

Table 4.2 Frequency distribution of respondents according to age

Age	Frequency	Percentage
20 years old	1	1.4
21 years old	5	7.0
22 years old	37	52.1
23 years old	28	39.5
Total	71	100.0

In terms of respondents' age, Table 4.2 presents the age of the respondents. Most of the respondents were 22 years old (52.1%), followed by 23 years old (39.5%), 21 years old (7%), and 20 years old (1.4%), respectively.

Table 4.3 Frequency distribution of respondents according to academic year

Academic Year	Frequency	Percentage
3 rd year	4	5.6
4 th year	37	52.1
5 th year	30	42.3
Total	71	100.0

According to Table 4.3, most of respondents were 4th year students (52.1%), followed by 5th year students (42.3%), and 3rd year students (5.6%), respectively.

Table 4.4 Frequency distribution of respondents according to host country

Host Country	Frequency	Percentage
Malaysia	16	22.5
Indonesia	25	35.2
Vietnam	20	28.2
Philippines	10	14.1
Total	71	100.0

Table 4.4 reveals the participants' host country when they joined the exchange program. Among the 2014 host countries, Indonesia and Vietnam had shares of 35.2% and 28.2%, respectively. Malaysia and the Philippines also had shares of 22.5% and 14.1%, respectively.

Table 4.5 Frequency distribution of respondents according to cumulative GPA

GPA	Frequency	Percentage
1.51 – 2.00	1	1.4
2.01 – 2.50	2	2.8
2.51 – 3.00	31	43.7
3.01 – 3.50	32	45.1
Above 3.50	5	7.0
Total	71	100.0

Concerning the cumulative GPA of the respondents, Table 4.5 shows that almost half of the respondents (45.1%) had a GPA at 3.01 – 3.50, followed by those (43.7%) with a GPA at 2.51 – 3.00. However, five respondents (7%) had a GPA above 3.5. The respondents with a GPA at 2.01 – 2.50 accounted for 2.8%, followed by those (1.4%) who had a GPA at 1.51 – 2.00.

Table 4.6 Frequency distribution of respondents according to their English course

English Course	Frequency	Percentage
English Level 1	7	9.9
English Level 2	2	2.8
English Level 3	23	32.4
English Level 4	3	4.2
English Level 6	1	1.4
Not answered	35	49.3
Total	71	100.0

With regard to English courses they enrolled in the 1st year of study, Table 4.6 reports that the majority of respondents (32.4%) took English Level 3, followed by those (9.9%, 4.2%, 2.8%, and 1.4%) who took English Level 1, English Level 4,

English Level 2, and English Level 6, respectively. Additionally, most of the respondents (49.3%) did not mention the name of their English course.

Table 4.7 Frequency distribution of respondents according to their English grade

English Grade	Frequency	Percentage
Grade A	24	33.8
Grade B+	13	18.3
Grade B	24	33.8
Grade C+	8	11.3
Grade C	2	2.8
Total	71	100.0

Table 4.7 reports the participants' grades in English course in the 1st year of study. An equal percentage (33.8%) received Grade A and Grade B in the English course. Those with Grade B+ made up 18.3% while Grade C+ made up 11.3%, and a few of respondents (2.8%) received Grade C.

Table 4.8 Frequency distribution of respondents according to type of their secondary school

Type of Secondary School	Frequency	Percentage
Government school	62	87.3
Private school	9	12.7
Total	71	100.0

Table 4.8 illustrates the secondary school types of the respondents. A total of 87.3% of respondents stated that their secondary schools were government schools, whereas 12.7% reported that their secondary schools were private schools.

Table 4.9 Frequency distribution of respondents according to location of their secondary school

Location of Secondary School	Frequency	Percentage
Bangkok and suburbs	56	78.9
Other provinces	15	21.1
Total	71	100.0

Concerning the location of respondents' secondary schools, Table 4.9 depicts that most of their secondary schools were located in Bangkok and suburbs (78.9%), whereas the rest were located in other provinces (21.1%).

Table 4.10 Frequency distribution of respondents according to average income of their parents

Parents' income	Frequency	Percentage
10,000 – 20,000 baht	6	8.5
20,001 – 30,000 baht	8	11.3
30,001 – 40,000 baht	20	28.2
40,001 – 50,000 baht	15	21.0
More than 50,000 baht	22	31.0
Total	71	100.0

As shown in Table 4.10, the majority of respondents' parents (31%) earned more than 50,000 baht, followed by those (28.2%) who earned 30,001 – 40,000 baht. Apart from that, 21% of their parents earned 40,001 – 50,000 baht, whereas 11.3% of them earned 20,001 – 30,000 baht, and 8.5% of their parents earned 10,000 – 20,000 baht.

4.2 MOTIVATIONAL FACTORS INFLUENCING UNDERGRADUATE PHARMACY STUDENTS TO PARTICIPATE IN THE STUDENT EXCHANGE PROGRAM

The findings in this section reveal the respondents' attitudes concerning the motivational factors influencing undergraduate pharmacy students to participate in a student exchange program in ASEAN countries. Also, this aims to answer the first research question of the present study. The data obtained from the second part of questionnaire contained four main aspects regarding the motivational factors based on a 5-point Likert scale format for the respondents to rate their opinion on a response scale in terms of the underlying main aspects as follows:

1. Academic and language motivational factors
2. Personal development motivational factors
3. Social and cultural motivational factors
4. Career and higher education motivational factors

Statistical analysis using descriptive statistics, mean scores, and standard deviations was applied to analyze the findings. The meaning of the rating scales, interpretation of attitude levels, and statistical analysis of the findings are clearly presented as follows:

Interpretation of attitude level	
Score	Interpretation of the score
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very low

4.2.1 Academic and language motivational factors

With regard to the academic and language motivational factors, there were nine items in the questionnaire that asked the respondents to rate their attitude concerning this aspect. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.11 Descriptive statistics of respondents' attitude concerning academic and language motivational factors

Items	Factors	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
1	I would like to increase my knowledge and practical skill in pharmaceutical science and also in related fields.	9 (12.7%)	30 (42.3%)	30 (42.3%)	2 (2.8%)	0 (0%)	3.65	0.74	8	High
2	I would like to learn more about the differences in the pharmacy profession in other countries.	19 (26.8%)	45 (63.4%)	7 (9.9%)	0 (0%)	0 (0%)	4.17	0.59	4	High
3	I would like to learn more about advantages of the pharmacy profession in other countries.	21 (29.6%)	40 (56.3%)	10 (14.1%)	0 (0%)	0 (0%)	4.15	0.65	5	High
4	I would like to be involved in a different learning environment.	49 (69.0%)	21 (29.6%)	1 (1.4%)	0 (0%)	0 (0%)	4.68	0.50	1	Very high
5	I would like to gain essential knowledge for higher education.	10 (14.1%)	31 (43.7%)	26 (36.6%)	4 (5.6%)	0 (0%)	3.66	0.79	7	High
6	I would like to gain essential knowledge for study abroad.	12 (16.9%)	35 (49.3%)	19 (26.8%)	5 (7.0%)	0 (0%)	3.76	0.82	6	High
7	I would like to enhance my English proficiency.	36 (50.7%)	32 (45.1%)	2 (2.8%)	1 (1.4%)	0 (0%)	4.44	0.69	2	Very high
8	I would like to have a chance to practice my English language in international settings.	32 (45.1%)	31 (43.7%)	7 (9.9%)	0 (0%)	1 (1.4%)	4.31	0.77	3	Very high
9	I would like to learn and practice the local language of the host country.	16 (22.5%)	28 (39.4%)	21 (29.6%)	6 (8.5%)	0 (0.0%)	3.76	0.90	6	High
Total							4.06	0.72	-	High

Referring to Table 4.11, which presents the results of academic and language motivational factors, it can be summarized that the top three motivational factors that influenced undergraduate pharmacy students consisted of item 4 stating that "I would

like to be involved in a different learning environment" (mean score = 4.68), followed by item 7 stating that "I would like to enhance my English proficiency" (mean score = 4.44), and item 8 stating that "I would like to have a chance to practice my English language in international settings" (mean score = 4.31). These top three motivational factors are considered a very high level of attitude.

On the contrary, the three motivational factors with the lowest levels of opinions were item 1 stating that "I would like to increase my pharmaceutical knowledge and practical skill and also in related fields" (mean score = 3.65), followed by item 5 stating that "I would like to gain essential knowledge for higher education" (mean score = 3.66), and item 6 stating that "I would like to gain essential knowledge for study abroad" as well as item 9 stating that "I would like to learn and practice the local language of the host country" (mean score = 3.76). However, these three motivational factors are still considered a high level of attitude.

The overall mean score of motivational factors in terms of academic and language was 4.06, which is recognized at a high level of attitude.

4.2.2 Personal development motivational factors

With regard to the personal development motivational factors, there were five items in the questionnaire that asked the respondents to rate their attitude concerning this aspect. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.12 Descriptive statistics of respondents' attitude concerning personal development motivational factors

Items	Factors	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
10	I would like to develop good leadership and followership skills.	23 (32.4%)	32 (45.1%)	15 (21.1%)	1 (1.4%)	0 (0.0%)	4.08	0.77	5	High
11	I would like to be more mature, self-confident, and grown up.	36 (50.7%)	29 (40.8%)	6 (8.5%)	0 (0.0%)	0 (0.0%)	4.42	0.65	4	Very high

Table 4.12 Descriptive statistics of respondents' attitude concerning personal development motivational factors (cont.)

Items	Factors	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
12	I would like to develop problem solving skill and decision-making skill.	38 (53.5%)	29 (40.8%)	3 (4.2%)	1 (1.4%)	0 (0.0%)	4.46	0.65	3	Very high
13	I would like to develop my responsibility skill and be more dependable.	41 (57.7%)	29 (40.8%)	1 (1.4%)	0 (0.0%)	0 (0.0%)	4.56	0.53	2	Very high
14	I would like to be more adaptive and become acquainted with a different environment.	43 (60.6%)	28 (39.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4.61	0.55	1	Very high
Total							4.43	0.63	-	Very high

According to Table 4.12, which depicts the findings of personal development motivational factors, it can be concluded that the top three motivational factors that influenced undergraduate pharmacy students consisted of item 14 stating that "I would like to be more adaptive and become acquainted with a different environment" (mean score = 4.61), followed by item 13 stating that "I would like to develop my responsibility skill and be more dependable" (mean score = 4.56), and item 12 stating that "I would like to develop problem solving skill and decision-making skill" (mean score = 4.46). These top three motivational factors are considered a very high level of attitude.

However, the motivational factors which had lowest levels of opinions were item 10 stating that "I would like to develop good leadership and followership skills" (mean score = 4.08), followed by item 11 stating that "I would like to be more mature, self-confident, and grown up" (mean score = 4.42). These two motivational factors are still considered at high and very high levels of attitudes, respectively.

The overall mean score of motivational factors in terms of personal development was 4.43, which is recognized at a very high level of attitude.

4.2.3 Social and cultural motivational factors

With regard to the social and cultural motivational factors, there were seven items in the questionnaire that asked the respondents to rate their attitudes concerning this aspect. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.13 Descriptive statistics of respondents' attitude concerning social and cultural motivational factors

Items	Factors	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
15	I would like to expand my perspective and increase overseas experiences.	45 (63.4%)	24 (33.8%)	2 (2.8%)	0 (0.0%)	0 (0.0%)	4.61	0.55	1	Very high
16	I would like to learn the culture, traditions, and lifestyles of other nations.	34 (47.9%)	30 (42.3%)	7 (9.9%)	0 (0.0%)	0 (0.0%)	4.38	0.66	4	Very high
17	I would like to be engaged in cultural exchange.	32 (45.1%)	32 (45.1%)	6 (8.5%)	1 (1.4%)	0 (0.0%)	4.34	0.70	6	Very high
18	I would like to become acquainted with academic people in the pharmacy profession overseas and establish good relationships with foreigners.	30 (42.3%)	28 (39.4%)	13 (18.3%)	0 (0.0%)	0 (0.0%)	4.24	0.75	7	Very high
19	I would like to meet and make friends with foreigners.	42 (59.2%)	25 (35.2%)	4 (5.6%)	0 (0.0%)	0 (0.0%)	4.54	0.61	2	Very high
20	I would like to learn the differences of other people and cultures.	36 (50.7%)	29 (40.8%)	6 (8.5%)	0 (0.0%)	0 (0.0%)	4.42	0.65	3	Very high
21	I would like to live with other people peacefully.	36 (50.7%)	25 (35.2%)	10 (14.1%)	0 (0.0%)	0 (0.0%)	4.37	0.72	5	Very high
Total							4.41	0.66	-	Very high

Regarding Table 4.13, which shows the findings of social and cultural motivational factors, the top three motivational factors that influenced undergraduate pharmacy students consisted of item 15 stating that "I would like to expand my perspective and increase overseas experiences" (mean score = 4.61), followed by item 19 stating that "I would like to meet and make friends with foreigners" (mean score = 4.54), and item 20 stating that "I would like to learn the differences of other people and cultures" (mean score = 4.42). These top three motivational factors are considered a very high level of attitude.

However, the three motivational factors with lower mean scores were item 18 stating that "I would like to become acquainted with academic people in the pharmacy profession overseas and establish good relationships with foreigners" (mean score = 4.24), followed by item 17 stating that "I would like to be engaged in cultural exchange" (mean score = 4.34), and item 21 stating that "I would like to live with other people peacefully" (mean score = 4.37). Although the mean scores for these items were less than the top three motivational factors, these three motivational factors are still considered a very high level of attitude.

The overall mean score of motivational factors in terms of social and culture was 4.41, which is recognized at a very high level of attitude.

4.2.4 Career and higher education motivational factors

With regard to the career and higher education motivational factors, there were six items in the questionnaire that asked the respondents to rate their attitude concerning this aspect. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.14 Descriptive statistics of respondents' attitude concerning career and higher education motivational factors

Items	Factors	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
22	I would like to gain a competitive advantage in applying for jobs.	12 (16.9%)	24 (33.8%)	31 (43.7%)	3 (4.2%)	1 (1.4%)	3.61	0.87	3	High
23	I would like to earn a higher salary.	4 (5.6%)	16 (22.5%)	34 (47.9%)	14 (19.7%)	3 (4.2%)	3.06	0.91	6	Moderate
24	I would like to be promoted to a higher position.	6 (8.5%)	17 (23.9%)	28 (39.4%)	18 (25.4%)	2 (2.8%)	3.10	0.97	5	Moderate
25	I would like to increase my opportunity to find a job overseas.	8 (11.3%)	31 (43.7%)	27 (38.0%)	5 (7.0%)	0 (0.0%)	3.59	0.79	4	High
26	I would like to gain academic experience in an overseas educational institution.	20 (28.2%)	32 (45.1%)	18 (25.4%)	1 (1.4%)	0 (0.0%)	4.00	0.77	1	High
27	I would like to seek an opportunity to work overseas.	13 (18.3%)	31 (43.7%)	24 (33.8%)	3 (4.2%)	0 (0.0%)	3.76	0.80	2	High
Total							3.52	0.85	-	High

Table 4.14 shows the results of the career and higher education motivational factors. It can be summarized that the top three motivational factors that influenced undergraduate pharmacy students consisted of item 26 stating that "I would like to gain academic experience in an overseas educational institution" (mean score = 4.00), followed by item 27 stating that "I would like to seek an opportunity to work overseas" (mean score = 3.76), and item 22 stating that "I would like to gain a competitive advantage in applying for jobs" (mean score = 3.61). These top three motivational factors are considered a high level of attitude.

On the contrary, the three motivational factors with the lowest level of opinions were item 23 stating that "I would like to earn a higher salary" (mean score = 3.06), followed by item 24 stating that "I would like to be promoted to a higher position" (mean score = 3.10), and item 25 stating that "I would like to increase my

opportunity to find a job overseas " (mean score = 3.59). These three motivational factors are considered a moderate and high level of attitude, respectively.

The overall mean score of the motivational factors in terms of career and higher education was 3.52, which is recognized at a high level of attitude.

4.2.5 Summary of motivational factors influencing undergraduate pharmacy students to participate in the student exchange program

The descriptive statistics on the motivational factors are shown in Table 4.15. In addition, the mean score and standard deviation of the four motivational factors are ranked along with an interpretation of the meaning as follows:

Table 4.15 Summary of Mean score and Standard Deviation of motivational factors and ranking

Motivational factors	\bar{X}	SD	Interpretation	Ranking
Academic and language	4.06	0.72	High	3
Personal development	4.43	0.63	Very high	1
Social and culture	4.41	0.66	Very high	2
Career and higher education	3.52	0.85	High	4

With regard to Table 4.15, the motivational factors that influenced undergraduate pharmacy students to participate in student exchange program were personal development motivational factors (mean score = 4.43), followed by social and cultural motivational factors (mean score = 4.41), academic and language motivational factors (mean score = 4.06), and career and higher education motivational factors (mean score = 3.52), respectively. The results are summarized in bar graph form in Figure 4.1.

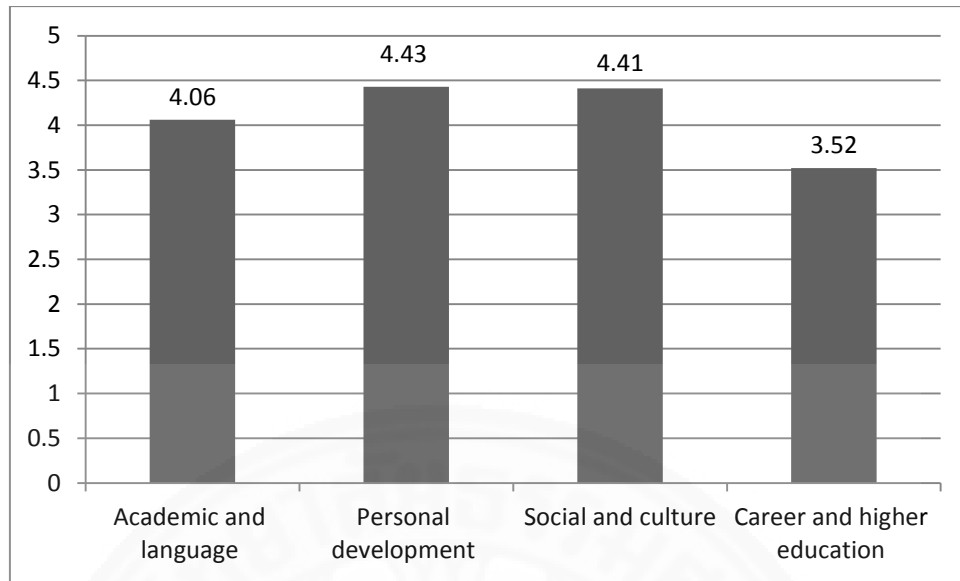


Figure 4.1 Summary of motivational factors

4.3 THE OUTCOMES STUDENTS GAINED FROM THE PARTICIPATION IN THE STUDENT EXCHANGE PROGRAM

The findings in this section address respondents' attitudes concerning the outcomes gained from participation in the student exchange program in ASEAN countries. Also, this aims to answer the second research question of the present study. The data derived from the third part of questionnaire that contained four main aspects regarding the outcomes based on a 5-point Likert scale format for the respondents to rate their attitude on a response scale in terms of underlying main aspects is categorized as follows:

1. Academic and language outcomes
2. Personal development outcomes
3. Social and cultural outcomes
4. Career and higher education outcomes

Statistical analysis using the descriptive statistics of mean score and standard deviation were applied to analyze the findings. The meaning of the rating scale, interpretation of the attitude levels, and statistical analysis of findings are presented as follows:

Interpretation of attitude level

Score	Interpretation of the score
4.21 – 5.00	Very high
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very low

4.3.1 Academic and language outcomes

With regard to the academic and language outcomes, there were nine items in the questionnaire that asked the respondents to rate their attitude concerning this outcome. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of a table with details as shown below.

Table 4.16 Descriptive statistics of respondents' attitude concerning academic and language outcomes

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
1	I gained knowledge and practical skill in the pharmaceutical field and also in related fields.	11 (15.5%)	35 (49.3%)	21 (29.6%)	4 (5.6%)	0 (0.0%)	3.75	0.79	8	High
2	I had a chance to learn more about the differences in the pharmacy profession in other countries.	33 (46.5%)	32 (45.1%)	6 (8.5%)	0 (0.0%)	0 (0.0%)	4.38	0.64	2	Very high
3	I had a chance to learn more about the advantages of the pharmacy profession in other countries.	32 (45.1%)	28 (39.4%)	10 (14.1%)	1 (1.4%)	0 (0.0%)	4.28	0.76	4	Very high
4	I had the chance to experience a different learning environment.	52 (73.2%)	16 (22.5%)	3 (4.2%)	0 (0.0%)	0 (0.0%)	4.69	0.55	1	Very high

Table 4.16 Descriptive statistics of respondents' attitude concerning academic and language outcomes (cont.)

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
5	I gained essential knowledge for higher education.	18 (25.4%)	23 (32.4%)	24 (33.8%)	6 (8.5%)	0 (0.0%)	3.75	0.94	8	High
6	I gained essential knowledge for study abroad.	17 (23.9%)	27 (38.0%)	21 (29.6%)	6 (8.5%)	0 (0.0%)	3.77	0.91	7	High
7	I enhanced my English proficiency.	30 (42.3%)	29 (40.8%)	11 (15.5%)	0 (0.0%)	1 (1.4%)	4.23	0.81	5	Very high
8	I had a chance to practice my English language in international settings.	32 (45.1%)	30 (42.3%)	9 (12.7%)	0 (0.0%)	0 (0.0%)	4.32	0.69	3	Very high
9	I learned and practiced the local language of the host country.	21 (29.6%)	35 (49.3%)	11 (15.5%)	2 (2.8%)	2 (2.8%)	4.00	0.91	6	High
Total							4.13	0.78	-	High

Table 4.16 illustrates the findings of academic and language outcomes. It can be summarized that the top three outcomes that students obtained from participation in the student exchange program comprised item 4 stating that "I had a chance to experience a different learning environment" (mean score = 4.69), followed by item 2 stating that "I had a chance to learn more about the difference of the pharmacy profession in other countries" (mean score = 4.38), and item 8 stating that "I had a chance to practice my English language in international settings" (mean score = 4.32). These top three outcomes are considered a very high level of attitude.

Nonetheless, the three outcomes that received lowest level of opinion were item 1 stating that "I gained knowledge and practical skill in the pharmaceutical field and also in related fields" as well as item 5 stating that "I gained essential knowledge for higher education" (mean score = 3.75), followed by item 6 stating that "I gained essential knowledge for study abroad" (mean score = 3.77), and item 9 stating that "I learned and practiced the local language of host country" (mean score = 4.00). These three outcomes are still considered a high level of attitude.

The overall mean score of academic and language outcome was 4.13, which is recognized at a high level of attitude.

4.3.2 Personal development outcomes

With regard to the personal development outcomes, there were five items in the questionnaire that asked the respondents to rate their attitude concerning this outcome. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.17 Descriptive statistics of respondents' attitude concerning personal development outcomes

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
10	I developed good leadership and followership skills.	21 (29.6%)	36 (50.7%)	14 (19.7%)	0 (0.0%)	0 (0.0%)	4.10	0.70	5	High
11	I was more matured, self-confident, and grown up.	27 (38.0%)	37 (52.1%)	7 (9.9%)	0 (0.0%)	0 (0.0%)	4.28	0.64	4	Very high
12	I developed problem solving skill and decision-making skill.	33 (46.5%)	29 (40.8%)	9 (12.7%)	0 (0.0%)	0 (0.0%)	4.34	0.70	3	Very high
13	I developed my sense of responsibility and became more dependable.	37 (52.1%)	29 (40.8%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	4.45	0.63	2	Very high
14	I became more adaptive and acquainted with a different environment.	42 (59.2%)	25 (35.2%)	4 (5.6%)	0 (0.0%)	0 (0.0%)	4.54	0.61	1	Very high
Total							4.34	0.66	-	Very high

Table 4.17 provides the findings of personal development outcomes. It can be concluded that the top three outcomes students obtained from participation in the student exchange program comprised item 14 stating that "I became more adaptive and acquainted with different environment" (mean score = 4.54), followed by item 13 stating that "I developed my sense of responsibility and became more dependable" (mean score = 4.45), and item 12 stating that "I developed problem solving skill and

decision-making skill" (mean score = 4.34). These top three outcomes are considered a very high level of attitude.

Nonetheless, the outcomes which received least level of opinion were item 10 stating that "I developed good leadership and followership skills" (mean score = 4.10), followed by item 11 stating that "I was more matured, self-confident, and grown up" (mean score = 4.28). These two outcomes are still considered a high and very high level of attitude, respectively.

The overall mean score of personal development outcome was 4.34, which is recognized at a very high level of attitude.

4.3.3 Social and cultural outcomes

With regard to the social and cultural outcomes, there were seven items in the questionnaire that asked the respondents to rate their attitude concerning this outcome. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.18 Descriptive statistics of respondents' attitude concerning social and cultural outcomes

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
15	I had a chance to expand my perspective and increase overseas experiences.	40 (56.3%)	30 (42.3%)	1 (1.4%)	0 (0.0%)	0 (0.0%)	4.55	0.53	1	Very high
16	I had a chance to learn the cultures, traditions, and lifestyles of other nations.	38 (53.5%)	28 (39.4%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	4.46	0.63	2	Very high
17	I had a chance to be engaged in cultural exchange.	32 (45.1%)	31 (43.7%)	8 (11.3%)	0 (0.0%)	0 (0.0%)	4.34	0.67	4	Very high
18	I had a chance to become acquainted with academics in the overseas pharmacy profession and establish good relationships with foreigners.	24 (33.8%)	36 (50.7%)	11 (15.5%)	0 (0.0%)	0 (0.0%)	4.18	0.68	5	High

Table 4.18 Descriptive statistics of respondents' attitude concerning social and cultural outcomes (cont.)

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
19	I made new friends and became friends with foreigners.	38 (53.5%)	28 (39.4%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	4.46	0.63	2	Very high
20	I had a chance to learn the differences of other people and cultures.	38 (53.5%)	27 (38.0%)	6 (8.5%)	0 (0.0%)	0 (0.0%)	4.45	0.65	3	Very high
21	I had a chance to learn and live with other people peacefully.	37 (52.1%)	29 (40.8%)	5 (7.0%)	0 (0.0%)	0 (0.0%)	4.45	0.63	3	Very high
Total							4.41	0.63	-	Very high

Table 4.18 shows the findings on the social and cultural outcomes. The top three outcomes students obtained from participation in the student exchange program comprised item 15 stating that "I had a chance to expand my perspective and increase overseas experiences" (mean score = 4.55), followed by item 16 stating that "I had a chance to learn the cultures, traditions, and life of other nations" as well as item 19 stating that "I made new friends and became friends with foreigners" (mean score = 4.46), and item 20 stating that "I had a chance to learn the differences of other people and cultures" and also item 21 stating that "I had a chance to learn and live with other people peacefully" (mean score = 4.45). These top three outcomes are considered a very high level of attitude.

Nevertheless, the outcomes with lower mean scores were item 18 stating that "I had a chance to become acquainted with academics in the overseas pharmacy profession and establish good relationships with foreigners" (mean score = 4.18), followed by item 17 stating that "I had a chance to be engaged in cultural exchange" (mean score = 4.34). Although the mean score for these items was less than those top three outcomes, these two outcomes are still considered a high and very high level of attitude, respectively.

The overall mean score of social and cultural outcomes was 4.41, which is recognized as a very high level of attitude.

4.3.4 Career and higher education outcomes

With regard to the career and higher education outcomes, there were six items in the questionnaire that asked the respondents to rate their attitude concerning this outcome. The frequency, percentage, mean score, and standard deviation are used to show the results in the form of table with details as shown below.

Table 4.19 Descriptive statistics of respondents' attitude concerning career and higher education outcomes

Items	Outcomes	Strongly Agree (%)	Agree (%)	Neither agree nor disagree (%)	Disagree (%)	Strongly disagree (%)	Mean	SD	Ranking	Interpretation
22	I had the chance to gain a competitive advantage in the job market.	8 (11.3%)	21 (29.6%)	32 (45.1%)	10 (14.1%)	0 (0.0%)	3.38	0.87	3	Moderate
23	I have a chance to earn a higher salary.	8 (11.3%)	13 (18.3%)	31 (43.7%)	19 (26.8%)	0 (0.0%)	3.14	0.95	5	Moderate
24	I have a chance to be promoted to a higher position.	8 (11.3%)	13 (18.3%)	29 (40.8%)	20 (28.2%)	1 (1.4%)	3.10	0.99	6	Moderate
25	I have a better chance to obtain a job overseas.	10 (14.1%)	19 (26.8%)	31 (43.7%)	9 (12.7%)	2 (2.8%)	3.37	0.97	4	Moderate
26	I had a chance to gain academic experience in an overseas educational institution.	18 (25.4%)	33 (46.5%)	17 (23.9%)	3 (4.2%)	0 (0.0%)	3.93	0.82	1	High
27	I had a chance to seek employment opportunities overseas.	11 (15.5%)	28 (39.4%)	24 (33.8%)	7 (9.9%)	1 (1.4%)	3.58	0.92	2	High
Total							3.42	0.92	-	High

Table 4.19 illustrates the findings on career and higher education outcomes. The top three outcomes students obtained from participation in the student exchange program comprised item 26 stating that "I had a chance to gain academic experience

in an overseas educational institution" (mean score = 3.93), followed by item 27 stating that " I had a chance to seek employment opportunities overseas " (mean score = 3.58), and item 22 stating that " I had the chance to gain a competitive advantage in the job market." (mean score = 3.38). These top three outcomes are considered a high and moderate level of attitude, respectively.

On the contrary, the three outcomes with lower mean scores were item 24 stating that " I have a chance to be promoted to a higher position " (mean score = 3.10), followed by item 23 stating that " I have a chance to earn a higher salary " (mean score = 3.14), and item 25 stating that " I have a better chance to obtain a job overseas " (mean score = 3.37). These three outcomes are considered a moderate level of attitude.

The overall mean score of career and higher education outcomes was 3.42, which is recognized at a high level of attitude.

4.3.5 Summary of outcomes students gained from the participation in the student exchange program

Table 4.22 shows the mean scores and standard deviations of the four outcomes with their rankings as well as the interpretation of the meaning:

Table 4.20 Summary of Mean scores and Standard Deviation of outcomes and ranking

Outcomes	\bar{X}	SD	Interpretation	Ranking
Academic and language	4.13	0.78	High	3
Personal development	4.34	0.66	Very high	2
Social and culture	4.41	0.63	Very high	1
Career and higher education	3.42	0.92	High	4

With regard to Table 4.20, most outcomes the students gained from participation in the student exchange program were social and cultural outcomes

(mean score = 4.41), followed by personal development outcomes (mean score =4.34), academic and language outcomes (mean score = 4.13), and career and higher education outcomes (mean score = 3.42), respectively. Additionally, this result is shown in bar graph form in Figure 4.2.

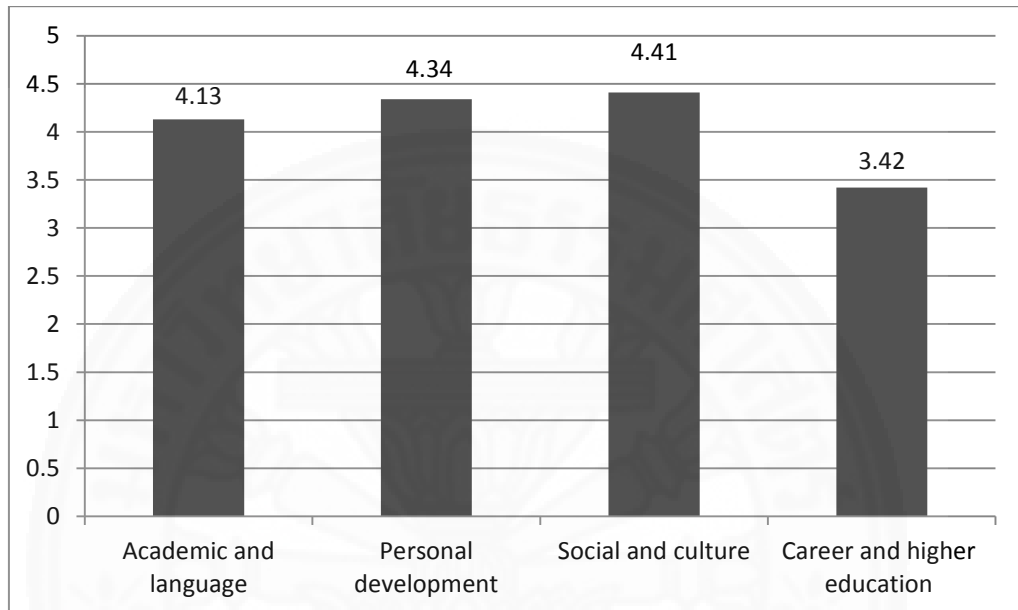


Figure 4.2 Summary of outcomes

4.4 OPINIONS CONCERNING THE PARTICIPATION IN THE STUDENT EXCHANGE PROGRAM

This section contains the opinions given by the respondents concerning motivational factors influencing them to participate in student exchange program in ASEAN countries. Also, it gathers students' feedback on joining the program and some unbeneficial outcomes and obstacles, as well as some suggestions for improving the program. The data obtained from the fourth part of questionnaire was obtained from three questions that sought related perspectives and support the data from the closed-ended question. The content analysis technique was applied to analyze the data collected from the open-ended questions by grouping units with similar meaning for further description as categorized and shown as follows.

4.4.1: What are your additional motivations or reasons for participating in the student exchange program?

The researcher categorized the answers to the first question into four motivational factors according to the question in second part of the questionnaire. The categorized responses are presented below.

Academic and language motivational factors

In terms of academic and language motivation, the primary motivation for participating in the exchange program involved practicing the English language in real situations, followed by having a chance to experience pharmacy education and learning methods overseas. On the other hand, the least significant motivation involved observing pharmacists' role in other countries and studying abroad experience. This confirms the quantitative data that these motivations pushed them to join the exchange. Some respondents' replies are reported as follows:

“I would like to practice English language in pharmacy profession.”

“I have never been abroad, so it was an opportunity to practice my English language with foreigners in real situation.”

“I would like to practice English language because English language is an official language of the Philippines.”

“I would like to acquire more chance to practice English language.”

“I need to practice living by myself as well as to practice English language.”

“I would like to exchange the learning methods regarding pharmacy profession.”

“I would like to see pharmacists' role in other countries.”

“I would like to experience study abroad.”

Personal development motivational factors

In terms of personal development motivation, the most significant motivation involved developing self-responsibility, dependability, and living in a

different environment similar to the questionnaire. This confirms the quantitative data that these motivations induced them to join the exchange. Some respondents' replies are reported as follows:

"[I would like] to increase my responsibility and gain good experience"

"I myself had an opportunity to plan my life activities such as expense, traveling, and other things in real life."

"It was for self-development."

"I would like to practice living overseas."

"[I would like] to face new environment"

"[I would like] to get involved in different environment"

Social and cultural motivational factors

In the open-ended responses, the social and cultural motivational factors received the most feedback. In terms of social and cultural motivation, the most significant motivation was making new foreign friends, or establishing new relationships in foreign countries, followed by living in a different society and culture. Some respondents' replies are reported as follows:

"I think it was a good chance to establish a relationship among our pharmacy friends and foreign friends."

"[I would like] to establish new relationship with foreign friends"

"I met foreign friends that enabled me to communicate in English language."

"[I would like] to exchange life experience with foreign friends"

"I needed to learn living in that country."

"[I would like] to learn different living and food"

Other aspects relating to social and cultural motivation involved traveling abroad, taking a journey in other countries, and overseas trips. Some respondents' replies are reported as follows:

"[I would like] to have overseas trip and to get involved in cultural exchange; especially in ASEAN countries"

"[I would like] to conduct a trip to important places in host country"

"[I would like] to explore tourist attractions in foreign country"

"[I would like] to have a chance for traveling and cultural exchange"

"[I would like] to conduct a tour in Vietnam which I could see Vietnamese tradition and life"

Furthermore, the respondents also reported other social and cultural motivations concerning perspectives, vision, and gaining new overseas experience. Some respondents' replies are reported as follows:

"I would like to expand my perspectives concerning pharmacy education in other countries."

"[I would like] to acquire new experiences of overseas living as well as to learn cultural differences"

"[I would like] to expand perspectives and obtain new experiences"

Lastly, the least significant social and cultural motivation was cultural exchange and immersion. Some respondents' replies are shown as follows:

"[I would like] to learn different culture of the host country"

"[I would like] to acquire new culture"

"Cultural exchange"

"[I would like] to learn other cultures"

"I would like to see Indonesian tradition and life as well as its natural tourist attractions."

"I would like to learn culture and tradition of foreign people."

Career and higher education motivational factors

Referring to career and higher education motivational factors, there were no responses or additional ideas relating to this motivation.

Other motivational factors

Apart from the four designated motivational factors in the present study, the following responses given by the respondents related to other motivations or reasons, such as financial aid, inspiration, image of the host university, and the value of the time spent on the exchange. Some respondents' replies are provided as follows:

"Financial support from Mahidol University"

"[I would like] to spend leisure time beneficially"

"It was a good idea to spend time wisely."

"The image of host country"

"[I would like] to discover inspiration by exploring new things"

"I need to discover more inspiration to conduct my pharmacy study."

"My grandmother was born and grown up in the Philippines, so I joined this program to travel and meet my relatives there."

"It was an important opportunity to be involved in an exchange which I have never been before."

"My friends, who had joined this program last year, told me that it was a good program, so I decided to join this exchange."

4.4.2: What are the additional outcomes that you gained from participating in the student exchange program?

The researcher categorized the answers to the second question into four aspects of outcomes according to the question in third part of the questionnaire. The categorized answers are presented below.

Academic and language outcomes

In terms of academic and language outcomes, the participating students most obtained outcomes concerning academic involvement in pharmacy education

and learning methods overseas, as well as English language acquisition and the third language learning. This confirms the quantitative data that these outcomes were gained from the exchange. All respondents' replies are revealed as follows:

"I exchanged pharmaceutical knowledge and experience."

"I had a chance to join study visits."

"I learned pharmaceutical knowledge of other countries."

"It let me to realize that the education system of other countries has been considerably developed."

"I gained new knowledge which I have never studied before."

"I knew the difference of Thai and foreign country's educational curriculum."

"I had more chances to communicate in English."

"I had a chance to visit pharmaceutical pilot plant."

"I practiced English language as well as learned basic Indonesian language."

"I practiced English language as well as local language."

"I gained a chance to practice English language."

Personal development outcomes

In terms of personal development outcomes, the participating students most obtained outcomes concerning self-development in various aspects such as self-reliance, responsibility, problem-solving skill, and adaptation skill. This confirms the quantitative data that these outcomes were gained from the exchange. All respondents' replies are presented as follows:

"I was more assertive and self-confident."

"I gained leadership skill."

"It enabled me to perform decision-making."

"It was not only for language practice but it also drilled me to be more dependable. Also, I could develop my responsibility and planning skill."

"I learned problem-solving skill as well as living with other people."

"I learned self-responsibility skill."

"My way of thinking has been changed."

"I was more aware of self-development in order to be a competent pharmacist in the future."

"I drilled patience."

"I drilled responsibility and problem-solving skill."

"It increased living skill in other countries where local people could not communicate English language since I had to stay with other people."

"I learned to survive and adapt in different society."

"I gained self-financed skill."

Social and cultural outcomes

According to the open-ended responses, social and cultural outcomes received the most feedback. In terms of social and cultural outcomes, the outcomes primarily involved making new foreign friends, or establishing new relationships with both Thais and foreign friends in other countries. This confirms the quantitative data that these outcomes were gained from the exchange. Some respondents' replies are shown as follows:

"It was a good chance to know our junior and senior friends that helped strengthen our relationship."

"I received kindness and help from friends when we stayed abroad."

"I got to know new foreign friends for knowledge and cultural exchange."

"I got new foreign friends with a good relationship. So far, we still have corresponded and kept in touch."

"I practiced a good human relation."

"I obtained global connection with my pharmacy friends in other countries. It was for career and cooperation in the future."

Other social and cultural aspects related to historical, traditional, and cultural immersion. Also, the respondents mentioned cultural differences and living in a different environment. Some respondents' replies are presented as follows:

"I learned history and biography of important person of local country."

"I learned difference of two nations."

"I learned Vietnamese history while visiting the museum."

"I learned history, culture, and daily life with local people."

"I learned to live with people in different culture."

"I learned to survive in foreign country."

"I learned Indonesian culture."

"The exchange induced me to search more information concerning politics of that country."

"I learned Vietnamese tradition, and I also went to important tourist attractions."

Moreover,, gaining new perspectives and overseas experience from a journey was also reported. All respondents' replies are reported as follows:

"My vision and perspectives have been changed."

"It was an opportunity to open my vision."

"I was benefited by first-hand and direct experiences."

"I obtained new experiences overseas."

"I got overseas experiences."

"I wandered to natural attractions such as a volcano."

The least significant social and cultural outcome involved traditional food. All respondents' replies are reported as follows:

"I learned how to cook and eat local food which was different from Thai recipe."

"I had a chance to taste different food, especially Indonesian food."

Furthermore, there were three additional interesting ideas that can be grouped in this category. All respondents' replies are represented as follows:

"I was more concerned and careful to live in the society where a lot of homeless and beggars exist."

"I had a chance to volunteer for public activities."

"I found good things of my country and other countries."

Career and higher education outcomes

As for career and higher education outcomes, there were no additional ideas involving this aspect.

4.4.3: What are the problems that you faced in the student exchange program?

Apart from the advantages indicated in the previous part, the researcher formed a third question in the fourth part of questionnaire in order to gather additional ideas regarding the unbeneficial outcomes or obstacles the respondents experienced throughout the exchange program. After collecting the data, the given responses concerning unbeneficial outcomes or obstacles was categorized into five aspects including accommodation, budget and financial constraints, content and activities, exchange program administration, and other problems. The responses were shown below.

Accommodation

Concerning accommodation problems, some respondents' replies are presented as follows:

"Poor accommodation"

"Unfamiliar accommodation and food"

"Uncomfortable accommodation"

Budget and financial constraints

Concerning personal budget and financial constraints, all respondents' replies are presented as follows:

"Unexpected accommodation expenses could lead to overestimated budget for living abroad."

"The activities designated by the host university might waste the budget, and the host university did not let us know the expense in advance."

Content and activities

Concerning content and activities obstacles, all respondents' replies are presented as follows:

"Some parts of lecture were the same, but it enabled me to compare the content."

"In some lecture classes, the lecturers could not speak English language, so I could not understand what they said."

"The assignment should be fair. It was not students' duty to allocate the assignment."

"A few study visits"

Exchange program administration

Concerning administration difficulties, all respondents' replies are presented as follows:

"One-month exchange program was too short, so it could not develop English proficiency."

"The program period was too short."

"The program period was arranged near our new semester."

"The in-charge officers did not let me know about living information, so I asked from my foreign friends for several times instead."

"The administration of the host university was not good enough, so the in-charge officers could not take care all of us."

Other problems

According to the respondents' ideas, the responses were related to other problems regarding participation in the exchange program. All respondents' replies are presented as follows:

“Due to the problem of water work in Malaysia, there was no enough water to supply.”

“There were scary people in the Philippines.”

“I rarely visited other places since the transportation and society were not secure.”

“The problem of language in communication could result in a relationship among foreign friends.”

4.5 THE FINDINGS FROM THE SEMI-STRUCTURED INTERVIEWS

The findings from the semi-structured interview section aim to reveal in-depth responses from six interviewees, who were the key informants from each group of participants, regarding four issues: (1) their motivations or reasons of joining, (2) obtained results or benefits, (3) unbeneficial results, and (4) problems they encountered during the exchange. The objective of the interview data is to receive qualitative data for triangulating the information obtained from the quantitative responses as well as to use as a supplement and support of the quantitative results of the study. Since the interviews were semi-structured, which allowed for new ideas to be brought up during the interview, the researcher sometimes asked a few more interesting questions related to the issue in order to obtain more data for analysis. Face-to-face interviews were conducted at the interviewees' convenience at the Faculty of Pharmacy, Mahidol University. Only the interview data concerning the motivations and results of participating in the exchange program were categorized according to the four main points of this present study including: motivational factors, beneficial outcomes, unbeneficial outcomes or problems encountered and the solutions. The findings from interview data are summarized and presented as follows:

4.5.1 Motivations or reasons for participating in the student exchange program

In the interview, the interviewees were asked the first question related to their motivations or reasons for participating in the student exchange program. As mentioned above, the interview data concerning the motivation for participating in the exchange program was categorized by the four main aspects of this present study, which include: 1). academic and language motivational factors, 2). personal development motivational factors, 3). social and cultural motivational factors, and 4). career and higher education motivational factors. The interview responses are ranked and presented as follows:

Social and cultural motivational factors

Regarding social and cultural motivational factors, the students were most motivated by the reason that the student exchange program could provide them an opportunity to experience cultural differences and increase their sensitivity. Also, they had a chance to establish and maintain new relationships with people in the exchange program. In addition, the exchange program offered them something new and different in life, which could contribute to their self-development. It is worth noting that these were the key motivational factors that pushed them to join the exchange. Some excerpts are presented below:

“I would like to see different culture.”

“My motivation was gaining overseas experience. I would like to gain living experience in another country.”

“The last motivation was meeting new foreign friends.”

“I had a chance to experience cultural difference.”

“I would like to see the cultural differences of ASEAN countries.”

“I needed new experience regarding culture and education.”

Academic and language motivational factors

According to the interview data, the next most significant motivation or reason for joining the exchange program was academic and language motivational

factors. In terms of language acquisition, the students were most motivated by the reason that the student exchange program not only provided them a chance to develop their English skills, but also enabled them to practice their English communication in real situations in other countries. Concerning professional pharmacy practice, a few students shared their point of view relating to the motivation that the exchange program could benefit them in their pharmacy study and clerkships. It is worth noting that language acquisition and academic motivation were significant reasons for participating in the exchange program. Some excerpts are presented below:

"I would like to develop my English language skill."

"Another motivation was English language; I would like to live and practice my English skills in foreign countries."

"It offered me a chance to practice and use English language in real life."

"I would have an opportunity to see pharmacy profession in another country, experience pharmacy learning and teaching method, and observe clinical wards in hospital. Furthermore, the exchange would be directly beneficial to my internship since it was not only developing my English proficiency but it would be also useful for my pharmacy study."

Personal development motivational factors

According to the interview data, the next most significant motivational factors related to personal development. In terms of motivation, most students applied for the exchange program because they would like to expand their perspectives and see something different in life, which would be beneficial to their life. This would eventually contribute to their self-development such as adaptation, self-reliance, and overseas experience. Also, it would enhance their maturity. Some excerpts are presented below:

"This exchange program was a good opportunity; it was an important opportunity to go out and explore more."

"I would like to know the similarity or difference of those in other countries so that I probably adapt something to my university life."

"I would like to see several aspects of life which I can adapt or extend to suit my future."

"I would like to expand my perspectives and to obtain new experiences."

"It could provide me a chance to develop my capacity and maturity."

Career and higher education motivational factors

No students mentioned career and higher education motivational factors in the interviews. It seems that career and higher education factors did not push them to take part in the exchange. This might be because more than half of them were in their first few year of university study and not yet at the stage of career preparation. In addition, they still had two more years of study to continue their bachelor degrees after returning home. Therefore, career motivation was not a reason for participating in the exchange program.

Other motivation: Financial factor

Nonetheless, one interviewee further revealed that financial support from home university and the image of host university influenced the decision to participate in the student exchange program last year. This is in line with previous studies; therefore, it is worth noting that financial aid and individual costs were an important concern with regard to joining the exchange program. The response is shown below:

"At that time, I did not want to participate in this exchange because I had to be responsible for all expenses throughout the program. Later, I heard that Mahidol University provided students with scholarship for short-term exchange program; therefore, it was one of my motivations to join the exchange because I thought it was free-of-charge program and also offered me new experience and

knowledge. I thought it was worth, so I decided to participate in the exchange program.”

4.5.2 Results or benefits gained from the exchange

In the interview, the interviewees were asked a second question concerning the results gained or how they benefited from the student exchange program. As mentioned earlier, the interview data concerning the results obtained from the exchange program was categorized by the four main issues of this present study include: 1). academic and language outcomes, 2). personal development outcomes, 3). social and cultural outcomes, and 4). career and higher education outcomes. The interview responses are ranked and presented as follows:

Social and cultural outcomes

According to the interview data, most of the interview data involved social and cultural outcomes. The students agreed that they most gained both social and cultural benefits such as meeting and making new foreign friends, maintaining relationships with foreign friends, experiencing differences in cultures and traditions, and sharing an individual’s culture. Moreover, the exchange allowed them to strengthen their relationships with Thai students. Referring to the interview responses, the students had a chance to experience cultural differences and increase their awareness of other religions such as Islam. Beyond increased cultural sensitivity and respect, this could enhance mutual understanding and lead to fruitful collaboration among different nations. It is worth noting that the exchange program has been an effective activity in terms of increasing social and cultural awareness of the participating students. Some excerpts are reported below:

“I had a chance to meet a lot of people who were Islamic people. They had different religious activities such as Muslim prayer, and I also experienced their living and daily life which were totally different from Thailand. We learned a lot from each other.”

“Actually, I was unreasonably afraid of Muslim because their appearances looked scary. However, I noticed that my Islamic friends were very nice when I knew them later. They also were generous and

good at taking care of us. Even though they were not good at English language, they tried to help and take care of us. It was an impressive experience at that time."

"I met new friends, particularly Indonesian friends from other faculties, who stayed next door in the same boarding house, and we have still kept in touch so far. They helped me to communicate to the maids who could not speak English at that time. This showed their kindness, and I was impressed them very much"

"We quickly became acquainted and helped each other in every aspect such as living, transportation, and learning. This chance let us be closer, and we have still greeted and chatted when we meet at the faculty so far."

"Other aspect was new Vietnamese friends since they took care of us as well as took us to visit many exclusive tourist attractions in the city and see true traditional life of Vietnamese people. Thus, we knew friends and gained friendship through this activity."

Personal development outcomes

Most of the interview data concerned personal development outcomes. This revealed that they also gained self-development and capacities in regard to various issues such as self-reliance, money management skills, maturity, and decision-making skills. They mostly agreed that they had developed themselves throughout one-month exchange. They also reported that their way of thinking was developed through the difficult times while living abroad. It is worthy of note that the exchange program has continuously benefitted participants' development in various aspects. Some excerpts are reported below:

"Totally, I realize I have been developed a lot. Self-adaptation and living abroad are the significant development; I eventually had a chance to truly adapt myself to suit this inconvenient situation such as eating and living in this city."

"Another benefit related to personal benefit. This exchange drove me to courageously explore this world. Also, I learned to

manage my daily life because I had to think and plan what I had to do every day when I was abroad for one month. I learned to survive and to be dependable. Besides, I think I had confidence to work with other people when I returned to the faculty."

"My friends and I absolutely gained personal development, maturity, and decision-making skill. We obtained different perspectives of life after joining the exchange program."

"I think there was a good thing beyond difficult time in life, and this could let me develop myself according to the exchange program."

Academic and language outcomes

The next interview data relates to academic and language outcomes. The students reported that they agreed that having real opportunities to practice English language gradually improved their English language skills. Also, they had a chance to learn the local language with different accents such as Bahasa Indonesian. Furthermore, they also gained new and different knowledge in the pharmaceutical sciences and experienced several methods of learning and teaching in foreign countries. This would benefit their pharmacy study and professional practice in the future. It is noteworthy that the student exchange program contributed to English language development and language acquisition. Also, the participating students gained academic benefits in terms of educational differences as well as the teaching and learning methods in the overseas universities. Furthermore, they could increase their knowledge by exploring the traditional medicine and wisdom of other nations. Some excerpts are reported below:

"I had a chance to learn not only English language, but also local language and Bahasa Indonesia language. I think it is quite similar to Thailand that they have several accents depending on their regions, resulting in having a chance to listen to several accents and local languages. Also, I met friends who came from Bali and Borneo Island, and they had different accents of languages and cultures. This absolutely increased my language skills."

"I think I frequently dare to speak English. Before going abroad, I used to be afraid of speaking English language. When I stayed abroad, I had a chance to practice English language more and more, resulting in strengthening my confidence to communicate with English language. When I returned home, I think I speak English confidently."

"The first advantage was pharmacy learning and teaching method in Malaysia. Student-centered approach was employed in the learning and teaching method in host university. The students could share their idea with friends, discuss the topic among the groups, and participate in the activities. They were not also afraid of answering the questions even they were wrong answers, and their lecturers did not blame on the incorrect answers. Thus, I enjoyed the discussion and learning in the classroom."

"I also perceived differences of educational administration between Thailand and Malaysia that I could adapt new knowledge to my study such as veterinary drugs I learned there."

"I think my friends and I gained pharmaceutical knowledge since we had a chance to attend pharmaceutical botany class which was similar to ours. However, some class was different; for example, we joined Vietnamese medicine class which provided us with knowledge of Vietnamese traditional medicine. Furthermore, we experienced Vietnamese teaching and learning method as well as Yin-Yang concept which comprised five basic elements. We had never known it before, and I think we have gained this knowledge."

"The second benefit was pharmacy knowledge. I had a chance to attend their pharmacy classes; therefore, I saw the similarities and differences of pharmacy education and learning method there. Also, I experienced their learning atmosphere of host university."

"I had a chance to join the clinical wards in the hospital and observe the pharmacists' roles before enrolling the internship at the faculty."

"We had a chance to visit international company such as Pfizer; we went to international company, and I felt that I truly gained more information, observed more, and experienced different aspect of study visit."

Career and higher education outcomes

The following involves career and higher education outcomes. One of the interviewees thought that this exchange experience would be of benefit in terms of future job applications. The excerpt is shown below:

"The last benefit concerned higher education because I can add this experience in my CV which will be beneficial to me when applying for a job in the future."

In addition, a few students expressed that the experiences they confronted were all good and beneficial to them. Some excerpts are noted below:

"I think all benefits I gained from joining the exchange were profitable. Even though I experienced bad thing, I think it was good experience."

"I think all of experiences were totally beneficial to me."

"I have nothing about it. All I obtained through this exchange was impressive experience."

4.5.3 Unbeneficial results they perceived or gained from the student exchange program

The interviewees were further asked a third question related to the unbeneficial results. The objective of this question is to figure out what is not useful in the program in order to improve it. Most of the responses related to educational issues since the students thought that some knowledge they learned from host university were not useful for them due to geographical and political limitations. Some excerpts are noted below:

"Only few thing; for example, I think what we learned from host university was interesting, but the lecturers only focused on the

expertise that the host university was dexterous. I think some of what we learned was not appropriate and could not apply to our Thai context. They focused on medicinal plants rather than clinical pharmacy. Personally, I was a clinical pharmacy student, so I did not pay more attention to this course because they taught us only Vietnamese medicinal plants and herbs. I think it was not beneficial to us anymore because we could not find their local medicinal plants in Thailand."

"Some knowledge we learned could not apply to Thai context such as Law and Regulation of Drug and Medicine. Due to the difference of law and regulation in each country, we have had different content of knowledge to suit individual's context. Thus, I think Malaysian law we learned did not benefit us."

4.5.3 Problems or obstacles they faced in the student exchange program

In the interview, the interviewees were asked a last question concerning the problems or obstacles they encountered in the student exchange program. The researcher categorized the interview responses of this question into five issues as shown below:

Accommodation

Most of the problems they encountered concerned accommodation and utilities, particular water supply. One problem involved an unsuccessful reservation that had been made before their arrival. Other problems related to the Internet and housekeepers at the apartment. However, they reported some solutions to solve these obstacles. Some excerpts are displayed below:

"I think it related to our daily life such as our accommodation. For example, water supply in the apartment was not enough for daily living someday. I was not quite sure, and I thought that the public water supply in Kuala Lumpur was not served all day and all night compared to our country. However, we faced this problem only a few days, and the host university informed us in advance. Thus, the officer

of host university provided us tanks to contain water for further consumption. Besides, we made an agreement to equally share the water in the tanks when we faced it, so we had to limit individual usage of water on the day we were obstructed. Positively, this problem let us to respect each other and live together peacefully.”

“My Thai friends in my group used to complain about the water supply in the apartment. The shower was not too strong, so we were not content with delicate showering there. Another problem was washing. We washed our attire by ourselves without washing machine. Even though we could do it, there were a lot of clothes we had to wash every day by hands”

“Concerning the accommodation, we experienced this inconvenience only on the first day we arrived at Hanoi. Our accommodation should have been reserved in advance by the program administrator of host university; however, we were surprised that the reservation had not been completed. Subsequently, the hotel staff tried to contact to affiliated hotels nearby in order to help us to find the accommodation. Fortunately, there was some hotel vacant at that time, so we moved to the new hotel which was located near the community, and I thought it was more convenient than the previous one.

“We had no idea why Facebook and LINE were not allowed there, and the Wi-Fi network at the apartment was not stable. Also, the service hours of Wi-Fi network was allowed only the day time, not 24 HRS.”

Program activities

There were three problems related to this issue. Two problems concerned educational issues such as teaching methods and study visits. Another one involved an inappropriate period of arrival. Some excerpts are noted below:

“The first problem was the program activities. I think some of the activities were not appropriate for us. Although I tried to be optimistic on the activities they arranged for us, some was too easy

such as the class of weighing paper folding. I think it was too fundamental for pharmacy students that we should not have spent one hour to learn how to fold the weighing paper. We learned this topic by self-study after our Thai instructors had introduced us about paper folding at the beginning of the class; therefore, I think it was waste of time to do that.”

“The second problem was the external study visit which we would not like to go. This awkward visit probably occurred because the program administrators did not know where we would like to go or to do. Imagine that we were them; we had no idea where we should take our guests to go. Nonetheless, I think where they took us to visit was nonsense; for instance, they took us to the aquarium or the artificial waterfall. If they had searched what we had in Thailand, they would not have taken us to there.”

“I am not sure. Since we arrived at host University earlier, and it was the period of semester closing there. Thus, we were transferred to be under the supervision of master degree students who were conducting their research on drug delivery system. We did not know what to do, so we consulted them what we should do during that period. They came up with the ideas and took us to see the national laboratory animal center and the central research equipment center in the campus. Another problem occurred when the new semester started, and we joined the classes with Malaysian students. The problem was we were the senior students, so we were assigned to be with the senior students who were the clinical pharmacy interns. I thought it was good idea to be with them; however, they were very busy with their clerkship at the hospital. Consequently, we had no chance to be acquainted with them, and I thought that our group lost this chance to know them more. Actually, we expected to know new friends, hang out with them, and see their lifestyle, but we just met them for a short time and shallowly knew them. Also, I think we did not know them individually.”

Coordinating

An obstacle concerning coordinating between the program administrators of the home university and the host university was also mentioned. This caused inconvenience for the students there. Another one related to the communication of the program provider of the host university. Some excerpts are noted below:

"The first problem was coordinating between our faculty staff and host university. At that time, before traveling to Indonesia, we were informed not to bring our own sleeping accessories because our accommodation was a reserved hotel. Thus, all of us realized that we would stay in a good hotel throughout the exchange. Surprisingly, when we arrived there, we found that our accommodation was like a boarding house. Our lecturers who came with us noticed this problem and they tried to help us. Our program providers should intensively and clearly communicate with the host university regarding this problem."

"I think the problem was involved in our program schedule and communication. The program administrator of host university did not follow to the designated schedule, resulting in the difficulty of our life plan. Also, we had never been informed in advance if there were some changes in our schedule. Actually, we expected to be noted at least one day in advance. For example, we were noticed that we had no class on that day when we arrived at the university at 7 a.m. to attend the class at 8 a.m., so we made sure by calling our Vietnamese friends to confirm the class cancellation. I think my group faced the communication and coordination problem."

Language

The local language was one of the obstacles the students faced when they stayed abroad. The diverse nationalities and languages caused difficulties in daily life. Some excerpts are noted below:

"The first problem was communication and language because most of people in Hanoi used Vietnamese or Chinese language. Due to the geographical location of Hanoi which is located near the south of China, there are some Chinese people live there. The monastery and houses have been influenced by Chinese art and culture, so some buildings look like Chinese style. Although a few people could speak English language, we sometimes could not communicate with them because they spoke only Chinese language. The ways we tried to communicate with them were memorizing some essential vocabularies, guessing from pictures, and pointing to the things we needed."

Living

One obstacle regarding living in the city was noted as shown below:

"Another obstacle was living in Hanoi. We used to be cheated by taxi driver in Hanoi city."

In conclusion, this chapter reported the findings from the quantitative and qualitative data analysis. The findings from questionnaires in terms of the demographic information background of the respondents, the respondents' attitudes concerning the motivational factors influencing the undergraduate pharmacy students to participate in the student exchange program, the respondents' attitudes concerning outcomes, and further opinions concerning additional motivations, outcomes, and problems from the participation in the student exchange program were reported. Also, the results from semi-structured interviews were presented. In the next chapter, the conclusion, discussion and recommendations of the study will be presented.

CHAPTER FIVE

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

The previous chapters presented the introduction of the present study, the review of literature, the research methodology, and the findings of the study. This chapter includes a summary of the study, a summary of the findings, the discussion of the findings, suggestions, the conclusion, and recommendations for further research.

5.1 SUMMARY OF THE STUDY

Student exchange programs and student mobility programs have been considered a productive strategy employed by educational institutions to enable participants to become competent graduates in the globally interconnected economy and society (Daly & Barker, 2010). To comply with internationalization policies of Mahidol University, Faculty of Pharmacy, Mahidol University initiated an undergraduate pharmacy student exchange program to offer students international involvement at host universities. The student exchange program aimed to introduce undergraduate pharmacy students to an international experience in the pharmacy profession, broaden their capabilities, and prepare them for job advancement and intercultural work. Nonetheless, the program has not taken account of participants' real motivation with respect to the nature and content of exchange program. Also, the program administrators have never noted what motivational factors pushed participants to join the exchange program and what they gained from the participation in the overseas exchange program. Furthermore, the content of the programs was developed through mutual consideration of the two program administrators. Without determining students' real interests and motivations, program activities were added to the schedule based on their reciprocal agreement and the participants followed the proposed program. Consequently, it is necessary to study undergraduate pharmacy students' motivation and outcomes with regard to participating in the student exchange program in order to develop a productive student exchange program that is appropriate for pharmaceutical education and professional practice in ASEAN countries.

This section summarizes the objectives of the present research, the research questions, population, research instruments, and data collection of the study as follows:

5.1.1 Objectives of the research

The main objectives of this present research were the following:

1. To investigate the motivational factors influencing undergraduate pharmacy students to participate in a student exchange program in ASEAN countries.
2. To discover the outcomes that undergraduate pharmacy students gained from a student exchange program in ASEAN countries.

5.1.2 Research questions

In order to effectively conduct the undergraduate student exchange program, this study aims to investigate undergraduate pharmacy students' motivation influencing their participation as well as to determine the outcomes they obtained in the exchange. Therefore, the principle questions for this present study are as follows:

1. What are the motivational factors influencing undergraduate pharmacy students to participate in the student exchange program?
2. What are the outcomes that undergraduate pharmacy students gained from the student exchange program?

5.1.3 Population, research instrument and data collection

The population of this study was 71 program participants who joined the 2014 undergraduate pharmacy student exchange program undertaken by the Division of Public and International Relations during April – August 2014. The exchange program was conducted at the Faculty of Pharmacy, Universiti Kebangsaan Malaysia; the School of Pharmacy, Taylor's University in Malaysia; the University of Medicine & Pharmacy at Ho Chi Minh City; the Hanoi University of Pharmacy in Vietnam, the Faculty of Pharmacy, the University of Surabaya in Indonesia; and Faculty of Pharmacy, University of Santo Tomas in the Philippines.

This study was a quantitative and qualitative study; therefore, the research instruments consisted of a four-part questionnaire and in-depth interviews.

The questionnaires were distributed to elicit quantitative data from 71 respondents. Furthermore, semi-structured interviews were later conducted with six students who were the key informants from each host university after receiving the questionnaires in order to gain more information regarding their motivation, outcomes, and problems. The qualitative data were used to triangulate the findings obtained from quantitative responses as well as to supplement and support the quantitative results.

After conducting a pilot study with eight participants of the 2013 exchange program and revising the questionnaire, the researcher directly distributed the questionnaires to 71 participants in April 2015 by meeting them at the faculty before their morning classes to leave the questionnaires for them to complete at their convenience. Most of the respondents returned the questionnaires on the same day after their classes. Some of them returned the questionnaires during their lunch break, whereas the rest returned the questionnaires after their classes in the afternoon.

After receiving 71 returned questionnaires, the researcher personally selected the interviewees after their classes at the faculty to carry out face-to-face semi-structured interviews, which occurred one by one until completing six interviews. It took no longer than 20 minutes to complete each interview. Each interviewee was asked questions relating to the motivational factors influencing the participants, beneficial outcomes, unbeneficial outcomes, and obstacles in the exchange program. The responses of each interviewee were recorded for further processing.

The data from both questionnaires and the semi-structured interviews response were analyzed. The Statistical Package for Social and Sciences (SPSS) program was utilized to analyze the collected data in terms of the attitudes of motivational factors and outcomes of the exchange using descriptive statistics. The mean scores were used to determine the ranking of the motivational factors influencing the students as well as the outcomes gained from participating in the student exchange program. Also, content analysis by categorizing into units with similar meaning was applied for the interview responses.

5.2 SUMMARY OF THE FINDINGS

The findings of the present study can be summarized as follows:

5.2.1 Demographic information of the respondents

The findings revealed that the majority of respondents (83.1%) were female. Most of the respondents (52.1%) were 22 years old, and most of them (52.1%) were 4th year students when they participated in the 2014 exchange program. In terms of destination country, Indonesia, Vietnam, Malaysia and Philippines gained shares of 35.2%, 28.2%, 22.5%, 14.1%, respectively. Almost half of the respondents (45.1%) received GPA at 3.01 – 3.50. Regarding the English courses they enrolled in during the 1st year of study, the majority of respondents (32.4%) took English Level 3, and there were two groups of 33.8% of respondents receiving Grade A and Grade B in their English courses. Concerning the types of secondary schools the respondents had graduated from, most of schools were government schools (87.3%) located in Bangkok and suburbs (78.9%). Finally, the average income of the parents of the majority (31%) was more than 50,000 baht.

5.2.2 Motivational factors influencing undergraduate pharmacy students to participate in the student exchange program in ASEAN countries

To answer the first research question, the motivational factors influencing undergraduate pharmacy students to participate in the student exchange program were investigated through 71 participating students using a four-part questionnaire. The second part contained four main aspects regarding the motivational factors based on a 5-point Likert scale format for the respondents to rate their attitudes. The underlying main aspects were 1) Academic and language motivational factors, 2) Personal development motivational factors, 3) Social and cultural motivational factors, and 4) Career and higher education motivational factors. The descriptive statistics were applied to analyze the findings. The interpretation of attitude level and statistical analysis of the findings are clearly presented as follows.

Concerning academic and language motivational factors, the results clearly revealed that the top three motivational factors that influenced the

undergraduate pharmacy students to participate in the student exchange program consisted of getting involved in a different learning environment (mean score = 4.68), followed by enhancing their English proficiency (mean score = 4.44), and having a chance to practice the English language in international settings (mean score = 4.31). These top three motivational factors are considered a very high level. However, the three motivational factors with lower mean scores involved increasing the knowledge and practical skill in pharmaceutical and related fields (mean score = 3.65), followed by gaining essential knowledge for higher education (mean score = 3.66), and gaining essential knowledge for study abroad as well as learning and practicing the local language of the host country (mean score = 3.76). These three motivational factors are considered a high level. In conclusion, the overall mean score of academic and language motivational factors is recognized at a high level.

Concerning personal development motivational factors, the results indicated that the top three motivational factors that influenced undergraduate pharmacy students to participate in the student exchange program consisted of being more adaptive and becoming acquainted with a different environment (mean score = 4.61), followed by developing their responsibility and being more dependable (mean score = 4.56), and developing problem solving skill and decision-making skill (mean score = 4.46). These top three motivational factors are considered a very high level. Nonetheless, the motivational factors with lower mean scores involved developing good leadership and followership skills (mean score = 4.08), followed by being more mature, self-confident, and grown up (mean score = 4.42). These two motivational factors are considered a high and very high level, respectively. In conclusion, the overall mean score of motivational factor in terms of personal development is recognized at a very high level.

Concerning social and cultural motivational factors, the top three motivational factors that influenced undergraduate pharmacy students to participate in the student exchange program consisted of expanding their perspective and increasing overseas experiences (mean score = 4.61), followed by meeting and making friends with foreigners (mean score = 4.54), and learning the differences of other people and cultures (mean score = 4.42). These top three motivational factors are considered a very high level. Nevertheless, the three least motivating factors with lower mean

scores involved becoming acquainted with academic people in the overseas pharmacy profession and establishing good relationships with foreigners (mean score = 4.24), followed by being engaged in cultural exchange (mean score = 4.34), and living with other people peacefully (mean score = 4.37). Although the mean scores for these items were less than the top three motivational factors, these three motivational factors are still considered a very high level. In conclusion, the overall mean score of social and cultural motivational factors is recognized at a very high level.

Concerning the career and higher education motivational factor, the top three motivational factors that influenced undergraduate pharmacy students to participate in the student exchange program consisted of gaining academic experience in overseas educational institutions (mean score = 4.00), followed by seeking opportunities to work overseas (mean score = 3.76), and gaining a competitive advantage in the job market (mean score = 3.61). These top three motivational factors are considered a high level. On the contrary, the three least motivating factors with lower mean scores involved earning a higher salary (mean score = 3.06), followed by being promoted to a higher position (mean score = 3.10), and increasing opportunities for jobs overseas (mean score = 3.59). These three motivational factors are considered a moderate and high level, respectively. In conclusion, the overall mean score of motivational factors in terms of careers and higher education is recognized at a high level.

To conclude, it can be summarized that personal development factors had the highest mean score (mean score = 4.43), followed by social and culture factors (mean score = 4.41). These factors are considered at a very high level of attitude. Nonetheless, the motivational factors that had lower mean scores concerned career and higher education factors (mean score = 3.52) and academic and language factors (mean score = 4.06), which are considered at a high level of attitude.

5.2.3 The outcomes students gained from participation in the student exchange program in ASEAN countries

To answer the second research question, the outcomes that undergraduate pharmacy students gained from the student exchange program were investigated with 71 participating students in the third part of the four-part

questionnaire focusing on four main issues regarding the outcomes based on a 5-point Likert scale format for the respondents to rate their attitude. The underlying main issues were 1) Academic and language aspects, 2) Personal development aspects, 3) Social and cultural aspects, and 4) Career and higher education aspects. Descriptive statistics were applied to analyze the findings. The interpretation of attitude level and statistical analysis of findings are clearly presented as follows.

Concerning academic and language aspects, the top three outcomes students obtained from participation in the student exchange program comprised having a chance to experience a different learning environment (mean score = 4.69), followed by having a chance to learn more about the differences of the pharmacy profession in other countries (mean score = 4.38), and obtaining a chance to practice English language in international settings (mean score = 4.32). These top three outcomes are considered a very high level. Nonetheless, the three outcomes with lower mean scores involved gaining knowledge and practical skill in the pharmaceutical field and related fields as well as gaining essential knowledge for higher education (mean score = 3.75), followed by gaining essential knowledge for study abroad (mean score = 3.77), and learning and practicing the local language of the host country (mean score = 4.00). These three outcomes are considered a high level. In conclusion, the overall mean score of academic and language outcome is recognized at a high level.

Concerning the personal development aspect, the results revealed that the top three outcomes students obtained from participation in the student exchange program comprised being more adaptive and becoming acquainted with a different environment (mean score = 4.54), followed by developing their responsibility and being more dependable (mean score = 4.45), developing problem solving skill and decision-making skill (mean score = 4.34). These top three outcomes are considered a very high level of opinion. However, the outcomes with lower mean scores involved developing good leadership and followership skills (mean score = 4.10), followed by being more mature, self-confident, and grown up (mean score = 4.28). These two outcomes are considered a high and very high level, respectively. In conclusion, the overall mean score of personal development outcomes is recognized at a very high level.

Concerning the social and cultural aspects, the results revealed that the top three outcomes students obtained from participation in the student exchange program comprised having a chance to expand their perspective and increase overseas experiences (mean score = 4.55), followed by having a chance to learn the cultures, traditions, and lifestyles of other nations as well as meeting new friends and making friends with foreigners (mean score = 4.46), and having a chance to learn the differences of other people and cultures and also having a chance to learn and live with other people peacefully (mean score = 4.45). These top three outcomes are considered a very high level. Nevertheless, the outcomes with lower mean scores involved having a chance to become acquainted with academic people in the overseas pharmacy profession and established good relationships with foreigners (mean score = 4.18), followed by having a chance to be engaged in cultural exchange (mean score = 4.34). Although the mean scores for these items were less than those top three outcomes, these two outcomes are considered a high and very high level, respectively. In conclusion, the overall mean score of social and cultural outcomes is recognized at a very high level.

Concerning the career and higher education aspect, the results revealed that the top three outcomes students obtained from participation in the student exchange program comprised having a chance to gain academic experience in overseas educational institutions (mean score = 3.93), followed by having a chance to seek opportunities to work overseas (mean score = 3.58), and gaining a competitive advantage in the job market (mean score = 3.38). These top three outcomes are considered a high and moderate level, respectively. On the other hand, the three outcomes with lower mean scores involved having a chance to be promoted to a higher position (mean score = 3.10), followed by having a chance to earn a higher salary (mean score = 3.14), and enhanced opportunities to work overseas (mean score = 3.37). These three outcomes are considered a moderate level. In conclusion, the overall mean score of career and higher education outcomes is recognized at a high level.

To conclude, when comparing the various aspects of the outcomes, it can be summarized that social and cultural outcomes had the highest mean score (mean score = 4.41), followed by personal development outcomes (mean score =

4.34). Both outcomes are considered a very high level of attitude. On the other hand, the career and higher education outcomes (mean score = 3.42) and academic and language outcomes (mean score = 4.13) had lower mean scores, which are considered a high level of attitude.

5.2.4 Opinion concerning the participation in the student exchange program

The fourth part of questionnaire contained three open-ended questions to seek more related perspectives and support the data from the closed-ended questions. These questions sought to obtain further opinions concerning motivational factors influencing and the outcomes that the participating students gained from joining the exchange program as well as some unbeneficial results, obstacles, and barriers. The results are displayed as follows.

Question 1: What are your additional motivations or reasons for participating in the student exchange program?

Concerning academic and language motivational factors, it can be summarized that the respondents participated in the exchange program since they would like to practice English language and it was a good chance to practice English language in real situations. Other motivations were related to pharmacy education and learning methods, pharmacists' role in other countries, and study abroad experience. This can confirm the quantitative data that these motivations pushed them to join the exchange.

Concerning personal development motivational factors, it can be summarized that the respondents participated in the exchange program since they would like to develop self-responsibility, dependability, as well as live in a different environment. This can confirm the quantitative data that these motivations induced them to join the exchange.

Concerning social and cultural motivational factors, it can be summarized that the respondents participated in the exchange program since they would like to make new foreign friends and establish new relationships in foreign countries. Some of them mentioned living in different societies and cultures, traveling

abroad, taking journeys in other countries, overseas trips, gaining new overseas experience, and cultural exchange and immersion. This can confirm the quantitative data that these motivations induced them to join the exchange.

Surprisingly, there were no additional ideas concerning career and higher education motivational factors; nonetheless, they mentioned additional motivations or reasons for joining the exchange program such as financial support, spending leisure time, the image of the host university, and discovering inspiration. Moreover, some reported that word of mouth encouraged them to participate in the exchange.

Question 2: What are the additional outcomes that you gained from participating in the student exchange program?

Concerning academic and language outcomes, it can be summarized that what they obtained from the exchange program was concerned with pharmacy education and learning, English language acquisition and the third language learning. This can confirm the quantitative data that these outcomes could be gained from the exchange.

Concerning personal development outcomes, it can be summarized that what they obtained from the exchange program was related to self-development in various aspects such as responsibility, problem-solving skill, and adaptation skill. This can confirm the quantitative data that these outcomes could be gained from the exchange.

Concerning social and cultural outcomes, it can be summarized that what they obtained from the exchange program was making new foreign friends, establishing new relationships both with Thai and foreign friends in other countries, cultural immersion and a better understanding of cultural differences. They also mentioned living in different environments, gaining new overseas experience, and learning and trying traditional food. Other interesting ideas were expressed such as careful living in another city, being a volunteer for public activities, and discovering good things of both countries.

Concerning career and higher education outcomes, there were no additional ideas involving this aspect.

Question 3: What are the problems that you faced in the student exchange program?

This question gathered additional ideas regarding the obstacles that the respondents faced throughout the exchange program. After collecting the data, nineteen responses focusing on the obstacles were categorized into five aspects including accommodation, budget and financial constraints, content and activities, exchange program administration and other problems.

5.2.5 Findings from the semi-structured interviews

In order to obtain qualitative data for triangulating the information obtained from quantitative responses as well as to use as a supplement and support of quantitative results, the researcher conducted semi-structured interviews with the aim to gain more in-depth responses from six interviewees in relation to four main points including 1) their motivations or reasons of joining, 2) obtained results or benefits, 3) unbeneficial results, and 4) problems they encountered while sojourning. The findings from the interview data are summarized and presented as follows:

Motivations or reasons for participating in the student exchange program

Most of the interview data related to the social and cultural motivational factor and the academic and language motivational factor. Concerning social and cultural motivation, the students were motivated by experiencing cultural differences and increasing their sensitivity, the chance to establish and maintain relationships with people, and gaining something new and different in life. Concerning academic and language motivation, the students were motivated by the chance to develop English skills and practice English communication in real settings in other countries. Furthermore, they were pushed because they sought to obtain benefits regarding pharmacy study and clerkship. Concerning personal development motivation, the students were motivated by the reason self-development such as adaptation, self-dependability, maturity, and overseas experience. Concerning career and higher education factors, no responses were given. Concerning other motivation,

financial aid and the individual cost of participating in the exchange program were also the subject of comments.

Results or benefits they gained from the exchange

Most of the interview data on the benefits related to social and cultural outcomes. The students mostly obtained both social and cultural benefits such as meeting and making new foreign friends, maintaining relationships among foreign friends, experiencing cultural and traditional differences, sharing an individual's culture, and strengthening their relationships among Thai friends. Concerning personal development outcomes, the students obtained self-development in various issues such as self-adaptation, self-reliance, managing personal finances, maturity, and decision-making skill. Concerning academic and language outcomes, the students gained an opportunity to practice and improve the English language. They also obtained new and different content of knowledge based on pharmaceutical sciences as well as several methods of learning and teaching in foreign countries. Concerning career and higher education outcomes, one interviewee thought that the experience in the exchange program would be of benefit in terms of job applications in the future.

Unbeneficial results from the student exchange program

Most of the responses involved educational issues since the students thought that some knowledge they learned from host university was not useful for them due to geographical and political limitations. For example, they thought that the course on Vietnamese medicinal plants was not beneficial to them because they could not find Vietnamese local herbs in Thailand.

Problems or obstacles the students faced in the student exchange program

The interviewees reported various obstacles they encountered in the student exchange program including accommodation, program activities and content, program liaising, local languages, and living.

5.3 DISCUSSION OF THE FINDINGS

This section concerns the interpretation of the results and how they relate to the theories and the previous studies in the following areas: demographic information of the respondents, motivational factors of undergraduate pharmacy students participating in the 2014 student exchange program, and the outcomes that undergraduate pharmacy students gained from the exchange program.

This present study aimed to investigate students' motivational factors relating to academic and language aspects, personal development aspects, social and cultural aspects, and career and higher education aspects. Also, the program outcomes were determined with similar aspects. The results of this present study indicate slight differences between students' motivations that pushed them to participate in the exchange program and the outcomes they obtained throughout the program. Even though the results revealed that the students were most motivated to participate in the student exchange program by personal development motivational factors, followed by the social and cultural motivational factor, the academic and language motivational factor, and career and higher education motivational factor, respectively, they nonetheless gained the most in terms of social and cultural outcomes, followed by personal development outcomes, academic and language outcomes, and career and higher education outcomes from participation in the student exchange program. Therefore, it is worthwhile to discuss the contradictions in the results as well as other issues relating to the student exchange program as follows.

5.3.1 Discussion of the demographic information of the respondents

Concerning students' gender, the results derived from the demographic data showed that the majority of respondents were female (83.1%), which is similar to the study of Daly & Barker (2005) who found that 60% of the program participants in an Australian exchange were female. This seems to suggest that female students see the importance of not only the academic aspect but also social activities. Since the exchange program can strengthen the capacity of the participants, the female students wanted to take this opportunity to develop their potential, resulting in becoming more independent after graduation and being on equal footing with men with respect to career opportunities in the new globally interconnected society. Furthermore, this

confirms the theory that personal characteristics such as gender and age are one of the individual factors influencing students' decisions to participate in an exchange program (Daly, 2010).

Concerning students' age and academic year, the results derived from the demographic data showed that most of the undergraduate pharmacy students (91.6%) who participated in the student exchange program were between 22 – 23 years old, and they were in 3rd year and 4th year of study. This corresponds to the study of Messer & Wolter (2007), who found that the participation in student exchange programs depended significantly on the socio-economic backgrounds of students, including students' ages. This implies that a student's age is probably one of the motivational factors, particularly older students. Referring to the findings concerning age, older students were more likely to join the exchange than those who were younger or in the lower years of study. This is probably because the older students are more courageous than the younger students. Also, they have adequately experienced both academic life and individual life in the faculty when they are in 3rd year and 4th year of study, so they might be interested in being exposed to new perspectives, inspiration, ideas, and so on in order to become more mature before going to the higher years of study. The students perceived that the student exchange program could offer them an opportunity to experience something new and different regarding life and living as confirmed by the following interview results.

"This exchange program was a good opportunity; it was an important opportunity to go out and explore more."

"I would like to expand my perspectives and to obtain new experiences."

"To acquire new experiences of overseas living as well as to learn cultural differences"

In addition, Daly (2010) stated that ethnicity is also a factor influencing the participants to join an exchange program. Referring the findings of this present study, the distribution of respondents according to the location of secondary school showed that most of the program participants (78.9%) graduated from secondary schools located in Bangkok and suburbs. The differences of school

locations, which relates to the participants' ethnicity due to the geographical location, played a significant role regarding participation in the exchange program. The students who came from secondary schools located in Bangkok and suburbs seemed more likely to take part in the exchange program than those who graduated from provincial schools. This might be because of greater affordability, assertiveness and readiness with regard to Bangkok students, which likely motivated them to decide to join this kind of exciting activity. Also, the students who came from provincial schools probably decided not to join the exchange due to the cost. Nonetheless, this cannot be absolutely confirmed since personal ethnicity was not only one of the personal factors influencing students to join the program. Other personal factors may have influenced them as well. In conclusion, the ethnicity or geographical location of students tended to influence the students to join the program.

Furthermore, it is not surprising that Mahidol University pharmacy students were most motivated by non-academic factors. This is because becoming a pharmacy student of Mahidol University requires hard work in secondary schools in order to pass the national examination before becoming a university student in health sciences at the top ranked top pharmacy school in Thailand. It can thus be assumed that the students have good knowledge and have shown a strong academic performance. As can be seen in Table 4.5 in Chapter 4, almost 90% of respondents received GPA at 2.51 – 3.50. On the other hand, personal development as well as social and cultural aspects, or soft skills, is what they would like to obtain in order to increase their competency and social skills apart from their difficult study in health science program. Additionally, soft skills are considered necessary skills for future careers in the pharmacy profession.

5.3.2 Discussion of the overall motivational factors and outcomes

This section simultaneously discusses the overall motivational factors and the outcomes gained from participating in the exchange in terms of academic and language aspects, personal development aspects, social and cultural aspects, and career and higher education aspects, which pushed them to join the 2014 exchange program. Also, this section aims to compare students' motivation that likely induced

them before leaving for abroad, and the outcomes they obtained throughout the exchange program after returning home.

As mentioned earlier, the findings of this present study showed slight difference in the results between students' motivation and the outcomes of participating in the student exchange program. Referring to Table 4.17 and Table 4.22 in Chapter 4, it can be concluded that the students were most motivated by personal development motivational factors, followed by social and cultural motivational factors at a very high level before joining the exchange program; nonetheless, they agreed that they most obtained social and cultural outcomes and personal development outcomes at a very high level after joining the program as well. The findings of this present study support the study of Doyle et al. (2010), who reported that personal growth and learning about other cultures were two of the motivating factors for joining the exchange program.

However, the findings of this present study contrast the study of Lane-Toomey and Lane (2013), who found that students were most motivated to study abroad to advance their careers. It can be concluded that their intention to work for U.S. organizations primarily induced them to apply for the exchange. This is in contrast to the study of Burrow (2010), who reported that the incoming exchange students of Queen's University were strongly motivated by cross-cultural motivation, followed by academic and personal/social motivation to the exchange. This difference can be explained by the fact that Burrow's study focused on incoming exchange students who came from another country to the university, whereas this present study involved Thai outbound students who probably possessed different characteristics. Similarly, Daly (2011) found that personal characteristics could influence participants to join an exchange. This suggests that different styles of child rearing and environment tend to influence a child's characteristics. While Thai students have been closely supervised by their parents, Western students have probably been raised without much parental supervision, making them more mature; therefore, Thai students may seek more self-development and responsibility than those who have been raised differently.

This slight difference in the results may be due to the students having high expectations and motivations with respect to personal development since they

were determined to have an opportunity to develop their self-confidence, maturity, responsibility, dependability, and so on. Moreover, the exchange program could provide the students with international exposure, which requires them to survive overseas on their own and forces them to manage their life, time, and finances themselves. Apart from that, the exchange program could expose them to a new environment, traditions and cultures. As can be seen in Table 4.14 in Chapter 4, these ideas can be supported by the quantitative results, which indicate that they joined the program because they would like to develop their responsibility and be more dependable, and they would like to be more mature, self-confident, and grown up. Additionally, the qualitative data from both the open-ended questions and in-depth interviews can confirm this idea. Some excerpts are shown below:

“It was for self-development.”

“To develop self-responsibility and gain good experience”

“It could provide me a chance to develop my capacity and maturity.”

This is also in accordance with the study of Doyle et al (2010), who found that personal growth was one of the factors motivating students to participate in an exchange program. Personal development and growth normally seem to be an important competency not only for Thai students but also for those who strive to be apart of the globalized and knowledge-based economy. Life and career skills such as flexibility, adaptability, and responsibility are required for a globalized society, and this can be fostered through an exchange program. Although several previous studies revealed other motivating factors or reasons for joining exchange programs such as travel interest and experience, career development, and personal relationships (Daly, 2011), career orientation and academic interest or growth (Doyle et al, 2010), the images of international universities (Park, 2009), living in another culture (Van Hoof & Verbeeten, 2005), and academic goals (Brewer, 1983), the findings of this present study pointed to a different motivation, personal development.

Nonetheless, according to the present study, the students revealed that they most obtained social and cultural outcomes, followed by personal development outcomes at a very high level after joining the exchange program. It can be concluded

that the pharmacy students were most motivated by personal development factors, but they most gained social and cultural outcomes after returning home. Also, this can imply that participating in an exchange program can considerably augment social and cultural competency including international experience and involvement, relationship building, and cultural awareness as well as the cultural respect. This finding supports previous research such as the study of Duffy, Farmer, Ravert and Huittinen (2003), Messer & Wolter (2007), Doyle et al. (2010), Baernholdt et al. (2013). Even though social and cultural motivation and social and cultural outcomes received the same mean score as 4.41 at a very high level, it is important to note that students gained more in terms of social and cultural outcomes compared to personal development outcomes. As can be seen in Table 4.18 in Chapter 4, the students strongly agreed with obtaining social and cultural outcomes such as expanding their perspective and increasing overseas experiences, learning cultures, traditions, and lifestyles of other nations, meeting new friends and making friends with foreigners, and being engaged in cultural exchange. Additionally, this finding is supported by qualitative results from both open-ended question and in-depth interviews concerning social and cultural outcomes. Some excerpts are displayed below:

"I got new foreign friends with a good relationship. So far, we still have corresponded and kept in touch."

"I obtained global connection with my pharmacy friends in other countries. It was for career and cooperation in the future."

"I learned to live with people in different culture."

"Other aspect was new Vietnamese friends since they took care of us and took us to visit many exclusive tourist attractions in the city and see true traditional life of Vietnamese people. Thus, we knew friends and gained friendship though this activity."

"We spent time to share our culture as well."

Consequently, it can be concluded that the students most achieved social and cultural outcomes from joining the exchange program, not only with respect to human relations but also increased cultural awareness and readiness. The students had a chance to meet new friends, adapt to a new environment, and also be

immersed in a new culture. Having been assisted by new foreign friends they met can build relationships that enhance students' social skills in terms of learning and sharing from each other in all aspects of life, such as living and food, cultural trips and engagement, and meeting the challenges of living abroad. In addition, they had a chance to obtain social and cultural outcomes by joining student activities at the host university, class involvement with foreign students, or even taking holiday trips both in the city and in the countryside. Social and cultural skills could be considerably increased through regular daily living; for instance, they spent more than eight hours a day at the campus attending academic activities during working days and enjoyed spending leisure time with their new foreign friends at the restaurants or the malls. They also joined city tours or trips on the weekend with their foreign friends, which increased their social skills.

Furthermore, they had a chance to join professional activities related to community pharmacy practice. This was an important opportunity allowing them to integrate various skills such as social skills, academic skills, and adaptation skill. They were also required to socialize with patients in order to conduct medical counseling properly since they had to have conversations about medical issues, drug usage, and health promotion with empathy. Adequate professional knowledge and practical skills were also essential for this activity. Similarly, adaptation skills could be enhanced when they had to meet their patients at home; sometimes it was difficult to commute since their homes were located in slums with uninviting environments. These situations provided students a chance to develop their soft skills with respect to getting acquainted with people, absorbing local living, immersion in local traditions and cultures, and being respectful of others. After returning home, the students perceived that they had improved their social and cultural skills throughout the one-month exchange program. There is no doubt that participating in the student exchange program can benefit and increase social and cultural outcomes of participating students.

Apart from the designated motivations, some students mentioned additional motivations, which could be used to improve the program. These are similar to the study of Park (2009), which reported that the image of the host country can motivate students to participate in a student exchange program. Similarly, Van

Hoof and Verbeeten (2005) concluded that the country of the exchange program could also be one of the reasons for studying abroad. It can be concluded that the image of the host university and the destination of the exchange program also tend to motivate the participants to take part in the program since the reputation and good image of host university and host country probably attracted the participants to choose the exchange destination. Being an exchange student in a famous institution would be attractive and benefit participants' in their future job searches. Concerning the host country, the political situation and natural disasters should be of primary concern as well. Additionally, financial factors and costs were found to be additional motivations as well as the constraints of exchange program (Guest, Livette, & Stone, 2006; Doyle et al, 2010; Daly, 2011; Yelken, Unal, Ozonur, & Kamisli, 2012). It can be concluded that studying abroad for a month probably causes financial difficulties for the students in terms of cost of living, accommodation, traveling, other educational fees, and leisure expenses. The participants might not decide to apply for the exchange program if this were a problematic issue. Thus, being granted a scholarship or financial support from the home university, host university, or the government seems to be motivating and raise the amount of the students participating in the exchange.

In conclusion, with regard to the overall motivation and outcomes of students participating in the exchange program, they had a very high level of motivation related to the personal development factor; nonetheless, they agreed that they gained social and cultural outcomes after returning home at the highest level as well. Additionally, academic aspects, language acquisition aspects, and career aspects were also motivating at a high level. In order to fill the gap in the field of student exchange program in a Thai context, the findings of this present study indicate that the personal development and social and cultural aspects seem to be the most motivating. In addition, the students gain outcomes related to cultural and social engagement, living and different learning involvement, self-capacity development, foreign language practice and improvement, international study experience, and overseas job opportunities from the exchange program.

5.3.3 Discussion of motivational factors of students participating in the student exchange program

This section concerns the interpretation and discussion of the results and how they relate to the theories and the previous studies in terms of the motivational factors of undergraduate pharmacy students participating in the 2014 student exchange program. According to the findings of this present study, the undergraduate pharmacy students were most motivated by personal development motivational factors followed by social and cultural motivational factors at very high levels. They were also motivated by academic and language motivational factors and career and higher education factors at high levels before joining the exchange program. The discussion proceeds according to the rank of motivation factors as the follows.

Personal Development Motivational Factors

This section discusses the first-ranked motivation in terms of the personal development aspect of the students in the exchange program. The present findings indicate that the participating students were most motivated by personal development factors at a very high level of attitude. The triangulated results of the present study confirm the most significant reasons of exchange participation including developing self-responsibility, self-reliance, self-adaptation, dependability, problem-solving skill, and living in a different environment. Concerning the motivation of personal development, this is similar to the study of Doyle et al. (2010) conducted in New Zealand reporting that personal growth was considered the first factor motivating the students to participate in an exchange. In addition, the findings of this study support previous study concerning this motivation; for example, this is in accordance with the study of Duffy, Farmer, Ravert and Huittinen (2003), Messer & Wolter (2007), and Baernholdt et al. (2013), in that personal development was found to be one of the motivations for joining the program. As mentioned earlier, personal growth and self-development seem to be the primary motivations for students since this is regarded as an important competency for those who strive for success in a globalized and knowledge-based economy. The exchange also provides the students an opportunity to develop themselves in terms of self-capacity, self-confidence,

maturity, responsibility, dependability, and so on. This can result in a in life-altering experience which leads to overall self-development. Some excerpts representing this factor are shown below:

“I myself had an opportunity to plan my life activities such as expense, traveling, and other things in real life.”

“It was for self-development.”

However, the findings contrast the study of Brewer (1983), who reported that academics were the main reason for studying abroad. This may be due to the fact Brewer’s study was conducted in 1983, when globalization was less of a concern. The present study was undertaken in the 2014 academic year, with globalization now requiring people to be more flexible, adaptive and socialized in order to work successfully in a knowledge-based economy and take part in international integration such as the ASEAN Economic Community.

In addition, this issue can be also brought to the discussion regarding Mahidol University pharmacy students and their academic motivation in the exchange program. It is indicated in the present study that they have not been most motivated by academic motive; on the other hand, they have been most motivation by personal development factor. This can be explained that before applying for studying at Mahidol University, the students must have to study hard and pass the national examination in order to further study in the university. Therefore, their knowledge for health science program has to be more adequate for six-year study in this field. Becoming a health science student of Mahidol University can be probably assumed that the students have already had adequate knowledge and possessed good academic performance. However, they decided to join the exchange since they probably sought an opportunity to fulfill additional skills such as self-development. Also, they would like to strengthen their self-capacities and necessary skills in order to be ready for future career in pharmacy profession and meet the requirements of workforce market in the future.

To summarize, the primary motivation encouraging the students to participate in the student exchange program was personal development since they would like to not only gain a chance to develop overall self-capacities and maturity

but also have an opportunity to adapt to and live in a different environment in another country. The challenge of living in a different environment and new setting can force the students to grow up and become more adaptive and dependable. Additionally, self-management can be unconsciously developed throughout the exchange program.

Social and Cultural Motivational Factors

This section focuses on a discussion of the second-ranked motivation, which is the social and cultural aspect. The findings showed that the participating students were motivated by social and cultural factors at a very high level of attitude. The triangulated results of this present study confirmed the main reasons of exchange participation including increasing overseas experiences and perspective, establishing new relationship in all aspects, and learning cultural differences and exchange. Concerning social and cultural motivation, the findings of this study confirm the previous studies concerning this motivation; for example, this is in accordance with the study of Brewer (1983), Doyle et al. (2010), and Daly (2011), who found that an opportunity to learn and live in other cultures was the primary reason for studying abroad. As mentioned earlier, social and cultural issues and cultural sensitivity have become vital for those who have to be involved in an international and diverse knowledge-based economy. These essential skills could be gradually developed as a result of participation in an exchange program (Doyle et al, 2010). Consequently, these tended to be the reasons that drive not only Thai students but also the global citizens to participate in exchanges. This has become particularly important due to the upcoming establishment of the AEC in 2015, which will require harmonization in ASEAN countries in terms of culture and trade. Thus, the students will be required to be aware of cultural differences, particular in the ASEAN region. Some excerpts representing this factor are shown below:

“I had a chance to experience cultural difference.”

“I would like to see the cultural differences of ASEAN countries.”

While the study of Van Hoof and Verbeeten (2005) found that the chance to live in another culture and travel abroad was the primary reason for going

abroad, the present study found this to be the second motivation. The amount of respondents could be one factor for this different result. The prior study was conducted with almost 1,500 respondents who were participants in the USA and other parts of the world between January 2001 and May 2003, while this present study was carried out with only 71 Thai students of Mahidol University in the 2014 academic year. Therefore, the diversity of responses and opinions could have affected the results. However, the social and cultural aspect was recognized as one of the top factors for exchange participation as shown in relevant research studies.

To summarize, the second motivation encouraging the students to participate in the student exchange program was social and culture factors since these offer an opportunity to be exposed to an international experience in which they can learn and develop their soft skills. These skills will be beneficial to the students in terms of living in a diverse environment and their professional careers in the age of ASEAN harmonization.

Academic and Language Motivational Factors

This section focuses on the discussion of the third-ranked motivation in terms of academic and language aspects of participating students in the exchange program. The findings showed that the participating students were highly motivated by academic and language factors. The triangulated results of this present study have confirmed the academic-related reasons of exchange participation including being involved in a different learning environment and method, enhancing and practicing communicative English language in real international settings, and gaining more knowledge about the pharmacy profession in other countries. Concerning the motivation regarding the academic and language aspect, the findings of this study confirm previous studies; for example, this is in accordance with the study of Doyle et al (2010) in New Zealand, and Daly (2011) in Australia indicating that academic interest and foreign language acquisition could also motivate the participants to join the exchange.

According to the findings of the present study, even though academic and English language motivation appears as the third-ranked factor in a Thai context, it has been widely recognized as a significant factor for those determined to do further

study abroad, particularly with respect to second language acquisition. Referring to the present findings, since Mahidol University health science students are strong academically, they likely prioritize gaining other competencies that can strengthen their holistic performance.

Consequently, academic motivation seems to stimulate them to undertake the exchange. Concerning the language aspect, it has been widely noted that second language acquisition can be gradually developed throughout an exchange (Guest, Livette, & Stone, 2006; Aydin, 2012; Chi, 2013). Generally, language-related motivation seems to be global factor for those who apply for exchange programs since it can provide the participants a chance to practice and communicate with foreigners or strangers in real situations. Some excerpts representing this factor are disclosed below:

“I would like to exchange the learning methods regarding pharmacy profession.”

“I have never been abroad, so it was an opportunity to practice my English language with foreigners in real situation.”

In contrast, the study of Brewer (1983) indicated that general academic purposes were considered the main reason for studying abroad. As discussed previously, global citizens are required to adapt as a result of globalization. Interpersonal skill is also essential for global communication as nations become internationalized and initiate mutual collaborations. Therefore, academic achievement alone is not sufficient for the students to be successful in their future careers..

To summarize, the third motivation considered by the students to participate in the student exchange program was the academic and language aspect. Academic achievement and adequate language skills remain the essential qualifications and requirements for working and living in the current century. Diverse knowledge and practical professional skills are considered vital for future careers.

Career and Higher Education Motivational Factors

This section focuses on the discussion of fourth-ranked motivation in terms of the career and higher education aspect of participating students in the

exchange program. The present findings note that the participating students were highly motivated by career and higher education factors. The quantitative results of the present study confirmed the reasons of exchange participation including gaining academic experience in overseas universities, seeking opportunities to work overseas, and gaining an advantage in the job market. Concerning the motivation regarding the career and higher education aspect, the findings of this study confirm previous study concerning this motivation; for example, this is in accordance with the study of Guest, Livette, and Stone (2006) regarding motivation to have an overseas career, as an exchange program can provide students a chance to work overseas as confirmed in the present study at a high level. In addition, this is in line with the study of Doyle et al (2010) and Daly (2011) concerning career orientation and job opportunities as a motivation of the exchange; this was confirmed in this present study at a high level as well. This included gaining qualifications to enhance future job opportunities, strengthening their position in the marketplace, and making them more attractive to future employers.

Even though the career aspect might not be the priority of the participating students, joining the exchange program could be regarded as a way to gain exposure to genuine professional settings, which would benefit them in terms of career choices as confirmed by the study of Daly (2011) concerning career development. Concerning higher education opportunity, the findings are similar to the study of Chi (2013), who found that exchange experience could prepare students for further study in their countries or overseas.

To summarize, the fourth motivation considered by the students to participate in the student exchange program is the career and higher education aspect. The exchange program not only provides the students with career opportunities, but it also promotes further study interest, especially study abroad. They also could gain a competitive advantage in the job market from their international experience.

Other Motivational Factors

Apart from the designated factors, additional factors were also reported in the open-ended questions. The students mentioned additional motivations or reasons for joining the exchange program such as financial support, spending leisure

time, the image of the host university, and discovering inspiration. Some reported that word of mouth encouraged them to participate in the exchange.

Regarding financial support, one of the interviewee mentioned financial aid for joining the exchange program. The excerpt is shown below:

“At that time, I did not want to participate in this exchange because I had to be responsible for all expenses throughout the program. Later, I heard that Mahidol University provided students with scholarship for short-term exchange program; therefore, it was one of my motivations to join the exchange because I thought it was free-of-charge program and also offered me new experience and knowledge. I thought it was worth, so I decided to participate in the exchange program.”

Thus, it can be concluded that financial support is probably one motivation for joining the exchange program. This support can ease the financial constraints of the participants. Also, it seems to be a significant factor attracting the participants' interest to join the program. The home university or the government should consider this issue as well. In terms of financial aid, this finding supports the study of Daly (2011) concerning financial assistance and cost. Similarly, Doyle et al (2010) found that financial support could increase the attractiveness of exchange programs.

Regarding the image of the host university, one of the interviewees mentioned searching for information on the host university before selecting the destination. It can be summarized that good image and good physical facility of the host university are probably one of the motivations for joining the exchange program. Also, this supports the findings of Park (2009) regarding the positive image of the host destination. An excerpt from the interview is displayed below:

“I searched for the information of each host university which I was interested in. I found that University of Santo Tomas has been one of the oldest pharmacy school in Asia; therefore, I decided to exchange at University of Santo Tomas in Philippines.”

Regarding word of mouth encouraging participation in the exchange, it can be concluded that this is probably one of the motivations for joining the exchange program. This supports the study of Doyle et al (2010), who found that word of mouth was the most common and effective source of information about student exchange programs. An excerpt from an interview in this present study is shown below:

"My friends, who had joined this program last year, told me that it was a good program, so I decided to join this exchange."

To summarize, the findings of this present study confirm the previous results regarding other motivations that tend to influence Thai pharmacy students to join the exchange program. Additional motivations include financial aid or scholarships, the image of the host university, the power of word of mouth, spending leisure time, and discovering inspiration through overseas journeys. These factors also seem to influence their decision-making to take part in the exchange program.

5.3.4 Discussion of outcomes gained from participating in the student exchange program

According to the objectives and research questions of this present study, this section discusses the outcomes gained from participating in the 2014 exchange program in terms of academic and language aspects, personal development aspects, social and cultural aspects, and career and higher education aspects. The findings showed that the undergraduate pharmacy students most obtained social and cultural outcomes, followed by personal development outcomes at a very high level of attitude. Also, they obtained academic and language outcomes, and career and higher education outcomes at a high level from participating in the 2014 exchange program. The discussion is shown according to the rank of the gained outcomes as follows.

Social and Cultural Outcomes

This section discusses the first-ranked outcome obtained from participating in the student exchange program, which is related to the social and cultural aspect. The present findings indicated that the participating students most gain social and cultural outcomes at a very high level. The triangulated results of this

present study also confirm the most gained outcomes including establishing new relationships, exposure to cultural differences, living in different environments, gaining overseas experience, and involvement in local traditions and cultures. Referring to the outcomes regarding the social and cultural aspect, the findings of this study confirm previous studies concerning the benefits or outcomes. This is in line with the study of Messer and Wolter (2007) in Switzerland and the study of Aydin (2012) in Turkey concerning changing the participants' perceptions of culture included increasing awareness of both the native and target culture, having opportunities to compare various cultures, obtaining knowledge of different lifestyles and universal and humanistic points of view towards various cultures. Additionally, the findings of this study underline other studies regarding the social and cultural outcomes as follows: Guest, Livette, and Stone (2006) in Australia concerning a deep respect and understanding for people, places, and policies overseas; Daly (2011) concerning building relationships with people from different cultures; Tekin and Gencer (2013) in Turkey concerning learning about different cultures and meeting other people; and Chi (2013) in Australia concerning cultural sensitivity. Increased understanding of different religions and cultures was also observed in the present study. The present study found that the students had a chance to be exposed to cultural differences. Also, they mentioned that some changes happened. Some excerpts are shown as follows.

"My vision and perspectives have been changed."

"I learned how to cook and eat local food which was different from Thai recipe."

"I had a chance to meet a lot of people who were Islamic people. They had different religious activities such as Muslim prayer, and I also experienced their living and daily life which were totally different from Thailand. We learned a lot from each other."

Cultural competence could also be enhanced from participating in the exchange as found by Doyle et al (2010) in New Zealand and Baernholdt et al. (2013) in USA. The quantitative results revealed that participants learned about different

cultures and traditions, got involved in cultural exchange and lived with other people peacefully. The qualitative results confirm this aspect as shown below:

“The exchange induced me to search more information concerning politics of that country.”

“I learned history, culture, and daily life with local people.”

“It was a good chance to know our junior and senior friends that expanded our relationship.”

“I had a chance to taste different food, especially Indonesian food.”

To summarize, the primary outcomes gained most from participating in the student exchange program were social and cultural outcomes since joining the student exchange program is regarded as an effective means of becoming more socialized. The exchange program not only provides the participants with cultural immersion, but also enables them to obtain new experiences and expand their perspectives. For example, they have a chance to improve their communicative negotiation skill when they meet disobedient patients who do not follow their drug instructions. Patient resistance may be decreased by delivering medical counseling in a friendly manner. Moreover, the participants can build friendships and networks for the future careers when nations become integrated regionally. Consequently, social and cultural competence can be developed through the exchange program.

Personal Development Outcomes

This section emphasizes the discussion of the second-ranked outcome in terms of personal development aspects, which could be derived from participating in the student exchange program. The present findings indicated that the participating students obtained personal development outcomes at a very high level. The triangulated results of this present study also confirm the gained outcomes including self-development in various aspects such as self-responsibility, self-reliance, problem-solving skill, and adaptation skill. Also, leadership skill, decision-making skill, planning skill, living skill, and money management and skill were also observed in the exchange. Referring to personal development outcomes, the findings of this study

confirm previous studies concerning this benefit or outcome. For example, this is in line with the study of Frisch (1990) in USA, which concluded that international experience could alter students' thinking toward a more relativistic and more mature level of cognition. The present study found that the students had a gradual increase of maturity. The study of Duffy, Farmer, Ravert and Huittinen (2003) concluded that personal and professional growth including keeping an open mind could be developed in an exchange program; the present study found that the personal growth of the participating students could be observed through the exchange program. Other works had the same results such as the study of Aydin (2012) revealing the contributions of exchange to personal development and the study of Chi (2013) indicating personal growth included self-dependence, self-reliance, and self-confidence could characterize the students after the exchange program.

Guest, Livette and Stone (2006) found that exchange programs led to personal development including self-confidence, learning to adjust and adapt, awareness of own ethnocentrism, self-awareness, autonomy and self-reliance, international perspective. This is because students had a chance to live on their own as well as to develop self-capacity in order to be more mature. Also, responsibility skills and problem-solving skill were increased when they stayed abroad for one month. This can be confirmed by the qualitative data as displayed below:

"It enabled me to perform decision-making."

"It was not only for language practice but it also drilled me to be more dependable. Also, I could develop my responsibility and planning skill."

To summarize, the personal development outcomes were obtained from participating in the student exchange program. It should be noted that participating in the student exchange program provides the participants an opportunity to live, learn, and adapt themselves in order to get acquainted with an unfamiliar environment and settings in terms of life and living. Facing some unexpected problems and difficulties can moderately develop their problem-solving skill. Also, being involved in different environments and experiencing cultures can cause changes in behavior and ways of thinking, which allow the participants to gradually develop

themselves with the aim to survive and be more adaptive. As a result, self-capacity can be developed through the exchange program.

Academic and Language Outcomes

This section focuses on the discussion of third-ranked outcome in terms of academic and language aspects. The findings indicated that the participating students gained academic and language outcomes at a high level. The triangulated results also confirmed the gained outcomes, including being involved in a different learning environment, enhancing their English proficiency, obtaining a chance to practice their English language in international settings, learning more about cultural differences, the advantages of pharmacy profession in other countries, gaining essential knowledge for study abroad and higher education, learning and practicing the local language of the host country, and increasing knowledge and practical skill in pharmaceutical and related sciences.

Referring to the outcomes of the academic and language aspects, the findings of this study confirm previous studies concerning the benefits or outcomes. The findings here were in line with Doyle et al (2010), who found that potential benefits of overseas exchange programs were immersion in another language and an opportunity to study subjects not available in the home country. Also, the findings of present study are similar to the study of Tekin and Gencer (2013), who observed the benefits in terms of academics and professional careers from the ERASMUS program. In terms of language acquisition and development, the findings of the present study confirm the study of Aydin (2012), which found that the contributions of ERASMUS program included language skills and professional development, as well as the study of Chi (2013), which reported language improvement throughout an exchange program.

Another study by Guest, Livette and Stone (2006) revealed that language proficiency could be gained through joining in the exchange. The outcomes revealed English proficiency was less enhanced than other areas. This might be because they were motivated to develop their English in overall aspects; however, they might not use academic English writing and reading except for in the classroom. On the other hand, they had more chances to communicate using English in daily life

by speaking and listening because they had to speak and listen to their foreign friends. The slight increase of the mean score of practicing their English language in international settings confirms this. This can also be supported by the qualitative results as illustrated below:

"I had more chances to communicate in English."

"I was more confident to use English language for communication."

"I gained opportunities to practice English language in real situations or even with the pedestrians and strangers."

As for learning more about cultural differences, the advantages of the pharmacy profession in other countries, and experiencing a different learning environment, the qualitative results can support this idea as below:

"The first advantage was pharmacy learning and teaching method in Malaysia. Student-centered approach was employed in the learning and teaching method in host university. The students could share their idea with friends, discuss the topic among the groups, and participate in the activities. They were not also afraid of answering the questions even they were wrong answers, and their lecturers did not blame on the incorrect answers. Thus, I enjoyed the discussion and learning in the classroom."

"I also perceived differences of educational administration between Thailand and Malaysia that I could adapt new knowledge to my study such as veterinary drug course I learned there. We have never learned this course before in Thailand, and I think it has never been taught in pharmacy schools in Thailand. I think it was beneficial to me."

"I think my friends and I gained pharmaceutical knowledge since we had a chance to attend pharmaceutical botany class which was similar to ours. However, some class was different; for example, we joined Vietnamese medicine class which provided us with knowledge of Vietnamese traditional medicine. Furthermore, we

experienced Vietnamese teaching and learning method as well as Yin-Yang concept which comprised five basic elements. We had never known it before, and I think we have gained this knowledge."

Also, participants had a chance to practice a third language as the qualitative results indicate below:

"I had a chance to learn not only English language, but also local language and Bahasa Indonesia language. I think it is quite similar to Thailand that they have several accents depending on their regions, resulting in having a chance to listen to several accents and local languages. Also, I met friends who came from Bali and Borneo Island, and they had different accents of languages and cultures. This absolutely increased my language skills."

"I had a chance to learn foreign language, particularly Vietnamese language."

To summarize, the outcomes gained from participating in the student exchange program included academic and language outcomes since being involved in the student exchange program provides an opportunity to experience a different learning environment overseas. Also, sharing and exchanging individual knowledge can be also promoted among the learners, which can be applied to various to contexts. Additionally, experiencing different apprenticeship sites can strengthen students' capacity to deal with diverse situations; for instance, when working on the patient drug profiles of foreign patients, the students are required to possess adequate knowledge in pharmaceutical science as well as international therapeutics in order to provide medical counseling and advice on proper drug usage. Through these practical activities, the participants not only gain new knowledge but also obtain a chance to practice or improve their second or third language in real situations; consequently, academic and language outcomes can be obtained throughout the exchange program.

Career and Higher Education Outcomes

This section focuses on the discussion of fourth-ranked outcome in terms of the career and higher education gained from participating in the student exchange program. The present findings indicated that the participating students gained career and higher education outcomes at a high level. The quantitative results of the present study confirm the related outcomes including gaining academic experience in host university, seeking opportunities to work overseas, and gaining a competitive advantage in the job market. Referring to the outcomes in the career and higher education aspect, the findings of this study confirm previous studies. The findings are in accordance with Guest, Livette, and Stone (2006) concerning employment rates of graduates and the study of Messer and Wolter (2007) concerning the association between a student exchange program and higher starting salaries. They found that there was a slight starting salary advantage of 3.3%. Furthermore, one of the interviewees of the present study stated that this exchange experience would benefit him concerning job applications. His comment is shown below:

“The last benefit concerned higher education because I can add this experience in my CV which will be beneficial to me when applying for a job in the future.”

To summarize, career and higher education outcomes could also be gained from participating in the student exchange program. The exchange program could promote career benefits as participants had an opportunity to be exposed to real situations. They not only learned about the role of pharmacists overseas, but also experienced professional practice in real settings, which provided them a holistic point of view regarding integrated professional roles. Experiencing real patient cases in home healthcare visits could give them overview of therapeutic practice. All experiences and difficulties can be of benefit to their future careers and lives. In addition, being exposed to different learning atmospheres and techniques could benefit them, which tended to encourage further study at a higher level.

5.3.5 Discussion of unbeneficial results perceived from the student exchange program

According to the interview questions in this study, six students were further asked about the unbeneficial results they perceived from the program. A few responses were given, with most of them involving educational issues. A few of the students thought that some knowledge they learned from host universities was not beneficial to them due to geographical and political limitations. An excerpts is presented below:

"Only a few thing; for example, I think what we learned from host university was interesting, but the lecturers only focused on the expertise that the host university was dexterous. I think some of what we learned was not appropriate and could not apply to our Thai context. They focused on medicinal plants rather than clinical pharmacy. Personally, I was a clinical pharmacy student, so I did not pay more attention to this course because they taught us only Vietnamese medicinal plants and herbs. I think it was not beneficial to us anymore because we could not find their local medicinal plants in Thailand."

This might be because the student thought that this course on Vietnamese medicinal plant could not be applied to a Thai context, and it was useless for them at that time. However, the medicinal plants may become more interesting and significant when ASEAN countries become more integrated and share knowledge of medicinal plants and herbal medicine. Since Thailand and other countries are in the same tropical region, they probably have similar drug formulations for eliminating new diseases.

5.3.6 Discussion of problems students faced in the student exchange program

According to the open-ended question and interview question of this study, six students were further asked a question concerning problems or constraints they encountered in the student exchange program. Similar to previous research

conducted by Guest, Livette, and Stone (2006), Doyle et al (2010), Aydin (2012), Yelken, Unal, Ozonur, and Kamisli (2012), Tekin and Gencer (2013), and Baernholdt, Drake, Maron, and Neymark (2013), a number of problems encountered by the participants in the student exchange program were mentioned including accommodation, budget or financial constraints, program activities and content, exchange program administration and coordination, and living and language communication. The discussion is presented as follows:

Accommodation

Most of the obstacles the students encountered concerned accommodation and utilities. Although they encountered some difficulties at their apartments such as water supply, they were able to find solutions to the problems and also maintain relationships. This obstacle also tended to increase problem-solving skill and individual respect among the students. An excerpt is shown below:

“I think it related to our daily life such as our accommodation. For example, water supply in the apartment was not enough for daily living someday. I was not quite sure, and I thought that the public water supply in Kuala Lumpur was not served all day and all night compared to our country. However, we faced this problem only a few days, and the host university informed us in advance. Thus, the officer of host university provided us tanks to contain water for further consumption. Besides, we made an agreement to equally share the water in the tanks when we faced it, so we had to limit individual usage of water on the day we were obstructed. Positively, this problem let us to respect each other and live together peacefully.”

Another accommodation problem was an incomplete room reservation in Vietnam. This illustrates a receptionist’s excellent problem-solving skill and the service mind of the Vietnamese people. An excerpt is shown below:

“Concerning the accommodation, we experienced this inconvenience only on the first day we arrived at Hanoi. Our accommodation should have been reserved in advance by the program

administrator of host university; however, we were surprised that the reservation had not been reserved. Subsequently, the hotel staff tried to contact to affiliated hotels nearby in order to help us to find the accommodation. Fortunately, there was some hotel vacant at that time, so we moved to the new hotel which is located near the community, and I thought it was more convenient than the previous one.

Budget or financial constraints

Budget and financial constraints is regarded as one of the significant problem of the students. As mentioned earlier, financial support and scholarships can be one of the reasons or motivation to participate in the student exchange program. Moreover, budgeting was involved in their daily lives when living abroad since they had to manage their funds for a living for one month even though unexpected expenses occurred. This increase their money management and budget skill, self-responsibility and being dependable as shown in the following excerpts.

"Unexpected accommodation expenses could lead to overestimated budget for living abroad."

"The activities designated by the host university might waste the budget, and the host university did not let us know the expense in advance."

Program activities and content

The activities and content of the exchange program were obviously problematic both in terms of classroom lectures and external study visits as mentioned in the qualitative results. Two problems concerned educational issues such as teaching methods and study visits. Another one involved an inappropriate period of arrival. These might be because the program administrators did not meet to thoroughly discuss the schedules and content of the exchange program. The program administrators of the host university probably arranged the schedule on their own without bilateral discussions, resulting in uninteresting activities when the students arrived at the host university. There could have been interesting lectures and outside

activities scheduled if they had conducted meetings before launching the exchange program. An excerpt is presented below:

“The second problem was the external study visit which we would not like to go. This awkward visit probably occurred because the program administrators did not know where we would like to go or to do. Imagine that we were them; we had no idea where we should take our guests to go. Nonetheless, I think where they took us to visit was nonsense; for instance, they took us to the aquarium or the artificial waterfall. If they had searched what we had in Thailand, they would not have taken us there.”

Exchange program administration and coordination

This seems to be a significant problem of the program, and it can cause other problems if the program administration and coordination are not effective. Before going abroad, the program administrators should prepare essential information regarding accommodation, living, and program activities to inform the prospective participants. This can prevent some problems. In order to run a well-organized exchange program, the program administrators of both sides are required to have good managerial skill, communication skill, and problem-solving skill. Additionally, they are expected to have enough time or assign in-charge officers to take care of the participants, or some electronic application should be developed for the program to provide further assistance. The following excerpt refers to problems regarding this issue.

“The first problem was coordinating between our faculty staff and host university. At that time, before traveling to Indonesia, we were informed not to bring our own sleeping accessories because our accommodation was a reserved hotel. Thus, all of us realized that we would stay in a good hotel throughout the exchange. Surprisingly, when we arrived there, we found that our accommodation was like a boarding house. Our lecturers who came with us noticed this problem and they tried to help us. Our program providers should intensively

and clearly communicate with the host university regarding this problem."

Living and language communication

The difficulties regarding living and communication with the local people could cause a problem when the students experienced dramatic situations such as the cheating of taxi drivers, communication problems with local people, and water consumption at the apartment. Nonetheless, these problematic situations could lead them to try to figure out ways to prevent or solve problems, thereby developing problem-solving skill and self-reliance. The following excerpt refers to problems regarding this issue.

"The first problem was communication and language because most of people in Hanoi used Vietnamese or Chinese language. Due to the geographical location of Hanoi which is located near the south of China, there are some Chinese people living there. The monastery and houses have been influenced by Chinese art and culture, so some buildings look like Chinese style. Although a few people could speak English language, we sometimes could not communicate with them because they spoke only Chinese language. The ways we tried to communicate with them were memorizing some essential vocabularies, guessing from pictures, and pointing to the things we needed."

Last but not least, even though the students encountered problematic situations during the whole period of the exchange, a few students stated that these obstacles could lead them to become more optimistic and adaptive as well as appreciate what they experienced as represented below:

"I think all of experiences were totally beneficial to me."

"I have nothing about it. All I obtained through this exchange was impressive experience."

"I think all benefits I gained from joining the exchange were profitable. Even though I experienced bad thing, I think it was good experience. Thus, I personally think nothing was disadvantage."

5.4 SUGGESTION

According to the findings of this study, the undergraduate pharmacy students were strongly motivated by both personal development and social and cultural factors to participate in the exchange program. Similarly, they obtained social and cultural outcomes as well as personal development outcomes. Furthermore, academic-related motivation seemed to mostly push them to take part in the exchange, and they mostly agreed that they gained this outcome as well. Nonetheless, the qualitative results indicated some obstacles and problems they encountered during the exchange; consequently, this part discusses suggestions for further improvement of the exchange program as follows:

1. As reported in the problem statement, the program administrators or authorities of both sides need to pay more attention to the coordination and arrangement before initiating the exchange program. They are expected to prepare essential information regarding the program schedule, accommodation, living information, and estimated expenses in advance; then, this information should be delivered to the prospective participants in time. Regarding the program content, they should discuss and come to a mutual agreement before launching the program. This procedure can be conveniently conducted by modern media such as video conference, e-mail, and instant messaging applications in order to prevent or decrease some complaints as found in the study. In addition, before arranging the exchange program, a campus visit by program administrators is highly recommended in order to survey and build relationships with the staff of the host university and to develop trust on both sides.

2. According to the program arrangement, the program administrators are required to contact the third parties such as lecturers, the owners of accommodations, and external sites for study visits in advance in order to discuss and prepare well-organized procedures and services.

3. As for the public announcement of the program to recruit the participants, the program organizers are recommended to provide adequate information concerning program details, qualifications, prospective activities, scholarships, and expenses to students. This can be conveyed via public channels such as social media, e-mail, and debriefing sessions in order to encourage students' to apply for the program.

4. It is essential to arrange a meeting for participants or an orientation before going abroad. This would provide the participants with vital information for traveling and living abroad. Also, the program administrators might conduct some workshops concerning English language or the local language on the topics of communication, survival skills, and cultural and religious differences. Background information on the social etiquette of the host country should also be conveyed to the participants before leaving.

5. Regarding the program activities, various types of activities are recommended for the exchange program. This can enhance students' interest and performance; also, a variety of learning activities can promote effective learning outcomes throughout the exchange program, thereby developing students' potential.

6. Referring to the application of the results, the program administrator and authorities can motivate students by organizing talk shows, open-house activities, or debriefing sessions with previous participants in order to gain interest and increase public awareness among the students. The learning activities and notable experiences of the previous participants should be discussed in the show. Additionally, the outcomes of the program can be also promoted throughout the activity. Perceiving the success of former participants in the exchange program can increase students' motivation and participation rates.

7. Concerning the accommodation problem, it is suggested that the program administrators visit the actual sites before conducting the program in order to survey and build relationships with the apartment owners; also, a contract is recommended if possible. This is to make sure the students will receive assistance and stay in secure residences.

8. Concerning scholarships, which tend to be one of the motivations for students, it is necessary to grant the exchange scholarships or financial support to students since the funds can extend an opportunity to students who cannot afford the exchange. However, grants should be up to the consideration of the university administrative boards.

9. Concerning the results of this study, dissemination of the results is recommended for further developing student exchange programs that are appropriate for the pharmaceutical context in ASEAN countries.

5.5 CONCLUSION

This present study aimed to investigate students' motivational factors relating to academic and language aspects, personal development aspects, social and cultural aspects, and career and higher education aspects; similarly, the program outcomes were also determined in terms of academic and language issues, personal development issues, social and cultural issues, and career and higher education issues.

It can be reasonably concluded that the most significant motivational factor that influenced undergraduate pharmacy students to participate in the student exchange program was personal development factors, followed by the social and cultural factors, academic and language factors, and career and higher education factors, respectively. Nonetheless, the most significant outcomes gained from participating in the exchange were social and cultural outcomes, followed by personal development outcomes, academic and language outcomes, and career and higher education outcomes, respectively. Consequently, it can be noted that both personal development and social and cultural aspects were the most significant factors for Thai undergraduate pharmacy students throughout the student exchange program. In addition, significant outcomes included cultural and social engagement, involvement with different learning methods, self-capacity development, foreign language practice and improvement, international study experience, and overseas job opportunities. Due to the different educational systems, a few unbeneficial outcomes were also observed. In addition, some problems encountered by the participating students were also reported such as accommodation, financial constraints, program activities, program coordinating, language and communication, and living problems.

The findings of this study on the motivations for and outcomes of participating in a student exchange program can provide effective guidelines for the arrangement of student exchange programs in the field of pharmacy education. The results on the motivations, benefits, and outcomes regarding participation in the exchange program should be disseminated to the related pharmacy institutions to further develop student exchange programs that are appropriate for a pharmaceutical context in ASEAN countries. This would result in a better understanding of the differences in pharmacy education and the profession in each ASEAN country.

5.6 RECOMMENDATION FOR FUTURE RESEARCH

According to the findings and discussion of this study, the following suggestions for further research are made:

1. The subjects of this present study were only undergraduate pharmacy students who joined the exchange program: therefore, further research should be conducted in other areas of health sciences such as medical students, nursing students, public health students, and dentistry students in order to determine the differences and similarities. Additionally, graduate students would be an interesting sample for carrying out further research since they have different expertise and areas of research, and they mainly rely on research and the laboratory. Consequently, determining their motivation to conduct international research concerning pharmaceutical science would be an interesting topic for further study.

2. The present study emphasized outbound students who went abroad for an exchange, so further study could be conducted among inbound students visiting Thailand for a professional rotation or exchange to investigate their motivations for coming to Thailand, especially US and European students who prefer to undertake clinical internships in Thailand. The results concerning their motivation could lead to attracting prospective international students to exchange programs.

3. The present study only investigated students' motivation in terms of the whole exchange program and explored their outcomes and obstacles in the program; therefore, further research may investigate significant differences and compare the motivation of participants visiting each host university. The results of the comparison may lead to appropriate selection of host universities for future exchange programs.

REFERENCES

- AFS Intercultural Programs. (November 11, 2014). *AFS & Exchange Programs*. Retrieved from <http://www.afs.org/afs-and-exchange-programs>
- Altbach, P. G., & Teichler, U. (2001). Internationalization and exchanges in a globalized university. *Journal of Studies in International Education*, 5(1), 5-25.
- Anderson, B. J., Herron, P. D., Downie, S. A., Myers, D. C., Milan, F. B. Olson, T. R. ... Kreitzer, M. J. (2012). Interprofessional student education: exchange program between Albert Einstein College of Medicine and Pacific College of Oriental Medicine. *Explore*, 8(6), 377-381. DOI: 10.1016/j.explore.2012.08.012
- Arslan, S. (2013). Perspectives of the Turkish participants on Erasmus exchange programme. *The Online Journal of Counseling and Education*, 2(2), 9-18.
- Aydin, S. (2012). I am not the same after my ERASMUS: a qualitative research. *The Qualitative Report*, 17, 1-23.
- Baernholdt, M., Drake, E., Maron, F., & Neymark, K. (2013). Fostering internationalization: an American-Danish semester-long undergraduate nursing student exchange program. *International Nursing Review*, 60, 221-227.
- Ball, S. (1977). *Motivation in education*. New York: Academic Press.
- Barkoukis, V., Tsorbatzoudis, H., Grouios, G., & Sideridis, G. (2008). The assessment of intrinsic and extrinsic motivation and motivation: validity and reliability of the Greek version of the Academic Motivation Scale. *Assessment in Education: Principles, Policy, & Practice*, 15(1), 39-55.
- Bernstein, D. A., Roy, E. J., Srull, T. K., & Wickens, C. D. (1988). *Psychology*. Boston: Houghton Mifflin.
- Boonthong Itthipanya. (1995). *A comparative study of attitudes and motivation towards English of grade 12 private (catholic) and government school students in Bangkok in the academic year of 1994*. (Master's thesis). Mahidol University, Faculty of Graduate Studies.
- Brewer, E. (1983). *Motivation for international exchange*. Retrieved October 9, 2014, from <http://files.eric.ed.gov/fulltext/ED234616.pdf>

- Burrow, J. D. (2010). *Motivation and learning outcomes: a study of incoming exchange students at queen's University*. (Master's thesis). Queen's University, Faculty of Education.
- Cardwell, M., Clark, L., & Meldrum, C. (2002). *Psychology for A level*. London: Collins.
- Chi, N. (2013). Absorbing Australian culture through the exchange program at RMIT International University in Vietnam. *Journal of International Education and Leadership*, 3(1), 1-9. Retrieved from <http://www.jielusa.org/wp-content/uploads/2012/01/Chi-Final.pdf>
- Coffey, R. E., Hunsaker, P. L., & Cook, C. W. (1994). *Management and organizational behavior*. Burr Ridge, Ill.: Austen Press.
- Coon, D., & Mitterer, J. O. (2008). *Psychology: a journey*. Belmont, Calif.: Thomson/Wadsworth.
- Cowan, R. B. (2007). An appraisal of European exchange programmes for nursing students. *Nursing Standard*, 21(22), 40-47.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, California: Sage Publication Inc.
- Currie, D. (2006). *Introduction to human resource management: a guide to personnel in practice*. London: Chartered Institute of Personnel and Development.
- Daly, A. (2011). Determinants of participating in Australian university student exchange programs. *Journal of Research in International Education*, 10(58), 58-70. DOI: 10.1177/1475240910394979
- Daly, A, & Barker, M. (2005). Australian and New Zealand university students' participation in international exchange program. *Journal of Studies in International Education*, 9(1), 26-41.
- Daly, A., & Barker, M. (2010). Australian universities' strategic goals of student exchange and participation rates in outbound exchange programmes. *Journal of Higher Education Policy and Management*, 32(4), 333-342.
- Davey, A. K., Grant, G. D., & Anoopkumar-Dukie, S. (2013). Academic performance and personal experience of local, international, and collaborative exchange students enrolled in an Australian pharmacy program. *American Journal of Pharmaceutical Education*, 77(7), 1-7.

- Dirks, R. (2010). *The experiences of student exchange program participants: a phenomenological study*. (Master's thesis). The University of Manitoba, Faculty of Graduate Studies.
- Dornyei, Z. (2003). *Language learning: a journal of research in language studies*. Michigan: Blackwell.
- Doyle, S., Gendall, P., Meyer, L. H., Hoek, J., Tait, C. McKenzie, L. & Loorparg, A. (2010). An investigation of factors associated with student participation in study abroad. *Journal of Studies in International Education*, 14(5), 471-490. DOI: 10.1177/1028315309336032
- Duffy, M. E., Farmer, S., Ravert, P., & Huittinen, L. (2003). Institutional issues in the implementation of an international student exchange program. *Journal of Nursing Education*, 42(9), 399-405.
- Farid, D. (1985). *The international student and United States higher education: the development of international student services and a profile of the contemporary international student office*. (Doctoral dissertation). The University of Akron, The Graduate Faculty. (UMI No. 8526923).
- Frisch, N. C. (1990). An international nursing student exchange program: an educational experience that enhanced student cognitive development. *Journal of Nursing Education*, 29, 10-12.
- Gardner, R. C. (1985). *Social psychology and second language learning: the role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13, 266-272. Retrieved November 8, 2014, from <http://files.eric.ed.gov/fulltext/ED031968.pdf>
- Gay, L. R., and Airasian, P. W. (2000). *Educational research: Competencies for analysis and application*. (6th ed.). Upper Saddle, NJ: Merrill.
- Glynn, S. M., Aultman, L. P., & Owens, A. M. (2005). Motivation to learn in general education programs. *JGE: The Journal of General Education*, 54(2).
- Gu, Mengyu. (2013). *Cross-cultural adaptation of Chinese students studying at Maejo University, Chiang Mai Province*. Chiang Mai: Chiang Mai University, Graduate School.

- Guest, D., Livette, M., & Stone, N. (2006). Fostering international student exchanges for science students. *Journal of Studies in International Education*, 10(4), 378-395. DOI: 10.1177/1028315306287632
- Harmer, J. (1990). *The practice of English language teaching*. London: Longman.
- Heckhausen, J., & Heckhausen, H. (2010). *Motivation and action*. New York: Cambridge University Press.
- Hudson, G. (2000). *Essential introductory linguistics*. Malden: Blackwell.
- International Association of Universities. (2012). *Affirming academic values in internationalization of higher education: A call for action*. Retrieved November 10, 2014, from http://www.iau-aiu.net/sites/all/files/Affirming_Academic_Values_in_Internationalization_of_Higher_Education.pdf
- Kreitner, R. (1995). *Management*. (6th ed.). Boston: Houghton Mifflin.
- Kurum, Y. E. (2011). The effect of motivational factors on the foreign language success of students at the Turkish Military Academy. *Novatas Royal: Research on Youth and Language*, 5(2), 299-307.
- Landy, F. J. (1987). *Psychology: the science of people*. (2nd ed.). Englewood Cliffs, N.J.: Prentice-Hall.
- Lane-Toomey, C. K., & Lane, S. R. (2013). U.S. students study abroad in the Middle East/North Africa: factors influencing growing numbers. *Journal of Studies in International Education*, 17(4), 308-331. DOI: 10.1177/1028315312447572
- Law, Y. (2011). The role of teachers' cognitive support in motivating young Hong Kong Chinese children to read and enhancing reading comprehension. *Teaching and Teacher Education*, 27(1), 73-84.
- Li, M., Olson, J. E., & Frizez, I. H. (2013). Students' study abroad plan: the influence of motivational and personality factors. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XXIII. Retrieved November 8, 2014, from <http://www.frontiersjournal.com/documents/FrontiersXXIII-Fall2013LIOLSENFRIEZE.pdf>
- Lim, G. S., De Simone, R. L., & Werner, J. M. (2013). *Human resource development for effective organizations: principles and practices across national boundaries*. Singapore: Cengage Learning.

- Mahidol University. (October 10, 2014). *A Message from the president*. Retrieved from <http://www.mahidol.ac.th/en/president.htm>
- Mahidol University, Faculty of Pharmacy. (2014). *Faculty of Pharmacy Mahidol University*. [Brochure]. Bangkok: Author.
- (2014). *The 2014 Pharmacy Student Exchange Program in ASEAN countries*. [Data file]. Bangkok: Division of Public and International Relations, Faculty of Pharmacy, Mahidol University.
- Mahidol University, International Relations Division. (2014). *International Relations Division*. Retrieved from http://www.op.mahidol.ac.th/orir/template2-eng/IR_introduction_eng.htm
- (2015). *Internationalization-Inbound&Outbound*. [Data file]. Retrieved from https://docs.google.com/spreadsheets/d/1_kao-clAF8Ob3aZI48kXyPyPLGwjPOxEYYzOdmw-3Fk/edit#gid=369692165
- Mathiesen, S. G., & Lager, P. (2007). A model for developing international student exchange. *Social Work Education*, 26(3), 280-291. DOI: 10.1080/02615470601049867
- Messer, D., & Wolter, S. C. (2007). Are student exchange programs worth it?. *Higher Education*, 54, 647-663. DOI: 10.1007/s10734-006-9016-6
- Newman, P. R., & Newman, B. M. (1983). *Principles of psychology*. Homewood, Ill.: Dorsey Press.
- Nittima Kositchart. (2011). *A Study of Thai AFS Exchange Students' Problems and Needs in English Listening and Speaking Proficiency in the United States of America*. Bangkok: Language Institute, Thammasat University.
- Nopporn Sarobol. (2015). Students' Expectations and Conclusions Based on a Short-Term Study-Abroad Program. *The International Journal of Interdisciplinary Educational Studies*, 10(4), 1-14.
- Nugent, T. T. (2009). *The impact of teacher-student interaction on student motivation and achievement*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses Database (UMI No. 3401091).
- Park, E. L. (2009). Analysis of Korean students' international mobility by 2-D model: driving force factor and directional factor. *Higher Education*, 57, 741-755. DOI 10.1007/s10734-008-9173-x

- Partnership for 21st Century Skills. (October 3, 2014). *Framework for 21st century learning*. Retrieved from <http://www.p21.org/our-work/p21-framework>.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. (3rd ed.). Thousand Oaks, California: Sage Publication Inc.
- Remler, Dahlia. K., & Ryzin, Gregg. V. (2011). *Research methods in practice: Strategies for description and causation*. California: Sage Publications.
- Robbins, K., Orr, R., & Lop Phavaphutanon. (2004). Outcome Assessment of a Short-Term U.S. - Thailand Student Exchange Program. *NACTA Journal*, 51-56.
- Ryan, R. M., & Deci, E. (2004). An overview of self-determination theory: an organismic dialectical perspective. *Handbook of self-determination research*. Rochester, NY: University of Rochester Press.
- Reeve, J. (1992). *Understanding motivation and emotion*. Orlando: Ted Buchholz.
- Samorn Mateeskunkan. (2003). *A motivational study of exerciser in Bangkok Metropolitan Administration public parks*. (Master's thesis). Mahidol University, Faculty of Graduate Studies.
- Sassenberg, K., & Matschke, C. (2010). The impact of exchange programs on the integration of the host group into the self-concept. *European Journal of Social Psychology*, 40, 148-159.
- Sowa, P. A. (2002). How valuable are student exchange program?. *New Directions for Higher Education*, (117), 63-70.
- Sternberg, R. J., & Williams, W. M. (2002). *Educational psychology*. Boston: Allyn and Bacon.
- Taheri, Z. (2011). An investigation of the effective factors on students' motivational belief: the case of Iranian students. *Europe's Journal of Psychology*, 1, 62-80.
- Tekin, U., & Gencer, A. H. (2013). Effects of the ERASMUS programme on Turkish universities and university students. *Trakya University Journal of Social Science*, 15(1), 109-122.
- The Education, Audiovisual and Culture Executive Agency. (2014). *About Erasmus Mundus 2009-2013*. Retrieved November 11, 2014, from http://eacea.ec.europa.eu/erasmus_mundus/programme/about_erasmus_mundus_en.php#objectives

- The YMCA Summer Work Student Exchange. (2014). *Objectives of the summer work student exchange*. Retrieved November 11, 2014, from <http://my.ymcagta.org/netcommunity/page.aspx?pid=541>
- Tirilomis, T., & Schoendube, F. A. (2013). A clinical student exchange program organized by cardiothoracic department: feedback of participants. *Journal of Cardiothoracic Surgery*, 8(56).
- Ulper, H. (2011). The motivational factors for reading in terms of students. *Educational Sciences: Theory & Practice*, 11(2), 954-960.
- Van Hoof, H. B., & Verbeeten, M. J. (2005). Wine is for drinking, water is for washing: student opinions about international exchange program. *Journal of Studies in International Education*, 9(42), 42-61. DOI: 10.1177/1028315304271480
- Wagner, H. L. (1999). *The psychobiology of human motivation*. London: Routledge.
- Wan-arsan Kriangwattanapong. (2004). *Motivation for graduate studies of female and male graduate students*. (Master's thesis). Mahidol University, Faculty of Graduate Studies.
- Weiner, B. (1992). *Human motivation: metaphors, theories, and research*. Newbury Park, Calif.: Sage.
- Weisberg, H. F., Krosnick, J. A., & Bowen, B. D. (1996). *An introduction to survey research, polling, and data analysis*. (3rd ed.). Thousand Oaks, California: Sage Publication Inc.
- White-Taylor, J. D. (2001). *The effect of intrinsic motivation on student achievement in an economics web-based treatment module*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses Database (UMI No. 3016041).
- Wiseman, D. G., & Hunt, G. H. (2001). *Best Practice in Motivation and management in the classroom*. Springfield, Illinois: Charles C. Thomas Publisher Ltd.
- Yelken, T. Y., Unal, K., Ozonur, M., & Kamisli, H. (2012). The problems of the international students: Comparison of Turkey and Belgium. *Bartın University Journal of Faculty of Education*, 1(1), 58-76.
- Yucelsin-Tas, Y. T. (n.d.). Problems encountered by students who went abroad as a part of the Erasmus programme and suggestion for solutions. *Journal of Instructional Psychology*, 40(3), 81-87.

Zhelyazkova, Z. (2013). Cultural and linguistic implication of the Erasmus exchange program. *Trakia Journal of Sciences*, 11(3), 377-384. Retrieved from <http://tru.uni-sz.bg/tsj/N3,%20Vol.11,%202013/Z.Zheliyazkova.pdf>

ภาษาไทย

มัทธิว ท้าวคำลือ. (2555). **ปัจจัยที่มีผลลงใจในการหาประสบการณ์แลกเปลี่ยนผ่านโครงการ Work and Travel** ในประเทศสหรัฐอเมริกาของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยเชียงใหม่. เชียงใหม่: คณะเศรษฐศาสตร์ มหาวิทยาลัยเชียงใหม่.

สรชัย พิศาลบุตร, เสาวรส ใหญ่สว่าง และ ปรีชา อัสวเดชาบุตร. (2550). **การสร้างและประมวลผลข้อมูลจากแบบสอบถาม. พิมพ์ครั้งที่ 2.** กรุงเทพฯ: วิทยพัฒน์.



APPENDICES

APPENDIX A

Questionnaire no.....



Questionnaire for a Research Study in the Topic of Motivational Factors and Outcomes of Thai University Students Participating in the Exchange Program

This questionnaire entitled “Motivational Factors and Outcomes of Thai University Students Participating in the Exchange Program” is a fulfillment of a research for the Master's Degree in the English for Careers program, Language Institute, Thammasat University.

This research study is conducted to investigate the motivational factors influencing undergraduate pharmacy students at the Faculty of Pharmacy, Mahidol University to participate in student exchange program. Besides, this also aims to discover students’ outcomes gained from joining the exchange. The results of this study will serve as guideline in providing and improving the effective and sufficient factors and also implementing into an appropriate operation and promotional plan for the next student exchange program.

Your responses are crucial to the success of this study. Please answer every question accurately. Your responses will be treated confidentially and will be used only for the purpose of this study.

Direction:

This questionnaire is divided into four parts as follows:

Part 1: Demographic information

Part 2: Motivational factors influencing the students to participate in the student exchange program

Part 3: The outcomes which students gained from the participation in the student exchange program

Part 4: Opinion concerning the participation in the student exchange program

Questionnaire for a research study in the topic of Motivational Factors and Outcomes of Thai University Students Participating in the Exchange Program

Part 1 Demographic information

Instruction Please fill in the blanks provided by putting a ✓ mark in the [] that reflects yourself.

1. Gender [] Male [] Female
2. Age [] 18 years old [] 19 years old [] 20 years old
[] 21 years old [] 22 years old [] 23 years old
3. Your current academic year
[] 2nd year [] 3rd year [] 4th year [] 5th year
4. Which country did you participate in the 2014 exchange program?
[] Malaysia [] Indonesia [] Vietnam [] Philippines
5. Your CUM-GPA
[] less than 1.00 [] 1.00 – 1.50 [] 1.51 – 2.00
[] 2.01 – 2.50 [] 2.51 – 3.00 [] 3.01 – 3.50
[] more than 3.50
6. Regarding the English course in 1st year of study, which grade did you receive?
English Course name (please specify)
[] Grade A [] Grade B+ [] Grade B [] Grade C+
[] Grade C [] Grade D+ [] Grade D
7. What are the characteristics of your previous secondary school/high school?
Type of school:
[] Government school [] Private school
Location of school:
[] in Bangkok and suburb [] in other provinces
8. Average income of your parents
[] less than 10,000 Baht [] 10,000 – 20,000 Baht
[] 20,001 – 30,000 Baht [] 30,001 – 40,000 Baht
[] 40,001 – 50,000 Baht [] more than 50,000 Baht

Part 2 Motivational factors influencing the students to participate in the student exchange program

Instruction In each of the following statements, please fill in the blanks provided by putting a ✓ mark that corresponds to the level of your attitude according to the motivational factors that influence your attitude to participate in the student exchange program. Please kindly answer all statements. The criteria of the influencing levels are as follows:

- Strongly agree means you **strongly agree** with the statement.
 Agree means you **agree** with the statement.
 Neither agree nor disagree means you **neither agree nor disagree** with the statement.
 Disagree means you **disagree** with the statement.
 Strongly disagree means you **strongly disagree** with the statement.

Item	Motivational factors influencing the students to participate in the student exchange program	Level of Attitude				
		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
What is your level of attitude regarding following motivational factors to join the exchange?						
1. Academic and language motivational factor						
1	I would like to increase knowledge and practical skill in pharmaceutical and related fields.					
2	I would like to learn more about difference of pharmacy profession in other countries.					
3	I would like to learn more about advantages of pharmacy profession in other countries.					
4	I would like to be involved in different learning environment.					
5	I would like to gain essential knowledge for higher education.					
6	I would like to gain essential knowledge for study abroad.					
7	I would like to enhance my English proficiency.					
8	I would like to obtain a chance to practice my English language in international settings.					
9	I would like to learn and practice local language of host country.					

Item	Motivational factors influencing the students to participate in the student exchange program	Level of Attitude				
		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
2. Personal development motivational factor						
10	I would like to develop good leadership and followership skills.					
11	I would like to be more matured, self-confident, and grown up.					
12	I would like to develop problem solving skill and decision-making skill.					
13	I would like to develop my responsibility skill and be more dependable.					
14	I would like to be more adaptive and be acquainted with different environment.					
3. Social and cultural motivational factor						
15	I would like to expand my perspective and increase overseas experiences.					
16	I would like to learn culture, tradition, and life of other nations.					
17	I would like to be engaged in cultural exchange.					
18	I would like to acquaint with academic people in overseas pharmacy profession and establish good relationship with foreigners.					
19	I would like to meet and make friend with foreigners.					
20	I would like to learn the difference of other people and culture.					
21	I would like to live with other people peacefully.					

Item	Motivational factors influencing the students to participate in the student exchange program	Level of Attitude				
		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
4. Career and higher education motivational factor						
22	I would like to enhance advantage of job application.					
23	I would like to earn more salary.					
24	I would like to be promoted to higher position.					
25	I would like to enhance opportunity for job overseas.					
26	I would like to gain academic experience in overseas educational institution.					
27	I would like to seek opportunity to work overseas.					

Part 3 The outcomes which students gained from the participation in the student exchange program

Instruction In each of the following statements, please fill in the blanks provided by putting a ✓ mark that corresponds to the level of your attitude according to the outcomes which you gained from the participation in the student exchange program. Please kindly answer all statements.

The criteria of the influencing levels are as follows:

- | | |
|----------------------------|---|
| Strongly agree | means you strongly agree with the statement. |
| Agree | means you agree with the statement. |
| Neither agree nor disagree | means you neither agree nor disagree with the statement. |
| Disagree | means you disagree with the statement. |
| Strongly disagree | means you strongly disagree with the statement. |

item	The outcomes which students gained from the participation in the student exchange program	Level of Attitude				
		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
What are the outcomes you gained from participating in the exchange?						
1. Academic and language outcome						
1	I gained knowledge and practical skill in pharmaceutical and related fields.					
2	I had a chance to learn more about difference of pharmacy profession in other countries.					
3	I had a chance to learn more about advantages of pharmacy profession in other countries.					
4	I had a chance to experience in different learning environment.					
5	I gained essential knowledge for higher education.					
6	I gained essential knowledge for study abroad.					
7	I enhanced my English proficiency.					
8	I obtained a chance to practice my English language in international settings.					
9	I learned and practiced local language of host country.					
2. Personal development outcome						
10	I developed good leadership and followership skills.					
11	I was more matured, self-confident, and grown up.					
12	I developed problem solving skill and decision-making skill.					
13	I developed my responsibility skill and was more dependable.					
14	I was more adaptive and acquainted with different environment.					

item	The outcomes which students gained from the participation in the student exchange program	Level of Attitude				
		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3. Social and cultural outcome						
15	I had a chance to expand my perspective and increase overseas experiences.					
16	I had a chance to learn culture, tradition, and life of other nations.					
17	I had a chance to be engaged in cultural exchange.					
18	I had a chance to be acquainted with academic people in overseas pharmacy profession and established good relationship with foreigners.					
19	I met new friends and made friend with foreigners.					
20	I had a chance to learn the difference of other people and culture.					
21	I had a chance to learn and live with other people peacefully.					
4. Career and higher education outcome						
22	I extended a chance to enhance advantage of job application.					
23	I extended a chance to earn more salary.					
24	I extended a chance to be promoted to higher position.					
25	I had a chance to enhance opportunity for job overseas.					
26	I had a chance to gain academic experience in overseas educational institution.					
27	I had a chance to seek opportunity to work overseas.					

Part 4 Opinion concerning the participation in the student exchange program

Instruction In each question, please fill in the blanks by providing your idea that reflects additional opinion concerning the participation in the student exchange program.

1. What are your additional motivations or reasons to participate in the student exchange program? (Please explain)

2. What are the additional outcomes that you gained from participating in the student exchange program? (Please explain)

3. What are the problems that you faced in the student exchange program? (Please explain)

THANK YOU FOR YOUR KIND CO-OPERATION

APPENDIX B

แบบสอบถามลำดับที่.....



แบบสอบถามเพื่อการวิจัย

เรื่อง ปัจจัยจูงใจและผลลัพธ์ของนักศึกษาในการเข้าร่วมโครงการแลกเปลี่ยน

คำชี้แจงในการตอบแบบสอบถาม

แบบสอบถามเพื่อการวิจัย เรื่อง “ปัจจัยจูงใจและผลลัพธ์ของนักศึกษาในการเข้าร่วมโครงการแลกเปลี่ยน” เป็นแบบสอบถามที่จัดทำขึ้นเพื่อใช้ประกอบการทำวิทยานิพนธ์เพื่อนำข้อมูลมาใช้ประกอบการศึกษาตามหลักสูตร ศิลปศาสตรมหาบัณฑิต สาขาวิชาภาษาอังกฤษเพื่ออาชีพ สถาบันภาษา มหาวิทยาลัยธรรมศาสตร์ การวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษาในต่างประเทศของนักศึกษาเภสัชศาสตร์ระดับปริญญาตรี คณะเภสัชศาสตร์ มหาวิทยาลัยมหิดล ตลอดจนเพื่อศึกษาผลลัพธ์ของนักศึกษาที่ได้รับจากการเข้าร่วมโครงการแลกเปลี่ยน

การวิจัยเรื่องนี้จะก่อให้เกิดประโยชน์ทางด้านวิชาการและผู้ที่เกี่ยวข้องสามารถนำผลการวิจัยไปกำหนดแนวทางในการจัดโครงการแลกเปลี่ยนนักศึกษาในต่างประเทศให้สอดคล้องกับความต้องการของนักศึกษาได้อย่างมีประสิทธิภาพ

เนื่องจากท่านเป็นผู้หนึ่งที่มีคุณสมบัติตรงตามเงื่อนไขของการวิจัยดังกล่าว การตอบแบบสอบถามนี้จะเป็นประโยชน์ต่อการปรับปรุงและพัฒนาการจัดโครงการแลกเปลี่ยนนักศึกษาของงานวิเทศสัมพันธ์และประชาสัมพันธ์ คณะเภสัชศาสตร์ มหาวิทยาลัยมหิดล เป็นอย่างมาก ขอความกรุณาท่านโปรดตอบแบบสอบถามให้ครบทุกข้อตามความเป็นจริงที่ตรงกับความคิดเห็นหรือความรู้สึกของท่านโดยไม่ต้องแจ้งชื่อ นามสกุล หรือรหัสใดๆ ลงในแบบสอบถาม ข้อมูลนี้จะถูกเก็บเป็นความลับและนำเสนอผลเป็นภาพรวมเท่านั้น ผู้วิจัยขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

แบบสอบถามเพื่อการวิจัยนี้แบ่งออกเป็น 4 ตอน ดังนี้

- ตอนที่ 1 แบบสอบถามข้อมูลทั่วไปของนักศึกษา
- ตอนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา
- ตอนที่ 3 แบบสอบถามเกี่ยวกับผลลัพธ์ที่ได้รับการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา
- ตอนที่ 4 ข้อเสนอแนะและความคิดเห็นเพิ่มเติมเกี่ยวกับการเข้าร่วมโครงการแลกเปลี่ยน

ตอนที่ 2 แบบสอบถามเกี่ยวกับปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุดและโปรดกรอกข้อมูลตามความเป็นจริง โดยตอบคำถามให้ครบทุกข้อ ซึ่งแต่ละข้อมี 5 ระดับ ดังนี้

เห็นด้วยอย่างยิ่ง	หมายถึง	ท่านเห็นด้วยอย่างยิ่งในประเด็นดังกล่าว
เห็นด้วย	หมายถึง	ท่านเห็นด้วยในประเด็นดังกล่าว
ไม่แน่ใจ	หมายถึง	ท่านไม่แน่ใจในประเด็นดังกล่าว
ไม่เห็นด้วย	หมายถึง	ท่านไม่เห็นด้วยในประเด็นดังกล่าว
ไม่เห็นด้วยอย่างยิ่ง	หมายถึง	ท่านไม่เห็นด้วยอย่างยิ่งในประเด็นดังกล่าว

ลำดับ	ปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
ท่านเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา ด้วยแรงจูงใจในหัวข้อต่อไปนี้ในระดับใด						
1. ปัจจัยด้านวิชาการและภาษาต่างประเทศ						
1	เพื่อเพิ่มพูนความรู้และทักษะทางวิชาชีพ เกษตรกรรมของตนเอง					
2	เพื่อเรียนรู้ความแตกต่างของวิชาชีพ เกษตรกรรมในต่างประเทศ					
3	เพื่อเรียนรู้จุดเด่นของวิชาชีพเกษตรกรรม ในต่างประเทศ					
4	เพื่อให้ได้รับประสบการณ์ทางการศึกษา ในสภาพแวดล้อมที่แตกต่างกัน					
5	เพื่อเป็นความรู้พื้นฐานในการศึกษาต่อในระดับที่สูงขึ้น					
6	เพื่อเป็นความรู้พื้นฐานในการศึกษาต่อในต่างประเทศ					
7	เพื่อเพิ่มพูนทักษะและความสามารถในการใช้ภาษาอังกฤษ					
8	เพื่อได้มีโอกาสในการฝึกฝนการใช้ภาษาอังกฤษในระดับสากล					
9	เพื่อเรียนรู้และฝึกฝนภาษาประจำชาติของประเทศที่เดินทางไปแลกเปลี่ยน					

ลำดับ	ปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
2. ปัจจัยด้านการพัฒนาตนเอง						
10	เพื่อพัฒนาทักษะความเป็นผู้นำและผู้ตามที่ดี					
11	เพื่อให้มีวุฒิภาวะ ความมั่นใจในตนเอง และความเป็นผู้ใหญ่ในตนเองเพิ่มมากขึ้น					
12	เพื่อพัฒนาทักษะการแก้ไขปัญหาเฉพาะหน้าและการตัดสินใจ					
13	เพื่อพัฒนาความรับผิดชอบตนเองและสามารถพึ่งพาตนเองได้					
14	เพื่อให้มีความสามารถในการพัฒนาและปรับตัวให้เข้ากับผู้อื่นและสภาพแวดล้อมที่แตกต่างได้					
3. ปัจจัยด้านสังคมและวัฒนธรรม						
15	เพื่อเปิดโลกทัศน์ใหม่และเพิ่มพูนประสบการณ์ชีวิตและการเดินทางในต่างประเทศ					
16	เพื่อศึกษาและเรียนรู้ศิลปวัฒนธรรม ประเพณี วิถีชีวิต และความแตกต่างทางวัฒนธรรมของชนชาติอื่นๆ					
17	เพื่อให้ได้มีโอกาสแลกเปลี่ยนวัฒนธรรมไทยกับชนชาติอื่นๆ					
18	เพื่อให้ได้มีโอกาสได้รู้จักบุคคลในวิชาชีพ เกสซ์กรรมในต่างประเทศ ตลอดจนสร้างเครือข่ายและความสัมพันธ์อันดีกับชาวต่างประเทศ					
19	เพื่อให้มีโอกาสในการพบปะและทำความรู้จักเพื่อนใหม่ในต่างประเทศ					
20	เพื่อเรียนรู้ความแตกต่างของบุคคลและสังคม					
21	เพื่อเรียนรู้การอยู่ร่วมกับผู้อื่นอย่างสันติ					

ลำดับ	ปัจจัยจูงใจที่มีผลต่อการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
4. ปัจจัยด้านอาชีพและการศึกษาต่อ						
22	เพื่อเพิ่มข้อได้เปรียบในการสมัครงาน					
23	เพื่อให้ได้รับเงินเดือนที่สูงกว่าผู้อื่น					
24	เพื่อเพิ่มโอกาสในการปรับตำแหน่งงานที่สูงขึ้น					
25	เพื่อเพิ่มโอกาสในการสมัครงานหรือแสวงหาโอกาสการมีงานทำในต่างประเทศ					
26	เพื่อให้ได้รับประสบการณ์การศึกษาในสถาบันการศึกษาในต่างประเทศ					
27	เพื่อแสวงหาแหล่งการศึกษาและข้อมูลการศึกษาต่อในระดับที่สูงขึ้นในต่างประเทศ					

ตอนที่ 3 แบบสอบถามเกี่ยวกับผลลัพธ์ที่ได้รับการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับความคิดเห็นของท่านมากที่สุดและโปรดกรอกข้อมูลตามความเป็นจริง โดยตอบคำถามให้ครบทุกข้อ ซึ่งแต่ละข้อมี 5 ระดับ ดังนี้

เห็นด้วยอย่างยิ่ง	หมายถึง	ท่านเห็นด้วยอย่างยิ่งในประเด็นดังกล่าว
เห็นด้วย	หมายถึง	ท่านเห็นด้วยในประเด็นดังกล่าว
ไม่แน่ใจ	หมายถึง	ท่านไม่แน่ใจในประเด็นดังกล่าว
ไม่เห็นด้วย	หมายถึง	ท่านไม่เห็นด้วยในประเด็นดังกล่าว
ไม่เห็นด้วยอย่างยิ่ง	หมายถึง	ท่านไม่เห็นด้วยอย่างยิ่งในประเด็นดังกล่าว

ลำดับ	ผลลัพธ์ที่ได้รับการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
ท่านได้รับผลลัพธ์ด้านใดบ้างจากการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา						
1. ผลลัพธ์ด้านวิชาการและภาษาต่างประเทศ						
1	ได้รับการเพิ่มพูนความรู้และทักษะทางวิชาชีพ เกสซ์กรรม					
2	ได้เรียนรู้ความแตกต่างของวิชาชีพ เกสซ์กรรมในประเทศที่เดินทางไปแลกเปลี่ยน					
3	ได้เรียนรู้จุดเด่นของวิชาชีพ เกสซ์กรรมในประเทศที่เดินทางไปแลกเปลี่ยน					
4	ได้รับประสบการณ์ทางการศึกษาใน สภาพแวดล้อมที่แตกต่างไปจากเดิม					
5	ได้รับความรู้พื้นฐานสำหรับการศึกษาต่อในระดับที่สูงขึ้น					
6	ได้รับความรู้พื้นฐานสำหรับการศึกษาต่อในต่างประเทศ					
7	ได้มีโอกาสเพิ่มพูนทักษะและความสามารถในการใช้ภาษาอังกฤษของตนเอง					
8	ได้มีโอกาสฝึกฝนการใช้ภาษาอังกฤษในระดับสากลและมีความมั่นใจในการใช้ภาษามากขึ้น					
9	ได้ศึกษาและฝึกฝนภาษาประจำชาติของประเทศที่เดินทางไปแลกเปลี่ยน					
2. ผลลัพธ์ด้านการพัฒนาตนเอง						
10	มีทักษะความเป็นผู้นำและผู้ตามที่ดี					
11	มีวุฒิภาวะ ความมั่นใจในตนเอง และความเป็นผู้ใหญ่ในตนเองเพิ่มมากขึ้น					
12	มีทักษะการแก้ไขปัญหาเฉพาะหน้าและการตัดสินใจ					

ลำดับ	ผลลัพธ์ที่ได้รับการเข้าร่วมโครงการ แลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
13	มีความรับผิดชอบตนเองและสามารถพึ่งพาตนเองได้มากขึ้น					
14	มีความสามารถในการพัฒนาและปรับตัวให้เข้ากับผู้อื่นและสภาพแวดล้อมที่แตกต่างได้					
3. ผลลัพธ์ด้านสังคมและวัฒนธรรม						
15	ได้เปิดโลกทัศน์ใหม่และเพิ่มพูนประสบการณ์ชีวิตและการเดินทางในต่างประเทศ					
16	ได้ศึกษาและเรียนรู้ศิลปวัฒนธรรม ประเพณี วิถีชีวิต และความแตกต่างทางวัฒนธรรมของชนชาติอื่นๆ					
17	ได้มีโอกาสแลกเปลี่ยนวัฒนธรรมไทยกับชนชาติอื่นๆ					
18	ได้มีโอกาสได้รู้จักบุคคลในวิชาชีพเกษตรกรรมในต่างประเทศ ตลอดจนสร้างเครือข่ายและความสัมพันธ์อันดีกับชาวต่างประเทศ					
19	ได้มีโอกาสพบปะและทำความรู้จักเพื่อนใหม่ในต่างประเทศ					
20	ได้เรียนรู้และเข้าใจความแตกต่างของบุคคลและสังคมในประเทศที่เดินทางไปแลกเปลี่ยน					
21	ได้เรียนรู้การอยู่ร่วมกับผู้อื่นอย่างสันติ					
4. ผลลัพธ์ด้านอาชีพและการศึกษาต่อ						
22	ได้เพิ่มข้อได้เปรียบในการสมัครงาน					
23	ได้เพิ่มโอกาสในการได้รับเงินเดือนที่สูงกว่าผู้อื่น					
24	ได้เพิ่มโอกาสในการปรับตำแหน่งงานที่สูงขึ้น					

ลำดับ	ผลลัพธ์ที่ได้รับการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา	ระดับความคิดเห็น				
		เห็นด้วยอย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
25	ได้เพิ่มโอกาสในการสมัครงานหรือแสวงหาโอกาสการมีงานทำในต่างประเทศ					
26	ได้รับประสบการณ์การศึกษาในสถาบันการศึกษาในต่างประเทศ					
27	ได้รับข้อมูลแหล่งการศึกษาและการศึกษาต่อในระดับที่สูงขึ้นในต่างประเทศ					

ตอนที่ 4 ความคิดเห็นเพิ่มเติมเกี่ยวกับการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา

1. ท่านมีเหตุผลหรือแรงจูงใจเพิ่มเติมอะไรอีกบ้างในการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา (โปรดอธิบาย)

2. ท่านคิดว่าท่านได้รับผลลัพธ์เพิ่มเติมอะไรอีกบ้างจากการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา (โปรดอธิบาย)

3. ท่านคิดว่ามีปัญหาหรืออุปสรรคอะไรบ้างในการเข้าร่วมโครงการแลกเปลี่ยนนักศึกษา (โปรดอธิบาย)

*** ขอขอบพระคุณท่านที่ให้ความร่วมมือตอบแบบสอบถาม ***

APPENDIX C

SEMI-STRUCTURED INTERVIEW GUIDELINE

1. Beginning period

- 1.1 Self-introduction
- 1.2 Inform the purposes of the interview

2. Interview period

Asking four main points with different questions

1. Motivational factor influencing them to participate in the exchange program
2. Benefits students gained from the exchange program
3. Unbeneficial outcomes students gained from the exchange
4. Encountered problems and solution

BIOGRAPHY

Name: Mr. Amporn Songkasiri

Date of Birth: November 30, 1984

Educational Attainment: 2009: BA (English Language)
Ramkhamhaeng University
2006: BA (Library and Information Science – 1st Hon)
Srinakharinwirot University

Work Position: International Relations Officer
Faculty of Pharmacy, Mahidol University

Work Experiences: International Relations Officer
Faculty of Pharmacy, Mahidol University

Sales Admin Executive
The Bangkok Residence 88 Co., Ltd.

Branch Sales and Service Officer
Kasikorn Bank PLC, Siaengkong Branch

Librarian
Office of Academic Resources and Information
Technology, Bansomdejchaopraya Rajabhat
University