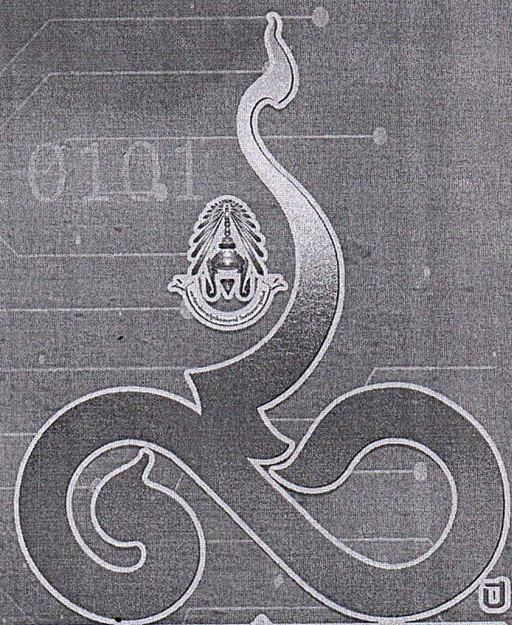
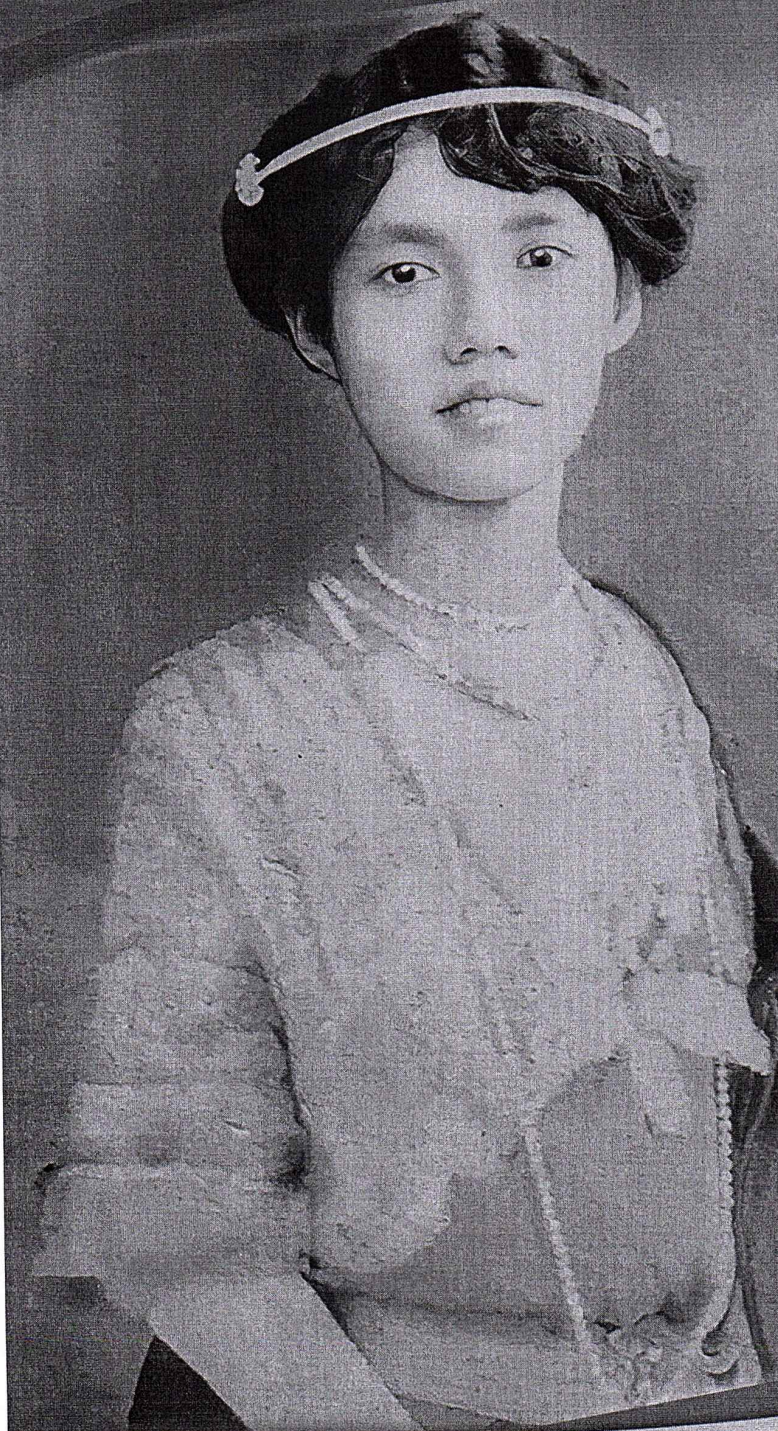




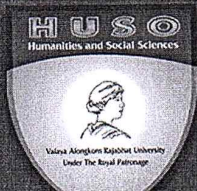
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วไลยอลงกรณ์
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ในปีที่ 18 ฉบับที่ 1 ประจำเดือนมกราคม - มิถุนายน พ.ศ. 2566 นี้ บรรณาธิการประจำวารสารท่านเดิม คือ ผู้ช่วยศาสตราจารย์ ดร.ภัสกรดี กัลยาณมิตร ได้ขอลาออกจากตำแหน่ง เพื่อไปปฏิบัติหน้าที่บริหารมหาวิทยาลัย ในตำแหน่งรองอธิการบดี ซึ่งในที่ประชุมกองบรรณาธิการ เมื่อวันที่ 1 พฤษภาคม พ.ศ. 2566 ได้มีมติเห็นชอบบรรณาธิการ ท่านใหม่ คือ ผู้ช่วยศาสตราจารย์ ดร.หทัยรัตน์ อ่วมน้อย จึงเป็นช่วงเวลาแห่งการปรับเปลี่ยนด้านการบริหารจัดการแต่ได้ส่งผลกระทบต่อกระบวนการดำเนินงานในด้านต่าง ๆ ทั้งนี้วารสารมนุษยศาสตร์และสังคมศาสตร์ วไลยอลงกรณ์ ในพระบรมราชูปถัมภ์ ได้ตระหนักถึงการรักษามาตรฐานเพื่อก้าวเข้าสู่ TCI กลุ่มที่ 1 ตลอดทั้งการพัฒนา งานในเชิงวิชาการเพื่อให้เกิดองค์ความรู้ใหม่อันจะเป็นประโยชน์ต่อสาธารณชนผู้สนใจต่อไป

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DEVELOPMENT OF CAREER PLANNING COURSE BASED ON THE EXPERIENTIAL LEARNING MODE TO CULTIVATE STUDENTS' WORK SKILL OF ZHOUKOU NORMAL UNIVERSITY

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ABSTRACT

This study aimed to achieve the following objectives: 1) to develop a career planning course based on the experiential learning model for college students, 2) to compare the work skills of students after completing the career planning course with a criterion set at 70%, and 3) to assess students' satisfaction with the career planning course. The sample consisted of a class of 25 students, selected using simple random sampling. The research instruments used included: 1) the six components and lesson plans of the career planning course based on the experiential learning model, 2) a work skills assessment form, and 3) a satisfaction questionnaire. Data analysis included the calculation of mean and standard deviation for the work skills data, with statistical significance set at a .05 level and the criterion set at 70%. One-sample t-tests were used for the analysis. Additionally, the mean and standard deviation of the student satisfaction data were calculated. The results of the study are as follows:

1) The course comprised the principle, objective, content, instructional process, instructional material, and learning assessment, and utilized a "four-step" teaching process.

2) The mean post-test score for teamwork skills after completing the career planning course was 10.08 (SD = 1.80). This score exceeded the 70% criterion with statistical significance at a .05 level ($t = 4.66$, $p = .001$). Similarly, the mean post-test score for problem-solving skills after completing the career planning course was 9.48 (SD = 2.16), which also exceeded the 70% criterion with statistical significance at a .05 level ($t = 2.50$, $p = .020$). The study demonstrated a trend of increasing mean scores.

3) Comparing the post-course satisfaction scores of the career planning course (mean = 76.52 out of 80, SD = 3.64) with the standard value of 3.51, the results indicated a high level of satisfaction among the 25 students. This finding was statistically significant at a .05 level ($t = 100.26$, $p = .001$).

Keywords

Career Planning Course; Experiential Learning; Cultivate Students' Work Skills

Significance of the problems

Career planning originated in the United States in the early 20th century and became an important part of school education and psychological counseling in the United States in the 1980s after long-term development. After years of research and empirical evidence, it was found that good career planning not only promotes smooth employment and career success for work seekers but also facilitates entrepreneurial success and sustainable growth for entrepreneurs, causing countries around the world to begin to follow suit and introduce exploration and research. In China, there was no career planning education for students before university education. So the career planning theories were copied from western countries. They were not fully adapted and lack of localized characteristics. The teaching methods were mainly theoretical lectures (Zhou, 2016).

In order to actively cope with the serious employment pressure, planning education was carried out for students to build a bridge between students and employers. In 2007, it was clearly stated that all colleges and universities should include career development and career guidance courses in their teaching plans (Zhu, 2020). It was about how to help students develop their 21st century skills, establish a correct view of employment, understand the employment situation and improve teamwork skills and problem-solving skills. This had become an increasing concern for universities as well as the whole society. In order to cope with the future global competition, there should be exploring teaching methods that were more in line with the characteristics of career planning courses, teaching objectives, characteristics of teaching objects and career planning, optimizing teaching strategies and constructing experiential learning mode. These can help enrich the traditional teaching design theoretical system, which is of great significance to improve the teaching effect of courses and achieve course objectives.

Experiential learning focused mainly on students and considered teachers as the leaders. We applied an experiential learning model to the teaching practice in order to realize the interactive communication between teachers and students. The research would help students to learn and gain. It would help to enrich the theoretical system of teaching design and would be of great practical significance to the teaching reform and course construction as well as to the development of work skills of college students (Zhang, 2020).

Research questions

1. What are the components of career planning course based on the experiential learning mode for college students?
2. Do students cultivate their work skills through career planning course based on the experiential learning mode?

Research objectives

1. To develop a career planning course based on the experiential learning mode for college students.
2. To compare work skills of students after learning through career planning course based on experiential learning mode with the criteria at 70%.
- 3 To compare students' satisfaction on career planning course based on the experiential learning mode.

Research findings

1.1 Research Methodology

- 1.1.1 Five experts to evaluate six components of course development
- 1.1.2 Population and sample

The population was all students who enroll to study this course from ZhouKou Normal University. The sample was 25 students or one section which was selected by simple random sampling.

1.2 Research instruments

Research instruments were the tools for conducting the research to collect data. The research instruments which were used in this study were:

1.2.1 Instruments for measuring the course development six components

To evaluate career planning course based on an experiential learning model, researchers created course program assessment forms.

Five experts who evaluated the draft of the course were consisted of 2 specialists in course field, 2 specialists in instruction relevant to specific content, and 1 specialist in measurement and assessment field. If the average score of the suitability evaluated by a group of experts is higher than 3.51, the six components of the course development document is suitable and internally consistent. All six components of the course development were evaluated by the experts and scored above 3.51. Therefore, the six components of the course development were suitable to improve students' work skills.

1.2.2 Work skill situational test

Researchers created the scoring criteria of the work-skill and problem-solving skills assessment form.

There were interviews with managers of companies in different fields to find out what work skills they were looking for in work applicants. The teamwork assessment form and problem-solving skills assessment form was constructed based on teamwork and problem-solving skills. The scale was constructed by using Rubric Score Criterion through four aspects: contributing

to the team's work/interacting with teammates/keeping the team on track/expecting quality. The scale was constructed by using Rubric Score Criterion through four aspects: analyzing problem/solution process and method/identify countermeasures/implementing solutions. The scale is a three-level scale that includes never, sometimes, and always. The result of analyzing the IOC index showed that all Item Objectives were appropriate and could be used in the test. The value of IOC of each item in the test is higher than 0.8. So that they could be used in the assessment form about the teamwork skills and problem-solving skills.

1.2.3 Satisfaction questionnaire

Five experts evaluated the satisfaction questionnaire for 16 items and then the researchers calculated the findings based on the Index of Consistency (IOC). The IOC for each item of the satisfaction questionnaire were ranged from 0.80-1.00. The results of the IOC index analysis indicated that the 16 items of the satisfaction questionnaire were more appropriate and could be used for satisfaction assessment of career planning courses based on the experiential learning model.

The Cronbach's Alpha coefficient method was used to analyze the student satisfaction data, and its Alpha value was 0.83 which was higher than 0.80 (Cronbach, 1951). This indicated that the internal consistency of the student satisfaction questionnaire met the requirements.

1.3 Data collection

The procedures of data collection were as follows:

1.3.1 The samples were assigned to do the post-test for measuring work skills which was a constructed instrument. Through interviewed with five managers in different fields, we knew that teamwork and problem-solving skills were important work skills. The instruments consisted of work skills situational tests.

1.3.2 The sample was taught using career planning course based on an experiential learning model.

1.3.3 After finishing the instruction, the samples received the post-test which was the work skills situational test.

1.3.4 The samples were asked to do the students' satisfaction questionnaire to express their opinion toward the course.

1.4 Data analysis

In this study, data were analyzed by using the statistical method according to the research objectives.

1.4.1 Statistic which was used to determine the different significance of the post-test work skills scores at the 0.05 level was one-sample t-test for the relevant samples with the criterion set at 70%.

1.4.2 Statistics which were used to assess student satisfaction with the experiential learning-based career planning course were arithmetic means and standard deviations.

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1.5 Research Results

The results were presented according to the research objectives as follows:

1.5.1 The career planning courses based on experiential learning were recognized by experts.

The researcher developed a career planning course based on the experiential learning mode and prepared a draft course, lesson plans, and measurement instruments.

The draft course and lesson plan were evaluated by a total of five experts from Zhoukou Normal University in China and Valaya Alongkorn University in Thailand, including three Chinese experts and two Thai experts. The experts evaluated the course development strategies, principles, course documents, measurement instruments, and lesson plans, and the experts unanimously approved the draft course. Developing a career planning course based on an experiential learning mode can effectively improve students' emotional experience, make students have more direct, deep, and real career experience in experiential situations, form attitudes and concepts of self-career development, explore self-development methods, solve career problems, and plan their careers in the situations.

1.5.2 The work skills of students after learning through career planning course based on experiential learning mode higher than the 70 percent criterion at 0.05 level of significance.

1.5.2.1 The findings of comparison of teamwork skills after learning through career planning courses based on experiential learning model

The findings of comparison of teamwork skills post-test scores which were analyzed by using t-test for dependent sample were presented in the below table.

Table 1 The analysis of comparing the different scores of teamwork skills

Group	n	Total score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	25	12	8.4	10.08	1.80	4.66	.001*

* $p < 0.05$

As presented in Table 1, the mean scores of post-test of students' teamwork skill was 10.08, SD = 1.80.

The findings of this table revealed that after learning through career planning courses based on experiential learning model, the post-test scores of students' teamwork skill was higher than the criterion of 70% scores at .05 level of statistical significance ($t = 4.66$, $p = .001$).

1.5.2.2 The findings of comparison of problem-solving skills after learning through career planning courses based on experiential learning model

The findings of comparison of problem-solving skills post-test scores which were analyzed by using t-test for dependent sample were presented in the below table.

Table 2 The analysis of comparing the different scores of problem solving skill

Group	n	Total score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	25	12	8.4	9.48	2.16	2.50	.020*

* $p < 0.05$

As presented in Table 2, the mean scores of post-test of students' teamwork skill was 9.48, SD = 2.16.

The findings of this table revealed that after learning through career planning courses based on experiential learning model post-test scores of students' problem solving skills was higher than the criterion of 70% scores at .05 level of statistical significance ($t = 2.50$, $p = .020$).

1.5.3 The career planning course based on the experiential learning mode was statistically higher than the 70 percent criterion at 0.05 level of significance.

The findings of comparison of students' satisfaction after learning through career planning courses based on experiential learning model with the criteria set at 3.51 scores which were analyzed by using t-test for one sample were presented in the below table.

Table 3 The analysis of comparing the different scores of students' satisfaction

Group	n	Total score	Criteria score	\bar{X}	SD	t	p
Experimental group	25	80	3.51	76.52	3.64	100.26	.001*

* $p < 0.05$

As presented in Table 3, the mean scores of 25 students after learning through career planning courses based on experiential learning mode was 76.52 out of 80 and the standard deviation was 3.64 which was statistically higher than the criterion of 3.51 scores at .05 level of statistical significance ($t = 100.26$, $p = .001$).

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1.6 Research Conclusions

Through data analysis, researchers could draw the following conclusions:

1.6.1 The experts evaluated the course rational, course objective, course content, instructional process, instructional material, learning assessment. The experts unanimously approved that the course development the developing of career planning course based on experiential learning model could effectively improve students' emotional experience. Moreover, it would be able to make students to have more direct, deeper and real career experience in experiential situations. They would have a form of attitudes and concepts of self-career development. They would can explore their self-development methods, solve career problems, and plan their careers in advance in the situations.

1.6.2 The comparison of students' work skills after using the experiential learning based on experiential learning model at criteria of 70%.

1) The comparison of students' teamwork skills after using the experiential learning based model

The results of the study showed that students' teamwork skills were at a high level after using the career planning course based on experiential learning model. The career planning course used the teaching method of experiential learning model. Students had a new understanding of group cooperation. They could play their strengths in the group. During the process, team members had to cooperate with each other and trusted each other in order to succeed. Students' work skills significantly improved.

2) The comparison of students' problem-solving skills after passing the experiential based on learning model

The results of the study showed that students' problem-solving skills were at a high level after using the career planning course based on experiential learning model. The career planning course used the teaching method of experiential learning model. The students' problem-solving skills were significantly improved by asking questions and analyzing problems to achieve problem solving skills in the student process.

1.6.3 This study used SPSS software to assess students' satisfaction with the career planning course based on the experiential learning model. The results showed that students' satisfaction with the career planning course based on the experiential learning model was at a high level. In classroom practice, participation in activities in the form of group cooperation provided students with sufficient opportunities to discuss with each other and shared their learning. The professor conducted summary assessment, which helped to improve students' exploration of knowledge and innovation of ideas. The career planning course based on experiential learning mode was appreciated by students.

Discussion

The following points based on the research results were discussed:

1. The research discussion of development of career planning course for college students based on an experiential learning model

In the new economic environment, students were facing increasingly fierce competition in the market. The employment situation was becoming more and more severe, so students' work skills played a crucial role in the process of work hunting (Ruangsang et al., 2018). career planning courses based on the experiential learning model is a way for students to develop an intuitive and deep understanding of their interests, abilities, values, career planning and the whole process of career decision making through well-designed activities, games and situations, and to guide students to participate, experience and share activities in which students develop college students' career planning skills and work skills. The "four-step " was used in the course development process so that teachers could improve the effectiveness and efficiency of teaching by creating effective teaching situations, guiding students to actively discuss and share,

encouraging students to reflect, sublimating experiences, and advocating for students to deepen their experiences in practice (Thuvanuti, 2018).

2. The research discussion of career planning courses based on the experiential learning model improve students' work skills.

This might be due to the following two reasons: 1) experiential learning was a process in which teachers guided students into specific scenarios that were appropriate to the teaching content, focusing more on the process of learning by experience. Teachers helped students understand the teaching content quickly and correctly and promoted the simultaneous development of students' cognitive and practical skills, and 2) work skills were important skills in career planning courses. In the teaching process, teachers let students participated in small groups through the form of activities. The groups got outstanding performance because the team members cooperated well. This was conducted to cultivating students' collective concept and teamwork spirit and improving teamwork skills (Poonputtra, 2020). Problem-solving skills that enabled learners to apply problem solving strategies proficiently, to collect and apply the knowledge needed to solve practical problems in specific situations, and to achieve effective results (Prajankett et al., 2021).

3. The research discussion about career planning courses based on experiential learning mode improve students' satisfaction.

The reasons for this were as follows: 1) the experiential learning mode is to create situation that coincides with the teaching content in the classroom teaching process. Therefore, the teaching content can be restored to allow students to understand, construct knowledge and develop their abilities through personal experience and practice (Chanunan, 2021), 2) the assessment system of the experiential learning mode is used throughout the whole process of learning to learn. In the whole experiential learning practice, there are mutual assessment of members between groups, mutual assessment of members within groups, mutual assessment between teachers and students, and holistic assessment. Therefore, the experiential learning mode can better mobilize students' enthusiasm and initiative, and improve the teaching effect and students' satisfaction of learning (Nipattamanon, 2021).

Recommendation

The following are some recommendations based on the research results:

1. The career planning course based on the experiential learning mode takes students as the main focus. It should be fully mobilizes the enthusiasm of group members to participate in activities, to improve students' comprehensive ability, to give full play to students' motivation, and to improve the relevance and effectiveness of course content. From the perspective of the class, the activities can promote class cohesion. They can gradually realize students' experiential learning autonomy, and finally achieve the purpose of improving students' employability.

2. The career planning course based on experiential learning mode is teacher-led. Students are motivated to participate in experiential learning by setting up classroom activities related to the topic. Teachers should guide students to stay close to the learning content. They should always supervise and guide them so that they do not deviate from the topic in the learning process. Teachers need to have a strong knowledge about of teaching methods of experiential

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learning mode, strengthen theoretical learning They should be able to improve teaching ability and improve the quality of course teaching.

3. The career planning course based on the experiential learning mode effectively improves students' work skills in the actual classroom teaching process, and through various activities. Role swapping methods will make the relationship between teachers and students to be more harmonious. The classroom atmosphere will be more harmonious. This leads to achieving a better teaching results and improving students' learning performance.

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