1. **Introduction**

Today, global competition along with the rapid changes in technology contributes to a fiercer market most firms are competing in (Ali, 1994; Bettis & Hitt, 1995; Quinn, 2000). Innovative practices and the constant development of new technology increase the uncertainty of firms of any success they may have in their future endeavors. Accordingly, logistics management of the firm can be a source of its competitive advantage and aids in tackling competitive pressures and the demands of globalization. As the goal of logistics is to improve operations and add value to the product being served to the final customers, it also enhances customer satisfaction which ultimately leads to increased profits. In addition, it has been well documented that the application of business models to the higher education sector initiated a managerialistic approach to organizational structures (Preston, 2001). Logistic management in education is the interconnection between students, universities, and the business world, which starts with planning the right courses and curricula along with the right teaching methods and strategies, recruitment of sufficient and qualified teachers, implementation of the planned teaching methods and strategies to supply world-class education, assessment of students’ intellectual abilities and technical skills through standardized tests, and exercising control through regular monitoring of students progress and continuously matching the skills needed by the business sector with the courses being offered and skills being taught to students. Moreover, the importance of the knowledge-based industry is now emerging, and several policy makers both in the private and the public sector have expressed their support and acceptance of the crucial role of universities in the achievement of regional economic development (Chakrabarti & Lester, 2002). Universities have also become increasingly entrepreneurial in nature (Mowery at al., 2004) to satisfy their consumers’ needs and preferences (Eyal & Inbar, 2003). According to Vanderstraeten (2004), students now constitute ‘consumers of educational output’ while we see teachers as product providers. The rush to attract and retain customers by providing differentiating service is creating an upward spiral of expectations that effectively raises the bar for everyone (Thompson, 2000). In this regard, the researcher would like to investigate the impact of educational logistics in the achievement of entrepreneurial success of higher education institutions.

2. **Research Objectives**

The purpose of this study is to investigate entrepreneurial activities and strategies which universities apply to the different processes of educational logistics in order to evaluate the entrepreneurial success of the universities. It also aims to examine the impact of a streamlined operation to the education sector’s primary stakeholders such as the teachers and administrators, students, and the business sector. Moreover, this study aims to identify how the processes of educational logistics can contribute in initiating school entrepreneurship thereby raising the quality of education. In order to explore the ideas stated in this paper and to seek empirical evidence on the impacts of educational logistics to entrepreneurial success of universities, the researcher set her study objectives as follows: (a) to identify entrepreneurship as applied to the field of education and (b) to identify and study the educational entrepreneurship components and their classified process on the basis of logistics application.
3. Research Methodology

As this study aimed to search for any patterns or to form any suggestive ideas (Reynolds, 1971) or hypotheses in order to gain insights and be familiar with the issue of educational logistics’ impact on entrepreneurial success of the higher education sector, so as to perform a more thorough analysis later on, this study is an exploratory research by nature. The author deemed it was necessary to use both qualitative and quantitative techniques, such as one-on-one interviews and the use of a survey questionnaire in order to generate the data needed in analyzing and answering the research objectives. The subjects of the study is identified into four groups namely: top universities in Thailand represented by the top management in each university, teachers and administrators, current students and the business sector represented by three multinational companies situated in Thailand. Empirical data will be gathered from each group of respondents with the use of one-on-one structured interviews of the top management of the six universities regarding entrepreneurial activities and strategies being implemented and survey questionnaires will be distributed to the other three groups regarding their opinion on the effectiveness and efficiency of entrepreneurial activities implemented in each educational logistic process.

4. Expected Outcomes

The results of the study will aid universities in identifying opportunities for innovation and strategies in fueling educational entrepreneurship applied to different educational logistic processes. This will make them more responsive to the needs and wants of their primary stakeholder which are the students, teachers and administrators. The results will give them an idea on how to reach their target market and gain a competitive edge in the market. It will also aid them in determining which strategies they are implementing are effective and efficient in the eyes of students, teachers and administrators and the business sector. By participating in the survey, information gathered from students and companies regarding their views of existing entrepreneurial activities applied to educational logistic processes, as well as their needs and wants from universities will be communicated and conveyed through the presentation of cases in the study.

5. Selected References