

Developing Home Economics Learning Activities Based on Hands-on Learning Approach for Grade 7 Students of English Program at A Public School in Thailand

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ABSTRACT: The objectives of this research were (1) to develop Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program and (2) to evaluate the effectiveness of Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand. This research employed the one-group pre-test and post-test design with a quantitative approach. The sample for this research were the 30 Grade 7 students of English Program at a public school in Thailand in the academic year of 2025. The research instruments were the 11 Lesson plans of Home Economics learning activities based on Hands-on learning approach, Home Economics learning Pre-test and Post-test, Home Economics learning performance test, and student satisfaction Questionnaires. Statistics used in this research were mean, standard deviation, t-test dependent and One Sample t-test. The results were as follows: (1) The Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand covered the 3 Learning units of Housework, Clothes and Garments, and Food and Nutrition were validated by the 3 experts at the very good level ($M=4.73$, $SD=0.23$). (2) The post-test scores of Home Economics learning of Grade 7 students of English Program at a public school in Thailand after implementing Home Economics learning activities based on Hands-on learning approach were significantly higher than the pre-test scores of Home Economics learning at the .05 level ($t = 6.41$, $p=0.00$). (3) The Home Economics learning performance scores of Grade 7 students of English Program at a public school in Thailand after implementing Home Economics learning activities based on Hands-on learning approach were significantly higher than the criteria of 70% at the .05 level ($t = 69.17$, $p=0.00$). (4) The student satisfaction after taught by Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand was at the very high level ($M=4.75$, $SD=0.20$).

Keywords— Grade 7 Students of English Program, Home economics learning, Home Economics Learning Activities, Hands-on Learning Approach, Home economics learning performance, and Home economics learning satisfaction.

1. INTRODUCTION

Home economics education advocates for positive change in home life experiences for individuals and families. It is the foundation of knowledge, attitudes and abilities that affect daily decision making throughout our lives. Home economics consists of five interdependent areas: Human Development, Food and Nutrition, Financial

Management, Clothing and Textiles, and Shelter and Housing. Home economics education contributes to the development of individuals and the family as functioning units of society. In addition, home economics prepares students to use entrepreneurial skills, accept challenges, adjust and adapt in a climate of change, experiment and use creativity, make informed judgements, and apply reasoned action to practical life situations [1].

Home economics practice consists of the actions of empowerment practice, social inquiry practice and technology practice. Home economics practice promotes students' knowing, thinking, investigating, creating, communicating, participating, and reflecting. Students can use one or more of the actions of home economics practice to respond to home economics challenges. Home economics practice can be used when, for example: (1) designing and enacting solutions that support personal and societal wellbeing; (2) taking personal control of health and developing health-promoting behaviors; (3) evaluating societal practices and (4) advocating equitable and just societal practices. Through Home Economics Education, students become empowered to be active and informed members of society, to design their social futures, to contribute to the wellbeing of themselves and others, and to examine and act on matters of personal and societal significance [2].

Home economics courses serve different purposes at different levels of education. In elementary and junior high school, home economics students acquire homemaking information and skills that are helpful in daily life. In high school, students are introduced to all the areas of home economics and to the occupations related to home economics. In community colleges, home economics students concentrate on either technical training or on the first two years of preparation for a professional career. At the college or university level, home economics majors prepare themselves for a choice of careers in home economics [3].

In the secondary schools, home economics courses often include units on foods and nutrition, clothing and textiles, child development, housing and interior design, family and consumer economics, and management. Individualized problem-solving instruction and project-centered techniques are often used. This approach aligns with global educational trends that emphasize experiential and competency-based learning [4].

About problems of Home economic education, in recent decades the practical study of Home Economics at school has slowly been sidelined. People live in a society which encourages people to do work for money so that they can pay others to do things that they could do themselves. Sakuwunda et al. [5] explored challenges of teaching and learning of Home Economics in Junior High School in Ghana. It was revealed that, the environment of Junior High School in Ghana contributed to the challenges in teaching home economics and students contributed negatively to the challenges of teaching and learning home economics.

In Thailand, Guidelines for teaching and learning in Home Economics to build capacity of learners in the Primary education level, Secondary education level, Vocational education level, and Higher education level. In line with the National Education Plan 2017-2036, which defines the aim of educational management to develop students to have characteristics and competencies in the 21st century. The framework for the development of future home economics students consists of (1) courses aimed at enhancing learner competency; in creativity, morality, management, and analytical thinking; (2) teaching and learning management that creates competence focus on resilience use technology and innovation have direct experience; (3) Teachers must have competence in using information technology, Curriculum development, research, student-centered learning management, and teaching and learning management that creates a formal atmosphere in the classroom; and (4) Students can be home economics practitioners be creative think analytically, use technology appropriately. Moreover, Home economics education management must pay attention to the learners' future competence according to the educational level, competency, purpose, and scope of the course to achieve the mandatory quality in the learners that better meet the needs of society [6].

Jaroenkornburi [7] investigated the changing role of home economics education in primary schools in contemporary Thai society. It was found that the role of home economics needs to shift from a technical skills orientation to a practical problem-solving emphasis. According to this new role, home economics education in Thai primary schools will not only provide for the children's technical skills but also provide an opportunity to develop a group of life skills, namely- critical thinking, decision making, individual/family resource management, and problem solving. Through the acquisition of these life skills children will be better equipped to manage their everyday life in a rapidly changing Thai society.

Hands-on learning is an educational approach that emphasizes direct engagement and practical experience in the learning process. It involves active participation, manipulation of materials, and real-world application of knowledge and skills. In hands-on learning, students are actively involved in the learning process through activities such as experiments, simulations, projects, fieldwork, or other hands-on tasks. They interact with physical objects, collaborate with peers, solve problems, and make connections between theoretical concepts and real-life situations [8]. It can be said that Hands-on learning approach was implemented in many subjects such as mathematics, science, geometry, chemistry, and Cultural Creative Arts but the researcher found that Hands-on learning approach was implemented in research of Home Economics learning too. Mupfumira [9] examined the hands-on approach in the teaching and learning of Home Economics (H.E.) in the primary school in Zimbabwe at junior level.

The researcher is a Home Economics teacher for Grade 7 students of English program at a public school in Thailand. The researcher found problems about Home Economics Learning as follows: (1) Students exhibited low level of interest and motivation during Home Economics classes; (2) the teaching methods were predominantly lecture-based, which limited student engagement and active participation; (3) many students struggled to apply theoretical knowledge to real-life situations, indicating a gap between what was taught and practical skills development; (4) opportunities for hands-on practice were minimal, and lessons often emphasized memorization over development of critical thinking and problem-solving abilities; (5) additionally, students demonstrated limited creativity and collaboration during classroom activities, which are essential skills for adapting to the rapidly changing demands of Thai society. The researcher would like to implement Hands-on learning to improve Home Economics learning for Grade 7 students of English program in a public school in Thailand.

After the researcher studied about Hands-on learning and prior research and found that Hands-on learning approach was another way to learn and encourages students to practice skills that have been previously learned to help retain the specific content or skill. The researcher would like to develop and implement Home Economics learning activities based on Hands-on learning approach to enhance Home Economics learning scores and Home Economics learning performance for Grade 7 students of English program at a public school in Thailand for. The use of practical and real-life experiences of Home Economics learning activities based on Hands-on learning approach may increase students' Home Economics learning scores and students' Home economic learning performance, including students' positive attitudes toward Home Economics learning, as well as making them better prepared for everyday life challenges in a rapidly changing society.

2. STATEMENT OF OBJECTIVES

2.1 To develop Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand.

2.2 To evaluate the effectiveness of Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand.

3. HYPOTHESIS

H1: The post-test scores of Home Economics learning of Grade 7 students of English Program at a public school in Thailand after implementing Home Economics learning activities based on Hands-on learning approach was higher than the pre-test scores of Home Economics learning.

H2: The Home Economics learning performance scores of Grade 7 students of English Program at a public school in Thailand after implementing Home Economics learning activities based on Hands-on learning approach was higher than the criteria of 70%.

4. RESEARCH METHODOLOGY

4.1 Research design

This research employed a pre-experimental research design, that was the one-group pre-test and post-test design with a quantitative approach.

O1	X	O2
Pre-test	Treatment	Post-test
Home economics learning scores	Implementing Home economics learning activities based on Hands-on learning approach	Home economics learning scores

Fig. 1

4.2 Respondents:

4.2.1 Population: The target population of this study was the estimated number of 30 students of Grade 7 students of English Program at a public school in Thailand.

4.2.2 Sample: The sample for this research was the 30 from Grade 7 students of English Program at a public school in Thailand in the academic year of 2025. The research used purposive sampling selecting a classroom of Grade 7 students of English Program at a public school in Thailand.

4.3 Research Instruments: The research instruments used in the research process included as follows:

4.3.1 Instructional instruments: Home economics learning activities based on Hands-on learning approach contained in the 11 Lesson plans the set of Home Economics learning activities based on Hands-on learning approach conducted by the researcher and validated by the 3 experts at the very good level ($M= 4.73$, $SD=0.23$).

4.3.2 Data collecting instruments:

4.3.2.1 Home economics learning Pre-test and Post-test conducted by the researcher and validated by the 3 experts on each item having IOC value of 1.00 as well as the reliability Cronbach's alpha value was 0.93.

4.3.2.2 Home economics learning performance test Home economics learning Performance test conducted by the researcher and validated by the 3 experts at the good level ($M= 4.44$, $SD=0.10$) as well as the reliability Cronbach's alpha value of 0.97.

4.3.2.3 Home economics learning satisfaction questionnaire conducted by the researcher and validated by the 3 experts at the very good level ($M= 4.75$, $SD=0.20$) as well as the reliability Cronbach's alpha value of 0.84.

4.4 Data Gathering Procedure: Steps for Data Collection were as follows:

4.4.1 Using the Pre-test of Home economics learning with students before implementing the set of Home economics learning activities based on Hands-on learning approach with the Grade 7 students of the English program.

4.4.2 Implementing the set of Home economics learning activities based on Hands-on learning approach that was constructed by the researcher as the 3 lesson plans for 11 hours.

4.3.3 Using the Post-test of Home economics learning with students after implementing the set of Home economics learning activities based on Hands-on learning approach with the Grade 7 students of English program.

4.4.4 The researcher used the Performance test of Home economics learning after implementing the set of Home economics learning activities based on Hands-on learning approach with the Grade 7 students during the morning activity and after lunch activity.

4.4.5 Asking the Grade 7 students of English program to complete the Student Satisfaction Questionnaire.

4.5 Data analysis: Data analysis used in this study were as follows:

4.5.1 For Home economics learning Pre-test and Post-test data, the researcher calculated the mean and standard deviation (S.D.) of Pre-test and Post-test Home economics learning data by using SPSS program. Then, the t-test dependence was used to test the difference between the pre-test and post-test of Home economics learning by using the SPSS program.

4.5.2 For the Home economics learning Performance test data, the researcher calculated the mean and standard deviation (S.D.) of the Home economics learning Performance test by using the SPSS program.

4.5.3 For the Student Satisfaction data, the researcher calculated the mean and standard deviation (S.D.) of the Student Satisfaction data by using SPSS program.

5. RESEARCH FINDINGS

5.1 The Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand covered the learning unit of Unit 1: Housework, Unit 2: Clothes and Garments, and Unit 3: Food and Nutrition were validated by the 3 experts at the very good level (M=4.73, SD=0.23).

Table 1: Effective level of Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand.

Learning Units	The 1 st Expert	The 2 nd Expert	The 3 rd Expert	M	SD	Level
Unit 1	4.40	4.80	4.80	4.67	0.23	Very good
Unit 2	4.40	4.80	4.80	4.67	0.23	Very good
Unit 3	4.60	5.00	5.00	4.87	0.23	Very good
Average	4.47	4.87	4.87	4.73	0.23	Very good

Regarding Table 1: The effective level of Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand was at Very good level (M=4.73, SD=0.23).

5.2 The Post-test score of Home economics learning ability of Grade 7 students of English Program at a public school in Thailand after taught by Home Economics learning activities based on Hands-on learning approach was significantly higher than the Post-test score at the level of .05 ($t=6.41$, $p=0.00$).

Table 2: Comparison between the Pre-test and Post-test scores on Home economics learning ability of Grade 7 students of English Program at a public school in Thailand.

Assessment	n	M	SD	t	df	p
Pre-test (Full score=30)	30	16.83	6.15			
				6.41*	29	0.000
Post-test (Full score=30)	30	24.50	4.46			

$p<0.05$

Regarding Table 2: The Post-test score of Home economics learning ability of Grade 7 students of English Program at a public school in Thailand after taught by Home Economics learning activities based on Hands-on learning approach was significantly higher than the Post-test score at the level of .05 ($t=6.41$, $p=0.00$).

5.3 The Mean scores of English oral communication performance of Grade 7 students of English Program at a public school in Thailand was significantly higher than the criteria of 70 percentage after taught by Home Economics learning activities based on Hands-on learning approach at the level of 0.05 ($t=69.17$, $p=0.00$).

Table 3: Comparison the Mean scores of English oral communication performance of Grade 7 students of English Program at a public school in Thailand and the criteria of 70 percentage (scores=22.40) after taught by Home Economics learning activities based on Hands-on learning approach

Assessment	n	M	SD	df	t	p
Performance test scores (Full score =32)	30	27.40	2.18			
				29	69.17*	0.000
Criteria 70%	30	22.40				

p<0.05

Regarding Table 3: The Mean scores of English oral communication performance of Grade 7 students of English Program at a public school in Thailand was significantly higher than the criteria of 70 percentage after taught by Home Economics learning activities based on Hands-on learning approach at the level of 0.05 (t=69.17, p=0.00).

5.4 The level of satisfaction of Grade 7 students of English Program at a public school in Thailand after taught by Home Economics learning activities based on Hands-on learning approach at the very high level (M=4.75, SD=0.20).

Table 4: The mean, standard deviation, and level of satisfaction of Grade 7 students of English Program at a public school in Thailand after taught by Home Economics learning activities based on Hands-on learning approach.

No	Section of students' satisfaction	n	M	SD	Level
1	Course Content and Relevance	30	4.65	0.30	Very high
2	Teaching and Learning Experience	30	4.72	0.28	Very high
3	Practical Skills Development	30	4.75	0.25	Very high
4	Resources and Environment	30	4.84	0.20	Very high
5	Overall Satisfaction.	30	4.80	0.36	Very high
	Average		4.75	0.20	Very high

Regarding Table 4: The level of satisfaction of Grade 7 students of English Program at a public school in Thailand after taught by Home Economics learning activities based on Hands-on learning approach at the very high level (M=4.75, SD=0.20).

6. DISCUSSION

The research findings were discussed as follows:

6.1 The Home Economics learning activities based on Hands-on learning approach for Grade 7 students of English Program at a public school in Thailand covered the learning unit of Housework, Clothes and Garments, and Food and Nutrition validated by the 3 experts at the very good level (M=4.73, SD=0.23). This strong expert consensus indicated that the integration of Housework, Clothes and Garments, and Food and Nutrition units aligned accurately with the developmental milestones of Grade 7 students. For instance, incorporating active food preparation and cooking labs directly supported the development of crucial food literacy and hygiene habits in early adolescents, fostering a deeper adoption of healthy lifestyle choices [10]. Similarly, engaging students in physical tasks within the housework and clothing units bridged the gap between classroom theory and real-world domestic competency [11]. Furthermore, teaching practical life skills in a secondary language requires contextual support to mitigate language barriers. As noted by Saratapan et al. [12], active, project-based environments in Thai Home Economics courses gave students the room to test their ideas and organically

apply 21st-century competencies.

6.2 The findings of this study revealed that post-test Home Economics scores were significantly higher than pre-test scores at the .05 level ($t = 6.41$, $p=0.00$), indicating that the Hands-on learning approach successfully enhanced the learning outcomes of Grade 7 EP students. This outcome strongly supports Dewey's theory of experiential learning, demonstrating that practical application is vital in vocational subjects like Home Economics [13]. Experiential learning theory supports hands-on learning by emphasizing direct experience as a primary method of learning [14]. It suggests that students learn best when they actively engage with their environment, reflect on their experiences, make connections to prior knowledge, and apply their learning in new contexts. Hands-on learning aligns with this theory by providing opportunities for students to directly interact with materials, objects, or experiences, enabling them to learn through active participation, exploration, and experimentation [15]. This finding aligned with some prior research such as Mupfumira [9] who examined the hands-on approach in the teaching and learning of Home Economics (H.E.) in the primary school in Zimbabwe at junior level. The findings indicated that the hands-on approach supported practical engagement of pupils in the learning process thus making learning more realistic. Moreover, Dike et al. [16] examined the effects of a hands-on educational approach on pupils' achievement and retention in the Cultural and Creative Arts. A significant effect of hands-on instruction on pupils' achievement and retention in cultural and creative arts was found.

6.3 The statistical analysis revealed that the post-implementation Home Economics scores of Grade 7 EP students were significantly higher than the 70% criteria at the .05 level. Home Economics is inherently a practical, skill-based subject. The researcher should argue that the Hands-on approach aligns perfectly with Dewey's "Learning by Doing" [13] and Kolb's Experiential Learning Theory [14]. By physically engaging with the material (e.g., cooking, sewing, budgeting), students move from passive listening to active cognitive processing, which cements knowledge. This supports Kolb's Experiential Learning Theory [14], demonstrating that concrete experience is a powerful catalyst for cognitive retention in bilingual contexts. Kolb [14] further developed these ideas with his experiential learning cycle, underscoring the role of concrete experiences in education. Kolb's Experiential Learning Theory (ELT) promotes student performance scores by shifting from passive memorization to a four-stage cycle that converts direct experience into knowledge.[14] By engaging in Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation, students increase retention, deeper understanding, and motivation, leading to improved grades [17]. Additionally, this finding aligns with the foundational principles of constructivist learning theory, which posits that students construct knowledge more deeply when they actively manipulate materials and engage in real-world tasks rather than passively receiving information [18]. In the context of Home Economics, a subject inherently rooted in practical life skills, the hands-on approach bridges the gap between theoretical knowledge and functional execution. By allowing students to physically interact with tools and materials, abstract concepts become tangible, which dramatically increases both task perseverance and cognitive retention [18] and [19]. Furthermore, structured physical tasks allow younger secondary students to break down complex procedures into manageable milestones, enhancing their practical reasoning skills [20].

6.4 The research findings revealed that Grade 7 English Program students experienced a very high level of satisfaction following the implementation of the hands-on Home Economics activities ($M = 4.75$, $SD = 0.20$). According to Kolb [14], learning is optimized when students can structurally navigate from concrete experiences to active experimentation. By shifting the classroom environment from a passive, teacher-led structure to a tactile, experiential model, students were granted greater creative autonomy, which directly promotes higher student satisfaction [21] and [22]. This aligns with prior research in Thailand asserting that active learning designs yield high emotional investment and robust satisfaction marks among secondary learners [23]; and [24]. When examining the specific nature of the intervention, the exceptionally high satisfaction score ($M = 4.75$, $SD = 0.20$) can be attributed to the unique multi-sensory and collaborative attributes of food preparation. Unlike abstract academic subjects, cooking acts as a practical laboratory where students receive immediate sensory and formative feedback through taste, aroma, and visual presentation. According to experiential learning frameworks, this tight loop of action, reflection, and immediate physical outcome significantly maximizes learner motivation and psychological enjoyment [25] and [26]. Furthermore, the uniform consensus indicated

by the low standard deviation ($SD = 0.20$) demonstrates that this hands-on, kitchen-based approach neutralized language barriers, ensuring that both high- and low-proficiency English speakers could successfully collaborate, build culinary self-efficacy, and experience equal satisfaction within the learning environment [27] and [28].

7. CONCLUSION

Based on the research findings, it can be concluded that Home Economics learning activities based on the Hands-on learning approach for Grade 7 English Program students was highly successful across all evaluated dimensions: Firstly, High-Quality Curriculum Design: The developed learning units—covering Housework, Clothes and Garments, and Food and Nutrition as confirmed by expert evaluation. Secondly, Significant Knowledge Acquisition: The Hands-on learning approach effectively enhances students' academic understanding of Home Economics. Thirdly, Excellent Practical Performance: The instructional approach successfully drives student performance beyond standard benchmarks. Lastly, Strong Student Engagement: the hands-on activities resonate strongly with the learners, generating a very high level of overall student satisfaction with the learning process. In summary, the Hands-on learning approach is a highly effective instructional strategy for teaching Home Economics to Grade 7 English Program students in Thailand. It not only bridges the gap between theoretical knowledge and practical performance but also fosters a highly engaging and satisfying learning environment.

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