A STUDY ON THE FACTORS AFFECTING THE SENSE OF LEARNING ACQUISITION OF CHINESE STUDENTS STUDYING IN THAILAND

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Abstract

According to data released by the Secretariat of the Ministry of Higher Education, Science, Research and Innovation of Thailand, in the first semester of 2023, as many as 60% of international students in Thailand are from mainland China, totaling 21,906 people. The interviews revealed that the ultimate goal of these Chinese students studying in Thailand is to gain something. The sense of learning acquisition is the positive emotions and satisfaction generated by one's progress and achievements in the learning process. Therefore, to clarify the influencing factors of the sense of learning acquisition, this article adopts an exploratory semi-structured interview method, based on self-determination theory and social cognitive theory, and selects a mature interview outline. First, 21 Chinese students in Thai universities were interviewed. Then, according to the analysis method of grounded theory, the interview text content was coded at three levels. According to the coding results, 52 core concepts, 15 main categories, and 6 core categories were obtained. The 6 core categories are knowledge and skills development, social resource expansion, and professional and business development,etc. According to their logical relationship, a structural model of international students' sense of learning achievement was constructed. The verification results show that the logical relationship between them conforms to the basic framework of the relevant theory.

Finally, based on the above research results, suggestions are put forward to improve the sense of learning acquisition of Chinese students studying in Thailand, namely, to increase the support of teachers for Chinese students studying in Thailand, to vigorously encourage students to carry out cooperative learning, and to increase the support of peers for Chinese students studying in Thailand.

Keywords: Sense of learning acquisition; Academic support; Teacher support; Peer support

Introduction

1. Introduction
1.1 Background and Importance of the Problem

With the continuous development of China's economy, the advancement of globalization, and the deepening of the "Belt and Road" initiative, the number of Chinese students studying abroad has continued to increase, and the destinations for studying abroad

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have also become more diversified. In recent years, many Chinese students have favored Southeast Asian countries. Due to its low admission threshold consumption level and friendly social environment, Thailand has become a popular study-abroad destination in Asia. Since 2006, China has been the largest exporter of foreign students to Thailand. In Thailand, the proportion of foreign students has increased significantly in the past decade, triggering economic and educational policy changes. According to data from the Ministry of Higher Education, Science, Research and Innovation of Thailand, from 2012 to 2022 (2555 to 2565 in the Thai Buddhist calendar), Thailand received a total of 228,724 foreign students, of which Chinese students ranked first with 106,869, accounting for 46.72% of the total number of international students. By the first semester of 2023, the total number of foreign students in Thailand has further increased to 36,060, of which 21,906 are from China, accounting for as high as 60%. "China Study Abroad Development Report (2023)"

1.2 Research Question

1. To explore the factors that influence the sense of learning acquisition of Chinese students studying in Thailand;

2. To clarify the relationship between the factors that influence the sense of learning acquisition of Chinese students studying in Thailand.

1.3 Research Objective

1: To explore the structure and elements of learning acquisition of Chinese students studying in Thailand

2: To construct an impact model of learning acquisition of Chinese students studying in Thailand

2. Literature Review

2.1 Related Concepts and Theories

2.1.1 Sense of Learning Acquisition A sense of gain is a subjective feeling formed based on objective gain under the premise of participation and contribution (Tang, 2017). It is the product of the integration of objective gain and subjective feeling (Ma & Liu, 2017). A sense of acquisition also reflects multi-level demands (Zhang, 2016), not only demands in the material dimension, but also demands in the spiritual dimension (Gu, Y., & Wang, 2020). Based on the above interpretation, the basic definition of "sense of learning acquisition" in this study refers to the subjective feeling of Chinese students studying in Thailand who have obtained various objective benefits through hard work. It reflects the objective gains and psychological satisfaction of Chinese students studying in Thailand for their overseas education needs.

2.1.2 Social Cognitive Theory Social cognitive theory mainly includes four aspects: social cognitive structure, social cognitive purpose, social cognitive process, and social cognitive development. Social cognitive theory refers to the way people organize information and knowledge structure about the social world. It reflects the way people divide and classify the social world, and ultimately manifests itself in a sense of learning acquisition (Stipek, 2003). The formation and development of social cognitive structure is an important aspect of social cognitive development; social cognitive purpose refers to the specific goals that people seek or achieve in social interactions, such as emotional satisfaction, social support, or gaining benefits and power (Li Y., 2014). After sorting out the factors affecting the sense of acquisition, it was found that the sense of acquisition of the student group can be divided into external factors and internal factors. External factors include family economy, social environment, public opinion support, etc., and internal factors include emotional regulation, self-motivation, self-realization, emotional mastery, etc., which are closely related to the student group. Ye Y.D. et al., (2018) found in their study that external factors and family conditions are the main factors affecting college students' sense of achievement. Guo Z.L. &Yin X.J. (2017) analyzed the sense of acquisition. The internal factors of self-esteem, personality traits, interpersonal level, and attribution ability all contribute to students' sense of

gain. Ouyang F. et al. (2018) believed that the employment security and service guarantee of the student group had a significant impact on college students' sense of acquisition. He X.Q (2019) measured college students' relative sense of acquisition by factors such as their learning level, certificates obtained, homework completion, and learning efficiency. Shi M.X & Yang Q.S (2020) believed that the sense of gain in learning was significantly positively correlated with the aggressiveness and interpersonal initiative shown by students. The aggressiveness and interpersonal initiative in psychological capital positively predicted the sense of acquisition in learning. The results show that the above factors are all important sources of students' sense of acquisition. Therefore, the source of the sense of acquisition of the student group is not only from external factors such as family and social support, but also from internal factors such as students' learning ability, self-control, and emotions. The main bodies influencing students' sense of learning achievement can be divided into teachers, students, and schools. The influencing factors include the development of knowledge and skills, the expansion of social resources, and professional and business development. These elements pay more and more attention to students' characteristics, learning behaviors, and psychological representations.

2.2 Literature Surveys

In summary, there are three main weaknesses in the existing research on the sense of learning acquisition: first, the structure of learning a sense of learning acquisition is still controversial; second, there is a lack of research on the influencing mechanism of sense of learning acquisition among Chinese students studying in Thailand. Based on the above background, this article attempts to clarify the elements of a sense of acquisition and the logical relationship between the elements and to deduce the influencing mechanism of learning a sense of acquisition to form a structural model.

Research Methodology

1. Research Design

This article is qualitative. Purposeful sampling and convenience sampling were used for the target schools. A total of 21 Chinese students studying in Thailand from three Universities were selected as interviewees. This article used semi-structured interviews, with an average interview time of 35-55 minutes per person. The entire interview process lasted for about 5 weeks and 76 person-time. until no new concepts and vocabulary appeared and the entire interview process ended. The final text was more than 103,000 words, with the longest at 13,369 words and the shortest at 2,237 words.

The collected texts were then coded and analyzed using the grounded theory analysis method to clarify the elements of international students' sense of learning and the relationship between the elements. All the audio recordings were first transcribed into written texts, and then the texts were categorized through three steps: open coding, axial coding, and selective coding. Open coding is the initial coding of the original text materials by the researcher with an open attitude, and axial coding is breaking down the initial categories formed by open coding and forming new categories according to logic. The final selective coding is to bring all the categories together, sublimate them into a core category, and finally form a new theoretical framework.

2. Population and Sample

This time, a sampling method was used to interview 21 respondents from three Universities in Thailand with different majors (see Table 1). This role and position have produced changes related to the usefulness of Sense of Learning Acquisition. As can be seen from the table below, the interviewees are mainly from ABAC University, Thailand's Panyapiwat Institute of Management, and Thailand's NIDA. Their majors are distributed in education management and philosophy, business administration, education management, management and other majors. The academic level covers Master's and PhD students. Among

the 21 interviewees, there are 7 males and 14 females, with an average age of 30.9 years old. There are 10 people aged 25-29, 9 people aged 30-34, and 2 people over 35 years old.

Table 1 Interviewee information

NO.	Interviewee	Gender	Age	Education	Study Abroad Major	Interview time	University
1	Ms. Li	F	28	Doctor	Educational Management	2024.5.17	Panyapiwat.
2	Ms. Wang	F	29	Master	Management	2024.5.16	NIDA
3	Ms. Li	F	31	Master	Business Administration	2024.5.17	NIDA
4	Ms. Zheng	F	29	Doctor	Management	2024.5.17	NIDA
5	Ms. Yang	F	28	Doctor	Educational Management	2024.5.18	Panyapiwat
6	Ms. Wang	F	32	Doctor	Educational Management	2024.5.18	Panyapiwat
7	Ms. Wang	F	28	Doctor	Educational Management	2024.5.19	Panyapiwat
8	Mr. Yang	M	33	Doctor	Educational Management	2024.5.18	**ABAC**
9	Mr. Wang	M	27	Doctor	Educational Management	2024.5.16	Panyapiwat
10	Ms. Zhang	F	31	Doctor	Educational Management	2024.5.16	Panyapiwat
11	Mr. Chen	M	32	Doctor	Educational Management	2024.5.18	Panyapiwat
12	Ms. Zhang	F	29	Doctor	Educational Management	2024.5.20	Panyapiwat
13	Mr. Sun	M	28	Doctor	Educational Management	2024.5.20	Panyapiwat
14	Ms. Zhao	F	34	Doctor	Educational Management	2024.5.20	Panyapiwat
15	Mr. Zhou	M	33	Doctor	Educational Management	2024.5.20	Panyapiwat
16	Ms. Zhang	F	28	Doctor	Educational Management	2024.5.20	Panyapiwat
17	Ms. Qin	F	29	Doctor	Educational Management	2024.5.20	Panyapiwat
18	Ms. Han	F	33	Doctor	Educational Management	2024.5.19	Panyapiwat
19	Mr. Qin	M	34	Master	Business Administration	2024.5.20	Panyapiwat
20	Ms. Wang	F	38	Doctor	Educational Management	2024.5.25	Panyapiwat
21	Mr. Bao	M	36	Master	Business Administration	2024.5.23	NIDA

3. Research Results

3.1 Open Coding

Level 1 coding is Open Coding, which requires the collected data to be broken up, analyzed for concepts and categories, and then reassembled. In coding, the original sentences and words in the interviewees' answers were used as much as possible, and sentences related to the sense of Learning Acquisition were screened out for analysis, concepts were extracted, and categories were identified. After sorting the transcript, 2,413 useless words were removed, and a total of 103,075 words were transcribed. After labeling and refining the transcript of more than 100,000 words, a total of 52 initial concepts were obtained, starting with code A1 and ending with code A52. Afterward, the above concepts were extracted and sorted out from the concepts for open-encoding, and 15 categories were obtained. Table 2 below uses AA1 as the serial number for easy sorting.

Table 2 Open Coding

Morphological description example	Concept No.	Concept	Category No.	Category name
Keep an eye on and keep up to date with the latest developments in management science, and follow the progression of upgraded subject knowledge	A1	Frontier Development of Disciplines	AA1	Subject Cognitive Ability

Studying abroad is not only to expand knowledge and improve academic qualifications but also to enhance one's understanding of the world and improve one's life skills.	A2	Expand your knowledge and improve your academic qualifications		
While studying in Thailand, I mainly learned the knowledge and skills related to educational management philosophy.	A3	Subject knowledge and skills		
While studying in Thailand, I learned a lot of Knowledge that cannot be learned in China	A4	Cognition the world and learning foreign knowledge		
Studying in Thailand has broadened me theological knowledge and international views and increased my professional knowledge and skills.	A5	International views		
The knowledge and skills learned include (1) some commonly used daily oral Thai (2) Thailand's local conditions and social culture, etc. (3) relevant theoretical knowledge of the major studied	A6	Thai Language and Culture		
Be able to master the basic principles and methods of education management and understand the development trends and cutting-edge dynamics in the field of education	A7	Theory and Field Trends of Educational Administration		
During my study in Thailand, I not only learned Expert knowledge but also learned how to learn	A8	Expert knowledge		
I also learned some statistical knowledge and skills	A9	Expert knowledge		
Learned relevant knowledge of educational management and the application and practice of research methods in dissertation writing	A10	Expert knowledge and application		
Learned relevant knowledge about education management	A11	Expert knowledge		
In terms of theoretical knowledge, the core concepts, theoretical frameworks and latest research results of educational management	A12	Practice and application of expert knowledge	AA2	Subject knowledge and skills
First, I learned management expertise.	A13	Expert knowledge		
Learn related knowledge such as higher education management and educational human resources management	A14	Behavioral expertise		
I have studied in depth the basic theories of educational management, including educational policy, educational organizational behavior, educational leadership, etc.	A15	Organizational Behavior Theory		
Through systematic business administration studies, I learned more about IPO and VC	A16	subject Concepts and background		
Learn how to use scientific research methods to conduct educational management research	A17	Application of research methods		
Mastering scientific research methods will enable you to conduct independent educational management research	A18	Scientific research methods		
I learned the relevant knowledge and scientific research methods of pedagogy, and from a scientific research novice to a person who has mastered the threshold, I have improved my scientific research capability, the ability to solve research problems has also been significantly improved	A19	Application of knowledge and research methods	AA3	Academic ability
Mastering scientific research methods will enable you to conduct independent educational management research.	A20	Scientific research methods		
During my study in Thailand, I not only learned expert knowledge but also learned how to learn.	A21	Learning Methods		
I learned theoretical knowledge and methods	A22	Research Methodology		
I learned the relevant knowledge and	A23	Relevant knowledge		

scientific research methods of pedagogy, and from a scientific research novice to a person who has mastered the threshold, I have improved my scientific research ability, the ability to solve research problems has also been significantly improved		and applied research methods		
Proficient in mastering and applying research methods and skills	A24	Skills in applying research methods		
Five years of continuous learning have given me a very solid theoretical foundation for my doctoral degree, enabling me to master and apply the research methods and skills required for management research, and to develop good academic habits.	A25	Standardizing academic research		
This prompted me to continue to improve my academic ability and professional quality	A26	Academic ability and professionalism		
I learned the relevant knowledge and scientific research methods of pedagogy, and from a scientific research novice to a person who has mastered the threshold, I have improved my scientific research ability, the ability to solve research problems has also been significantly improved.	A27	Research problem solving skills		
I have made a lot of progress in me doctoral thesis. I have learned how to transform real-life problems into academic problems and conduct design and research.	A28	Academic cognition and thinking		
My reading and writing skills have also improved. Studying in Thailand has enabled me to increase my expert knowledge and skills, especially data processing and analysis skills (SPSS, AMOS, NVivo)	A29	Data processing and analysis skills		
My literature search and analysis skills have been greatly improved	A30	Literature search and analysis		
This helps to develop a continuous reading habit.	A31	Formation of reading habits		
I have built an international social network for myself, including communication with my Thai landlord and other students studying in Thailand in daily life, building a wider network of contacts, and getting to know more colleagues from all over the country.	A32	Build an international network		
Expanded my social circle	A33	Expand your relationships		
Many of the doctoral students who come to NIDA are university teachers from all over the country. Therefore, many channels have been added for interpersonal development.	A34	Interpersonal network expansion		
During my study in Thailand, I had the opportunity to meet many classmates, professors, and industry experts from different backgrounds. I first established a good relationship with several Thai teachers.	A35	Expanding the relationship between teachers and students	AA4	Social networking skills
Also established a teacher-student relationship with students	A36	Building relationships among students		
Through communication and collaboration with classmates and mentors, I have built a wide network of people who have provided valuable support and help in my academic and professional development.	A37	Networking and academic support		
I have built deep friendships and connections with classmates from all over the country	A38	Classmate friendship and connections		
While I studying in Thailand, I came into	A39	Build social		

contact with students and teachers from different cultural backgrounds and established a wide social network.		networks		
I have expanded my social relationships. I know some Chaozhou merchants, but I haven't made close friends with them yet. I may need some opportunities to get to know them better.	A40	Expand your social circle	AA5	Social resource capabilities
Through alumni activities, you can learn about the dynamics of other industries, keep in touch with alumni, and establish long-term friendships and partnerships.	A41	Alumni Partnership		
Improving teamwork skills will allow me to better integrate into the group in future work and study	A42	Improve teamwork skills	AA6	Teamwork skills
Improve my theoretical literacy and adaptability	A43	Theoretical literacy and adaptability	AA7	Responsiveness flexibility abilities
It helps me develop independent thinking and judgment skills so that I can better analyze and solve complex problems in education management.	A44	Ability to judge complex issues		
With the help of teachers and classmates, the problems were quickly solved. As the problems were solved, my ability to adapt and cope with the situation was enhanced.	A45	Adaptability and resilience	AA8	Event handling capabilities
Learned the development trends and cutting-edge dynamics in the field of education and improve the ability to combine theory with practice	A46	Professional quality and practical ability	AA9	Ability to apply theory into practice
I learned specific research methods, which are very useful and necessary for master's and doctoral studies, and lay a solid foundation for future course development work.	A47	Curriculum Development Theory and Methods	AA10	Curriculum development capabilities
The most important knowledge and skill is how to write a dissertation in a standardized way. This knowledge and skill should be of great help to me in applying for scientific research projects in the future.	A48	Standardize dissertation writing skills	AA11	Writing capabilities
After several years of study, I have learned about the current management deficiencies and the direction of reflection and formed a general management idea.	A49	Learned the impact on management practice	AA12	Work application ability
Major subject knowledge can help me understand and be familiar with expert knowledge and enhance my professional quality. Research method knowledge can help me compete with other disciplines.	A50	Interdisciplinary advantages	AA13	Interdisciplinary application ability
My undergraduate and postgraduate studies were mainly focused on art. Through studying in Thailand, I learned a lot, such as educational management philosophy, art, etc.	A51	Interdisciplinary knowledge integration	AA14	Knowledge expansion ability
The cultivation of empirical research skills and independent research capabilities has made me more competitive in educational research and better able to solve problems in educational practice	A52	Independent research ability and educational practice application	AA15	Practical Ability

3.2 Axial Coding

The task of axial-encoding is to discover and establish the connection between each category, and to establish secondary categories and main categories step by step according to the relevance, to show the organic connection between the categories in the data (Strauss & Corbin, 1998). The initial concepts formed after open-encoding are further compared and

summarized, the differences between concepts are analyzed, and the initial and secondary relationships are shown. The purpose is to discover the logical relationship between the initial categories that affect the sense of Learning Acquisition of international students, and further classify them and refine the categories. This article summarized and extracted 6 main categories from 15 categories, including professional knowledge and skills improvement, social resource expansion, and career development and professional connection, and sorted them out with B1 as the serial number, as shown in Table 3 below.

Table 3 Axial Coding

Main category No.	Main categories	Category No.	Category name
B1	Professional knowledge theory	AA1	Subject Cognitive Ability
		AA2	Subject knowledge and skills
B2	Professional knowledge and skills	AA3	Academic ability
B3	Social network construction	AA4	Social networking skills
B4	Social resource protection	AA5	Social resource capabilities
B5	Problem Solving	AA6	Teamwork skills
		AA7	Responsiveness flexibility abilities
		AA8	Event handling capabilities
B6	Business improvement capabilities	AA9	Ability to apply theory into practice
		AA10	Curriculum development capabilities
		AA11	Writing capabilities
		AA12	Work application ability
		AA13	Interdisciplinary application ability
		AA14	Knowledge expansion ability
		AA15	Practical Ability

3.3 Selective Coding

Selective Coding is the process of refining core categories and analyzing and selecting a core category to connect other categories to form a broad theoretical scope. The core is to analyze the data to clarify the main storyline, describe the relevant initial and secondary categories based on the main storyline, and establish the relationship between each initial and secondary category and the core category (Chen X.M, 1999), to form a tree structure with the core category as the main category and other categories or categories as the support.

Based on the research purpose of this article, after analyzing the six main categories obtained by the main axis coding, according to the same attributes of the connotation, through the inductive article of the six main categories, the three core categories of knowledge and skills development, social resource expansion, and professional and business development are formed. The specific relationship is shown in Table 4 below.

Table 4 Selective Coding Categories

Core Category	Category		Included categories	
	Main category No.	Main categories	Category No.	Category name
Theory and skills development	B1	Professional knowledge theory	AA1	Subject Cognitive Ability
			AA2	Subject knowledge and skills
	B2	Professional knowledge and skills	AA3	Academic ability
Social resource development	B3	Social network construction	AA4	Social networking skills
	B4	Social resource protection	AA5	Social resource capabilities
Application and practical skills	B5	Problem Solving	AA6	Teamwork skills
			AA7	Responsiveness flexibility abilities

		AA8	Event handling capabilities
B6	Business improvement capabilities	AA9	Ability to apply theory into practice
		AA10	Curriculum development capabilities
		AA11	Writing capabilities
		AA12	Work application ability
		AA13	Interdisciplinary application ability
		AA14	Knowledge expansion ability
		AA15	Practical Ability

3.4 Model of factors affecting sense of learning acquisition among Chinese students studying in Thailand

Based on the above analysis, this article conducted further in-depth research on the three main categories of knowledge and skills development, social resource expansion, and professional and business development, and combined the previously summarized 52 initial categories, 15 main categories, and 3 core categories to construct a sense of Learning model for international students,

3.5 Theoretical saturation and reliability and validity tests

Theoretical saturation measures whether the theory has been fully demonstrated in the grounded research, and no new insights and theoretical categories will appear in further data collection until the theory is saturated (Lu W.X, 2015). The text manuscript was entered into Nvivo14 software to make a preliminary classification of the content, and the data that was sorted out each time was repeatedly compared with the existing concepts, and the newly emerged categories and expanded concepts were collected. The data content was open-coded, axial-coded, and selectively coded, and the categories were continuously refined and the relationship between concepts was found. The categories extracted from the data each time were compared with the existing category library to achieve the purpose of "seeking differences and reserving similarities".

After the three-level coding of the 21st interviewee was conducted, no new concepts were generated. The article continued to interview the next four interviewees, namely Ms. H., Mr. Qin, Ms. Wang, and Mr. Bao. The text was summarized according to the original three-level coding method. It was found that no new concepts or new categories appeared in the new interview data. All the summarized concepts were consistent with the structural model of the Sense of Learning Acquisition for international students. Therefore, it shows that the structural model of the Sense of Learning Acquisition for international students established in this article has reached saturation. See Table 6 below.

Table 5 Sense of learning acquisition dimension theory saturation test

concept	Category	Main Category	Core Category
Knowledge outside China Daily communication in Thai Thailand's customs and social culture Improve your Thai language skills	Cultural Learning	Culture and language learning	Knowledge and skills development
Relevant professional knowledge and skills	Professional knowledge and skills development	Professional knowledge and skills	
Build friendships and partnerships Expand social interpersonal relationships	Relationship Development Social resource development	Interpersonal relationship development Social resource information	Social resource development
Improvement of	Professional	Professional	Professional and

professional capabilities	improvement	improvement	business development
Basic business skills	Business capability development	Business capability improvement	

Summary of the Results

1. Elements of Sense of Learning Acquisition

The complete conceptual framework of sense of learning acquisition (Vermunt, Ilie, & Vignoles, 2018) proposes that sense of learning complements the development of subject-specific content knowledge and should therefore be viewed as changes in students' knowledge, skills, attitudes, and values that may occur during the interdisciplinary higher education process. At the same time, based on the research results, three dimensions of a sense of learning acquisition can be drawn: knowledge and skills, social resource development, and professional and business development.

2. Constructing the structure of the sense of learning acquisition elements

There are very few existing studies that analyze the elements and structure of the sense of learning acquisition of Chinese students studying in Thailand. The only studies that have been conducted are also studies on the performance and influencing factors of the vitality of studying abroad using the existing conclusions. There is a lack of research on the Chinese students studying in Thailand. The existing research results also reduce the theoretical guidance effect on Chinese students studying in Thailand. Since grounded theory is more suitable for discovering theories from actual production and life, this article conducted in-depth interviews with 21 Chinese students studying in Thailand through grounded research and collected first-hand data. After that, the interview data were summarized, analyzed, and summarized through the grounded theory research method, and the basic content of the sense of learning of Chinese students studying in Thailand was sorted out layer by layer. This article believes that the content of the sense of learning acquisition of students studying in Thailand includes three dimensions: knowledge and skills development, social resource expansion, and professional and business development. The development of knowledge and skills and the expansion of social resources affect each other, and the expansion of social resources and the development of professional and business affect each other. The expansion of social resources plays a mediating role. The sense of learning elements in these three aspects runs through the entire process of the study abroad career of Chinese students studying in Thailand.

Conclusion, Discussion and Recommendation

1. Conclusion

The structure of the Sense of Learning Acquisition of Chinese students studying in Thailand is the first and main research content of this article. What is the structure of the Sense of Learning of Chinese students studying in Thailand? What are the dimensions? To explore this content, this study uses the grounded theory method to code and analyze the interview data of 21 Chinese students studying in Thailand. It is found that the Sense of Learning Acquisition of Chinese students studying in Thailand can be divided into three dimensions: knowledge and skill development, social resource expansion, and professional and business development.

2. Discussion

1. Knowledge and skills development dimension

In the discussion of the sense of learning of Chinese students studying in Thailand, the development of knowledge and skills is one of its core dimensions, and its importance is self-evident. It is not only the core value of Chinese students' overseas study experience but also a key indicator for measuring the effectiveness of studying abroad and personal growth.

2. Social resource expansion dimension

The social resource expansion dimension refers to the various social connections established, information resources obtained, and social activities participated in by Chinese students during their study in Thailand.

3. Professional and business development

The reason why professional and business development has become a core dimension of the sense of learning acquisition of Chinese students studying in Thailand. Major is the starting point and destination of academic exploration for international students, and it is the most direct and in-depth learning content during their study in Thailand. Choosing and studying a major in-depth means that international students will invest a lot of time and energy to master theoretical knowledge, practical skills, and research methods in this field. This process is not only a pursuit of knowledge itself, but also an expansion and challenge to the boundaries of one's ability. When international students make progress in professional learning, such as understanding complex concepts, solving practical problems, participating in research projects, etc., they will feel the improvement and growth of their abilities. This sense of accomplishment and sense of learning is irreplaceable.

3. Recommendation

3.1 Recommended to increase the learning of knowledge and skills

For Chinese students studying in Thailand, the increase of knowledge and skills is not only the cornerstone of the academic journey but also an important pillar for building a sense of learning acquisition for Chinese students. The reason why this dimension is so important is that it is directly related to the essence of education - imparting knowledge and cultivating abilities. Thailand's education system, with its unique characteristics of integrating Eastern and Western educational concepts, provides Chinese students with rich and diverse learning resources and practical opportunities.

3.2 Recommended to strengthen the development of social resources

When studying in Thailand, Chinese students not only need to learn professional knowledge in the classroom but also learn how to build their social network in a foreign country. By participating in club activities, volunteer projects, international exchange conferences, etc. organized by the school, Chinese students can make friends from all over the world, broaden their horizons, and increase their knowledge. At the same time, the expansion of social resources also provides Chinese students with more opportunities to obtain information and resources, such as academic lectures, job fairs, internship opportunities, etc. These not only allow Chinese students to feel the charm of different cultures but also help Chinese students better plan their studies and careers, which are important contents of a sense of gain.

3.3 Advice on professional and business development

The close connection between professional and business development is also reflected in their shaping of international students' personal value identity. During their study in Thailand, international students need to face different cultural environments, academic atmospheres, and social systems. These external factors will have a profound impact on their values, outlook on life, and world outlook. The process of professional and business development is an important way for international students to build their personal value identity.

Research limitations and prospects

This article has achieved certain results through detailed research, but there are also some unavoidable problems: First, geographical limitations are a significant problem. Since the survey is mainly focused on Chinese students studying in Thailand, this limitation of the sample range may cause a certain degree of deviation in the research results, and may not fully reflect the learning characteristics of students from different regions and backgrounds, and thus cannot fully understand the composition of the factors affecting Sense of learning.

In the future, in-depth research can be conducted from different angles. The scope of the research can be expanded to Chinese students studying in other countries. The second is to strengthen variable control, such as family background, personal interests, personality traits, etc., to improve the accuracy of the research results.

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