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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.keninstitute
: dr.keninstitute@gmail.com,

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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

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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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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

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

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.

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

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

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

Asst. Prof. Dr. Pisak Kalyanamitra

Valaya Alongkorn Rajabhat University, Thailand

Li Xuefei

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

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

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

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

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

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

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

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

Li Xuefei

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

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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



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Guidelines for Supporting Factors of Teachers’ Work Happiness in Schools, the Secondary Service Area Office, Nonthaburi

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Effect of Interactive Teaching Method on Civil Aviation Etiquette Ability of Second-Year Students in Jilin Province

LI Xuefei[1], Lerlak Othakanon[2] and Danucha Saleewong[3]

[1]Mater of Education in Curriculum and Instruction, Valaya Alongkorn Rajabhat University under the Royal Patronage Pathum Thani Province, Thailand

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

[1]E-mail: 1129918189@qq.com,ORCID ID: https://orcid.org/00090005-4900-5050

[2]E-mail: lerlak@vru.ac.th, ORCID ID: https://orcid.org/0009-0002-2397-6906

[3]E-mail: danucha@vru.ac.th, ORCID ID: https://orcid.org/ 0000-0001-8145-6170

Abstract

Background and Aims: This experimental research aimed to 1) compare students' civil aviation etiquette ability before and after learning through the Interactive Teaching Method, 2) compare students' civil aviation etiquette ability after learning through the Interactive Teaching Method with the determined criterion set at 70%, and 3) assess students' satisfaction after learning through the Interactive Teaching Method.

Methodology: Based on the Constructivist learning theory, this study applied Social Learning Theory and Experiential Learning Theory. The research instruments were lesson plans, a civil aviation etiquette ability test, and a satisfaction questionnaire. The appropriateness of the lesson plans overall was at a very high level (M=4.62, SD=0.49). The civil aviation etiquette ability test had an IOC between 0.67 and 1.00, item difficulty (p=0.43-0.60), item discrimination (r=0.25-0.50), a KR20 value of 0.73, and inter-rater reliability of 0.82. The satisfaction questionnaire had an IOC between 0.67 and 1.00 and a reliability index of 0.82. The statistics used to analyze data were mean, standard deviation, t-test for dependent samples, and t-test for one sample.

Results: 1) Students' civil aviation etiquette ability after learning through the Interactive Teaching Method was higher than before at a statistically significant level of .01 (t_{49}=45.617, p=.000), 2) students' civil aviation etiquette ability was higher than the determined criterion of

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70% at a significance level of .01 (t_{49}=6.281, p=.000), and 3) students' satisfaction after learning through the Interactive Teaching Method overall was at a high level (M=4.14, SD=0.85).

Conclusion: The knowledge gained from the research is that the six-step Interactive Teaching Method: 1) Topic Presentation 2) Brainstorming 3) Small group activity 4) Group presentation 5) Discussion 6) Conclusion & Evaluation that effectively enhances students' civil aviation etiquette ability. The most significant steps for improvement are small group activities involving scenario simulation and role-playing, and real-time integrating AI technology, peer evaluation, and teacher guidance. Furthermore, this method has been shown to boost students' interest in learning and enhance their proficiency in core civil aviation etiquette competencies, including safety and security etiquette, professional image and standardization, interpersonal and communication skills, emotional management and resilience, and service innovation and cooperation.

Keywords: Interactive Teaching Method; Civil Aviation Etiquette Ability; Student Satisfaction; Second-Year Civil Aviation Majors

Introduction

Against the backdrop of globalization, China's civil aviation market has remained the world's second largest for years. To enhance its competitive edge, the 14th Five-Year Plan for Civil Aviation released in 2022 explicitly called for higher service quality and a recognizable Chinese aviation brand, listing well-qualified service personnel as a prerequisite for high-quality development (Civil Aviation Administration of China [CAAC], 2022). Almost simultaneously, the Ministry of Education's New Liberal Arts Initiative urged universities to bring real professional scenarios into the classroom and to anchor ability-building in hands-on training, offering a policy lever for regional universities to deepen the reform of cabin-crew programs.

As one of Jilin Province's flagship institutions for applied talent, Changchun Normal University relies on its Second-Year Civil Aviation Service Etiquette course to supply job-ready graduates to airlines; the quality of this single module therefore determines how easily students clear the professional entry bar and how strongly the university can contribute to the service brand of Northeast China. However, the university has long adopted the traditional teaching

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model of "teacher demonstration - student imitation - paper-and-pencil test," which accounts for the majority of class time and results in classroom interaction below 30%. This outdated model not only contradicts student-centered learning principles but also creates three salient problems that directly impact students' competencies in the civil aviation industry:

1. Weak situational transfer ability: When dealing with emergency scenarios such as flight delays, overbooking handling, and cabin conflicts, students often have rigid language expressions and slow responses, lacking flexible service capabilities (Zhang & Li, 2021).

2. Insufficient depth of reflection: Students' after-class reflection logs mostly stay at a superficial level, such as "Mastered the 30-degree bow etiquette today," without in-depth thinking about core issues such as passengers' psychological needs or cultural differences (Wang, 2022).

3. Scarce awareness of service innovation: Faced with new scenarios such as self-service check-in equipment, students mostly passively wait for guidance on standard procedures, lacking the ability to proactively optimize service links (Chen & Wang, 2024).

These circumstances indicate that the traditional lecture model can no longer meet the industry's demand for high-quality service personnel and has failed to effectively foster necessary civil aviation etiquette competencies. Prior to university, most students' exposure to etiquette training is limited to basic norm memorization in middle and high schools; they rarely receive training on flexibly applying etiquette in complex service scenarios or managing emotional labor. Classroom observations at Changchun Normal University reveal that first-year civil aviation majors often struggle to formulate appropriate service language, judge the appropriateness of etiquette behaviors in specific scenarios, and transform learned norms into authentic service actions for real passengers (Han et al., 2023). If these gaps are not addressed in the early academic years, they will have a ripple effect on subsequent professional courses and ultimately compromise the quality of talent training.

The second year of civil aviation undergraduate education is a critical period for consolidating professional foundations; this period also represents the last opportunity to embed unified civil aviation etiquette standards. The National Standards of Teaching Quality for Undergraduate Civil Aviation Majors (Ministry of Education, 2020) list "civil aviation service

etiquette application" as a core competency that must be "attained early." Intervening in the second year offers two advantages: (a) the compulsory course Civil Aviation Service Etiquette provides full access to students without selection bias, and (b) students' academic load is manageable before specialized professional training, allowing sufficient time for a complete interactive teaching cycle. Longitudinal research indicates that etiquette ability reinforcement in the second year produces lasting gains in internship performance and employment competitiveness throughout the remaining study period (Xiong, 2024); consequently, the present intervention targets second-year students.

To address low civil aviation etiquette ability, three remedial pathways have been proposed: 1) Scenario-based teaching, integrating etiquette training into simulated service scenarios (Li, 2020); 2) Problem-based learning (PBL), using authentic industry problems to foster application skills (Wang, 2018); 3) Interactive teaching, employing two-way communication and real-time feedback to enhance participation (Muir et al., 2022).

Among these, the Interactive Teaching Method has proved most effective for developing practical skills and knowledge transfer in service-oriented courses (White, 2018). It is an instructional strategy in which students actively participate in knowledge construction through two-way communication, collaborative activities, and real-time feedback, operating at the application and analysis levels of Bloom's taxonomy (Barkley et al., 2014). Its educational value lies in: 1) Situating learning in real-world contexts to enhance motivation and transfer; 2) Cycling through "topic presentation–brainstorming–practice–discussion–evaluation" to cultivate practical ability and critical thinking; 3) Using multi-source feedback (teacher, peer, AI) to foster self-regulation and continuous improvement (Vygotsky, 1978).

Civil Aviation Etiquette Ability refers to the comprehensive literacy of learners to apply professional knowledge, emotional regulation skills, cross-cultural communication methods, and service innovation thinking to complete service tasks in a standardized, efficient, and appropriate manner (Xiong, 2024). It includes five core dimensions: safety and security etiquette, professional image and standardization, interpersonal and communication skills, emotional management and resilience, and service innovation and cooperation.

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Empirical studies have shown that the Interactive Teaching Method can significantly improve students' practical ability and service awareness in etiquette courses (Liu et al., 2021). However, empirical evidence within Chinese civil aviation universities remains scarce, especially regarding the effectiveness of a six-step interactive teaching model in enhancing the five-dimensional civil aviation etiquette ability.

Therefore, this study aims to investigate the Effect of the Interactive Teaching Method on the Civil Aviation Etiquette Ability of Second-Year Students at Changchun Normal University. This study recruited Second-Year cabin-crew majors to complete a six-week mini-course that comprised twelve academic hours of interactive teaching. Through pre-post measurement, reflective journals and classroom observation, it evaluates the effect of this short, high-density intervention on students' civil-aviation etiquette competence. The findings are expected to provide evidence-based guidance for reconstructing civil aviation etiquette curricula, setting learning-outcome standards, and scaling up interactive instructional models in the industry.

Objectives

1. To compare students' civil aviation etiquette ability before and after learning through the Interactive Teaching Method.

2. To compare students' civil aviation etiquette ability after learning through the Interactive Teaching Method with the determined criterion set at 70%.

3. To assess students' satisfaction after learning through the Interactive Teaching Method.

Literature Review

1. Theoretical Foundations

This study is based on two core theories supporting the Interactive Teaching Method: Social Learning Theory (Vygotsky, 1978) and Experiential Learning Theory (Kolb, 1984). 1) Social Learning Theory: Vygotsky (1978) argues that learning occurs through social interaction within the Zone of Proximal Development (ZPD), emphasizing collaboration and peer feedback key to the interactive teaching model. It aligns with civil aviation etiquette education's demand for flexible application in diverse scenarios. 2) Experiential Learning Theory: Kolb's (1984) cyclical learning model (concrete experience-reflective observation-abstract conceptualization-active

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experiment) supports the six-step interactive teaching, bridging classroom instruction and workplace application in civil aviation education.

2. Interactive Teaching Method

Interactive Teaching Method is a student-centered paradigm characterized by two-way communication and active participation of learners in knowledge construction (Vygotsky, 1978). It reframes the instructor's role from a primary lecturer to a facilitator who designs and fosters the learning environment. Its core components include participant roles (teacher as facilitator, learners as active participants), interactive activities (collaborative learning, problem-based learning, role-playing), and a supportive learning environment (physical arrangement promoting interaction, psychological safety encouraging participation) (Chickering & Gamson, 1987). The six-step teaching process (1) Topic Presentation (2) Brainstorming (3) Small group activity (4) Group presentation (5) Discussion (6) Conclusion & Evaluation has been verified as effective in service-oriented courses (Ishtiaq et al., 2019).

3. Civil Aviation Etiquette Ability

Civil Aviation Etiquette Ability is a multidimensional construct integrating theoretical knowledge and practical operation (Chen, 2012). Theoretical knowledge includes understanding of international safety regulations, service standards, and cross-cultural norms. Practical operation covers five core dimensions: 1) Safety & Security Etiquette, applying etiquette principles to ensure cabin safety and order; 2) Professional Image & Standardization, adhering to civil aviation norms and protocols; 3) Interpersonal & Communication Skills, communicating effectively with diverse passengers; 4) Emotional Management & Resilience, performing emotional labor and maintaining service quality under pressure; 5) Service Innovation & Cooperation, collaborating with teams and proactively meeting passenger needs (Liu et al., 2021; Han et al., 2025).

3. Student Satisfaction

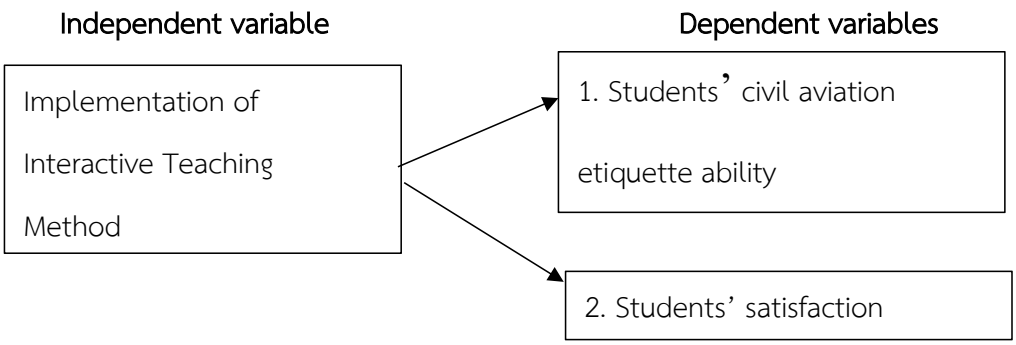
Student satisfaction in interactive etiquette courses is defined as students' overall evaluative judgment of how well the instructional design, interaction quality, learning resources, and outcomes meet their academic needs and professional aspirations (Biner et al., 1997). It includes four key dimensions: teaching content satisfaction, teaching strategy satisfaction, media

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and resource satisfaction, and evaluation method satisfaction (Akyol & Garrison, 2011). Student Satisfaction is learners' subjective evaluation of teaching (Liu et al., 2021), measured by Likert-scale questionnaires, and acts as a mediating factor linking engagement to better learning outcomes (White, 2018).

Conceptual Framework



Interactive Teaching Method in Civil Aviation Etiquette Education

Existing research shows that Interactive Teaching Method can improve students' etiquette standardization and scenario adaptability (Sun, 2017). However, most studies lack a standardized teaching process design and comprehensive evaluation of the five-dimensional etiquette ability, and there is insufficient verification of the effect of a 12-class-hour intervention cycle (Zhang, 2019). This study fills this gap by exploring the effectiveness of a structured six-step Interactive Teaching Method in enhancing civil aviation etiquette ability.

Methodology

Population and Sample

1. The population of this study was 200 second-year students majoring in civil aviation at Changchun Normal University, Jilin Province. These students were divided into 4 classrooms, with 50 students per class, and all were enrolled in the compulsory Civil Aviation Service Etiquette course.

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2. The sample of this study was 50 second-year civil aviation major (one entire classroom) at Changchun Normal University, Jilin Province derived by cluster random sampling method. This sampling method ensured representativeness and avoided selection bias, as the selected class shared the same curriculum, teaching schedule, and baseline etiquette knowledge as the other three classes in the population, which laid a foundation for the subsequent six-week Interactive Teaching Method intervention and pre-post measurement.

Experimental Design

This study adopts the one-group pretest-posttest design (Campbell and Stanley, 1963) to investigate the effectiveness of the Interactive Teaching Method:

Group	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2

O_1: Measurement of students' civil aviation etiquette ability before the experiment.

X: Implementation of the Interactive Teaching Method.

O_2: Measurement of students' civil aviation etiquette ability and satisfaction after the experiment.

Research Instruments

1. Lesson Plans. Six lesson plans covering core content of civil aviation service etiquette (overview & core value, grooming appearance and posture standards, communication etiquette, special passenger service etiquette, emergency & complaint handling etiquette). The overall appropriateness was at a very high level (M=4.62, SD=0.49).

2. Civil Aviation Etiquette Ability Test. Divided into theoretical knowledge (30 multiple-choice questions) and practical performance (scoring rubric). It had an IOC between 0.67–1.00, item difficulty (p=0.43-0.60), item discrimination (r=0.25-0.50), KR20 value of 0.73, and inter-rater reliability of 0.82.

3. Satisfaction Questionnaire. 15 items based on a five-point Likert scale, covering four dimensions (content, teaching strategies, media and resources, evaluation). It had an IOC between 0.67–1.00 and a reliability index of 0.82.

Data Collection

1. Administer the pretest to measure students' civil aviation etiquette ability.

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2. Implement the Interactive Teaching Method with 6 lesson plans (12 total hours).

3. Administer the posttest using the same instrument as the pretest.

4. Distribute the satisfaction questionnaire to students.

Data Analysis

1. Compare pretest and posttest scores of civil aviation etiquette ability using a t-test for dependent samples.

2. Compare posttest scores with the 70% criterion using a t-test for one sample.

3. Assess student satisfaction using arithmetic mean and standard deviation.

Results

1. The result of comparison of Civil Aviation Etiquette Ability before and after learning.

Table 1: Comparison of Civil Aviation Etiquette Ability before and after Learning

Group1	Full scores	n	Pretest scores		Post test scores		*t*	*p*
			M	*SD*	*M*	*SD*		
Experimental group	40	50	17.32	2.773	30.38	2.679	45.617**	.000

**p<0.01

As presented in table 1, the mean pretest score of students' civil aviation etiquette ability was 17.32 (*SD*=2.773) and the posttest score was 30.38 (*SD*=2.679). Posttest scores were significantly higher than pretest scores at the .01 level of statistical significance (t_{49}=45.617, *p*=.000).

2. The result of comparison of Civil Aviation Etiquette Ability with the 70% criterion.

Table 2: Comparison of Civil Aviation Etiquette Ability with the 70% criterion

Group	n	criterion score	*M*	*SD*	*t*	*p*

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Experimental group	50	28	30.38	2.679	6.281**	0.000

**p<0.01

As presented in table 2, the mean posttest score of students' civil aviation etiquette ability was 30.38 (*SD*=2.679), which was significantly higher than the criterion of 28 points (70% of 40) at the .01 level of statistical significance (t_{49}=6.281, *p*=.000).

3. The result of students' satisfaction toward the Interactive Teaching Method

Table 3: Students' satisfaction with the Interactive Teaching Method in overall dimension

Dimension	*M*	*SD*	Satisfaction Level
1. Content	4.15	0.84	High level
2. Teaching strategies	4.12	0.86	High level
3. Media and resources	4.14	0.85	High level
4. Evaluation	4.15	0.85	High level
Overall	**4.14**	**0.85**	**High level**

As shown in table 3, students' overall satisfaction with the civil aviation etiquette course content was at high level (*M*=4.14, *SD*=0.85). Specifically, all individual satisfaction items also achieved high levels: satisfaction with the novelty of the civil aviation etiquette course learning content was at high level (M=4.15, *SD*=0.84), satisfaction with the course's teaching strategies reached at high level (*M*=4.12, *SD*=0.86), satisfaction with the course's media and resources was at high level (*M*=4.14, *SD*=0.85), and satisfaction with the course' evaluation was also at high level (*M*=4.15, *SD*=0.85).

Conclusion

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This study assessed the civil aviation etiquette course by examining pre- and post-learning outcomes, benchmarking against a 70% proficiency standard, and evaluating student satisfaction. The key findings indicated that students' performance in civil aviation etiquette improved significantly after learning ($p < .01$), their post-learning proficiency exceeded the 70% benchmark at a significant level ($p < .01$), and their overall satisfaction with the course was at high level (M=4.14, SD=0.85). These results confirm the feasibility of the course's teaching approach, which effectively enhances students' competencies and fulfills the research objectives.

Discussion

1. The significant improvement in students' civil aviation etiquette ability after the intervention is attributed to the synergy of three mechanisms: 1) Immersive scenario simulation bridges theory and practice. The Interactive Teaching Method restores real civil aviation scenarios (e.g., special passenger service, emergency handling) through role-playing, allowing students to apply etiquette norms in authentic contexts and deepen their grasp of practical skills (Li, 2020). This transforms passive knowledge reception into active practice, addressing the weak situational transfer ability of traditional teaching. 2) Diverse interactive forms stimulate learning motivation. Group cooperation, peer evaluation, and AI-assisted feedback break the one-way knowledge transmission model. Students actively reflect on etiquette application in discussions and mutual correction, while real-time feedback from multiple sources accelerates error correction and ability improvement (Nicol & Macfarlane-Dick, 2006). 3) Job-oriented design strengthens professional adaptability. Teaching activities are closely aligned with civil aviation post needs, helping students recognize the connection between etiquette ability and career development. This enhances learning pertinence and promotes the transfer of learned skills to professional scenarios (Afsar et al., 2017).

2. The 70% criterion (28 points) was set based on civil aviation industry standards and undergraduate teaching quality requirements, representing the proficient level for professional entry (Wang & Li, 2020). The Interactive Teaching Method addresses the core gaps of traditional teaching: insufficient real-world connection, lack of interactive practice, and limited feedback

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mechanisms. The six-step teaching process comprehensively covers the five dimensions of civil aviation etiquette ability, while diverse teaching resources (VR cabin simulation equipment, real case videos) provide strong support for skill mastery. This ensures that students not only memorize etiquette norms but also develop practical application capabilities, enabling them to exceed the preset standard.

This result is consistent with existing research conclusions. Previous studies have pointed out that the interactive teaching method can effectively improve students' practical ability and adaptability in practical courses, especially suitable for courses that emphasize scenario-based application such as etiquette and services (Muir et al., 2022; White, 2018). As a core course for civil aviation service majors, civil aviation etiquette's teaching goal is not only to let students master norms but also to flexibly apply them in complex professional scenarios. The interactive teaching method exactly meets this core demand, achieving comprehensive ability improvement through diverse interactive forms (Wang, 2018; Zhang, 2019).

3. The high overall satisfaction (M=4.14) reflects the comprehensive effectiveness of the Interactive Teaching Method. From the perspective of satisfaction in each dimension, learning content, teaching strategies, teaching effects, and teaching evaluation are all highly recognized, but there is still room for slight optimization. Satisfaction in the teaching materials dimension is slightly lower than other dimensions, which may be related to the timeliness of teaching case updates and the depth of application of auxiliary resources such as VR; some students feedback that the time allocation of a few interactive activities is not reasonable, affecting the participation experience (Akyol & Garrison, 2011; Kuo, Walker, Belland, & Schroder, 2013). This characteristic provides a clear direction for subsequent teaching optimization:

Teaching content needs to be more in line with the latest industry trends, adding new content such as smart civil aviation services and emergency etiquette in special scenarios, supplementing excellent service cases and negative cases of civil aviation enterprises at home and abroad to enhance the timeliness and pertinence of teaching content (Chen & Chang, 2010; Kim, Park, & Lee, 2022). Teaching materials should be optimized by creating illustrated and focused courseware and case manuals, combined with VR simulation resources to improve the practicality of teaching materials (Liu et al., 2021; Zain & Bowt, 2019). Form should enrich the

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diversity of interactive scenarios, add complex scenarios such as cross-post collaboration simulation and emergency etiquette disposal to improve students' comprehensive application capabilities (Mubeen & Reid, 2014; Sun, 2017). Time allocation should be reasonably adjusted for each interactive link, set up a flexible adjustment mechanism, and dynamically optimize teaching rhythm according to students' participation progress and feedback (Wang, L., & Chen, Y., 2021; König et al., 2020).

Conclusion

This study aimed to compare students' civil aviation etiquette ability before and after the Interactive Teaching Method, compare posttest scores with the 70% criterion, and assess student satisfaction. Therefore, the implementation of the Interactive Teaching Method is feasible for civil aviation etiquette courses, as it effectively improves students' civil aviation etiquette ability and achieves high student satisfaction. The six-step teaching process, especially small group activities and real-time feedback, plays a key role in enhancing core competencies.

Recommendation

1. Systematically integrate the Interactive Teaching Method into civil aviation etiquette curricula, optimizing lesson plans based on industry updates and student feedback.

2. Strengthen teachers' training on interactive teaching skills and industry knowledge, encouraging cooperation between universities and airlines to enrich teaching resources.

3. Improve the multi-dimensional evaluation system, increasing the weight of process evaluation such as participation in group activities, scenario simulation performance and expanding the application of AI-assisted evaluation.

4. Expand the sample size and adopt a controlled experimental design with a traditional teaching control group to improve the generalizability of results.

5. Conduct longitudinal tracking of learning outcomes to verify the long-term impact of the Interactive Teaching Method on students' internship and employment performance.

6. Explore the integration of emerging technologies such as AI, VR with the Interactive Teaching Method to further enhance teaching effectiveness.

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Acceptance Letter for Publication

To **LI Xuefei, Lerlak Othakanon and Danucha Saleewong**

Following the submission of your manuscript entitled **"Effect of Interactive Teaching Method on Civil Aviation Etiquette Ability of Second-Year Students in Jilin Province"** 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: https://so03.tci-thaijo.org/index.php/IARJ/about

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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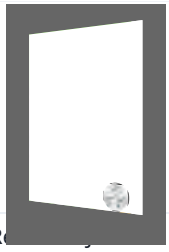
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Asst. Prof. Dr. Sanya Kenaphoom
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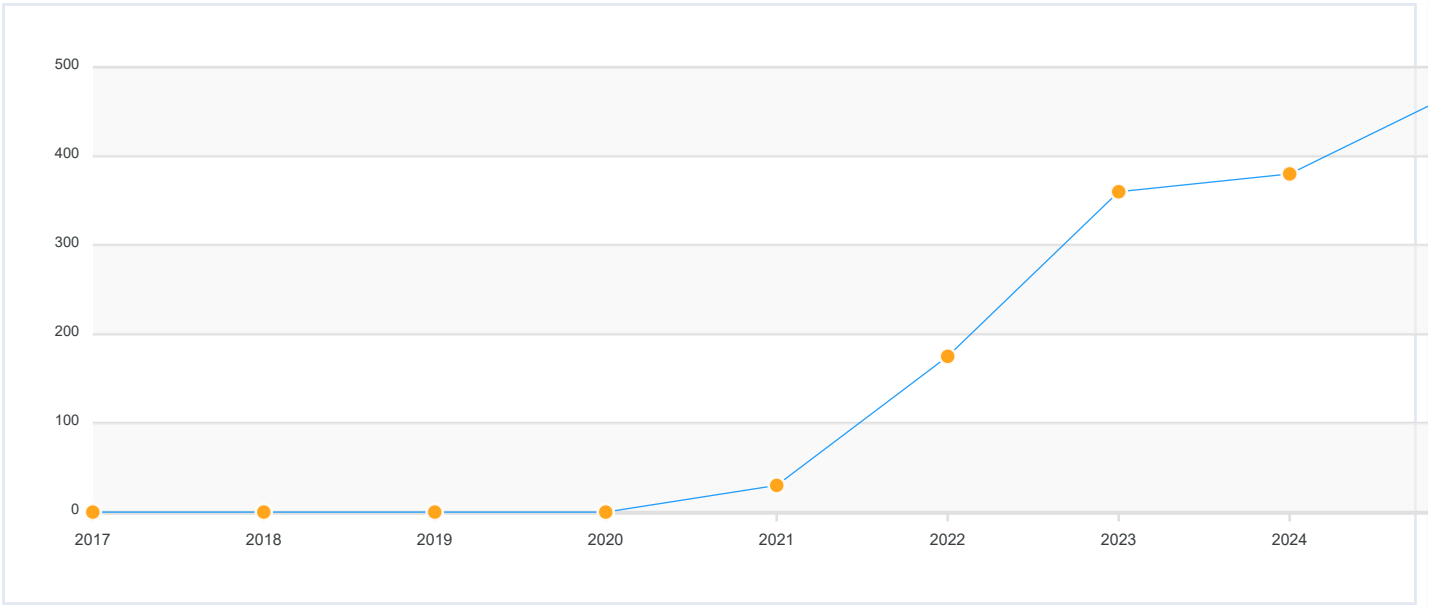


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