



**MOTIVATION TO STUDY ABROAD
IN ENGLISH-SPEAKING COUNTRIES: A STUDY OF
UNDERGRADUATE STUDENTS AT
THAMMASAT UNIVERSITY**

BY

MS. PIYADA SOMBOONPUN

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN ENGLISH FOR CAREERS
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2015
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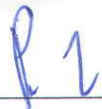
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ABSTRACT

The purpose of this study was to investigate the motivation of Thai undergraduate students and perceived problems or difficulties to study abroad in English-speaking countries. The research survey was conducted among 60 Thai undergraduate students at Thammasat University. The results showed that the main reason why students want to study abroad in English-speaking countries is because they would improve their English language skills and gain benefits in their future careers. The most often cited perceived problem with studying abroad in English-speaking countries was that it would be difficult for their families if they were away from home. Additionally, it would be easier for students to study abroad if the cost was not so expensive. It can be concluded from the findings that students are mostly interested in improving English language skills. Therefore, universities should focus on developing the English language skills of students. Scholarships can also help to promote Thai students to study abroad. These findings will be beneficial to institutions and international business education by developing study abroad programs that are appropriate to the needs of students.

Keywords: Motivation, Study abroad, English-speaking countries

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Ms. Piyada Somboonpun



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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Nowadays, people live in an increasingly globalized world. There are more and more students trying to achieve a higher education. With globalization having a significant influence on higher education, there has been an increasing number of students going abroad to study (Pimpa, 2004). Influences of globalization such as convenient travel and advanced communication technologies has helped increase the flow of students studying abroad and in 2005 there were over 23,000 Thai students studying at universities overseas (World Bank, 2009).

In Thailand, higher education increasingly plays an important role in enabling greater employment opportunity; especially studying abroad, which is a popular choice among Thais in order to achieve a good employment position. Moreover, students are not only learning English language, but also gaining knowledge about Western cultures, which is a worthwhile experience (Lertjanyakit and Bunchapattanasakda, 2015).

As cited by Buddhichiwin (2013), according to British Council (2010) and Tarry (2008), the main reason why Thai students study abroad is because Thai universities do not provide excellent postgraduate programs and research degrees. Moreover, there is a Thai social expectation that studying abroad is better than studying in home country because students will have better knowledge and greater chance of getting a promotion at work. Additionally, the growing number of Thai government scholarships is another reason more students are able to study abroad. These scholarships, such as the prestigious King's Scholarship, are promoting Thai students to obtain an education overseas.

There are over 4.5 million students who were studying abroad to achieve higher levels of education in 2012 (OECD, 2014). With the spread of globalization, English has played an important role in Thai education. This is because studying English can help make communication easier and also promote understanding between different cultures and countries (Darasawang, 2007). Thai students often enroll in universities that offer ELS and English-intensive programs due to their lack of English proficiency. In addition, they will have a chance to travel abroad, learn language with native speakers and learn about foreign cultures (Maine International Trade Center, 2015).

Over the past decade, there are increasing numbers of students who want to study abroad. Most of them mainly focus on improving their English language skills though it sometimes is the case that studying abroad does not improve their English (Sila, 2007). The number of students who decided to study in another country, normally towards English-speaking countries, had increased about 3 million from 1990 to 2011 (UNESCO, 2013). Thai students highly desire to gain life experience overseas and improve language skills. In spite of the political and economic situation, the demand for international education in Thailand remains relatively strong. In one study, 82% of respondents wanted to study abroad, and 85% of them intended to improve their language skills (INTO, 2009).

Since 2012, The Thai International Education Consultants' Association (TIECA) has signed a cooperation agreement with study abroad agencies from five native English-speaking countries (United States, United Kingdom, Australia, New Zealand and Canada) to help Thai students prepare before studying abroad (The Nation, 2012). There are many research surveys which found that Thai students mostly focus on studying abroad in English-speaking countries. The findings indicated that 67.5% of Thai students study in the United Kingdom, 57.2% United States, 34.1% Australia, and 20.1% New Zealand (INTO, 2009).

Accordingly, the three most popular destinations for Thai students are the United States, Australia, and the United Kingdom (World Bank, 2009). According to the Australian Trade Commission (2013), the two most popular countries that Thai students choose to study are the United Kingdom and United States. The advantages of studying in the UK are saving time and budget according to one year Master's degree. The US is another destination with world ranking universities. Moreover, Canada and New Zealand are also two popular study abroad destinations for Thai students.

In 2015, there as a 10% increase of international students in the United States, which equaled approximately 88,000 more students than last year. This follows a similar trend of increasing student numbers over the past five years. Moreover, Thailand is the twenty-third leading place of origin for students studying in the United States (Institute of International Education, 2015).

According to the Institute of International Education (as cited in Sood, 2012), from 2009 to 2010, the United States was the most popular study abroad destination, with approximately 691,000 international students in the country. Additionally, the United Kingdom is the second most popular study abroad destination in the world. Recent data shows that there are an estimated 370,000 international students are studying in UK universities (Findlay, King & Ahrens, 2010)

In 2012, there were approximately 35,400 Thai students studying in higher education in Australia (Statista, 2016). According to the Government of South Australia, in 2012, there were 127 new Thai student recruitments and 249 Thai students in total at institutions in Australia. Although, the total number has steadily decreased from 2009 to 2012 due to three major reasons which are increasing tuition fees and cost of living, more difficulty obtaining student visa, and the extension of Master's degree study time longer than 1 years duration (Australian Trade Commission, 2013). However, the number of students has begun to increase since 2014.

Clearly, it can be seen that the numbers of students studying abroad are increasing, especially in English-speaking countries. Therefore, this study is aimed at investigating the motivation of Thai undergraduate students to study abroad in English-speaking countries and also the perceived problems or difficulties they face in doing their studies in English-speaking country.

1.2 Research questions

This research will focus on the motivation to study abroad in English speaking countries of Thai undergraduate students at Thammasat University. The research questions of this study can be identified as follows:

- 1) What are the reasons that motivate Thai undergraduate students to study abroad in English-speaking countries?
- 2) What are the perceived problems or difficulties of Thai undergraduate students to study in English-speaking countries?

1.3 Research objectives

The objectives of this research are provided as following:

- 1) To investigate the motivations of Thai undergraduate students to study abroad in English-speaking countries.
- 2) To investigate the perceived problems or difficulties of Thai undergraduate students to study in English-speaking countries.

1.4 Definition of terms

The definitions of terms in this research are as following:

Higher education – university level education that offers a degree such as Bachelor’s degree, Graduate Certificate, Graduate Diploma, Master’s degree, and Doctoral degree.

Motivation – a desire or willingness to do something or to make an effort to achieve a goal. It can be stimulated by internal and external factors such as intention, incentive, and expectation.

Study abroad – international students who live outside their home countries and seek education overseas. This allows students to achieve proficiency in foreign language and learn about foreign cultures.

English-speaking countries – a country where English is the official or primary language such as the United States, the United Kingdom, Australia, Canada and New Zealand.

1.5 Significance of the study

The research finding will clarify the undergraduate students' motivation to study in English-speaking countries and the perceived problems about why it is difficult to do some of their study in English-speaking countries. Therefore, the results may be beneficial for universities in order to develop programs to help students prepare for study abroad. Nevertheless, it will also bring a better improvement of postgraduate courses so that Thai universities can offer an excellent education to all students.

CHAPTER 2

REVIEW OF LITERATURE

A review of the literature shows that many research studies are related to motivation to study abroad. International education is increasingly playing an important role in the business world (Hackney, Boggs, Kathawala and Hayes, 2014). According to Ou-Yang, Ariphongphokin, and Trung (2014), the growth of globalization and world economy has stimulated the education system, which increases the number of study abroad students. In Thailand, there are more than 80,000 study abroad students and the number of students continues to increase every year.

2.1 Motivation

2.1.1 What is motivation?

There are a variety of definitions to describe the word “motivation”. The definition of motivation comes from the root word, motive. It means the act of getting someone to act on a situation (Burton, 2012). The definition of motivation means the factor that helps lead to success or achievements (Thapa & Phung, 2013). It can be considered as a term of intensity, guidance, and persistency of the people. The intensity means how hard the people try. The persistency means how people lead themselves to achieve the goals and how long they can hang on (Robbins & Judge, 2010 cited in Mészáros, 2011). In addition, Ryan & Deci (2000) defined the idea of being motivated as being moved to do something.

2.1.2 Types of motivation

- *Intrinsic motivation*

Intrinsic Motivation is the enthusiasm and interest to do or participate in an activity because of personal feelings of interest and enjoyment (Mahadi & Jafari, 2012). Intrinsic motivation comes from satisfaction in doing that activity rather than any external reward such as money (Mészáros, 2011).

Similarly, this is the motivation that is inspired by individual satisfaction, enjoyment and interest (Lai, 2011). According to Ryan and Deci (2000 cited in Oudeyer & Kaplan, 2007), it is defined as the personal satisfaction of doing some activities, rather than because of external product, pressures or reward. In fact, it is considered the motivation of learning and development activities (Vansteenkiste, Lens, & Deci, 2006).

- *Extrinsic motivation*

Extrinsic motivation is to do or participate in activities because of some external reasons, which do not relate to the activity (Mahadi & Jafari, 2012). It can be the expectation of reward or punishment such as getting a good grade on an exam (Vansteenkiste, Lens, & Deci, 2006). Mészáros (2011) mentions that it refers to motivation that comes from outside an individual. In other words, even if a person has little interest in it, they will do that activity because of the satisfaction they will get after getting the reward. Therefore, extrinsic motivation is in contrast to intrinsic motivation, which is doing because of personal pleasure rather than an expectation of any outcomes (Ryan & Deci, 2000 cited in Schlesinger, Berthouze and Balkenius, 2008).

2.1.3 The Expectancy Theory of Motivation

Victor H. Vroom developed the expectancy theory in 1964. The expectancy theory of the motivation is based on the assumption that people are motivated by the expected outcomes of their actions. The potential factor to motivate is possible upon the relationship between the value attached to a particular outcome (valence), the individual's ability to achieve the performance that will be rewarded by the outcome (expectancy), and the performance that when achieved will lead to the outcome (instrumentality). Vroom suggested, "People consciously choose a particular course of action, based upon perceptions, attitudes, and beliefs as a consequence of their desires to enhance pleasure and avoid pain". Therefore, the expectancy theory is based on these three core components:

Expectancy: the belief that better performance comes from increasing effort. This can be said that if I work harder, I will make something better. Expectancy can be enhanced according to the correct resources available, the skill requirements, and the essential support.

Instrumentally: the thought that strong performance will bring the valued outcome. It is important to understand the relationship between the performance and the outcomes, regarding how people evaluate who should get what reward, and also understanding the proceedings of who gets what reward.

Valence: means “value” and the desirable outcome (rewards). There can be differences among individuals between the level of value and specific outcome. For example, a bonus may not increase motivation for an employee who got a promotion.

The motivation formula can be calculated using:

$$\text{Motivation} = \text{Expectancy} * \text{Instrumentality} * \text{Valence}$$



Figure 2.1: Expectancy Theory (Vroom, 1964)

Although, there are many motivation theories that can be used to analyze the motivation factor, expectancy theory gives another dimension to see how people get motivated (Thapa & Phung, 2013). According to Mészáros (2011), this is one of the most broadly accepted motivation theories. It is the tendency of doing something based on the level of the expectation.

2.2 Motivation to study abroad

Mészáros (2011) investigated the motivation to study abroad of Erasmus students and how much do these motives influence them. The result showed that these students are motivated because they would like to improve their language skills so that it will help them later in their life, and this was also found to be the most influencing factor. Other motivation factors (such as deeper expert knowledge, learning about different cultures, relationship-building) did not significantly motivate them, but it helps them in their life. The most demotivating factor was the lack of money.

Pope, Sánchez, Lehnert, and Schmid (2014), study looked at the motivation factors such as age, gender, parents' educational level, household income and previous international experience, which motivate Generation Y college students to study abroad. The results showed that there is a relationship between individual growth and the intent to study abroad. Students who have experiences visiting or living in other countries and those of a younger age have a higher intention to study abroad. There were no differences between men and women's intent to study abroad. In the same way, there was no significance between household income or parents' educational level and the intention on study abroad.

Thapa & Phung (2013) aimed to investigate the motivation of international students to study their undergraduate studies at ABC University. The theoretical framework of this study included Maslow's Hierarchy of Needs, Herzberg's motivation-hygiene theory, Alderfer's ERG theory, the expectancy theory of motivation, and the marketization and internationalization of higher education and college choice behavior. This qualitative research was conducted by four group interviews. The result showed that most students chose ABC University due to the features of the university and suggestions from their relatives and friends. The students acquired information about the university from the Internet and their friends.

Sánchez, Fornerino and Zhang (2006), produced a study that investigated the relationship between motivations and intention to study abroad among U.S., Chinese, and French business students who studied in their home countries, by using an

expectancy theory model. In this model, they proposed that motivations represented effort. Additionally, barriers and nationality represented performance as it helps to determine the outcome of actual study abroad. The results show that the Chinese students had the strongest intention to study abroad because they want to earn both a degree and language experience simultaneously. This was especially true for students who wish to work in an international organization. For the U.S. and French students, the study reveals that they are motivated to study abroad in order to search for a new experience rather than improving their career opportunities. Therefore, this study suggests that the programs for international students should vary, depending on their nationality, as well as the possible familial, psychological, and financial barriers they may face.

2.3 Motivation and perceived problems to study abroad of Thai students

Ou-Yang, Ariphongphokin, and Trung (2014) research focused on finding out the motivations of Thai students to study abroad. The survey was conducted among 200 Thai students. In this study, the researchers investigated the intentions to study abroad of Thai students by using the motivation – opportunity – ability model (MOA). The results showed that the most important factor that encourages students to study abroad is their motivation. This was followed closely by their ability. Opportunity also has an influence. Moreover, positive word-of-mouth also affected students' motivation to study abroad.

Lertjanyakit and Bunchapattanasakda (2015) examined the determinants to study in the United Kingdom (UK) and the United States (US) among Thai students. The participants were Thai students and alumni who had experienced studying in the UK and/or the US. There were different perspectives among students for choosing their study abroad destinations. Moreover, the major barrier to study abroad of Thai students was the level of English skill they had acquired in Thailand. Therefore, the average low level of English proficiency of Thai students is a problem that should be improved.

Kositchart (2011) aimed to investigate the main problems in English listening and speaking skills among Thai AFS exchange students in the United States of America. The results of this study indicated that language could be the major problem that makes it difficult for students to understand the native English speakers. Moreover, students found that it is difficult to learn the language because of unfamiliarity with American accents and being unable to choose correct words. As a result, the students used a talking dictionary or language translation tool to overcome the difficulties instead.

Sawir (2005) investigated language difficulties of international students in Australia. The researcher asked students to comment on their English language learning experiences in their home country, and their communication problems in English while studying in Australia. The Thai students said that it was difficult for them to learn English in Thailand due to the focus on English grammar over fluency, and therefore it was hard for them to speak while abroad.

CHAPTER 3

RESEARCH METHODOLOGY

Methodology in this study will consist of: (1) Participants, (2) Research instruments, (3) Data collection, and (4) Data analysis.

3.1 Participants

The target population of this study is Thai undergraduate students at Thammasat University. A survey was created to determine undergraduate students' perception and motivation to study abroad in English-speaking countries. Convenience sampling was utilized to obtain the subjects for the study. A total of 60 people were served as the sample group.

3.2 Research instruments

For this research, a quantitative study was proposed, using a research survey. In this study, the research instrument was adapted from Pope, Sánchez, Lehner and Schmid (2014) and Sánchez, Fornerino and Zhang (2006), who studied motivations for study abroad. The data was collected through a questionnaire, which divided into two parts:

Part A: *General information*

This section contained nine questions. It was used to investigate the general information of the respondents concerning gender, education level, approximate income, and their motivation to study abroad, especially in English-speaking countries.

Part B: *Reasons for studying abroad*

For this part, the respondents were asked questions that concern their reasons to study in English-speaking countries and the problems or difficulties they face in doing their studies in English-speaking countries.

A five-point Likert scale was used to measure the level of motivation to study in English-speaking countries. The following scale was provided for their ratings:

Rate of opinion	Interpretation of the scale
5	Strongly agree
4	Agree
3	Neutral
2	Disagree
1	Strongly disagree

Mean	Interpretation of the mean
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

3.3 Data collection

The questionnaires were distributed to the sample group using convenience random sampling technique to obtain the data. It took about 15 minutes to complete, with a range between 10 and 20 minutes. The researcher collected the questionnaires after the participants have finished. Then, the researcher checked for completion, set codes for the data, and typed the data into a computer to calculate mathematical formulas for percentage, mean and Standard Deviation (S.D.).

3.4 Data analysis

The quantitative data was analyzed using the Statistical Package for the Social Science Program (SPSS) to calculate the frequency, percentage, mean and Standard Deviation (S.D.). Frequency and percentage were used to describe the general information of the respondents. In addition to exploring the relationship between the groups and motivations to study abroad in English-speaking countries, ANOVA and correlation analysis were employed to evaluate the outcomes of this study.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter reports the result of this study, which is divided into four parts: (1) General information of the respondents, (2) Reasons for studying abroad, (3) Data analysis, and (4) Discussion.

4.1 General information of the respondents

Table 4.1: Gender

Gender	Frequency	Percentage
Male	24	40.0
Female	36	60.0
Total	60	100.0

Table 1 shows that the majority of the respondents (60.0%) were female, and 40.0% of them were male.

Table 4.2: Education Level

Education	Frequency	Percentage
Freshman	17	28.3
Sophomore	12	20.0
Junior	11	18.3
Senior	20	33.4
Total	60	100.0

Table 2 shows the level of education of the respondents. Most of them are seniors (33.4%), followed by freshman (28.3%), sophomores (20.0%), and juniors (18.3%), respectively.

Table 4.3: Father's Education Level

Education	Frequency	Percentage
Elementary	7	11.7
High School	17	28.3
College/University	29	48.3
Postgraduate	7	11.7
Total	60	100.0

Table 3 indicates that the majority of father's education levels of the respondents (48.3%) are in college/university level, followed by high school (28.3%), elementary (11.7%), and postgraduate (11.7%).

Table 4.4: Mother's Education Level

Education	Frequency	Percentage
Elementary	14	23.3
High School	16	26.7
College/University	25	41.7
Postgraduate	4	6.7
Missing	1	1.6
Total	60	100.0

Table 4 indicates that the majority of mother's education levels of the respondents (41.7%) are in college/university level, followed by high school (26.7%), elementary (23.3%), postgraduate (6.7%), and 1.6% is not specified.

Table 4.5: Approximate Household Income per year

Income	Frequency	Percentage
Less than 700,000 B	23	38.3
700,001 – 1,400,000 B	8	13.3
1,400,001 – 2,450,000 B	10	16.7
2,450,001 - 3 MB	18	30.0
Greater than 3 MB	0	0
Missing	1	1.7
Total	60	100.0

Table 5 shows that 38.3% of respondents have approximate income per year less than 700,000 baht. 30.0% of them have income of 2,450,000 – 3 million baht. 16.7% of them have income of 1,400,001 – 2,450,000 baht. 13.3% of them have income of 700,001 – 1,400,000 baht. 1.7% is not specified. Additionally, there were no respondents who have approximate household income greater than 3 million baht per year.

Table 4.6: Intention to study in English-speaking countries

Level	Frequency	Percentage
Strongly agree	24	40.0
Agree	24	40.0
Neutral	12	20.0
Disagree	0	0
Strongly disagree	0	0
Total	60	100.0

Table 6 shows that the respondents mostly intend to do some of their studies in English-speaking countries, of which 40.0% ‘Strongly agree’ or

‘Agree’ (40%). The remaining 20.0% are moderately intent on studying in an English-speaking country.

Table 4.7: Study abroad destinations

Country	Frequency	Percentage
United States	23	38.4
United Kingdom	15	25.0
Australia	5	8.3
Canada	5	8.3
New Zealand	6	10.0
Others	6	10.0
Total	60	100.0

Table 7 indicates that the respondents’ preferred study abroad destination is the United States (38.4%), followed by United Kingdom (25.0%), Australia (8.3%), Canada (8.3%), New Zealand (10.0%), and others are mostly interested to study in Japan (10.0%).

Table 4.8: Living abroad experience

Living abroad	Frequency	Percentage
Yes	7	11.7
No	53	88.3
Total	60	100.0

Table 8 shows that the majority of the respondents (88.3%) have never lived in another country, while 11.7% claim to have experience living abroad.

Table 4.9: Travel abroad experience

Travel abroad	Frequency	Percentage
Yes	28	46.7
No	32	53.3
Total	60	100.0

Table 9 shows that 53.3% of the respondents have never traveled abroad, while the other 46.7% do have experience visiting other countries in the past.

4.2 Reasons for studying abroad

Table 4.10: Results of intrinsic motivation to study in English-speaking countries

Intrinsic motivation	Mean	S.D.	Levels of Motivation	Rank
To learn about other culture	4.02	.75	High	3
To learn English language	4.52	.50	High	1
To get away from certain social and family rules and customs that usually surround me	3.97	.79	High	4
To travel	4.32	.71	High	2
Average	4.21	.69	High	

Table 10 indicates that the most significant intrinsic motivation that is the main reason why students want to study in English-speaking countries is because they would expect to learn English language (mean score = 4.52), followed by expecting to travel (mean score = 4.32), to learn about other cultures (mean score = 4.02), and to get away from certain social and family rules and customs that

usually surround them (mean score = 3.97), respectively. All of these intrinsic motivations showed a high level of motivation to study in English-speaking countries.

Table 4.11: Results of extrinsic motivation to study in English-speaking countries

Extrinsic motivation	Mean	S.D.	Levels of Motivation	Rank
To achieve a higher social status	3.74	.97	High	3
To benefit my future career	4.55	.65	Very High	1
To study at a prestigious university	3.73	1.00	High	4
To provide a good living to my family	4.15	.76	High	2
Average	4.04	.85	High	

Table 11 indicates that the most significant extrinsic motivation for wanting to study in English-speaking countries was because they would expect to benefit their future career (mean score = 4.55), which had a high rating, followed by expecting to provide a good living to their family (mean score = 4.15), to achieve a higher social status (mean score = 3.74), and to study at a prestigious university (mean score = 3.73), respectively. These three extrinsic motivations show high level of motivation to study in English-speaking countries.

Table 4.12: Results of difficulties to study in English-speaking countries

Difficulties	Mean	S.D.	Levels of Motivation	Rank
My country is the best place for me to study	2.64	1.19	Moderate	7
I would have to go into debt to do so	3.08	1.23	Moderate	4
It would be difficult for my family if I were away from home	3.42	1.19	Moderate	1
No one in my family has ever studied abroad	3.32	1.35	Moderate	2
I would miss my family and friends	3.29	1.15	Moderate	3
Studying abroad is a luxury	2.71	1.10	Moderate	6
None of my friends have ever studied abroad	2.78	1.34	Moderate	5
Studying abroad may prevent me from graduating on time	2.54	1.04	Moderate	8
Average	2.97	1.20	Moderate	

Table 12 indicates that the three most significant difficulties to study in English-speaking countries are because it would be difficult for their family if they were away from home (mean score = 3.42), followed by no one in their family has ever studied abroad (mean score = 3.32), and they would miss their family and friends (mean score = 3.29). These reasons were rated as posing a moderate level of difficulty to studying in English-speaking countries.

The three least significant difficulties to study in English-speaking countries are because studying abroad may prevent them from graduating on time (mean score = 2.54), followed by they thinking that their country is the best place

to study (mean score = 2.64), and studying abroad is a luxury (mean score = 2.71). The three least significant difficulties were rated at a moderate level of difficulty to study in English-speaking countries.

Table 4.13: Results of reasons that would be easier for students to study in English-speaking countries

Reasons	Mean	S.D.	Levels of Motivation	Rank
I had family and/or friends in the country where I would study abroad	3.59	1.35	High	2
One of my good friends did it with me	3.54	1.10	High	3
It were not so expensive	4.03	1.12	High	1
If I did not have to leave my family and/or my friends	3.32	1.04	High	4
Average	3.62	1.15	High	

Table 13 indicates that the most significant reasons that would make it easier for students to study in English-speaking countries are if it were not so expensive (mean score = 4.03), followed by having family and/or friends in the country where they would study abroad (mean score = 3.59), one of their good friends did it with them (mean score = 3.54), and they did not have to leave their family and/or their friends (mean score = 3.32), respectively. All of these are rated at high level of motivation.

4.3 Data analysis

This section determines the relationship between the groups and the motivation to study abroad in English-speaking countries.

Table 4.14: Results of motivation by Gender

Gender	n	X	SD	t	Sig.
Male	24	3.65	0.49	-0.19	0.869
Female	36	3.69	0.60		

** Significant at the 0.05 level

Table 14 shows that the t-test is -0.19. The significance of 0.869 is greater than 0.05. Therefore, there is no statistically significant difference between the different genders.

Table 4.15: Results of motivation by Education Level

	SS	df	MS	f	Sig.
Between Groups	.966	3	.322	1.055	0.376
Within Groups	17.09	56	.305		
Total	18.056	59			

Table 15 shows that the F-test is 1.055. The significance of 0.376 is greater than 0.05. Therefore, there is no statistically significant difference between the different education levels.

Table 4.16: Results of motivation by Father's Education Level

	SS	df	MS	f	Sig.
Between Groups	1.375	3	.458	1.539	0.214
Within Groups	16.677	56	.298		
Total	18.052	59			

Table 16 shows that the F-test is 1.539. The significance of 0.214 is greater than 0.05. Therefore, there is no statistically significant difference between the different father's education levels.

Table 4.17: Results of motivation by Mother's Education Level

	SS	df	MS	f	Sig.
Between Groups	1.520	3	.507	1.688	0.180
Within Groups	16.506	55	.300		
Total	18.026	58			

Table 17 shows that the F-test is 1.688. The significance of 0.180 is greater than 0.05. Therefore, there is no statistically significant difference between the different mother's education levels.

Table 4.18: Results of motivation by Approximate Household Income per year

	SS	df	MS	f	Sig.
Between Groups	.718	3	.239	1.788	0.506
Within Groups	16.706	55	.504		
Total	17.424	58			

Table 18 shows that the F-test is 1.788. The significance of 0.506 is greater than 0.05. Therefore, there is no statistically significant difference between the different household incomes per year.

Table 4.19: Descriptive Statistics and Correlations

	Mean	SD	Motivation to study abroad	Intrinsic motivation	Extrinsic motivation	Difficulty	Motivator
1. Motivation to study abroad	2.39	1.287	1.00	0.128	0.266*	0.55	0.072
2. Intrinsic motivation	3.48	0.411		1.00	0.391**	0.44	0.140
3. Extrinsic motivation	4.02	0.695			1.00	0.288*	0.359**
4. Difficulty	3.13	0.819				1.00	0.581**
5. Motivator	3.39	0.853					1.00

* $p < 0.05$, ** $p < 0.01$

Table 19 indicated that extrinsic motivation and motivation to study abroad were significantly correlated ($r = 0.266$, $p < 0.05$), followed by difficulty ($r = 0.55$, $p = \text{n.s.}$), intrinsic motivation ($r = 0.128$, $p = \text{n.s.}$), and motivator which means the reason that make it easier for students to study abroad ($r = 0.072$, $p = \text{n.s.}$).

Moreover, there were significant correlation between intrinsic motivation and extrinsic motivation ($r = 0.391$, $p < 0.01$), extrinsic motivation and difficulty ($r = 0.288$, $p < 0.05$), extrinsic motivation and motivator ($r = 0.359$, $p < 0.01$), and difficulty and motivator ($r = 0.581$, $p < 0.01$).

4.4 Discussion

This section concerns important findings in the results of this study and compares them with related research.

4.4.1 General information of the respondents

According to the results of this study, most of the respondents (60.0%) were female, and 40.0% of them were male. For the education level, most of them are seniors, followed by freshman, sophomores, and juniors, respectively. The majority of their parents' education levels are at the college/university level. Most of respondents have approximate household income per year less than 700,000 baht. Additionally, there were no respondents who have approximate household income greater than 3 million baht per year. Most of the participants are strongly intent on studying abroad in English-speaking countries. Accordingly, the respondents' most preferred study abroad destination is the United States, followed in order by the United Kingdom, New Zealand and Japan. It was interesting that Japan was a country that students would like to go to for study abroad because it is not an English-speaking country. This might be because Japan is very popular among Thai people to go to travel at present. Students country choice decisions could be impacted by the culture, population, and facilities of the respective countries. The least popular country choices according to this questionnaire were Australia and Canada. Regarding the living abroad experience, 88.3% of the respondents have never lived in another country and most of them have never traveled abroad.

4.4.2 The motivations of Thai undergraduate students to study abroad in English-speaking countries.

With regards to the main reasons why students want to study abroad in English-speaking countries, the most significant intrinsic motivation is because they would expect to learn the English language. Similarly, 85% of students said that their motivation to study abroad stemmed for wanting to improve their language skills (INTO, 2009). Meszaros (2011) also indicated that the main motivation factor to study abroad is the improvement of the language skills. Additional motivations given for studying abroad were to travel, to learn about other cultures, and to get away from certain social and family rules and customs that usually surround them, respectively.

For extrinsic motivation, students have very high motivation to study in English-speaking countries because they expect that it would benefit their future career. Moreover, it could provide a good living to their family, to help them achieve a higher social status, and to study at a prestigious university, respectively.

4.4.3 The perceived problems of Thai undergraduate students to study in English-speaking countries.

The study found that the most significant difficulty to study in English-speaking countries of students is because it would be difficult for their family if they were away from home. Accordingly, Pope, Sánchez, Lehner and Schmid (2014) mentioned that visiting or living in foreign countries can effect the intent to study abroad. The other reasons given by students in this study were that no one in their family has ever studied abroad and they would miss their family and friends. Furthermore, students did not think that studying abroad would prevent them from graduating on time.

However, students are highly motivated to study in English-speaking countries if it were not so expensive, followed by having family and/or friends in the country where they would study abroad, one of their good friends did it with them, and they did not have to leave their family and/or their friends, respectively. The results are similar to the study of Meszaros (2011) which indicated that the most demotivating factor to study abroad is the lack of money.

4.4.4 The influence of factors on the motivation to study abroad in English-speaking countries.

The results of this study showed that there is no significant difference between men and women's motivation to study abroad in English-speaking countries. Similarly, the study of Pope, Sánchez, Lehner and Schmid (2014) found that there was no difference between men and women's intent to study abroad.

Additionally, the results showed that there is no significant difference between education level and motivation to study abroad. It can be interpreted that the

students' motivation to study abroad did not relate to their age and year of study. This is in contrast to Pope, Sánchez, Lehner and Schmid's (2014) finding that younger students are more intent to study abroad than older students. Moreover, the results of their study indicated that upper division (junior/senior) students were significantly more likely to make the decision to study abroad rather than lower division (freshmen/sophomore) students.

According to the results, there is no difference between parents' education level and students' motivation to study abroad in English-speaking countries. The findings are consistent with Pope, Sánchez, Lehner and Schmid (2014), which stated that students whose parents had higher education levels were no more motivated to study abroad than students whose parents had lower education levels.

Additionally, this study found that there is no difference between household income and students' motivation. This is consistent with the previous studies, although it seems that household income could influence the financial burden of studying abroad (Pope, Sánchez, Lehner and Schmid, 2014).

The results of the study indicated that extrinsic motivation is highly correlated to studying abroad. Therefore, it can be said that external stimuli encourages students to study abroad. However, aside from the positive motivation factors, a number of problems were given that make it hard for students to study abroad. The most common problems given were related to family and financial problems. According to the findings, students did not want to be away from their parents and they think that studying abroad is too expensive. Similarly, Sánchez, Fornerino and Zhang (2006) indicated that family barriers are the main factor that discourages Chinese students to study abroad. Consequently, the barriers will decrease students' motivation to study abroad.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of five parts: (1) Summary of the study, (2) Summary of the findings, (3) Implication of the study, (4) Conclusions, and (5) Recommendations.

5.1 Summary of the study

This section summarizes the objectives, subjects, materials and procedures of the study.

5.1.1 Objectives of the study

The purpose of this study was to investigate the motivation to study abroad in English-speaking countries among Thai undergraduate students at Thammasat University. Moreover, the study aimed to find out the main reason why students want to study abroad in English-speaking countries and perceived problems or difficulties to do some of their studies abroad.

5.1.2 Subjects, Materials and Procedures

The subject consisted of 60 undergraduate students at Thammasat University. The questionnaire was divided into two parts: general information and reasons for studying abroad. After data collection, the descriptive statistics method was used to analyze the results.

5.2 Summary of the findings

The findings can be broken down into the intrinsic and extrinsic motivations students have for wanting to study abroad in English-speaking countries. The strongest intrinsic motivation comes from the expectation to learn English language, followed by traveling, learning foreign culture and escaping from usual social and family rules. In the case of extrinsic motivation, students are motivated to study abroad in English-speaking countries because it would increase the opportunities for their career, followed by providing better living for their family, achieving higher social status, and studying at prestigious university.

The results of the study support Pope, Sánchez, Lehner and Schmid (2014) research that the differences between gender, parents' education, and household income are not related to the motivation to study abroad in English-speaking countries. On the other hand, the study results did not support the previous finding that younger students are more intent to study abroad than older students (Pope, Sánchez, Lehner and Schmid (2014). The results showed that there is no difference between the students' education level and their motivation to study abroad.

The results reveal that extrinsic motivation is strongest motivation for study abroad in English-speaking countries. Therefore, students are mostly motivated to study abroad because of external factors such as career benefits, good living conditions and higher social status after graduation. Moreover, it can be concluded that the study results confirmed Sánchez, Fornerino and Zhang's (2006) research that family barriers can be a problem that discourages students from study abroad. The study results found that the main problems that make it difficult for students to study abroad in English-speaking countries come from family and financial problems. Most students did not want to be away from their family and it would be easier for them to go to study abroad if the cost was not so expensive.

5.3 The implication of the study

There are a number of implications that can be drawn from the results of this study. Firstly, most undergraduate students are mostly motivated to study abroad in English-speaking countries because they would expect to learn English language, which could be benefit to their career in the future. It can be concluded that students are most interested in improving their English language skills and increasing English learning experience. Therefore, universities should focus on developing English language skills of students including listening, speaking, reading, and writing in order to help students become fluent in English.

The results showed that students find it difficult to study abroad in English-speaking countries because of family problems. It is difficult to change an individual family background. Additionally, most students indicated that it would be easier for them if

the cost of studying abroad was not so expensive. Therefore, scholarships could help to promote Thai students to study abroad, especially scholarships that are based on academic achievement. This is not only a direct financial benefit to the students, but also can benefit their home country when they return with the knowledge and skills that they learn while studying abroad.

5.4 Conclusions

The following conclusions can be drawn from the findings above.

5.4.1 The main reason why students want to study abroad in English-speaking countries is because they would expect to learn English language and expect that it would benefit their career in the future.

5.4.2 It is difficult for students to study abroad in English-speaking countries because of the problematic family problems. It is revealed that students mostly agreed that it would be difficult for their family if they were away from home. Nevertheless, it would be easier for students to study abroad if it were not so expensive.

5.4.3 There was no relationship between gender, education level, parents' education level, household income and the motivation to study abroad in English-speaking countries among Thai undergraduate students at Thammasat University.

5.4.4 Although extrinsic motivation can help to encourage students to study abroad, the family and financial barriers are the problems that could make it difficult for students to study abroad in English-speaking countries.

5.5 Recommendations

The results of this study have provided the motivations, both intrinsic and extrinsic, to study abroad in English Speaking countries among Thai undergraduate students at Thammasat University. Moreover, the study reveals the perceived problems that would make it difficult for students to study abroad. To gather additional and more generalizable results, future studies are encouraged to use a larger sample group. Also, future studies can compare students from different nations in term of their motivations for studying abroad. These findings will be important to institutions and international business education for developing study abroad programs to suit the needs of students.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

MOTIVATION TO STUDY ABROAD
IN ENGLISH-SPEAKING COUNTRIES: A STUDY OF
UNDERGRADUATE STUDENTS AT THAMMASAT UNIVERSITY

Introduction

This questionnaire is a part of a research paper for graduate student, Language Institute, Thammasat University. It was designed to examine the motivation to study abroad in English-speaking countries of undergraduate students at Thammasat University. All the information provided will be considered confidential and be used only for research purposes. Please answer honestly as only this will guarantee the success of the investigation.

The questionnaires are divided into two parts:

Part A: The general information

Part B: Reasons for studying abroad

THANK YOU VERY MUCH FOR YOUR KIND COOPERATION

Part A: General Information

Please tell me a few things about yourself.

1. **Gender:** Male Female

2. **Education Level:** Freshman Sophomore Junior Senior

3. **Father's Education Level:** Elementary High School College/University Postgraduate

4. **Mother's Education Level:** Elementary High School College/University Postgraduate

5. **Approximate Household Income per year:** Less than 700,000 B 700,001-1,400,000 B 1,400,001-2,450,000 B 2,450,001-3 MB Greater than 3 MB

6. **I have done or intend to do some of my studies in English-speaking countries** Strongly agree Agree Neutral Disagree Strongly disagree

7. **Choose ONE country from the following list where you would prefer to study abroad.**

- United States
- United Kingdom
- Australia
- Canada
- New Zealand
- Other (please specify) _____

8. **Have you lived in another country?** Yes No
If yes, for how long? _____

9. **Have you visited other countries as a tourist or a visitor?** Yes No
If yes, how many times have you traveled abroad? _____

Part B: Reasons for studying abroad

Please indicate to what degree you *agree* or *disagree* with the following statement.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
<i>A main reason why I would like to do some of my studies in English-speaking countries is because I would expect:</i>					
<u><i>Intrinsic motivation</i></u>					
1. To learn about other cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. To learn English language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To get away from certain social and family rules and customs that usually surround me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. To travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u><i>Extrinsic motivation</i></u>					
5. To achieve a higher social status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To benefit my future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. To study at a prestigious university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. To provide a good living to my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>A main reason why it would be difficult for me to do some of my studies in English-speaking countries is:</i>					
9. My country is the best place for me to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would have to go into debt to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. It would be difficult for my family if I were away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. No one in my family has ever studies abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I would miss my family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Studying abroad is a luxury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. None of my friends have ever studied abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Studying abroad may prevent me from graduating on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>It would be easier for me to study in English-speaking countries if:</i>					
17. I had family and/or friends in the country where I would study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. One of my good friends did it with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. It were not so expensive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. If I did not have to leave my family and/or my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

แบบสอบถาม

เรื่อง แรงจูงใจการศึกษาต่อต่างประเทศในกลุ่มประเทศที่พูดภาษาอังกฤษ
ของนักศึกษาปริญญาตรี มหาวิทยาลัยธรรมศาสตร์

คำชี้แจง

แบบสอบถามนี้เป็นส่วนหนึ่งของงานวิจัยนักศึกษาปริญญาโท คณะสถาบันภาษามหาวิทยาลัยธรรมศาสตร์ มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจการศึกษาต่อต่างประเทศในกลุ่มประเทศที่พูดภาษาอังกฤษ ของนักศึกษาปริญญาตรี มหาวิทยาลัยธรรมศาสตร์ ทั้งนี้ข้อมูลทั้งหมดจะถูกเก็บไว้เป็นความลับ และใช้สำหรับการศึกษาเท่านั้น จึงขอความกรุณาตอบแบบสอบถามให้ตรงกับระดับแรงจูงใจของท่านมากที่สุด เพื่อเป็นประโยชน์ต่อการศึกษาวิจัยนี้

แบบสอบถามมีทั้งหมด 2 ตอน ประกอบด้วย

ตอนที่ 1: ข้อมูลทั่วไป

ตอนที่ 2: แรงจูงใจในการศึกษาต่อต่างประเทศ

ขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

ตอนที่ 1: ข้อมูลทั่วไป

กรุณากรอกข้อมูลเกี่ยวกับตัวของท่าน

1. เพศ ชาย หญิง

ชั้นปีที่ 1 ชั้นปีที่ 2 ชั้นปีที่ 3 ชั้นปีที่ 4

2. ระดับการศึกษา

ประถมศึกษา มัธยมศึกษา ปริญญาตรี สูงกว่าปริญญาตรี

3. ระดับการศึกษาของบิดา

4. ระดับการศึกษาของมารดา

น้อยกว่า 700,000 บ. 700,001- 1,400,000 บ. 1,400,001- 2,450,000 บ. 2,450,001- 3 ล้านบาท มากกว่า 3 ล้านบาท

5. รายได้เฉลี่ยของครอบครัวต่อปี

เห็นด้วย ไม่เห็นด้วย
อย่างยิ่ง เห็นด้วย ปานกลาง ไม่เห็นด้วย อย่างยิ่ง

6. ท่านเคยศึกษาหรือมีความตั้งใจที่จะศึกษาต่อ
ในกลุ่มประเทศที่พูดภาษาอังกฤษ

7. กรุณาเลือก 1 ประเทศที่ท่านสนใจที่จะศึกษาต่อ

- สหรัฐอเมริกา
- สหราชอาณาจักร
- ออสเตรเลีย
- แคนาดา
- นิวซีแลนด์
- อื่นๆ (โปรดระบุ) _____

8. ท่านเคยอาศัยอยู่ในต่างประเทศหรือไม่ เคย ไม่เคย
ถ้าเคย เป็นเวลานานเท่าใด _____

9. ท่านเคยไปท่องเที่ยวในต่างประเทศหรือไม่ เคย ไม่เคย
ถ้าเคย เป็นจำนวนกี่ครั้ง _____

ตอนที่ 2: แรงจูงในการศึกษาต่อต่างประเทศ

กรุณาทำเครื่องหมาย ลงในช่องที่ตรงกับระดับความคิดเห็นของท่านมากที่สุด

	เห็นด้วยอย่างยิ่ง	เห็นด้วย	ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วยอย่างยิ่ง
เหตุผลที่ท่านต้องการศึกษาต่อในกลุ่มประเทศที่พูดภาษาอังกฤษ					
เพราะท่านต้องการ...					
<i>แรงจูงใจภายใน</i>					
1. เพื่อเรียนรู้วัฒนธรรมต่างชาติ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. เพื่อศึกษาภาษาอังกฤษ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. เพื่อออกจากสังคมและระเบียบกฎเกณฑ์ที่อยู่รอบตัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. เพื่อท่องเที่ยว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>แรงจูงใจภายนอก</i>					
5. เพื่อยกระดับสถานภาพทางสังคม	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. เพื่อนำความรู้ที่ได้ไปพัฒนาอาชีพในอนาคต	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. เพื่อศึกษาในสถาบันที่มีชื่อเสียง	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. เพื่อความเป็นอยู่ที่ดีของคนในครอบครัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
เหตุผลที่การศึกษาต่อต่างประเทศเป็นเรื่องยากสำหรับท่านเพราะ...					
9. ท่านคิดว่าการศึกษาในประเทศดีที่สุดแล้ว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. ท่านต้องเป็นหนี้สินหากศึกษาต่อต่างประเทศ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. ท่านต้องอยู่ห่างจากครอบครัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. ไม่มีคนในครอบครัวของท่านศึกษาต่อต่างประเทศมาก่อน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. ท่านคิดถึงเพื่อนและครอบครัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. การศึกษาต่อต่างประเทศเป็นสิ่งฟุ่มเฟือย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. ท่านไม่มีเพื่อนที่ศึกษาต่อในต่างประเทศ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. การศึกษาต่อต่างประเทศอาจทำให้ท่านจบการศึกษาล่าช้า	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
การศึกษาต่อต่างประเทศเป็นเรื่องง่ายสำหรับท่านถ้าหาก...					
17. ท่านมีเพื่อนหรือครอบครัวอาศัยอยู่ในประเทศนั้นด้วย	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. ท่านมีเพื่อนที่ต้องการไปศึกษาต่อที่เดียวกัน	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. ค่าใช้จ่ายไม่สูงจนเกินไป	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ท่านไม่ต้องอยู่ห่างจากเพื่อนและครอบครัว	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

BIOGRAPHY

Name	Ms. Piyada Somboonpun
Date of Birth	October 23, 1991
Educational Attainment	2013: B.Sc. in Engineering Management, SIIT, Thammasat University
Work Position	Secretary National Savings Fund
Scholarship	-
Publications	-
Work Experiences	2015-present: Secretary National Savings Fund