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DR.KEN Institute of Academic Development and Promotion
No. 139/26 Theenanon Road, Talad Sub-district,
Mueang Mahasarakham District, Mahasarakham Province,
Thailand, 44000 Tel: +66946398978

Website Address : www.mldskill.com/journal/index.php/IJSASR
: +66946398978
: Dr.kenmsitute
: dr.kenmstitute@gmail.com,

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Associate Professor Dr. Rattana Panyapa

Associate Professor Dr. Rattana Panyapa is a distinguished academic at Ubon Ratchathani Rajabhat University in Thailand, where she focuses on theology, religious studies, and interdisciplinary social development. With a strong academic background and a Doctor of Theology degree, she contributes extensively to both teaching and research. Dr. Rattana also serves on the editorial boards of respected journals, promoting scholarly collaboration and innovation. His research contributions, which span various aspects of humanities and social sciences.
Expertise: Theology, Religious Studies, Interdisciplinary Research, Sustainable Social Development, Humanities, and Social Sciences.

E-mail : rattana.p@ubru.ac.th

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=ejbxnyYAAAAJ

ORCID ID: https://orcid.org/0000-0001-7801-9340

Editor-In-Chief

Assistant Professor Dr. Sanya Kenaphoom

Assistant Professor Dr. Sanya Kenaphoom is a prominent scholar in public administration at Rajabhat Mahasarakham University, Thailand, and serves as Director of the DR.KEN Institute of Academic Development and Promotion. He holds a Doctor of Public Administration (D.P.A.) and specializes in public policy, governance, sufficiency economy, community development, and strategic planning. Dr. Sanya is the Editor-in-Chief of the Interdisciplinary Academic and Research Journal and plays a key role in promoting interdisciplinary academic research in Thailand. His scholarly contributions, which focus on sustainable development and good governance, are widely recognized.

Expertise: Public Administration, Public Policy, Governance, Sufficiency Economy Philosophy, Community Development, Strategic Planning, Educatio

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E-mail: sanya.ke@rmu.ac.th

ORCID ID: https://orcid.org/0000-0002-9833-4759

Google Scholar: https://scholar.google.com/citations?user=Ex2SJ-8AAAAJ&hl=th

Editorial Board Members

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Assoc. Prof. Dr. Chot Bodeerat

Phibunsongkhram Rajabhat University, Thailand

Associate Professor Dr. Chot Bodeerat is a senior academic at Phibunsongkhram Rajabhat University in Thailand, known for his contributions to the fields of international relations, public administration, and community engagement. His academic work often explores governance, policy implementation, and participatory development, particularly within local and regional contexts. Dr. Chot actively publishes scholarly articles and serves on editorial boards, supporting interdisciplinary research and academic advancement. His research outputs are available via his Google Scholar profile, where his ongoing work reflects a commitment to public service innovation and higher education development.

Expertise: International Relations, Public Administration, Governance, Policy Implementation, Community Participation, and Higher Education Development.

E-mail: chotbodeerat@psru.ac.th

ORCID ID: https://orcid.org/0000-0002-6849-3791

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=-bxQstAAAAAJ

Assoc. Prof. Dr. Ratana Panyapa

Ubon Ratchathani Rajabhat University, Thailand

Associate Professor Dr. Rattana Panyapa is a distinguished academic at Ubon Ratchathani Rajabhat University in Thailand, where she focuses on theology, religious studies, and interdisciplinary social development. With a strong academic background and a Doctor of Theology degree, she contributes extensively to both teaching and research. Dr. Rattana also serves on the editorial boards of respected journals, promoting scholarly colla

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contributions, which span various aspects of humanities and social sciences.
Expertise: Theology, Religious Studies, Interdisciplinary Research, Sustainable Social Development, Humanities, and Social Sciences.

E-mail: rattana.p@ubru.ac.th

ORCID ID: https://orcid.org/0000-0001-7801-9340

Google Scholar: https://scholar.google.co.th/citations?hl=en&user=ejbxnyYAAAAJ

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Asst. Prof. Dr.Sompong Kesanuch

Rajamangala University of Technology Suvarnabhumi, Thailand

Assistant Professor Dr. Sompong Kesanuch is a faculty member at Rajamangala University of Technology Suvarnabhumi, Thailand, with research expertise in educational innovation, democratic development, and community engagement. His work focuses on designing instructional media to foster democratic values among students, promoting civic responsibility, and developing leadership within communities. Dr. Sompong also explores multimedia tools and mixed-method approaches to enhance learning environments and support sustainable university initiatives.

Expertise: Educational Innovation, Instructional Design, Democratic Development, Civic Education, Community Leadership, and Multimedia Learning Tools.

E-mail: sompongek@gmail.com

Google Scholar: https://scholar.google.co.th/citations?hl=th&user=F8Yxl54AAAAJ

Assoc. Prof. Dr. Jitti Kittilertpaisan

Sakon Nakhon Rajabhat University, Thailand

Associate Professor Dr. Jitti Kittilertpaisan is a senior academic and Vice President for Administration at Sakon Nakhon Rajabhat University, Thailand. He is actively involved in promoting cooperative education, university–community partnerships, and sustainable development initiatives. His research spans public administration, development studies, and policy analysis, with notable works on entrepreneurial intent, agricultural efficiency, and homelessness intervention. Dr. Jitti integrates quantitative research methods with community-based approaches to address real-world challenges.

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Expertise: Public Administration, Development Studies, Policy Analysis, Community Development, Cooperative Education, and Quantitative Research Methods.

E-mail: jitti1998@hotmail.com

ORCID ID: https://orcid.org/0000-0001-6644-4315

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Assoc. Prof. Dr. Jirayu Supsin

Faculty of Humanities and Social Sciences, Surin Rajabhat University, Thailand

Associate Professor Dr. Jirayu Supsin is a senior academic in the Faculty of Humanities and Social Sciences at Surin Rajabhat University, Thailand. He specializes in political science and public administration, with a strong focus on community development, local governance, and economic empowerment initiatives. His recent research includes studies on political participation, community leadership mechanisms, and strategies to boost economic opportunities for aging societies in Surin Province, reflecting his commitment to sustainable local development.

Expertise: Political Science, Public Administration, Local Governance, Community Development, Community Enterprise, Economic Empowerment, and Mixed-Methods Research.

E-mail: jhssrru@srru.ac.th

Google Scholar: https://scholar.google.com/citations?user=7lx5EoYAAAAJ&hl=th

Assoc. Prof. Dr. Sirivadee Wiwithkhunakorn

Nakhon Ratchasima Rajabhat University, Thailand

Associate Professor Dr. Sirivadee Wiwithkhunakorn is a decorated academic at Nakhon Ratchasima Rajabhat University (NRRU), Thailand, serving as an Associate Professor in the Department of Public Administration and holding leadership roles as Dean of the Faculty of Humanities and Social Sciences. She has co-authored research on developing professional competencies and human resource practices within Rajabhat universities, employing structural modeling and mixed-method approaches to enhance institutional effectiveness.

Expertise: Public Administration, Public Law, Human Resource Development, Institutional Governance, Competency Modeling, Interdisciplinary Education, and International Academic Collaboration.

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E-mail: sirivadee.w@nrru.ac.th

ORCID ID: https://orcid.org/0000-0002-0842-7709

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Assoc. Prof. Dr.Watcharaporn Jantanukul

Ubon Ratchathani Rajabhat University, Thailand

Associate Professor Dr. Watcharaporn Jantanukul is a faculty member at Ubon Ratchathani Rajabhat University in Thailand, specializing in strategic management for local and cultural development, artificial intelligence–enhanced teaching, and community-focused public services. Her recent work includes a 2025 study on "Strategic Management Techniques to Enhance the Sustainable Value-added Local Culture – Local to Global", exploring how local cultures can gain value in the global context. In 2024, she authored a systematic review titled “AI and Human Synergy: Utilizing AI to Enhance Teaching and Learning,” examining how AI integration can support personalized learning while highlighting ethical and equity challenges. Dr. Watcharaporn also investigates public service delivery models to balance efficiency, accountability, and social equity. Her research outputs, reflected in multiple peer-reviewed journals and indexed academic profiles, demonstrate a commitment to enhancing educational quality and community wellbeing through innovative, interdisciplinary approaches.

Expertise: Strategic Management, Local & Cultural Development, AI-Enhanced Education, Public Service Efficiency, Accountability & Equity, and Community Engagement.

E-mail: chomchob49@gmail.com

ORCID ID: https://orcid.org/0000-0001-8048-9798

Asst. Prof. Dr. Chuthamas Chompha

Ubon Ratchathani Rajabhat University, Thailand

Assistant Professor Dr. Chuthamas Chompha is a lecturer in the Faculty of Humanities and Social Sciences at Ubon Ratchathani Rajabhat University, Thailand. Her research centers on community development and poverty alleviation through local community enterprises, with notable work on enhancing operational capabilities of community organizations and applying strategic models to address rural poverty in Ubon Ratchathani Province. Her studies incorporate both quantitative and qualitative approaches to develop sustainable frameworks for empowerment, marketing, and organizational management within Thai communities.

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Expertise: Community Development, Poverty Alleviation, Community Enterprise Management, Strategic Planning, Quantitative & Qualitative Research Methods, and Local Empowerment

E-mail: chuthamars.chom@gmail.com

ORCID ID: https://orcid.org/0000-0003-4130-6236

Google Scholar: https://scholar.google.co.th/citations?user=KwiCB1kAAAAJ&hl=th

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Asst. Prof. Dr. Pisak Kalyanamitra

Valaya Alongkorn Rajabhat University, Thailand

Assistant Professor Dr. Pisak Kalyanamitra is a faculty member at Valaya Alongkorn Rajabhat University in Pathum Thani, Thailand, with a focus on public administration, governance, and education policy. His research includes topics such as good governance in local administrative organizations, fiscal autonomy, social capital development rooted in the Sufficiency Economy philosophy, and quality assurance in ASEAN universities. Dr. Kalyanamitra employs both quantitative (e.g., causal relationship models, frontier analysis) and qualitative approaches to support sustainable development and organizational effectiveness. His work is documented across multiple journals and indexed in Google Scholar and ResearchGate.

Expertise: Public Administration, Good Governance, Fiscal Autonomy, Social Capital & Sufficiency Economy, Educational Quality Assurance, Quantitative & Qualitative Research Methods.

E-mail: pisak@vru.ac.th

ORCID ID: https://orcid.org/0000-0001-5624-933X

Asst. Prof. Dr. Wanchai Suktam

Surin Rajabhat University, Thailand

Assistant Professor Dr. Wanchai Suktam is a lecturer and researcher at Surin Rajabhat University, Thailand, with expertise in public administration, political science, community development, and human resource management. His research focuses on participatory development, volunteerism, and local wisdom, aiming to empower communities and promote sustainable livelihoods—particularly among elderly groups in border areas. Dr. Wanchai also explores educational innovation, including the use of blockchain technology for academic credentialing and data

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management. His scholarly work reflects a strong commitment to community engagement and policy-driven development.

Expertise: Public Administration, Political Science, Community Development, Human Resource Management, Participatory Research, Volunteerism & Local Wisdom Learning, Educational Innovation, and Technology in Education.

E-mail: wanchai2526@srru.ac.th

ORCID ID: https://orcid.org/0000-0002-0696-1377

Google Scholar: https://scholar.google.com/citations?user=dj-RB6YAAAAJ&hl=th

Zhang Yeying

Asst. Prof. Dr. Kanlayani Charoensopharat

Rajabhat Mahasarakham University, Thailand

Assistant Professor Dr. Kanlayani Charoensopharat is a biotechnology researcher at Rajabhat Mahasarakham University, Thailand, specializing in fermentation engineering, bioethanol production, and microbial biotechnology. Her research focuses on developing thermotolerant yeast strains for efficient bioethanol production from various substrates such as cassava, molasses, and Jerusalem artichoke. She also explores antimicrobial compounds derived from Streptomyces and plant extracts, integrating applied microbiology with sustainable bioprocessing. Dr. Kanlayani holds a Ph.D. in Biotechnology and has published extensively in her field.

Expertise: Biotechnology, Fermentation Engineering, Bioethanol Production, Thermotolerant Yeasts, Antimicrobial Compound Discovery, Electrophoresis, and Cloning.

E-mail: kanlayani@rmu.ac.th

ORCID ID: https://orcid.org/0000-0002-7091-5615

Google Scholar: https://scholar.google.com/citations?hl=th&user=ZSly9c8AAAAJ

Asst. Prof. Dr. Busara Niyomves

Ramkhamhaeng University, Thailand

Assistant Professor Dr. Busara Niyomves is an academic at Ramkhamhaeng University, Thailand, with expertise in educational management, lifelong learning, and technology-enhanced instruction. Her research focuses on hybrid learning m

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in AI-integrated education, and comparative studies between formal schooling and tutoring institutions. She employs mixed-method research approaches to explore educational outcomes and contribute to policy and innovation in teaching and learning.

Expertise: Educational Management, Hybrid & Technology-Enhanced Learning, Lifelong Learning, Ethical Leadership in AI Education, Comparative Education, and Mixed-Methods Research.

E-mail: busara_09@hotmail.com

ORCID ID: https://orcid.org/0000-0002-3434-9310

Zhang Yeying

Asst. Prof. Dr. Ntapat Worapongpat

Eastern Institute of Technology Suvarnabhumi (EITS), Thailand

Assistant Professor Dr. Ntapat Worapongpat is a faculty member at the Eastern Institute of Technology Suvarnabhumi (EITS), Thailand, and serves as the head of the Center for Knowledge Transfer, Technology, Community Innovation, Entrepreneurship, Tourism, and Education. His expertise lies in innovative educational leadership, community-based digital marketing, and AI-enhanced learning systems. His recent research explores leadership in private university administration, AI mindfulness in graduate education, and strategies for integrating technology to foster community innovation and entrepreneurship.

Expertise: Innovative Educational Leadership, Digital Community Marketing, Organizational Learning, AI-Enhanced Education, Community Innovation, Technology Transfer, and Entrepreneurship.

E-mail: dr.thiwat@gmail.com

ORCID ID: https://orcid.org/0009-0008-3071-5249

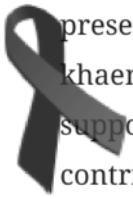
Google Scholar: https://scholar.google.com/citations?user=4DHixrwAAAAJ&hl=th

Dr.Pariyat Namsanga

Rajabhat Maha Sarakham University, Thailand

Dr. Pariyat Namsanga is a music scholar and educator at Rajabhat Maha Sarakham University in Thailand, specializing in musicology, ethnomusicology, and music education. His work focuses on

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preserving and innovating traditional Isan music by blending local styles, such as mōlam and khaen, with Western influences. As an Assistant Dean, he also oversees music infrastructure and supports student development through cultural performances and academic research. His contributions help bridge traditional Thai musical heritage with modern educational practices, enriching both the local community and academic discourse.

Expertise: Musicology, Ethnomusicology, Music Education, Society and Culture

E-mail: pariyat.na@rmu.ac.th

Google Scholar: https://scholar.google.com/citations?user=a22upkoAAAAJ

Zhang Yeying

Dr.Suratsawadee Chantachon

Sirindhorn College of Public Health, Chonburi, Thailand

Dr. Suratsawadee Chantachon is a public health researcher at Sirindhorn College of Public Health, Chonburi, Thailand, specializing in community healthcare innovations with a strong emphasis on herbal health applications for older adults. Her recent work includes developing a prototype *"herbal pain relief belt"* aimed at alleviating knee pain in elderly residents of Bang Nam Priao District, showing significant reductions in discomfort and NSAID usage in quasi-experimental trials. She also co-researches on the adaptive use of traditional Mongolian ger dwellings, examining their health and educational benefits alongside Dr. Songkoon Chantachon. Her ORCID ID is 0009-0005-4173-1728, and her emerging Google Scholar profile indicates a growing publication record focused on practical, health-centered innovation in Thai communities.

Expertise: specializes in community health, elderly care, herbal medicine, health innovation, and traditional Thai health practices.

Mail: suratsawadee@scphc.ac.th

ORCID ID: https://orcid.org/0009-0005-4173-1728

Google Scholar: https://scholar.google.com/citations?user=B4cfQYsAAAAJ&hl=th

Lecturer Sunisa Potisansuk

Rajabhat Mahasarakham University in Thailand

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Lecturer Sunisa Potisansuk is a faculty member at Rajabhat Mahasarakham University in Thailand, where she specializes in teaching dance and drama. Her academic work focuses on the preservation and innovation of Thai folk and religious performances, often combining traditional storytelling, music, and costume with modern choreography. Through her research, she explores cultural themes such as the Holi festival, Isaan legends, and spiritual rituals at shrines, aiming to keep local arts relevant and meaningful in contemporary society. Her publications also contribute to the understanding of community-based crafts and performances, highlighting their role in cultural identity and education.

Expertise: Thai dance and drama, folk and religious performance, cultural preservation, contemporary choreography, and community-based arts.

E-mail: sunisa15122126@gmail.com

Zhang Yeying

Google Scholar: https://scholar.google.com/citations?user=z5CeQhcAAAAJ&hl=th

Dr.Narisara Khamsing

Faculty of Management Science, Rajabhat Maha Sarakham University, Thailand

Dr. Narisara Khamsing is a faculty member at the Faculty of Management Sciences, Rajabhat Maha Sarakham University, Thailand. She specializes in tourism management with a strong focus on community-based and sustainable tourism. Her academic background includes a doctorate in Tourism and Hospitality Management, and she has extensive teaching experience in hotel management, front office operations, and community tourism. Beyond teaching, she frequently serves as a guest speaker on topics such as personality development, front office services, and community tourism development.

Her research contributions span both behavioral studies and applied tourism planning. Key projects include analyzing tourist intentions in faith-based tourism in Maha Sarakham Province, and optimizing family travel routes in Buriram using advanced heuristic models. These works combine social science approaches, such as survey analysis, with technical methods like adaptive algorithms, reflecting her interdisciplinary strength. Her studies not only enhance academic understanding but also provide practical insights for local tourism development, helping communities design sustainable tourism experiences.

Expertise: Community-based and sustainable tourism, hospitality and front office management, homestay and tourism route development, personality development, communication skills, and tourism behavior research.

E-mail: Narisara.kh@rmu.ac.th

Google Scholar: https://scholar.google.com/citations?user=iuCbpykAAAAJ&hl=th

Managing Editors

Krisada Saenbuakham

Research and Development Institute, Rajabhat Maha Sarakham University, Maha Sarakham, Thailand

นโยบายการคุ้มครองข้อมูลส่วนบุคคล Privacy policy

E-mail: krisda@rmu.ac.th

Hongyaya Dechphanna

Faculty of Political Science and Public Administration, Rajabhat Maha Sarakham University, Maha Sarakham, Thailand

E-mail: prapatsornsubterm@gmail.com

Zhang Yeying



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Effect of Project-Based Learning on Artistic Skills of Vocational High School Students

Zhang Yeying [1], Mesa Nuansri [2], Suwana Juithong [3]

[1] M.Ed. Student of the Curriculum and Instruction program, Valaya Alongkorn Rajabhat University under the Royal Patronage, Pathum Thani Province, Thailand

[2,3] Lecturer of Curriculum and Instruction Program, Valaya Alongkorn Rajabhat University, under the Royal Patronage, Pathum Thani Province, Thailand

[1]E-mail : 1073554073@qq.com ORCID ID: https://orcid.org/0009-0006-1260-6888

[2]E-mail: Mesa@vru.ac.th ORCID ID: https://orcid.org/0009-0003-2449-3604

[3]E-mail: Suwana@vru.ac.th, ORCID ID: https://orcid.org/0009-0002-1391-5819

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Abstract

Background and aim: This study addresses the gap between technical training and creative competence development in vocational art education, a persistent challenge in China's vocational education reform. Grounded in constructivist and experiential learning theories, this study aimed to: (a) compare vocational high school students' artistic skills before and after Project-Based Learning (PBL), (b) compare post-PBL skills against a 70% competency criterion, and (c) assess student satisfaction with PBL.t.

Materials and Methods: The sample comprised 50 first-year art students from a Kunming vocational school, selected via cluster random sampling. A one-group pretest-posttest design was employed. Instruments included six PBL lesson plans, a reliable artistic skills assessment rubric (ICC=0.82), and a student satisfaction questionnaire. Data were analyzed using paired sample t-tests, one-sample t-tests, and descriptive statistics.

Result: Results indicated a statistically significant improvement in posttest artistic skill scores (M = 76.34, SD = 4.03) compared to pretest scores (M = 65.92, SD = 5.30, p <.001), with a very large effect size (Cohen's d = 2.62). This 10.42-point increase represents a substantial educational gain. Posttest scores also significantly exceeded the 70% criterion (67.2 points), p <.001. Furthermore, student satisfaction was very high (M = 4.52, SD = 0.50).

Conclusion: The study concludes that PBL is an effective instructional approach for enhancing artistic skills and meeting competency standards in vocational art education, supporting learner-centered reform and offering practical implications for curriculum design in vocational schools.

Keywords: Artistic Skills; Project-Based Learning; Vocational High School Students; Learning Satisfaction; Competency-Based Education; Constructivist Learning; Vocational Art Education

Introduction

Enhancing instructional quality and student competencies is a central priority in China's vocational education reform (State Council, 2019). From an education management perspective, instructional models directly influence curriculum quality, competency standards, and the attainment of institutional reform goals. However, vocational art education continues to be dominated by a traditional skill-centered paradigm that prioritizes technical replication over creativity, critical thinking, and authentic application. Such an approach often limits opportunities for student exploration, collaboration, and real-

world problem-solving, thereby leading to a gap between classroom learning and industry demands (OECD, 2020; UNESCO, 2021). Modern vocational systems emphasize the need to balance technical proficiency with innovation and collaboration to meet employability frameworks, yet assessment practices often overlook these higher-order competencies.

Project-Based Learning (PBL), grounded in constructivist and experiential learning theory, addresses these challenges by engaging students in authentic, inquiry-driven projects (Thomas, 2000). PBL is particularly suited to vocational education management contexts as it supports curriculum integration, interdisciplinary learning, and performance-based assessment—key elements for aligning instructional practice with industry expectations (Luo et al., 2024). It fosters active learning, collaboration, and reflection, facilitating the integration of theoretical knowledge with practical skills and the development of higher-order competencies. Recent studies in vocational settings have demonstrated PBL's effectiveness in promoting learner autonomy (Green & du Plessis, 2023), communication skills, and practical competence development (Luo et al., 2024). Despite supporting evidence, empirical research on PBL's effectiveness in vocational art education, particularly concerning foundational skills such as drawing, remains scarce. Previous studies have largely focused on general or higher education, leaving a gap in understanding how PBL impacts vocational high school students who require a dual focus on technical competence and creativity. This study, therefore, investigates the effects of PBL on vocational school students' artistic skills and learning satisfaction, contributing empirical evidence for instructional improvement and curriculum reform. By measuring both artistic skills and satisfaction, this study provides a comprehensive view of educational effectiveness, an approach valued in education management research.

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Objectives

1) To compare students' artistic skills before and after receiving instruction through Project-Based Learning.

2) To determine whether students' artistic skills after learning through Project-Based Learning meet or exceed the predetermined 70% competency standard, based on the school's official benchmark.

3) To evaluate students' satisfaction with Project-Based Learning as an instructional approach in vocational art education.

Literature Review

This literature review focuses on the application of Project-Based Learning (PBL) in vocational high school art education and its impact on students' artistic skills and satisfaction. It systematically examines the theoretical foundations of art education assessment, the pedagogical characteristics of PBL, and the design principles for student satisfaction evaluation.

1. Learning Theories Supporting PBL in Vocational Art Education

The effectiveness of PBL is underpinned by several interconnected learning theories. Constructivist learning theory posits that knowledge is actively constructed by learners through engagement with ideas and experiences (Dewey, 1910; Piaget, 1973). In a vocational art context, this translates to students building artistic understanding by tackling authentic projects. Experiential learning theory (Kolb, 1984) further emphasizes the role of concrete experience, reflective observation,

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and active experimentation in skill development. Social learning theory (Bandura, 1977) highlights the importance of collaboration and observation, which are integral to PBL's group work and peer feedback components. These theories collectively explain how PBL supports the development of creativity, problem-solving, and technical mastery in vocational students. Green & du Plessis (2023) demonstrated that PBL in vocational education promotes learner autonomy and deeper understanding through hands-on, real-world activities, fostering a greater sense of responsibility for students' own learning.

2. Theoretical Foundations of Art Education Assessment

Based on existing scholarship, the review clarifies that art education assessment should encompass aesthetic, technical, and conceptual dimensions, emphasizing the importance of interdisciplinary integration in artistic practice. Effective assessment must holistically reflect students' experiences in skill development, attitudinal shifts, and collaborative practice. Specifically for skill assessment, this study adopts a six-dimensional framework synthesized from the theories of Eisner (2002), Sternberg (1997), and others (form expression, design application, image interpretation, craft practice, work appreciation, interdisciplinary integration), providing a structured basis for evaluation. These dimensions are essential for vocational art students as they reflect industry expectations for technical ability, creative thinking, visual communication, and professional practice.

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3. PBL Pedagogy and Its Application in Art Education

Concurrently, PBL, as an authentic project-driven constructivist teaching model, is grounded in principles such as Kilpatrick's (1918) "purposeful act" and Dewey's (1910) "reflective thinking." These principles have been widely validated for enhancing student engagement and promoting deep learning (Larmer et al., 2015), demonstrating significant advantages in bridging theoretical knowledge and professional practice. Empirical studies support these claims. Luo et al. (2024) found that PBL effectively promoted vocational undergraduate students' oral English ability, with 87.5% of students achieving "High" or "Very High" developmental levels across multiple dimensions, demonstrating PBL's effectiveness in competency-based vocational education. Similarly, Hunter-Doniger (2018) demonstrated that authentic project tasks enhance students' artistic practice skills and motivation. These studies, despite varying contexts, consistently show PBL's potential to foster skill transfer and engagement.

4. Student Satisfaction in Student-Centered Learning Environments

Regarding satisfaction evaluation, literature suggests it should cover multiple core dimensions, including learning content, the learning process, instructor support, and evaluation outcomes. Educational management and instructional design literature explains that student-centered learning, autonomy, meaningful tasks, and supportive teaching environments contribute to positive learning experiences (Ryan & Deci, 2000). This theoretical grounding justifies satisfaction as a key outcome variable, as it reflects the learning environment's quality and its capacity to engage students. Research by Luo et al. (2024) identified that factors such as well-designed lesson plans, teachers' efficacy, and authentic activities significantly influence vocational students' learning outcomes and engagement. This study draws on relevant guidelines for student satisfaction surveys and art education assessment, tailoring the instrument to the features of PBL. The content validity of the questionnaire was ensured through expert review (using the IOC index), and its reliability was confirmed via Cronbach's Alpha analysis, aligning with educational measurement standards.

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5. Identifying the Research Gap

Despite the growing body of evidence, a clear research gap remains. Few experimental studies have systematically investigated PBL's effect on foundational, multi-dimensional artistic skills within the specific context of vocational high schools in China. Existing research often lacks rigorous designs or focuses on broader educational levels. Furthermore, as noted by Nurhaini et al. (2024), effective PBL implementation in vocational high schools faces challenges, including inadequate preparation and the need for regular teacher development forums, highlighting the importance of understanding context-specific factors that influence PBL effectiveness. The present study addresses this gap by employing a quasi-experimental design to examine the impact of PBL on a comprehensive six-dimensional artistic skills framework in a vocational setting, thereby providing much-needed empirical evidence for this underrepresented population.

In summary, this review integrates the artistic skills framework, PBL pedagogy, and satisfaction assessment models, demonstrating how the literature on learning theories, assessment, and empirical outcomes logically supports the research focus. It provides a solid theoretical and methodological foundation for the research. It ensures the scientific rigor and contextual relevance of the questionnaire design and lays the groundwork for subsequent data collection and analysis.

Conceptual Framework

Based on the research framework, Project-Based Learning was treated as the independent variable, while students' artistic skills and learning satisfaction were treated as dependent variables. The framework is grounded in social constructivist theory and experiential learning theory, emphasizing learning through interaction, experience, and reflection. In this process, PBL is posited to foster key mediating processes such as student engagement, reflection, and collaboration, which in turn lead to the development of artistic skills and learning satisfaction. This conceptualization aligns with findings from Luo et al. (2024), who identified that well-designed PBL approaches incorporating authentic activities and teacher efficacy positively influence student outcomes in vocational education.



Figure 1: Conceptual Framework of the Study

Methodology

1. Participants and Sampling

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The population of this study consisted of 300 first-year students enrolled in six classes at Guandu Vocational High School, Kunming, Yunnan Province, during the academic year 2025.

The sample comprised 50 first-year students from one intact class. Cluster random sampling was employed to select the sample class from the six available classes. The selected class served as a single experiment group in this study. The sample size of 50 is considered acceptable for quasi-experimental

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educational research, providing sufficient statistical power for the planned analyses (Cohen, 1988). Detailed demographic information, such as gender distribution and prior art training, was not collected for this study, which is acknowledged as a limitation.

2. Research Instruments

PBL Lesson Plans: Six 2-hour lesson plans were developed based on the Project-Based Learning framework, focusing on cultivating vocational high school students' artistic skills. The lessons covered thematic projects corresponding to six artistic skill dimensions: Form Expression, Design Application, Image Interpretation, Craft Practice, Art Appreciation, and Interdisciplinary Integration. Each lesson plan followed a structured PBL cycle, including project introduction, planning, implementation, presentation, and reflection, with the teacher acting as a facilitator. This structured approach aligns with recommendations from Luo et al. (2024), who emphasized the importance of well-designed lesson plans in effective PBL implementation. Expert validation confirmed a high level of appropriateness, with mean scores ranging from 4.60 to 4.65, significantly exceeding the established criterion of 3.51.

Artistic Skills Assessment Rubric: A rubric-based assessment tool was developed to evaluate students' artistic skills across the aforementioned six dimensions. Each dimension was rated on a 4-point scale (1 = Beginning to 4 = Excellent), yielding a total possible score of 96. Three expert art teachers were involved in the content validation process. The instrument demonstrated good content validity (IOC values ranged from 0.67 to 1.00) and acceptable inter-rater reliability, with an Intraclass Correlation Coefficient of 0.82 based on the ratings of two trained independent assessors.

Student Satisfaction Questionnaire: A questionnaire was designed to assess students' perceptions of the PBL-based art instruction. It consisted of 17 items measured on a 5-point Likert scale (1 = Very Low to 5 = Very High), covering learning content, instructional process, teaching support, and learning outcomes. While all items received an IOC of 1.00 from three experts, indicating excellent content validity, the possibility of a slightly lenient review is noted. The questionnaire showed acceptable internal consistency, with an overall Cronbach's Alpha coefficient > 0.70. Cronbach's alpha for subscales ranged from 0.72 to 0.85, indicating good reliability.

3. Data collection

The procedures of data collection were as follows:

1) The samples were given the pretest by measuring students' artistic skills Zhang Yeying

2) The samples were taught by using project-based learning strategies over a period of six weeks, with one 2-hour session per week.

3)After finishing the instruction, the samples received the posttest by using the same instrument that was used in the pretest.

4) The samples were given the students' satisfaction questionnaire.

4. Data analysis

In this study, data were analyzed using the statistical program according to the research objectives. Before analysis, the normality of difference scores for the paired sample was assessed and found to satisfy the assumptions for the t-test.

1) Compare students' artistic skills before and after receiving project-based learning strategies by using a t-test for dependent samples. Effect sizes (Cohen's d) and 95% confidence intervals were calculated to determine the magnitude and precision of the effect.

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2) Compare students' artistic skills with the determined criteria set at 70 percent by using a t-test for one sample. This 70% criterion was based on the vocational school's official competency benchmark for satisfactory achievement in core subjects. Effect sizes were also calculated for this comparison.

3) Assess the student's satisfaction with project-based learning strategies by using the arithmetic mean and standard deviation.

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Results

The findings are presented in direct response to the three research objectives.

1. Comparison of artistic skills before and after Project-Based Learning

The paired-samples t-test was conducted to compare students' artistic skills before and after learning through the Project-Based Learning method. The results of descriptive statistics and the paired-samples t-test are presented in Table 1. This analysis aimed to determine whether Project-Based Learning could effectively enhance students' artistic skills.

Table 1 Comparison of students' artistic skills before and after learning through Project-Based Learning

Group	n	Full score	Pretest scores		Posttest scores		t	p
			M	S.D.	M	S.D.		
Experimental group	50	96	65.92	5.30	76.34	4.03	18.51*	<.001

*p <.05

As shown in Table 1, the mean score of students' artistic skills in the pretest was 65.92 (S.D. = 5.30), while the mean score in the posttest increased to 76.34 (S.D. = 4.03). The posttest mean score was 10.42 points higher than the pretest mean score. The paired-samples t-test revealed that this improvement was statistically significant ($t(49) = 18.51$, $p < .001$). The effect size (Cohen's $d = 2.62$) is considered very large, indicating substantial practical significance. The 95% confidence interval [9.89, 10.95] suggests high precision in the estimated improvement. This result indicates that students' artistic skills after receiving Project-Based Learning were significantly higher than before the intervention. The reduction in standard deviation from 5.30 to 4.03 also suggests that PBL may have helped create more consistent student performance.

2. Comparison of Post-PBL artistic skills with the 70% Criterion

A one-sample t-test was conducted to compare students' posttest artistic skills scores with the criterion score set at 70 percent of the full score. This 70% criterion was based on the vocational school's official competency benchmark for satisfactory achievement in core subjects. The results of the analysis are presented in Table 2.

Table 2: The result of comparing the different scores of artistic skills after learning through the Project-Based Learning method, with the criteria set at 70 percent.

Group	Full score	Criteria score	n	M	S.D.	t	p
Experimental group	96	70% (67.20)	50	76.34	4.03	16.02*	<.001

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*p <.05

As presented in Table 2, the mean score of students' artistic skills after learning through the Project-Based Learning method was 76.34, which was significantly higher than the criterion score of 67.20 at the.05 level of statistical significance (t(49) = 16.02, p <.001). The effect size for this difference is also very large (Cohen's d = 2.27), indicating that the PBL intervention not only helped students meet but also substantially exceeded the official competency benchmark. This finding aligns with Luo et al. (2024), who reported that PBL effectively promoted vocational students' abilities, with the majority achieving high developmental levels across multiple dimensions. This finding indicates that students' artistic skills after receiving Project-Based Learning exceeded the predetermined 70 percent criterion.

3. Assessment of Student Satisfaction After Project-Based Learning

Students' satisfaction with the Project-Based Learning method was analyzed using descriptive statistics. The results of students' satisfaction levels are shown in Table 3. Zhang Feying

Table 3: Level of student satisfaction after learning through the Project-Based Learning method.

No.	Item	M	S.D.	Level of appropriateness
Section 1: Satisfaction with Learning Content (α=0.82)				
1	Relevance and authenticity of PBL course content to real-world artistic practice (e.g., design tasks, creative projects)	4.52	0.50	Very high level
2	The challenging and inspiring nature of the PBL course content	4.56	0.50	Very high level
3	The extent to which PBL content helped improve my Form Expression Skills (e.g., handling line, color, texture, space)	4.54	0.50	Very high level
4	The extent to which PBL content helped improve my Design Application Skills (e.g., transforming creative ideas into visual solutions, applying visual language)	4.54	0.50	Very high level
Section 2: Satisfaction with the Learning Process (α=0.75)				
5	Experience of self-directed inquiry and artistic problem-solving in PBL	4.44	0.54	high level
6	Experience of group collaboration and interactive communication in PBL	4.48	0.50	high level
7	The extent to which PBL stimulated my interest and initiative in artistic learning	4.52	0.50	Very high level
Section 3: Satisfaction with Instructor Support (α=0.78)				

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No.	Item	M	S.D.	Level of appropriateness
8	Timeliness and effectiveness of guidance and feedback provided by the teacher during PBL	4.48	0.50	high level
9	Helpfulness of the teacher's support (e.g., art resources, technique suggestions, creative strategies)	4.52	0.50	Very high level
10	The teacher's effectiveness in fostering positive classroom interaction and a creative atmosphere	4.48	0.49	high level
Section 4: Satisfaction with Evaluation & Outcomes (α=0.80)				
11	Fairness and transparency of PBL assessment methods (e.g., formative assessment, work presentation, creative report)	4.56	0.50	Very high level
12	The extent to which PBL assessment accurately reflected my improvement in Craft Practice Skills and Work Appreciation Skills	4.48	0.54	high level
13	My satisfaction level with the artistic outcomes (works/projects/presentations) accomplished through PBL	4.50	0.51	Very high level
14	The extent to which PBL helped develop my Interdisciplinary Integration Skills (e.g., connecting art with knowledge from other disciplines)	4.50	0.51	Very high level
15	The extent to which PBL has a positive impact on my future artistic learning or career development	4.50	0.51	Very high level
Section 5: Overall Learning Experience Satisfaction (α=0.85)				
16	My overall satisfaction with this PBL art course	4.50	0.51	Very high level
17	My willingness to recommend this type of PBL art course to other students	4.50	0.51	Very high level
Overall Total (α=0.88)		4.52	0.50	Very high level

Table 3 details the descriptive statistics for student satisfaction across four dimensions, measured via a 17-item, 5-point Likert scale. The overall mean score was 4.52 (S.D. = 0.50), reflecting a very high level of satisfaction with the PBL art course. All subscales demonstrated acceptable to good internal consistency, with Cronbach's alpha values ranging from 0.75 to 0.88. These high satisfaction levels are consistent with research by Green & du Plessis (2023), who found

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that PBL in vocational education leads to positive student perceptions, including deeper understanding and meaningful application of knowledge and skills.

All dimensions received consistently positive ratings. For Satisfaction with Learning Content (Items 1-4), students reported very high satisfaction (M = 4.54), notably valuing the content's relevance, authenticity, and its role in enhancing Form Expression and Design Application Skills. Regarding Satisfaction with the Learning Process (Items 5-7), the self-directed and collaborative aspects of PBL were highly valued (M = 4.48), with the highest score for stimulation of interest and initiative. Satisfaction with Instructor Support (Items 8-10) was also high to very high (M = 4.49), highlighting the importance of timely guidance and a supportive, creative environment. For Satisfaction with Evaluation & Outcomes (Items 11-15), students expressed strong approval (M = 4.51), particularly regarding assessment fairness/transparency and the development of Interdisciplinary Integration Skills. Items on the Overall Learning Experience (Items 16-17) confirmed this positive reception, showing high overall satisfaction and a strong willingness to recommend the course.

In summary, the data indicate that students perceived the PBL intervention very positively across all measured facets. The learning process, outcomes, and instructional support collectively fostered a highly satisfactory and engaging educational environment.

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Discussion

The findings of this study confirmed that Project-Based Learning (PBL) was associated with significant improvements in vocational high school students' artistic skills. Students' posttest scores were significantly higher than their pretest scores, with a very large effect size, indicating that structured project-based activities effectively enhanced artistic performance across multiple dimensions. This improvement can be linked to specific PBL features, such as authentic tasks that required design planning, collaborative discussion, and iterative refinement—processes that encouraged reflection and experiential learning, which are central to higher-order artistic competency.

This result aligns with previous research demonstrating that PBL promotes deeper learning, problem-solving ability, and authentic skill development (Bell, 2010; Kokotsaki et al., 2016). More recent studies have corroborated these findings in vocational contexts. Luo et al. (2024) found that PBL significantly improved vocational undergraduate students' oral English ability, with 87.5% of students achieving high or very high developmental levels, demonstrating PBL's effectiveness in competency-based vocational education. Similarly, Green & du Plessis (2023) reported that PBL in vocational hospitality education promoted learner autonomy, deeper understanding, and meaningful application of knowledge and skills through hands-on, real-world activities.

The improvement in students' artistic skills may be explained through constructivist learning theory, which emphasizes active knowledge construction through meaningful engagement and real-world application (Dewey, 1910; Kilpatrick, 1918). In the present study, students were required to complete integrated art projects involving design planning, collaborative discussion, and iterative refinement. Such processes encouraged reflection and experiential learning, which are central to

the development of higher-order artistic competencies. This suggests PBL helped students move from technical imitation to more original, creative application.

Furthermore, the results are consistent with cognitive apprenticeship theory, which suggests that modeling, guided practice, and feedback support skill acquisition in complex domains (Collins et al., 1989). Through teacher scaffolding and peer collaboration, students were able to progressively refine their artistic techniques and conceptual understanding.

In addition to skill improvement, students reported very high levels of satisfaction with the PBL approach. This finding can be interpreted through the lens of Self-Determination Theory, which posits that learning environments supporting autonomy, competence, and relatedness enhance intrinsic motivation (Ryan & Deci, 2000). The PBL framework provided students with opportunities to make creative decisions, collaborate with peers, and experience tangible project outcomes, thereby strengthening their engagement and motivation. The consistently high satisfaction ratings, while positive, may also indicate a ceiling effect, suggesting the questionnaire could be refined in future iterations to capture more nuanced feedback.

The findings also carry implications for education management. The successful implementation of PBL required structured lesson plans, clear rubrics, and systematic evaluation, highlighting the importance of instructional leadership and resource management. For school administrators, these results suggest that investing in teacher training for PBL and allocating time for collaborative curriculum planning can be effective strategies for enhancing educational quality and aligning school outcomes with industry expectations. However, as noted by Nurhaini et al. (2024), effective PBL implementation requires addressing challenges such as inadequate preparation and the need for regular group discussion forums to support teacher development. Luo et al. (2024) similarly emphasized the importance of well-designed lesson plans and teachers' pedagogical efficacy in successful PBL implementation.

Overall, the findings suggest that Project-Based Learning is an effective instructional strategy for improving artistic skills and enhancing learning satisfaction in vocational high school art education.

This study has several limitations that should be considered. First, the one-group pretest-posttest quasi-experimental design, without a control group, limits the ability to draw strong causal conclusions. Threats to internal validity, such as maturation, testing effects, and instructor expectancy, cannot be entirely ruled out. Second, the sample was drawn from a single intact class in one vocational school, which limits the generalizability of the findings. Third, the six-session intervention was relatively short, and the study did not assess the long-term retention or transfer of artistic skills. Fourth, self-report bias may have influenced the satisfaction results. Finally, detailed demographic information was not collected, precluding analysis of potential differential effects across student subgroups. Future research should employ more rigorous designs, such as randomized controlled trials or quasi-experimental designs with control groups, include multiple schools and longer intervention periods, and use mixed methods to gain deeper insights into the learning processes. Studies should also investigate the sustainability of skill gains and explore how PBL can be effectively implemented across different vocational disciplines, addressing

implementation challenges identified by Nurhaini et al. (2024), such as teacher preparation and resource allocation.

Recommendation

For Educators: Integrate PBL by designing authentic, professionally-relevant projects. Guide students through the full creative process (planning, creation, presentation, reflection) and use clear rubrics to assess both process and product. Provide adequate scaffolding and formative feedback throughout project implementation. As noted by Luo et al. (2024), teachers' pedagogical efficacy and well-designed lesson plans are crucial factors in successful PBL implementation.

For Curriculum Designers: Incorporate PBL modules and exemplar projects into vocational art programs. Provide professional development resources and establish regular teacher collaboration forums (Nurhaini et al., 2024) to support teachers transitioning to student-centered models. Address resource and time constraints through careful curriculum planning.

For Future Research: As noted in the limitations, future studies should conduct longitudinal studies on skill retention and transfer, employ mixed-methods for deeper insights into learning experiences, and replicate the study across institutions and disciplines. Investigate the specific mediating mechanisms, such as student engagement and collaboration, that contribute to PBL's effectiveness. Additionally, research should explore strategies to address implementation challenges identified in vocational contexts (Nurhaini et al., 2024).

New Knowledge from the Research

This study contributes new knowledge to the field of vocational art education and education management in several ways. First, it provides empirical evidence from an underrepresented context, demonstrating that PBL significantly improves artistic skills among vocational high school students in China. Second, it introduces and validates a structured six-dimensional artistic skills framework (form expression, design application, image interpretation, craft practice, work appreciation, and interdisciplinary integration) within a PBL setting. This framework offers a systematic way to develop and measure complex artistic competencies that reflect industry expectations. Third, the finding that students significantly exceeded the official 70% competency benchmark suggests that PBL can effectively align instructional outcomes with institutional standards, offering a practical strategy for curriculum reform. Fourth, the research highlights the role of structured educational management—including clear lesson planning, assessment rubrics, and systematic evaluation—in supporting innovative, student-centered pedagogies. Finally, the study contributes to the growing body of literature on PBL in vocational education (Green & du Plessis, 2023; Luo et al., 2024; Nurhaini et al., 2024) by focusing specifically on multi-dimensional artistic skill development and identifying both the effectiveness and implementation considerations for PBL in vocational art contexts.

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Zhang Yeying

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Acceptance Letter for Publication

To **Zhang Yeying, Mesa Nuansri, Suwana Juithong**

Following the submission of your manuscript entitled **"Effect of Project-Based Learning on Artistic Skills of Vocational High School Students"** to the *Interdisciplinary Academic and Research Journal (Online)*, Old ISSN: 2774-0374 (Online) and New ISSN: 2985-2749 (Online), we are pleased to inform you of the outcome of the editorial and peer-review process.

The *Interdisciplinary Academic and Research Journal (IARJ)* is indexed by the **Thailand Citation Index (TCI Tier 2)** and is a member of **Crossref (DOI)**. In addition, articles published in the journal are retrievable through recognized international academic databases and library systems, including **Google Scholar, Semantic Scholar, Scilit, Harvard Library, and OUCI (Open Ukrainian Citation Index)**.

Your manuscript has undergone a rigorous peer-review process and was evaluated by three expert reviewers in the relevant field from various external institutions, all of whom are independent and have no affiliation with the author's organization. Based on the reviewers' evaluations and recommendations, the Editorial Board is pleased to confirm that your article has been **accepted for publication** in the *Interdisciplinary Academic and Research Journal*.

The article is scheduled for publication in **Volume 6, Issue 6 (November–December 2026)**. The publication status and progress of the article can be followed online at:
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However, we kindly request that you carefully review the attached manuscript file to ensure its completeness. Should any revisions or corrections be necessary, please inform us and return the revised file at your earliest convenience.

Thank you for submitting your valuable research to our journal. We sincerely appreciate your contribution and look forward to receiving further high-quality manuscripts from you for publication in future issues.

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Regards

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Chief of Editor
Telephone +66946398978, E-mail: dr.keninstitute@gmail.com

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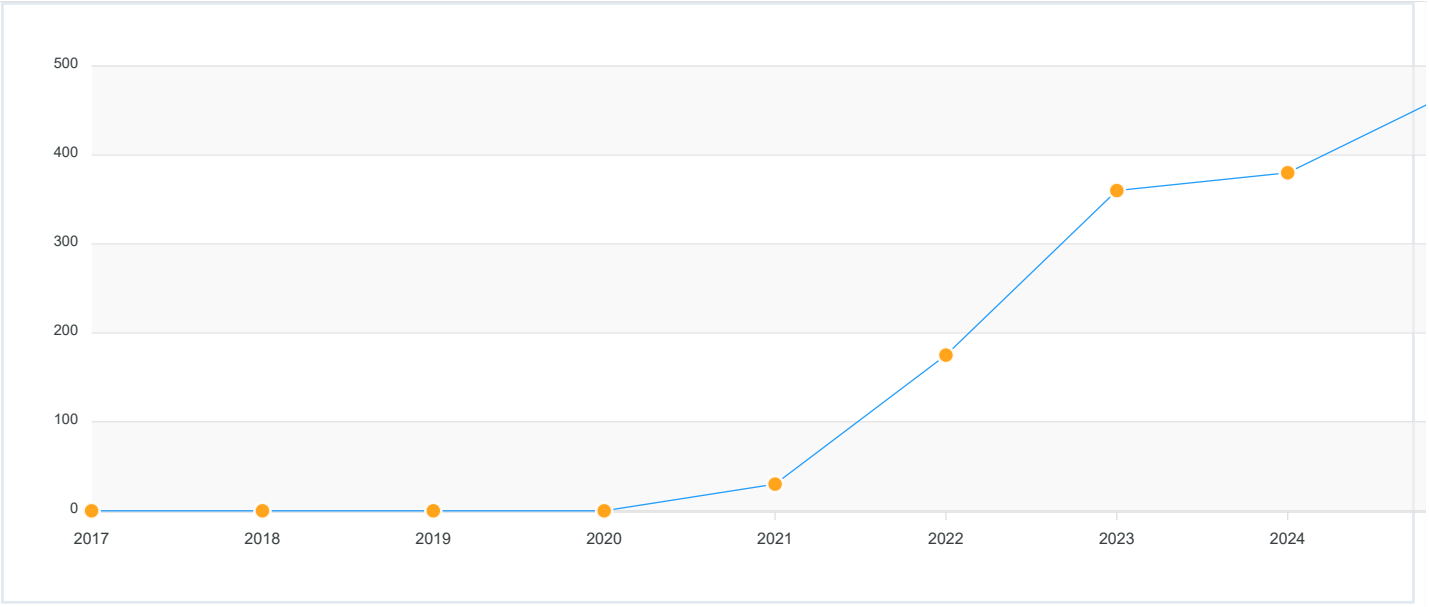


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