Developing Situation-based Learning Activities to Promote Learning Achievement for Students in Guangxi Textile Industry School

Huang Wei[1] and Thanyaluck Khechornphak[2]

[1] Master of Education (Program Curriculum and Instruction) Maha Sarakham Rajabhat University, Thailand

[2] Lecturer from the Faculty of Education (Program Curriculum and Instruction) Maha Sarakham Rajabhat University, Thailand

E-mail: huangwei25672023@gmail.com, ORCID ID: https://orcid.org/0009-0006-7263-0441

Corresponding E-mail: p.pbk13@gmail.com, ORCID ID: https://orcid.org/0000-0003-0562-5002

Abstract

Background and Aims: Because it allows students to connect abstract ideas to real-world scenarios, "developing situation-based learning activities" is essential for enhancing understanding and retention. It also develops students' critical thinking and problem-solving skills by exposing them to scenario-driven, realistic tasks that mimic real-world challenges. Thus, the purposes of this study were: (1) To develop effective learning activities using Situation-based learning activities to promote learning achievement with an efficiency the 75/75. (2) To compare the learning achievement of students studying using the Situation-based learning activities between pre-studying and post-studying. (3) To study student satisfaction with learning activities using Situation-based learning.

Methodology: The sample consists of 40 third-year students from the Guangxi Textile Industrial School during the first semester of 2024. Research tools are used in lesson plans, learning achievement tests, and satisfaction questionnaires. In data analysis, including percentages, means, standard deviations, and paired t-tests.

Results: Research results show that (1) Situation-based Learning Activities method. It has an efficiency value of 78.63/76.83, which is as specified by the researcher, which is 75/75; (2) Situation-based Learning Activities, there was a significantly higher learning achievement after studying than before studying at the .05 level; and (3) Students who study using Situation-based Learning Activities overall satisfaction was at a high level.

Conclusion: The study found that situation-based learning activities outperform preset standards in terms of learning effectiveness and achievement. The fact that the method significantly improves students' learning outcomes and produces high levels of overall satisfaction further demonstrates its pedagogical value.

Keywords: Situation-based Learning; Achievement; Satisfaction

Introduction

The rapid development of higher vocational colleges has provided a historic opportunity for the cultivation of vocational skills among higher vocational education (HVE) students. HVE is an important component of China's higher education system. The growth of
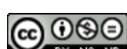
China's HVE in recent years has been noteworthy. From 1998 to 2003, China had a total of 908 higher vocational colleges, including 164 privately-run institutions. The annual growth rate of HVE enrollment was 35.99%, with an annual growth rate of students in school at 32.47%. In 2003, universities and higher vocational colleges together enrolled 3.82 million students, of which 2 million were HVE students, accounting for 52.24%. By the end of 2004, there were 1,047 independently established ordinary higher vocational schools in China, accounting for 60% of the total number of ordinary colleges and universities, essentially ensuring that at least one higher vocational college is set up in each city. In 2004, the total number of graduates from ordinary higher education institutions was 2.8 million, of which 1.47 million were higher vocational education graduates, representing 52.5% of the total. The growth rate for higher vocational education enrollment and student numbers was significantly higher compared to ordinary undergraduate programs, demonstrating that higher vocational education has become an indispensable part of China's higher education landscape (Zheng, 2005).

According to the Ministry of Education of the People's Republic of China, between 1999 and 2002, China saw the addition of 385 new higher vocational colleges, with the enrollment plan consistently increasing to account for 60% of the total college and university enrollment plans (Liu & Yang, 2003).

From 1998 to 2003, the enrollment numbers in China's higher vocational education increased from 430,000 to 2 million, and the number of students in schools increased from 1.17 million to 4.8 million. This represents a 3.7 and 3.1 times increase in enrollment and student numbers, respectively, accounting for 52.3% and 42.3% of the total enrollment and student numbers of ordinary colleges and universities in China. Over more than 20 years of development, China's HVE expanded from the initial 80 or so vocational universities to more than 800, making HVE graduates in 2004 account for half of the 2.8 million college graduates, further illustrating the significant role of HVE in the nation's education system (Yao et al, 2005).

With the acceleration of globalization, the textile industry continues to play a vital role in China's economic development, especially in the Guangxi region. The Guangxi textile industry, as an important pillar of the local economy, faces challenges in labor skill upgrading and changes in the job market demand. In this context, the role of Guangxi Textile Industrial Schools becomes particularly significant. They are required not only to cultivate students' professional skills but also to enhance their life and vocational skills to adapt to the rapidly changing job market.

Strengthening vocational skill training is an urgent need for China's national economic construction. Among all educational systems, vocational education has the most direct and closest connection to national economic construction, bearing the heavy responsibility of

training front-line advanced professional and technical talents for national economic construction. The International Labor Organization noted in the World Employment Report (1998-1999) that "the operation of a country's economic construction mainly depends on the acquisition and application of new technologies and labor skills." Especially today, with China's economy growing at a high speed, there is an urgent need for vocational and technical education to train a large number of high-level, practical, and application-oriented talents urgently needed in economic construction. Without these talents, who possess relevant knowledge and skills, science and technology cannot be transformed into real productive forces, and the sustained development of the economy and progress in science and technology will be constrained. The strategy of revitalizing the country through science and education, and the strategy of strengthening the country through human resource development, both require attention to human resource development. This is also an important measure to implement the scientific development concept. Talent is the most important resource for technological progress and the sustainable development of the economy. Whether it is technological progress or the sustainable development of the economy, fundamentally, it depends on the improvement of workers' quality. Higher vocational education must pay attention to the cultivation of vocational skills while adapting to the needs of China's economic construction.

Strengthening vocational skill training is an urgent need for establishing a scientific and reasonable education system. Constructing a rational structure of social talents is a guarantee for the normal operation of society, and the rational structure of social education types is the basis for a rational structure of social talents. The rational structure of social education types is mainly reflected in the training objectives and positioning of various types of education. Ordinary higher education undertakes the training of academic and engineering talents, while higher vocational education undertakes the training of technical and skilled talents. Each type of education plays its role, which is conducive to integrating educational resources, establishing a scientifically coordinated education system, and training various types and levels of talent to meet the comprehensive needs of society and the economy for talent. Currently, there is significant blindness in China's educational philosophy. Ordinary universities are expanding to become comprehensive universities that cover everything, and higher vocational colleges are seeking to upgrade into ordinary universities, ignoring the importance of vocational skill training and pursuing higher academic qualifications, which will inevitably lead to confusion in training objectives and educational positioning, redundant training of talents, wastage of educational resources, and a shortage of skill-based talents due to higher vocational colleges deviating from their essential mission of vocational skill training, which could even lead to the closure of schools.

Strengthening vocational skill training is an urgent need for the survival and
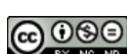
development of higher vocational colleges. Higher vocational-technical education is a level of vocational education within the higher education system, and the teaching goal of higher vocational education is to enable students to acquire vocational skills in the corresponding professional fields. Everything needed for employment positions falls within the scope of vocational skills. The characteristic of higher vocational education is to train students with strong vocational skills. Vocational skill training has become a part of talent-quality education in higher education institutions, with higher vocational colleges being a unique component of this group. Different from ordinary higher education institutions, higher vocational colleges emphasize "application-oriented" training objectives. That is, under the premise of students' comprehensive development in morality, intelligence, physique, and aesthetics, based on possessing necessary basic theory and specialized knowledge, students are mainly required to master the basic abilities and skills for practical work in their specialties, to meet the needs of the local and industry economic development and the needs of professional positions or groups of positions. This determines that higher vocational colleges regard the cultivation and improvement of talents' "ability quality" as the core of quality education, with vocational skill training being a specifically important component of this core. Currently, higher vocational colleges generally face difficulties in enrollment, raising funds for school operations, employment, and establishing credibility. In the process of running schools, higher vocational colleges can only find a healthy and effective development path by prioritizing skill training, focusing on the cultivation of students' comprehensive abilities, and paying more attention to the training of students' professional job skills.

Strengthening vocational skill training is an urgent necessity for students to achieve high-quality employment. The fundamental task of vocational education is vocational skills training, which should be aimed at the skills required for students' first job after graduation, serving as a guarantee for survival. At the same time, it's important to recognize that the goal is not to train individuals for simple labor, but rather workers who possess advanced technologies and strong skills. The employment we refer to is not low-level jobs, but rather positions with relatively high income, stability, labor and social security, and sustainable development. Thus, the employment provided by vocational education is not merely a means of livelihood but an important part of life, changing the circumstances of individuals and families, and providing conditions for quality of life. The key to achieving this goal lies in improving workers' skill levels, enhancing their employability, and their ability to adapt to occupational changes. The current talent market's shortage of high-skilled talents, contrasted with the employment difficulties of vocational college graduates, is due to vocational schools' failure to effectively provide vocational skills training. Students lack solid professional skills and cannot meet employers' demands, leading to their marginalization in the market. To change this situation fundamentally, vocational schools urgently need to

establish an employment-oriented vocational education system and adopt practical measures to strengthen vocational skills training, ensuring every student has a competitive edge in the job market.

In recent years, the Chinese government has placed a high priority on the development of vocational education, especially in enhancing students' vocational and life skills. The "National Vocational Education Reform Implementation Plan" (Ministry of Education of the People's Republic of China, 2019) emphasized the necessity of strengthening vocational skills training and life skills education to improve students' competitiveness and adaptability in employment. Additionally, the Guangxi Autonomous Region government has released a series of policy documents to support local vocational education reform and development to meet regional economic development needs.

Despite these policy supports, effectively implementing these policies, especially in enhancing students' lives and vocational skills, remains a challenge. The studies by Wang et al. (2020) have also shown that SBL can enhance students' understanding and application of learning content, thereby improving their vocational adaptability and readiness for employment.

However, in the specific context of Guangxi Textile Industrial Schools, there is little research on how to enhance the effectiveness of employment guidance courses through SBL. Facing the continuously changing skill demands of the textile industry and employment market challenges, exploring effective teaching methods to improve students' lives and vocational skills becomes particularly important. This study aims to fill this research gap by evaluating the application effects of SBL in employment guidance courses through empirical research, providing evidence for vocational education practice and policymaking.

Through the discussion above, the background and significance of this study lie in responding to national and local policy calls by enhancing students' life and vocational skills through innovative teaching methods. This prepares them better for the challenges of their career paths while offering new insights into empirical research in the field of vocational education.

Objectives

1. To develop effective learning activities using Situation-based learning activities to promote learning achievement with an efficiency the 75/75.

2. To compare the learning achievement of students studying using the Situation-based learning activities between pre-studying and post-studying.

3. To study students' satisfaction with learning activities using Situation-based learning.

Hypothesis

Students who studied using learning activities with Situation-based learning had higher learning achievement after studying than before.

Scope of Study

1. Population and Sample: The population includes 6 classes, totaling 240 students. These are third-year students from the Guangxi Textile Industrial School during the first semester of 2024. The sample included 40 third-year students from Guangxi Textile Industrial School. In the first semester of 2024. Obtained using a cluster random sampling technique. (Paisan Worakham, 2021)

2. Variables in the study

2.1 The Independent Variable is Situation-based learning activities.

2.2 Dependent Variables were: (1) Learning achievement and (2) student satisfaction

3. Content: The content using situation-based simulation learning activities includes 10 curriculum plans. Each plan requires 90 minutes (excluding pre-test and post-test assessments).

Topic 1: Workplace Communication Skills

Topic 2: Stress management

Topic 3: Teamwork and Leadership

Topic 4: Problem-Solving and Decision Making

Topic 5: Time Management and Project Planning

Topic 6: Career Development

Topic 7: Establish a correct concept of employment

Topic 8: Goal Setting

Topic 9: Professional Ethics

Topic 10: Life Skills

4. Study Period: This study will be completed within one academic year, this period includes the design, implementation, and evaluation phases of the situation-based Learning activities. It allows sufficient time for pre-testing and post-testing of students' skills improvement, as well as for collecting and analyzing feedback on students' satisfaction with the activities.

Methodology

Research Model: This research used experimental design in the form of experimental research (Experimental Research), One Group Pretest-Posttest Design, and One Group Posttest Only Design (Worakam, 2021).
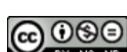
Table 1 Research plan: One Group Pretest-Posttest Design

Random	Group	Test first	Experimental thing	Test after
-	E	O_1	X	O_2

When E means Experimental group

O_1 means measuring variables before experimenting

X means giving an experiment

O_2 means measuring variables after the experiment

Research Tools

1. Lesson Plans: The design of the lesson plan using situation-based learning aims to create a real-world work environment, allowing students to practice essential skills and knowledge through real work, to better adapt to the challenges of the future workplace. The learning activities were held once a week, with each teaching session lasting 90 minutes, for a total of 10 weeks and 900 minutes of teaching. There were 6 lesson plans, using the results of the expert evaluation and the analysis of the mean value, when compared to the Likert scale (Srisa-ad, 2010). The average suitability criterion of the lesson plan evaluation was 4.60, with all plans being appropriate for teaching.

2. Achievement Test: The researcher prepared a multiple-choice achievement test to analyze the relationship between content Learning objectives with the number of exams required to cover and be relevant to the content of 10 subjects. An achievement test was created in the form of a multiple-choice, 4-choice, 60-question test, with 60 questions selected for implementation. The evaluation results from the original set of experts were analyzed to obtain an index of consistency and internal validity using the IOC formula (Worakam, 2021). Select the exam with an IOC value ranging from 0.50 to 1.00. The evaluation results of this test have the IOC ranging from 0.67 to 1.00, and 60 exam questions were selected for implementation.

3. Satisfaction Questionnaire: The questionnaire on student satisfaction with situation-based activities is a 5-point scale questionnaire. The evaluation results from the original set of experts were analyzed to obtain an index of consistency and internal validity using the IOC formula (Worakam, 2021). Select the exam with an IOC value ranging from 0.50 to 1.00. The evaluation results of this test have the IOC ranging from 0.67 to 1.00, and 60 exam questions were selected for implementation.

Data Collection

1. Preparation

Before formal data collection, several preparatory steps were undertaken, including but not limited to:

Selection of Data Collection Tools: Based on the research objectives and the variables to be assessed, carefully designed and selected data collection tools, including achievement tests and satisfaction questionnaires.

Pre-testing of Tools: To ensure the effectiveness and reliability of the questionnaires and tests, they were subjected to pre-testing, and necessary adjustments were made based on feedback.

Selection of Study Subjects: 40 students from the third year of Guangxi Textile Industry School were selected as research subjects to ensure the representativeness of the sample.

2. Data Collection Methods

Data was collected through the following methods:

Achievement Tests: Achievement tests conducted at the beginning and end of the course are aimed at assessing changes in students' life and career skills.

Satisfaction Questionnaires: Satisfaction questionnaires distributed at the end of the course were used to collect feedback and satisfaction levels of students regarding the situation-based learning activities.

Observations and Interviews: To gain a deeper understanding of students' experiences, the research process also included observations of classroom activities and unstructured interviews with students and teachers.

3. Data Entry and Processing

The collected data was first entered into electronic spreadsheet software (such as Microsoft Excel) for preliminary organization. Subsequently, the software was used for detailed analysis. To comprehensively assess the effectiveness of the situation-based learning activities.

Data Analysis: After collecting all the data, I made an in-depth analysis of both the quantitative data and the qualitative data according to the research purpose. The following is the specific analysis process:

1. Assess the success of the teaching strategy involving Situation-based Learning Activities by computing the ratio of the average score percentage obtained during the class to the average score percentage achieved after the class (E_1/E_2), using Microsoft Excel for the calculations.

2. Analyze the data and compare the data filled in by the students. Using statistical hypothesis testing, a t-test

3. Analyze the data obtained from the satisfaction test. To study the students' satisfaction with the situational simulation course. The mean values were found by taking the scores using the SPSS program, with the standard deviation. And interpret the data.

Results

The researcher presented the results of the data analysis in the following order

1. The learning activities in the career guidance course with an efficiency the 75/75

Analysis of student academic achievement using situation-based learning activities, the researcher took the scores from the pre-test. Exercise scores for each lesson plan and scores from post-test after studying career guidance from a total of 40 students, then using the results of data analysis to determine efficiency according to the 75/75 criteria, with details as follows.

Table 2 Student scores, Pre-test scores, Points collected during the study, and Post-test scores

Number	Pre-test (60 points)	Collect points (60 points)	Post-test (60 points)
1	29.00	47.00	47.00
2	29.00	45.00	47.00
3	29.00	52.00	54.00
4	28.00	47.00	46.00
5	35.00	46.00	45.00
6	31.00	47.00	47.00
7	27.00	44.00	45.00
8	31.00	46.00	46.00
9	29.00	48.00	43.00
10	31.00	47.00	45.00
11	29.00	45.00	44.00
12	29.00	46.00	44.00
13	31.00	47.00	45.00
14	32.00	46.00	45.00
15	28.00	45.00	44.00
16	29.00	52.00	52.00
17	26.00	47.00	46.00
18	30.00	48.00	46.00
19	29.00	47.00	44.00
20	29.00	47.00	47.00
21	29.00	44.00	43.00
22	30.00	47.00	46.00
23	32.00	49.00	48.00
24	29.00	48.00	47.00
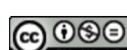
Number	Pre-test (60 points)	Collect points (60 points)	Post-test (60 points)
25	34.00	49.00	49.00
26	30.00	47.00	46.00
27	27.00	50.00	50.00
28	32.00	47.00	46.00
29	29.00	46.00	44.00
30	31.00	47.00	44.00
31	27.00	47.00	47.00
32	34.00	47.00	46.00
33	27.00	47.00	47.00
34	29.00	48.00	47.00
35	33.00	48.00	48.00
36	37.00	47.00	45.00
37	29.00	49.00	48.00
38	29.00	46.00	44.00
39	31.00	47.00	44.00
40	30.00	46.00	43.00
Total	1191.00	1894.00	1844.00
$\overline{X}$	30.00	47.00	46.00
S.D.	2.31	2.00	2.27

From the table above, it can be seen that students who continued their studies adopted the situation-based learning activities method. Its efficiency value is 47/46, and since the test scores are out of a total of 60 points, the converted efficiency is 78.30/76.63. This aligns with the efficiency value of 75/75 as specified by the researchers.

2. Compare learning achievement in the career guidance course with pre-test and post-test scores of students who learned using the situation-based learning activities of students.

Table 3 Results of t-test statistics and the statistical significance level of learning achievement scores between before and after studying

Pair number	item	$\overline{X}$	S.D.	D	t	p
Pair 1	Pre-test	30.00	2.31	16.08	33.038	0.000**
	Post-test	47.00	2.00			

* $p<0.05$ ** $p<.01$

From the above table, it is clear that when the paired t-test is used to study the

differences in the experimental data, the table shows that there is a pair of data that are all significantly different (p < 0.05), indicating that the students who received the Situation-Based Learning Activities have significantly higher post-test scores than the pre-test scores at the .05 level.

3. The students' satisfaction with the Situation-based Learning Activities in the career guidance course.

Results of measuring student satisfaction with the Situation-based Learning Activities.

Table 4 Mean standard deviation and student satisfaction research

List of questions	$\overline{X}$	S.D.	Description
1. I like the relevance of the learning materials to the course objectives	4.45	0.59	High
2. I like learning activities that can increase my interest in the Career Guidance Course	4.40	0.46	High
3. I like learning activities that improve my understanding of career guidance courses	4.56	0.67	Very high
4. I like learning activities that can increase teacher-student interaction	4.68	0.59	Very high
5. I think the instructor effectively guided and facilitated	4.35	0.55	High
6. I like learning activities that can improve my learning efficiency	4.53	0.57	Very high
7. I find the classroom environment conducive to learning	4.25	0.67	High
8. I think the technology and resources provided supported your learning	4.43	0.57	High
9. I like learning activities that are more effective than traditional didactic learning	4.28	0.60	High
10. I like learning activities that could improve my grades in career guidance courses	4.56	0.70	Very high
Total	4.45	0.60	High

From the table above, it is found that students who study using Situation-based Learning Activities have Overall satisfaction at a high level. ($\overline{X}$ = 4.45, S.D. = 0.60).

Discussion

1. The situation-based learning activities method had an efficiency value of

78.63/76.83, which the researcher stated was 75/75, showing that students had an average score during the study of 78.63 percent and an average score after studying using the situation as a base of 76.83 percent, which passed the specified criteria of 75/75. This was because the researcher studied and designed learning activities based on the concept of using the situation as a base throughout the study of documents, textbooks, and related research, resulting in the creation of a research tool by selecting important and necessary situations for students' future careers. The research tool was checked for quality by experts in the curriculum and teaching, measurement, and assessment, resulting in a research tool with appropriate quality, which enables the organization of learning activities as effectively as desired. This activity helped increase the academic achievement of students in the career guidance subject. Students who participated in the activity had significantly higher development in their career skills, which is consistent with Piaget's (1954) Constructivist concept that learning progress of learning according to the situation is a simulation of real-world situations. Students are motivated to actively participate in the learning process, creating knowledge at the cognitive level while creating understanding at the social level through communication and collaboration. This approach ensures that students not only understand the theoretical basis of vocational skills but can also apply these skills to solve problems in practice. And in line with the idea of Wang et al. (2020), who stated that situational learning can significantly improve students' adaptability and readiness for employment, which reflects your findings on students' academic performance and satisfaction.

2. The students who received the Situation-Based Learning Activities have significantly higher post-test scores than the pre-test scores at the .05 level, indicating that situational learning promoted better understanding and retention of subject content. This was due to the activities that the researcher designed situations and questions from realistic and relevant contexts, which are an important learning process for students that must be applied in the future. This resulted in students learning by themselves and having more techniques, methods, and professional abilities. This was a result of students practicing, practicing problem-solving in situations that were close to reality, analyzing situations, knowledge about problems, decision-making, actions, organizing work, rules, and summarizing concepts. These activities resulted in high-level analytical thinking processes. They also conveyed and presented information to criticize and share knowledge with others by themselves, which resulted in skills development and higher learning outcomes. This is consistent with the concept of Moon J. A. (2004), who stated that students' self-awareness of career development also increased, which is consistent with the theory of experiential learning, which has a profound effect on students' personal and professional development. Participating in well-designed experiential learning projects allows students to increase their

self-awareness, understand their career roles, and develop career adaptability. In line with the research of Yang, C. (2018) who examined the role of situational teaching in promoting self-awareness of career development and work ability among college students in the research on situational teaching through practical learning, this study shows that situational teaching effectively enhances students' career management ability through learning. In line with the research results of Sommai and Fakkao (2023), the results of the research found that students who studied using situational learning had significantly higher academic performance than before studying at a statistical level of .05.

3. Students who study using Situation-based Learning Activities have overall satisfaction at a high level. Analysis results sorted by every item from highest to lowest as follows: Students like learning activities can increase teacher-student interaction ($\overline{X}$ = 4.68, S.D. = 0.59). Students like learning activities that improve their understanding of career guidance courses ($\overline{X}$ = 4.56, S.D. = 0.67). Students who like learning activities could improve their grades in career guidance courses ($\overline{X}$ = 4.38, S.D. = 0.70). High levels of overall satisfaction among the students were noted, indicating that the mode of delivery and the content of the situation-based learning activities were well-received. This may be because of the learning methods, which are likely to resonate more effectively with younger students, making learning a more enjoyable and impactful experience. The positive correlation between situation-based learning activities and both academic success and student satisfaction points to the viability of this educational approach in the context of career guidance. Such methods provide a dynamic environment where students can connect theoretical knowledge with real-world applications, thereby enhancing both their understanding and appreciation of the subject matter. Consistent with the results of the study by Rojponthamon (2019) that the results of the research found that students who learned by using situational learning had a high level of satisfaction with learning Chinese by using situational learning, with an average of 3.9. And consistent with the results of the study by Boonthan (2023), the study shows students' satisfaction with using situations as a base for learning. The research results of the research found that students who learned by using situational learning had a high level of satisfaction with Chinese language learning using situations as a base for learning, with an average of 3.9. The implications of these findings are profound, suggesting that educational strategies that incorporate real-life contexts and applications can significantly enhance learning outcomes. This reinforces the need for educators to consider more holistic and applied approaches to teaching that not only engage students but also enhance their learning capabilities and satisfaction levels.

Recommendation

1. Teaching and Learning Recommendation

Considering the positive outcomes brought by situation-based learning activities, it is recommended to extend this teaching method to other subjects and different grade levels. Tailoring situation-based learning to different courses and learning environments will provide students with a more diverse and relevant learning experience. Through this method, students will experience the benefits of practical learning across various disciplines, which can enhance their motivation and learning outcomes. Secondly, it is important to focus on continuous professional development for teachers to maximize the effectiveness of situation-based learning activities. Teachers should receive training in innovative teaching techniques, especially on how to integrate real-life scenarios into their lessons effectively and how to stimulate student engagement and participation. Since the role of the teacher is crucial in guiding students through this method, their professional development directly impacts the quality of the learning experience and outcomes. Lastly, schools should create a supportive learning environment by providing the necessary resources for situation-based learning, such as access to advanced technology, sufficient teaching materials, and suitable physical spaces for practical applications. A well-equipped learning environment can foster active participation, critical thinking, and the application of knowledge in real-world contexts, which will improve students' practical skills and their ability to apply what they learn. This comprehensive support will significantly enhance the impact of situation-based learning activities.

Further Research Recommendation

1. Future research can explore the long-term impact of situation-based learning activities across different educational fields, not limited to the context of this study. Applying situation-based learning activities to different subjects and educational stages will provide more insights into their broader effectiveness and adaptability.

2. Future research should examine specific factors such as class size, teacher experience, and access to technology that may influence the success of situation-based learning. Investigating these factors can help further optimize the implementation of situation-based learning activities and improve their effectiveness.

3. Future research could also explore various strategies to optimize student engagement and assess how this method impacts skills such as problem-solving, teamwork, and critical thinking. This will offer deeper insights into how situation-based learning promotes the overall development of students' competencies.

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