

แบบจำลองเชิงระบบและ ๕ กลยุทธ์ทางการสอนเพื่อฟื้นฟูแรงจูงใจในการเรียน
ของนักศึกษาหลักสูตรอาชีวศึกษา

A Systematic Model and Five Teaching Strategies for the Rejuvenation
of Learning Motivation of Students in a Vocational Education Program

อดิสร โอตศรี¹, สมภพ พัดจาด^{1*}, พนม แก้วผาดี¹, โทมัส โคห์เลอร์¹, ปวีญา รักนัม¹,
พีรธรรม เตชะพะโลกุล¹ และ รุ่งกานต์ ลีลาโสภาวุฒิ¹

Adisorn Ode-sri¹, Sompop Phatchat^{1*}, Panom Kaewphadee¹, Thomas Köhler¹, Paweeya Raknim¹,
Peeratham Techapalokul¹ and Rungkan Leelasopawut¹

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บทคัดย่อ

ไม่อาจปฏิเสธได้ว่าในช่วงสามปีที่ผ่านมา โลกเต็มไปด้วยไวรัสร้ายอย่างโควิด-19 ซึ่งมีส่วนทำให้โลกและผู้คนตกอยู่ในภาวะสิ้นหวังและความกังวลอย่างมาก รวมถึงสถานการณ์และการเปลี่ยนแปลงต่าง ๆ ของโลก เช่น สภาพภูมิอากาศ ภูมิรัฐศาสตร์ ระเบียบโลกใหม่ สงคราม เศรษฐกิจ หรือความขัดแย้งทางการเมือง เหล่านี้ล้วนมีส่วนทำลายความหวังของมวลมนุษยชาติและส่งผลกระทบต่อทุกภาคส่วนของสังคม มีผลจากการวิจัยจำนวนมากยืนยันว่า “เยาวชนจากทั่วทุกมุมโลกรู้สึกเศร้าและสิ้นหวัง” รวมถึงการมีอารมณ์เชิงลบ เช่น ความโกรธ ความหงุดหงิดหรือความกังวลใจ เกิดขึ้นโดยเฉพาะนักศึกษาในกลุ่มอาชีวศึกษา สาเหตุหลักประการหนึ่ง คือ การขาดปฏิสัมพันธ์ การไม่สามารถเข้าถึงความรู้ที่ควรต้องมี ประกอบไปด้วยการฝึกปฏิบัติเพื่อการสร้างหรือพัฒนาทักษะทางวิชาชีพได้อย่างที่พึงเป็น และที่สำคัญคือ การไม่รู้ถึงกำหนดของการสิ้นสุดของโรคภัย ปัจจัยเหล่านี้มีส่วนเปลี่ยนแปลงผู้เรียนให้มีภาวะของการขาดความสนใจซึ่งสามารถหยั่งรากลึกลงในจิตใจและค่อย ๆ ปรากฏเป็นภาวะซึมเศร้า จากปัญหาข้างต้นกลุ่มผู้วิจัยซึ่งมีสถานะเป็นบุคลากรทางการศึกษาที่ล้วนมีความเชี่ยวชาญทางการพัฒนากลยุทธ์เชิงระบบและเทคนิคการสอนทางอาชีวและเทคนิคศึกษาต่างเห็นพ้องกันว่า “การสร้างและฟื้นฟูแรงจูงใจในการเรียนรู้ของผู้เรียนโดยอาศัยการพัฒนาเทคนิคการสอน” เป็นกุญแจสำคัญยิ่งต่อการแก้ไขปัญหาดังกล่าวให้แก่ผู้เรียน

คำสำคัญ : กลยุทธ์การสอน, แรงจูงใจ, อาชีวศึกษา

¹ วิทยาลัยเทคโนโลยีและสหวิทยาการ มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา

¹ College of Integrated Science and Technology, Rajamangala University of Technology Lanna

* ผู้นิพนธ์ประสานงาน อีเมล: indream072@rmutl.ac.th

* Corresponding author e-mail: indream072@rmutl.ac.th

Abstract

In the past three years, the Covid-19 outbreak has led the world into a great health crisis, not to mention climate changes, geopolitics, world rules, war, economy, and political conflict. These factors have had some impacts on human societies. From many studies, it is found that “the youth from all over the world feel sad and desperate,” as well as feeling negative emotions such as anger, irritation, or worry, particularly in the case of vocational-course students. The main causes of said feelings are lack of interaction, inaccessibility to knowledge and professional skill improvement, and the indiscernible end of the pandemic. These factors partially cause students to be indifferent and may lead to other mental problems such as depression. According to the above problems, the research team, who are professionals specializing in the development of systematic strategy and teaching techniques in vocational and technical education, concluded that “the rejuvenation of student’s learning motivation based on the technical didactic method” is an important key to solving the problems.

Keywords: Teaching Strategies, Motivation, Vocational Education

Introduction and Background

“COVID-19 is the worst crisis for children in UNICEF’s 75-year history. Without action, the world faces a lost decade for children, leaving the Sustainable Development Goals an impossible dream. In less than two years, 100 million more children have fallen into poverty, a 10 per cent increase since 2019.” (UNICEF, 2021) A highly credible research edition published via the world’s leading news circle “Global Prevalence of Depressive and Anxiety Symptoms in Children and Adolescents During COVID-19” (Racine et al., 2021) which used a meta-analysis method, a statistical analysis through data compilation by combining the results of 29 previous scientific studies, which were then analyzed together to increase statistical credibility, found that, “including 80,879 youth globally, the pooled prevalence estimates of clinically elevated child and adolescent depression and anxiety were 25.2% and 20.5%, respectively. The prevalence of depression and anxiety symptoms during COVID-19 have doubled, compared with pre-pandemic estimates, and moderator analyses revealed that prevalence rates were higher when collected later in the pandemic, in older adolescents, and in girls.” (Racine et al., 2021) Under the past circumstances, there are still many more crises that have befallen the youth of the world, either overwhelming hunger and poverty, the need to break out of the education system, or being mentally or sexually harassed including the problem of rising child labor that broke the previous record for the first time in two decades. “Worldwide, 160 million children are engaged in child labor; 79 million of them are performing hazardous work.” (ILO, 2021) Covid-19 is therefore considered to be one of the major obstacles that encourages the creation of conditions hindering global multidimensional progress that have been accumulated by humanity for a long time. Clinically, Racine, N., McArthur, A. B., Cooke, E. J., Eirich, R., Zhu, J. & Madigan, S. (2021) anticipated that “An influx of mental health care utilization is expected, and allocation of resources to address child and adolescent mental health concerns are essential.” In a similar fashion, educational personnel, especially teachers, would have substantial proportion to participate in the process of healing or mental rehabilitation of youth learners. These are the reasons why the researchers specified the systematic strategy and applied teaching techniques to vocational and technical education, indicating that the construction and rejuvenation of student’s

learning motivation based on the technical didactic method is an important key to define examples and activities which can be collaborated on solving problems. Under the research question, “How should teachers have learning management strategies, tactics for learners in vocational and technical education courses to help restoring students' learning when they have to study in online, hybrid classes; and when they have to return to on-site or regular classes in the midst of uncertain circumstances and environmental factors?” This research addresses the critical question of how teachers can effectively manage learning and implement strategies for vocational and technical education students to restore their motivation and engagement. The study spans various learning environments, including online, hybrid, and traditional on-site classes, particularly in the context of uncertain circumstances like the COVID-19 pandemic. It will be presented in the forms of principle, model, and strategy, which become the guidelines for generating effective studying and teaching in an online format, on-site, on the real world, or in virtual world. Such crises have made an attempt to drive and lead the world of education to adapt in a timely manner in order to maintain all dimensions of human resource development’s mission to continue effectively without interruptions.

Objectives of the Study

1. Study, research, and review literature to analyze factors, components, and basic considerations related to motivating learners in vocational education, especially those that will be beneficial for restoring motivation after critical situations or circumstances.
2. Design and present a systematic model and 5 teaching strategies to restore learning motivation of students in vocational education programs after facing the COVID-19 pandemic situation, by applying the principles of the "ARCS Model of Motivation" as a foundation and indicator.
3. Study and analyze perspectives or opinions from a sample group of vocational education learners regarding the 5 teaching strategies in terms of restoring learning motivation.

Research Scope

Target population is 30 Vocational Certificate Level students studying at College of Integrated Science and Technology, divided into 3 groups: 1) second year students of the academic year 2022, 2) third year students of the academic year 2022, and 3) third year students of the academic year 2022 whose daily lives and studies were impacted by the COVID-19 pandemic. Time frame Academic Year 2/2022 – 2/2023.

Method and Approach

In addition to the fundamental need to review the literature or research studies related to motivation-building, psychology principles and interrelated thought processes to form, in a nutshell, a constituent of reciprocally rational information; the researchers also aimed to rely on the collection of learner behavioral data before and after selecting the five teaching strategies for restoration of learning motivation: 1) Strategies for restoring learning motivation based on celebrities, 2) Strategies to restore learning motivation based on outstanding profiled instructors, 3) Strategies for restoring learning motivation through motivational instructors, 4) Strategies for restoring learning motivation based on Psychology, and 5) Strategies to restore learning motivation by use of technology and learner-friendly classes. The research data sources are divided into two main parts:

1. Information derived from literature review
2. Data obtained from student perspectives or opinions

For the latter, the research team employed a primary tool for collecting opinions from the sample group of students: an interview form. This tool has been validated by experts for both validity and reliability.

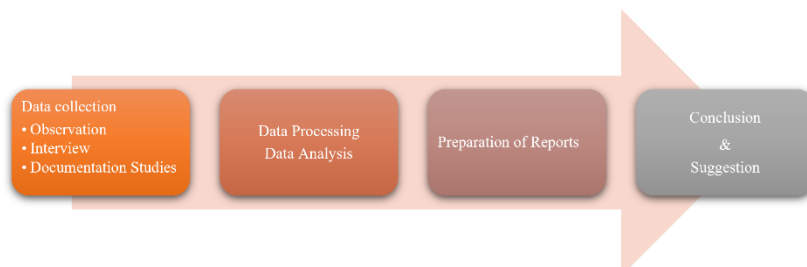


Fig. 1. Stages in qualitative research

The research methodology is based primarily on observation to competently explain phenomena or conditions, as well as randomly interviewing learners who have undergone an educational evaluation process to avoid responses that would fall within the framework of conflict of interest. It also includes analyzing opinions regarding learning satisfaction on online public forums and interviewing experts and related working groups to obtain all necessary information. The researchers integrate information from multiple sources to gain novel insights, usually by comparing and contrasting different data points and sources and identifying the common themes that unite them. The sequential processes described above can be simulated into a succinct diagram as shown in Fig. 1, which illustrates the form and nature of Descriptive Research. The trial of all five strategies is aimed at students studying in the vocational education system of the College of Integrated Science and Technology (CISAT), an agency affiliated with Rajamangala University of Technology Lanna (RMUTL).

Brain, Behavior, and Mind: The Teacher's First Gate

If it is to address a basic concept which is the root of thought concerning the brain structure and function that is still popular with a number of psychologists to explain in order to link and try to understand human behavior in different dimensions, one of them would not be beyond MacLean's The Concept of the Triune Brain. In the first place, this Neuroscientist stated that “Man, it appears, has inherited essentially three brains. Frugal Nature in developing her paragon threw nothing away. The oldest of his brains is basically reptilian; the second has been inherited from lower mammals; and the third and newest brain is a late mammalian development which reaches a pinnacle in man and gives him his unique power of symbolic language.” (MacLean, 1964 cited in Ode-sri, 2023) ; and “MacLean later proposed that humans possess a triune brain consisting of three large divisions that evolved sequentially: The oldest, the “reptilian complex,” controls basic functions such as movement and breathing; next, the limbic system controls emotional responses; and finally, the cerebral cortex controls language and reasoning.” (Cesario et al., 2020) The ancient part of human brain, the “Reptilian Brain”, is the part of the brain responsible for “Survival and instinct”. For awareness, we may use images of alligator reptiles because they also have this part of the brain which is responsible for regulating the vital bodily functions such as heartbeats, breathing, balance and temperature, etc. Behaviorally, this part of the brain is responsible for “Survival at the instinct level” such as self-defense, avoidance of danger or even

reproduction, which, when importing to compare with the principle: The Three Levels of Consciousness of Sigmund Freud, an Austrian neurologist and father of Psychoanalytic Theory, the function of Reptilian Brain is likely to be in the status of “primitive brains’ unconscious holistic cognition derived from sensations, bodily symptoms, drive and emotions.” (Rutledge, 2012 cited in Ode-sri, 2023) Or, if compared to the Structural Model of the Mind, it should situate or match with ID, which is human behavior that is based primarily on satisfaction and stimuli, without conscience.

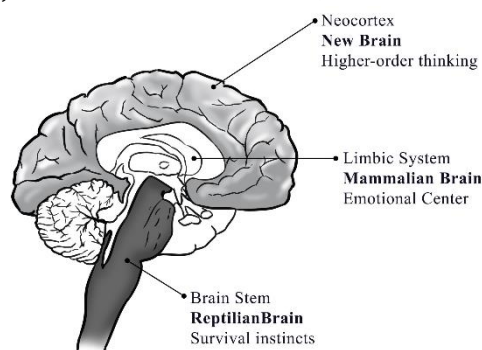


Fig. 2. Triune Brain Model (Adapted from Rutledge, 2012 cited in Ode-sri, 2023)

The Limbic Brain or Middle Brain will direct “Emotions and feelings”, have the memory abilities by using emotion as an impulse; it is therefore, an essential proportion of creating visual experiences that promote the learning process in life, for instance, how will it be affected - for what has been done, what should be done, what should not be done; by employing emotions and feelings for judging, not a reason; hence it is the brain part that immensely affects human behavior; and that is –it situates at the opposite pole to the faction of thoughts, rationality, morality, goodness, or the ideologically extreme superego which could be compared to the function of the New Brain that is responsible for “logic”. This part of the brain is a new developmental brain, also known as Neocortex, it has the ability to think logically, such as management, strategic planning, creative thinking, including language proficiency. However, when conducting a comparative analysis, it can be seen that “the ‘new’ brain’s conscious analytical, linear processing of information. The unconscious brain speaks the language of image and feelings and can experience only the present. By contrast, the neocortex consciously processes information as what Bertrand Russell famously described as ‘knowledge by description’ versus ‘knowledge by acquaintance,’ or knowledge that results from judgment and interpretation rather than from direct sensory awareness.” (Rutledge, 2012 cited in Ode-sri, 2023) The above is just an example of how MacLean’s Concept of the Triune Brain and Sigmund Freud’s Cognitive Psychology series have been analyzed together. Teachers or educators who see the benefits basically know that understanding brain function and fundamental principles of psychology is essential to the process of rejuvenating or motivating learners because the three parts of the brain and the mind are similar to a doorway that teachers must break through in order to successfully demolish behaviors, emotions, thoughts and feelings that hinder the process of recovery or educational motivation, on the other hand, it is to create behaviors, emotions, thoughts and feelings that will be beneficial to the process of rehabilitation or building learning motivation of the learners because as long as the teacher is unable to open this first door, it will be difficult to revitalize or induce student learning motivation to appear. Whether MacLean’s The Concept of the Triune Brain or Sigmund Freud’s series of knowledge, each has been contested successively through principles, proofs, and

modern evolutions; and all of which are scientific breakthroughs in both neuroscience and psychology that are all very useful for understanding human beings. Therefore, studying, understanding the brain, behavior, and mind is the homework that teachers have to do first because in some angles we may use it as a key to unlocking the first door and may be able to penetrate into the mind, heart, actions and thoughts of the learners to carry out the most effective restoration of learning motivation afterwards.

Reviving Learning Motivation: Five Strategies Grounded in ARCS Model

Four Zones: A Path to Reviving Learner Motivation

To achieve theoretical, the researchers relied on the broadly accepted conceptual root or theoretical principles related with the creation of learning motivation, herein refers to the John Keller's ARCS Model of Motivation Design, which has been brought to light through citing, particularly in the dimension of Instructional Design for e-learning, this is because Keller's principles arise from crystallization through its association with a variety of key theories involving human behavior, "such as Bandura's self-efficacy (1977a, 1977b), Berlyne's curiosity and arousal (1960, 1965, 1978), Maslow's needs hierarchy (1954), McClelland's achievement motivation (McClelland & Burnham, 1976), Rotter's locus of control (1975), and Seligman's learned helplessness (1975)" (Nilson & Goodson, 2018) in order to certify his principle that it can be a genuine motivating factor for learners. Keller (2006) has provided general view of Motivation that "Motivation consists of the amount of effort a person is willing to exert in pursuit of a goal" (Robb, 2010), but in an educational context, he added: "... motivational tactics have to support instructional goals" (Boston University School of Public Health, n.d.) The researchers determined that the four major conditions of the ARCS Model can be used as a basis for the creation of Teaching Strategies for the Rejuvenation of Learning Motivation -- for learners in TVET learning and teaching management -- that are not limited to only online teaching but can also be applied as an awareness message to teachers who handling an On-site teaching and learning as well. Before delving deeper into elaborating on the five strategies for revitalizing student motivation, the research team would like to present a hierarchy of processes for guiding learners to exit or enter the "four zones of leading and achieving objectives of motivation recovery". This is initiated based on the principles of experiential learning and outdoor education, as well as the concept that, according to Nadler (1995), edgework "involves stretching boundaries and generative engagement, where individuals make choices about moving out of their comfort zones into new territory or turning back" (Gelderen, 2023). The principle of the comfort zone model is also widespread within adventure education articles or literature.

Based on researching, it has been described, developed, amplified, improved, refined and modified both in the principle and the illustration respectively, even derived from Nadler or Panicucci and from their own team or scholars of other groups, thus resulting in the rising of The comfort zone model in the most presented and referenced form, from which the panel has modified to be consistent with the work of this research, and re-establishing the name as the "Four-Zone Model of Guiding and Achieving Objectives of Rejuvenation of learner's Motivation" as shown in Fig. 3. However, the above model plays an important proportion in giving rise to cognizance, memorization and in building a fundamentally mutual understanding of at what point the instructor's workload on the task of restoring motivation for their learners should begin, of what the learner should be led to transcend, and of whether they can realize by their own judgment that the mission goals have been achieved; and the 4-zone consists of

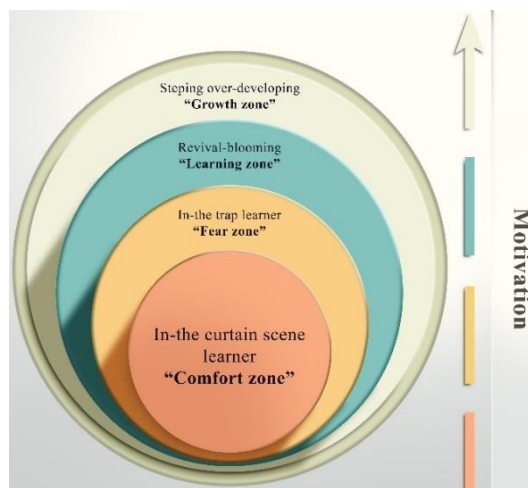


Fig. 3. The 4-Zone Model of Leading and Achieving Objectives of Rejuvenation of learner's Motivation
(Adapted from Neuhaus, 2020)

1) The initial zone of problem-viewing, defined as the “Comfort zone” – a zone where learners feel they will be safe and not to be threatened by external influences. 2) A wall-like, barrier-like, or trap-like zone, where learners may sink into, defined as “Fear zones” – such as exams, measurements, evaluations, competitions etc. 3) A zone of openness, the state which regeneration has blossomed, defined as the “Learning zone” – when the teacher can bring the learner into this zone, it means that the process of rehabilitation has been directed in the right direction, more or less depending on the acceleration, which means, how much those instructor’s techniques or methods of motivating will lead the learner to the end. And 4) A zone of transcendence - be ready to grow, a “Growth zone” (Adapted from Neuhaus, 2020) – at this point motivation fully blossoms. Students are considered to enter a state of creative learning and have a high chance of appearing inwardly inspired if given the right or the best push and guidance, that is, the learners can foresee a clear concrete from the outcomes of their learning and can continue to build on it on their own.

ARCS Model and the binding of Five Teaching Strategies

The findings of this study revealed that three effective strategies to rejuvenate learners’ learning motivation are: 1) strategies to restore learning motivation based on outstanding profiled instructors; 2) strategies for restoring learning motivation through motivational instructors; and 3) strategies to restore learning motivation by use of technology and learner-friendly classes. According to learners, these strategies were revealed as more effective to rejuvenate their learning motivation. Learning activities such as inviting well-known speakers, teachers, experts, and celebrities with outstanding profiles and motivational instructors were effective ways to restore learners’ learning motivation. They further provided that through these strategies, the speakers helped to motivate learners by sharing their knowledge and experience from their perspectives. The learners were encouraged to actively participate in classroom learning through Q&A session around their learning topics and current affairs in a friendly manner. In terms of non-human related factors, learning environment, technology, classroom atmosphere, school buildings, and other facilities have to be controllable and well-planned concerning sustainability. In this respect, a set of teaching and learning principles of five teaching strategies in rejuvenating learners’ learning motivation of ARCS model were proposed to provide systematic guidelines in academic practice. This study agrees with Keller’s (2010) perspective on motivational design

in suggesting that “the process of arranging resources and procedures to bring about changes in people’s motivation.” (Kurt, 2021) Keller's ARCS Model is an example of Model of Motivation, which is useful for the arrangement of on-site learning, distance learning, and online-learning especially during the period of COVID-19.

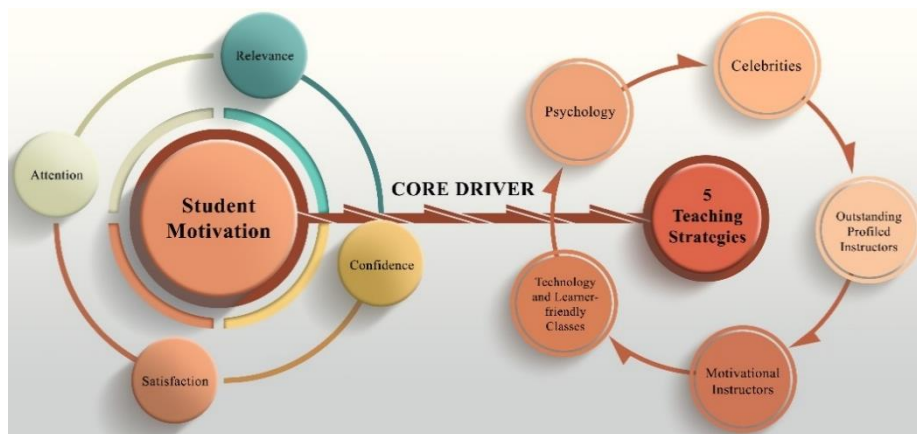


Fig. 4. Teaching and Learning Principles of Five Teaching Strategies in Rejuvenating Learners’ Learning Motivation of ARCS Model

Initially, ARCS Model comprises of 4 principles including Attention, Relevance, Confidence and Satisfaction. Later, Keller revised the model by adding the fifth principle called Volition or also known as ARCS-V Motivation Model. In the present study, ARCS Model with four principles was adopted because it was precise and more comprehensible. Furthermore, Volition, based on our perspective, appears to be the learners’ external factors that can be influenced and decided by the learners rather than can be motivated from external factors. The focus of the present study is to examine the impact of external factors therefore volition is excluded from our research focus.

Five Teaching Strategies Based on Learners’ Perspectives

In this study, ARCS Model was proposed as the core principles as to offer systematic guidelines for academic practice. This study views that learner is one among many stakeholders involved in education who can be impacted throughout the implementation of the proposed five strategies of ARCS model. Therefore, it is necessary to gather their views whether the proposed strategies effectively restored their learning motivation.

Along this line, five students were recruited as the representatives of the students who enrolled in pre-vocational education courses at College of Integrated Science and Technology (CISAT), Rajamangala University of Technology Lanna (RMUTL). The participants were mainly from three courses: pre-business course; pre-engineering course; and pre-architecture course. At the end of the semester, the participants were asked to participate in an online focus group interview to share their views on the questions, “Which of the five teaching strategies helped to restore your learning motivation? Which strategies helped to increase your attention in classroom learning? Were the proposed strategies relevant to your needs and experience? Have the proposed strategies increased your confidence? And have the proposed strategies fulfilled your satisfactions?” To obtain the research aim, a work sheet was designed containing the proposed five teaching strategies of ARCS Model. The findings based on the learners’ interviews are presented in Table 1.

Table 1. Five Teaching Strategies & ARCS Model Worksheet with a Summary of Learners' Perspectives

ARCS Strategies	Attention (A)	Relevance (R)	Confidence (C)	Satisfaction (S)
	Arouse student curiosity and interest.	Relate to student's experiences and needs.	Scaffold student's success of meaningful tasks.	Build student's sense of reward and achievement.
1) Celebrities	Example: Invite a guest speaker-- who is a great success or well-known in his/her respective career fields; or able to create motivation involving learning a particular subject or the importance of what the instructor will teach or what the learners must learn --to come and meet up with the learners			
	The perspectives of five student participants from three courses/ curriculum			
	Increased	Can	Increased	Can, depend on learning content
	Increased, from success	Can, indirectly	Increased, but not everyone	Can
	Increased, depend on individual differences	Can, content-related	Increased, Know right	Can, if I like
	Increased, only short period	Can, according to knowledge transfer	Increased, depend on value	Can, it is fun without homework or assignment
	Increased, can guide to success	increased	Increased, relevant to future needs	Can, if I like
2) Outstanding Profiled Instructors	Example: Invite outsiders --- who are outstanding in their professional fields or able to create motivation related to studying a particular subject or the importance of what the instructor will teach or what the learner must learn -- to meet up with students; or instructors will develop themselves to reach that level.			
	The perspectives of five student participants from three courses/ curriculum			
	Increased, depend on individual differences	Can	increased	can
	Increased, if it is course related knowledge	Can	Increased, more	Can, increased more
	Increased, interest on background	Can	Increased, emotional support	Can > Strategy 1
	Increased, for someone	Can	Increased, can tackle problems	Can , if I like
	Increased, get new perspective	Can	Increased, depend on individual differences	Can, depend on individual differences
3) Motivational Instructors	Example: Invite outsiders who are motivators; or the instructors will develop themselves to meet those qualifications.			
4) Psychology	Example: The use of general psychology principles and may be intertwined with sciences or beliefs of individual, of specific groups to apply in creating motivation.			
	The perspectives of five student participants from three courses/ curriculum			
	Increased, most correct one	Can	Increased	Can, more
	increased > Strategy 2	Can, good	Increased, more confidence	Can, get emotional support
	Increased, topic-related	Can, interesting	Increased, ready to accept	can
	Increased, content-related	Can, short term	Increased, better skills	Can, positive vibes
	Increased, content-related	Can, everyone wants	increased	Increased, depend on individual differences

Table 2. Five Teaching Strategies & ARCS Model Worksheet with a Summary of Learners' Perspectives
(continued)

Technology and Learner-friendly Classes	Example: Provide a modern teaching and learning condition by relying on technology and a learner-friendly teaching and learning circumstance, especially the instructors themselves.			
	The perspectives of five student participants from three courses/ curriculum			
	Increased, even though the content is mor difficult	Can, learning is more interesting	Increased, depend on instructor	Can, satisfy
	Increased, want to learn more	Can, more than earlier	Increased, more confident	Can, more
	Increased, want to wake up to attend classes	Can, happiness is important	increased	Can, supporting environment is needed.
	Increased, important factor	Can, direct and indirect way	Increased, environment helps	Can, definitely
	Increased, good place helps to promote	Can, not toxic	Increased, more confident	can

Remarks: Student participants are from 1) Pre-engineering: 15 participants 2) Pre-business: 10 participants 3) Pre-architecture: 5 participants. A total of 30 student participants.

Conclusion – Discussion & Suggestions

From students' interviews, it becomes evident that restoring learners' learning motivation through the use of motivational instructors and psychologists resulted in a similar line. These strategies were therefore grouped together known as "the results from using psychologist as a strategy to restore learners' learning motivation". From learners' perspectives, this strategy was effective in tackling their problems as well as being the most relevant. The participants further pointed out that a teacher or an instructor should be a knowledge transfer as well as a motivator who can coach them or provide them with emotional support to help them cope with challenges involved around their study. They provided that some learners may need emotional support continuously as a mean to guide them to the right direction. However, some learners may need emotional support occasionally. The participants also agreed that restoring learning motivation based on celebrities and outstanding profiled instructors are the most challenging and interesting strategies. They asserted that this is effective in guiding them towards success. They further elaborated that through this strategy, they learned how the celebrities and outstanding profiled instructors gained experience from the start, how they resolved problems, and discovered themselves until becoming successful. These strategies helped them realize whether they have come in the right direction or not, including choosing the right course for their studies. This also helped the learners to answer their doubts whether they should continue their studies or making changes to their livelihood. With respect to restoring learning motivation by use of technology and learner-friendly classes, this strategy cannot be grouped together therefore divided into two groups: using technology; and establishing a friendly learning environment. The findings revealed that the participants perceived a friendly learning environment as the most effective strategy in restoring their learning motivation. In the case of CISAT, RMUTL, the participants revealed that they were satisfied with environmental factors such as school buildings, facilities, learning tools and equipment, and learning atmosphere. They further agreed that the relationship with instructors, supporting staff, classmates, their senior and junior:

can strongly influence their learning motivation in terms of feeling like waking up for classes, hurrying to go to classes, studying hard. Negative relationship with these factors, on the other hand, can also reduce their learning motivation in attending classes and increasing boredom. They suggested that CISAT, RMUTL is a boarding school, therefore, good relationship with environmental factors is necessary. For instance, building a good relationship between teacher-learner, learner-learner, learner-dormitory-carer, learner-psychologist through different techniques is recommended. Relationship building activities like field trips; voluntary activities: can be effective strategies to restore their learning motivation. They further elaborated that educational institute needs to be a safe place for students physically and emotionally. Therefore, it is recommended that school director, teachers, and related stakeholders in schools should realize the importance of relationship building and take it into a practical domain.

“Motivation is the power that can drive students to show their behaviors and actions that can lead them to their goals.” (Mayou et al., 2021) Since the outbreak of the Covid-19 pandemic, vocational education institutions have had to adapt to the situation and relied on online teaching methods. “While some students were satisfied with online learning and saw its great potentials, others disliked this way of learning. Online learning is a method that demands learners to change the way they learn. It ultimately resulted in a marked decrease in learners’ motivation to learn.” (Neancharoensuk, 2023) Although the symptoms of Covid-19 are not seen as life-threatening as it previously was, however, the impact that it has on the learning motivation of students at vocational education institutions which were affected during the time of the pandemic is subsequently evident. The reasons the researchers have adopted the five strategies and techniques for the rejuvenation of learning motivation are not only to help students in terms of their mental health but also to prepare them for uncertain and ever-changing world situations. Additionally, there are many examples of how motivation of students has been changed in which teachers or educational institutions can use as prototypes when facing the same situations. An example can be shown here of how to build motivation and self-esteem for Nursing students by assigning them to work as volunteers at shelters for flood survivors or to use Buddhist peaceful means for duty performance motivation of nursing students, the Buddhist peace means in the nursing performance motivation as follows: “... Brahmagāhāṇās 4 (Four sublime states of mind) promotes love, compassion, and inner peace of nursing student in duty performance or patientbased on happiness, Iddhipāda 4 (path of accomplishment) promotes duty performance of nursing students more successfully and effectively, ... Buddhist peace means can motivate and support nurses in duty performance and cooperation in the workplace more effectively and happily. ...” (Waiyawoot et al., 2020) Furthermore, building motivation can happen through the application of an approach called blended learning, which a research has found that, “The motivation for learning achievement and learning achievement were positively correlated, and ... Students are satisfied with the blended learning activities. with the technique of a partner who thinks at the highest level.” (Wichaiyo et al., 2023) However, boards of executives of academic institutions cannot overlook working motivation of teachers and educational personnel who are the source of success for students in their academic endeavor. In a case study of working motivation of teachers and educational personnel affecting students’ achievement at one of the government’s education institution, it is found that there are “2 areas: motivation factors: administrators should assign jobs to teachers clearly, with knowledge, encouragement and praise when teachers complete their work, and maintenance factors: encourage teachers to have outstanding works, to increase the academic standing as a consideration element for the salary increase.” (Jiraro, 2020)

If looking closely at the particular case study of this research, CISAT, RMUTL is a boarding school, therefore, good relationship with environmental factors is necessary. For instance, building a good relationship between teacher-learners, learner-learners, learners-dormitory-carer, and learner-psychologists through different techniques is recommended. Relationship building activities like field trips or voluntary activities can be effective strategies to restore their learning motivation. The researchers further elaborated that educational institute needs to be a safe place for students physically and emotionally. Therefore, it is recommended that school director, teachers, and related stakeholders of schools should realize the importance of building relationship and take it into a practical domain.

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