



Learning Management Challenges and Priority Needs for Career Skills Development in Educational Opportunity Expansion Schools

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ABSTRACT

This study examined learning management challenges and priority needs for career skills development in Educational Opportunity Expansion Schools under the Office of the Basic Education Commission. The sample consisted of 327 respondents selected through multi-stage sampling. Data were collected using a questionnaire whose content validity was evaluated by five experts using the Item-Objective Congruence index. The data were analysed using frequency, percentage, mean, standard deviation, and the Modified Priority Needs Index. The current condition of learning management for career skills development was at a moderate level, while the desired condition was at the highest level. The highest priority need was learning management for career skills, followed by curriculum development and collaboration in learning management.

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1. INTRODUCTION

Career skills development has become an important concern in education because schools are expected to prepare learners for future work, lifelong learning, and social participation. In contemporary education, learners need not only academic knowledge but also practical competencies, communication skills, problem-solving ability, collaboration, adaptability, and readiness to apply knowledge in real-life contexts. Therefore, learning management should support students' readiness for future learning and work by integrating educational leadership, practical learning experiences, and career-oriented preparation [1, 2].

Educational Opportunity Expansion Schools have an important role in supporting learners who need broader access to meaningful and practical education. These schools are expected to help students develop foundational competencies that can support further education, future employment, and quality of life. In this context, career skills development should not be limited to vocational content alone. It should be integrated into curriculum design and practice-based learning. Thus, students can develop knowledge, skills, and attitudes needed for future occupational pathways [3].

Learning management for career skills development requires a holistic approach. Curriculum should support both technical and transferable competencies, including communication, teamwork, and problem-solving skills [3]. Instructional activities should promote active learning, practical engagement, and opportunities for students to apply what they learn in meaningful contexts. Work-integrated learning also emphasizes the connection between formal learning and work-related experiences, enabling learners to build career-related understanding through practice, reflection, and exposure to authentic settings [1, 2].

Assessment is also an important part of learning management for career skills development. Since career skills are practical and performance-oriented, assessment should not focus only on written knowledge. It should also measure learners' ability to perform tasks, solve problems, demonstrate competencies, and apply knowledge in authentic situations. Authentic assessment can help teachers evaluate both learning processes and learning outcomes in ways that are closer to real work and life contexts [4].

Technology and instructional media also support the development of career skills. Digital resources, online platforms, simulations, and other technology-enhanced learning tools can enrich learning experiences and provide students with access to wider sources of knowledge. These resources are particularly important when schools need to provide practical learning experiences despite limitations in facilities, learning materials, or external support [5]. Therefore, the integration of media and technology should be considered part of effective learning management for career skills development. However, learning management for career skills development in Educational Opportunity Expansion Schools still faces several challenges. Schools may have limitations in curriculum alignment, instructional resources, practical learning activities, performance-based assessment, and collaboration with external stakeholders. These limitations can create a gap between the current condition of learning management and the desired condition expected by teachers, administrators, and educational policymakers. Such a gap needs to be identified systematically. Thus, school improvement efforts can be directed toward the most urgent areas.

Previous studies and educational perspectives show that vocational and career-related education should prepare learners for future work and sustainable development. Vocational education should empower individuals by connecting education with practical competencies

and future-oriented development [6]. In addition, career skills development should strengthen key twenty-first-century competencies, including critical thinking, creativity, communication, and collaboration, because these competencies support students' readiness for future learning and achievement [7]. These perspectives indicate that career skills development requires not only classroom-based instruction but also curriculum relevance, practical learning, assessment reform, and stakeholder participation.

Project-based learning is one possible approach to strengthen career skills because it allows learners to engage in meaningful tasks, solve real problems, collaborate with others, and produce learning outcomes that reflect practical competencies [8, 9]. Such learning is relevant to career skills development because it supports students in developing creativity, responsibility, communication, and problem-solving ability. In addition, twenty-first-century competence frameworks emphasize that education systems should help learners develop skills that are useful for work, citizenship, and lifelong learning [10].

Despite the importance of career skills development, limited attention has been given to identifying the priority needs of learning management in Educational Opportunity Expansion Schools. Many studies discuss vocational education, work-integrated learning, employability skills, project-based learning, and authentic assessment, but fewer studies examine which components of learning management should be improved first in the specific context of Educational Opportunity Expansion Schools. Priority needs assessment is therefore important because it can show the gap between current and desired conditions and help determine the most urgent areas for improvement.

The novelty of this study lies in its empirical identification of priority needs for career skills development in Educational Opportunity Expansion Schools. Unlike studies that mainly discuss career education or vocational learning at a conceptual level, this study examines the current condition, desired condition, and priority needs of learning management using the Modified Priority Needs Index. The study focuses on three main components: curriculum development, learning management for career skills development, and collaboration in learning management. This approach provides practical evidence for school administrators, teachers, and policymakers to determine which areas should be prioritized to improve career skills development.

This study aims to examine the current condition, desired condition, and priority needs of learning management for career skills development in Educational Opportunity Expansion Schools under the Office of the Basic Education Commission. The results are expected to support the improvement of curriculum development, instructional practice, assessment, and collaboration. Thus, schools can provide more relevant, practical, and future-oriented learning experiences for students.

2. LITERATURE REVIEW

2.1. Career Skills Development in Education

Career skills development is an important part of education because it prepares learners to participate in future work, further study, and lifelong learning. In the context of basic education, career skills are not limited to technical abilities. They also include communication, teamwork, problem-solving, adaptability, responsibility, self-directed learning, and the ability to apply knowledge in real-life situations. These skills are increasingly important because

education systems are expected to prepare learners for changing social, technological, and economic conditions [6, 10].

Vocational and career-oriented education should empower learners by connecting school learning with practical competencies and sustainable future development [6]. Students should be given opportunities to understand the relationship between what they learn in school and how such knowledge can be used in everyday life, work, and community contexts. Career skills development is therefore not only about preparing students for employment but also about helping them develop confidence, decision-making ability, and readiness to respond to future challenges.

Employability skills are also closely related to career skills development. Previous studies show that employers value not only technical knowledge but also soft skills, including communication, collaboration, problem-solving, and professional attitudes [11, 12]. These skills are important because they allow learners to adjust to different work environments and continue learning throughout their lives. In this sense, career skills development should be understood as a broad educational process that combines knowledge, practical ability, personal development, and social participation.

Career skills are also connected with graduate capital and future employability. Although career readiness is often discussed at the higher education level, its foundation should be developed earlier through school-based learning experiences. Learners who are exposed to career-related learning from an early stage may have better opportunities to understand their strengths, explore occupational possibilities, and make informed educational choices [13]. Therefore, Educational Opportunity Expansion Schools need learning management practices that help students build career awareness, practical competence, and future-oriented aspirations.

2.2. Learning Management for Career Skills Development

Learning management for career skills development requires instructional approaches that connect theory with practice. Students need learning experiences that allow them to apply knowledge, solve problems, collaborate with others, and reflect on what they have learned. Work-integrated learning is one approach that emphasizes the connection between formal learning and work-related experiences. It supports the development of career understanding by linking academic learning with practice, community engagement, and authentic occupational contexts [1, 2].

Experiential and project-based learning are also relevant for career skills development. Project-based learning encourages students to work on meaningful tasks, investigate problems, make decisions, collaborate with peers, and produce outcomes that reflect real learning [8, 9]. This approach is useful because career skills cannot be developed only through lectures or textbook-based instruction. Students need active learning environments where they can practice problem-solving, communication, creativity, and responsibility. A meta-analysis of project-based learning also shows that this approach can support student achievement and meaningful learning outcomes when properly implemented [14].

Effective learning management should also include authentic assessment. Career skills are performance-oriented, so assessment should measure not only what students know but also what they can do. Authentic assessment allows teachers to evaluate students' ability to perform tasks, apply knowledge, demonstrate competencies, and solve problems in realistic

contexts [4]. This type of assessment is important because career skills development requires evidence of practical performance, not only written test scores.

Technology and instructional media can further support learning management for career skills development. Digital tools, online platforms, simulations, and technology-enhanced resources can expand students' access to learning materials and provide alternative forms of practice [5]. This is especially important for schools with limited facilities or limited access to external learning environments. When used appropriately, technology can strengthen learning activities, support collaboration, and help students experience career-related learning in more flexible ways.

2.3. Curriculum Development for Career Skills

Curriculum development is a central component of career skills development. A curriculum that supports career skills should combine technical knowledge, transferable skills, practical learning, and local relevance. It should not only present subject content but also help students understand how knowledge can be used in real occupational and social contexts. Practice-based curriculum design can help bridge the gap between classroom learning and career-related competencies [3]. A career-oriented curriculum should also be flexible and responsive to learners' needs. In Educational Opportunity Expansion Schools, students may come from diverse social, economic, and community backgrounds. Therefore, curriculum development should consider local occupations, learners' interests, available resources, and community needs. A curriculum that is too rigid may not fully support students' career exploration or practical skill development. Conversely, a flexible curriculum can create space for schools to integrate local wisdom, workplace exposure, project-based activities, and community-based learning. Curriculum development should also integrate academic, technical, and employability skills. Career skills cannot be separated from general learning because students need literacy, numeracy, communication, problem-solving, and digital competence to succeed in future work. The integration of twenty-first-century competencies into curriculum policy is therefore important for ensuring that students are prepared for future learning and employment [10]. In this context, career skills development should be embedded across subjects and learning activities rather than treated as a separate or isolated program.

2.4. Collaboration in Learning Management

Collaboration is another important component of learning management for career skills development because collaborative learning is closely related to key twenty-first-century competencies, including communication, creativity, and critical thinking [7]. Schools cannot develop students' career skills effectively if learning is disconnected from real work and community contexts. Collaboration with external stakeholders, including employers, local communities, vocational institutions, and other educational partners, can help students gain exposure to authentic occupational knowledge and practical experiences. Learning becomes more meaningful when school leadership, learning design, and work-related experiences are connected to support students' career preparation [1, 2]. Although many forms of work-integrated learning are usually discussed in higher education, the principle is also relevant to school-based career skills development. Careful curriculum design is also important in work-integrated learning because the structure of learning experiences can influence students' learning and satisfaction [15]. Students in Educational Opportunity Expansion Schools can benefit from guest speakers, local occupational projects, community-based learning, field visits, simulations, and collaboration with vocational education institutions.

Collaboration also helps schools overcome resource limitations. Some schools may not have complete facilities, specialized teachers, or sufficient instructional materials for career skills development. Through partnerships, schools can access external knowledge, tools, professional expertise, and authentic learning contexts. Such collaboration can strengthen curriculum relevance, improve instructional quality, and help students understand the relationship between education and future work. However, collaboration must be systematic rather than incidental. If collaboration depends only on individual teacher initiative, it may not be sustained. Therefore, schools need clear mechanisms for partnership planning, implementation, monitoring, and evaluation. Collaboration should be integrated into school learning management systems. Thus, career skills development becomes part of institutional practice rather than a temporary activity.

2.5. Priority Needs in Career Skills Learning Management

Priority needs assessment is important because it helps identify the gap between current conditions and desired conditions. In the context of career skills development, schools may already implement some learning management practices, but these practices may not yet reach the level expected by teachers, administrators, or educational policy. By identifying priority needs, schools can determine which areas should be improved first. In Educational Opportunity Expansion Schools, priority needs may appear in curriculum development, learning activity management, assessment, instructional media, teacher roles, and collaboration with external stakeholders. The original study identifies three main components of learning management for career skills development: curriculum development, learning management for career skills, and collaboration in learning management. These components are important because they represent the main areas through which schools can improve students' career-related learning experiences. Learning management for career skills may become a priority when students need more active, practical, and competency-based learning experiences. Curriculum development may become a priority when the existing curriculum is not sufficiently aligned with standards, local contexts, or learners' needs. Collaboration may become a priority when schools lack strong connections with external speakers, local wisdom holders, business establishments, or vocational education institutions. Therefore, priority needs assessment can support school improvement by showing where the gap between current and desired conditions is greatest.

3. METHODOLOGY

3.1. Research Design

This study employed a quantitative survey research design to examine the current condition, desired condition, and priority needs of learning management for career skills development in Educational Opportunity Expansion Schools under the Office of the Basic Education Commission. This design was appropriate because the study aimed to collect numerical data from respondents and compare the gap between existing learning management practices and desired improvement conditions. The study focused on three main components of learning management for career skills development: curriculum development, learning management for career skills, and collaboration in learning management. These components were used to identify the priority areas that should be improved in order to strengthen career skills development in Educational Opportunity Expansion Schools.

3.2. Population and Sample

The population of this study consisted of school personnel from Educational Opportunity Expansion Schools under the Office of the Basic Education Commission in the Northeastern region of Thailand during the first semester of the 2026 academic year. The study focused on four provinces: Khon Kaen, Maha Sarakham, Chaiyaphum, and Sakon Nakhon, Thailand. The sample consisted of 327 respondents selected through multi-stage sampling. The sample size was determined using established sample-size determination procedures [16]. The sampling process was conducted in stages. First, the sample size was determined based on the population. Second, four provinces in the Northeastern region were selected, namely Khon Kaen, Maha Sarakham, Chaiyaphum, and Sakon Nakhon. The distribution of schools and population used in the study is presented in **Table 1**.

Table 1. Number of schools and population used in the study.

PROVINCE	SCHOOLS	POPULATION (N)
Khon Kaen	256	768
Maha Sarakham	117	351
Chaiyaphum	149	447
Sakon Nakhon	187	561
Total	709	2,217

3.3. Research Instrument

The research instrument was a questionnaire on the current and desired conditions of learning management for career skills development in Educational Opportunity Expansion Schools under the Office of the Basic Education Commission. The questionnaire was developed based on the research objectives, operational definitions, and components of learning management for career skills development. The questionnaire consisted of two parts. The first part collected general information about the respondents, including position, educational qualification, and work experience. The second part measured the current and desired conditions of learning management for career skills development. The questionnaire used a five-point rating scale to assess respondents' perceptions of current practices and desired improvement conditions. The instrument covered three main components. The first component was curriculum development for career skills development. The second component was learning management for career skills development. The third component was collaboration in learning management. These components were used to identify the areas of learning management that required priority improvement.

3.4. Instrument Validity and Reliability

The questionnaire was developed and verified through several steps. First, the researcher constructed the questionnaire based on the research objectives and the defined components of learning management for career skills development. Second, the questionnaire was submitted to the advisor for review of accuracy, clarity, and appropriateness. Third, the questionnaire was reviewed by experts to determine the Index of Item-Objective Congruence. The acceptance criterion for IOC values was set between 0.60 and 1.00. The expert review showed that the IOC values of the questionnaire items ranged from 0.60 to 1.00, indicating acceptable content validity. The questionnaire was then revised based on expert recommendations before being tested with a group similar to the actual sample. A try-out was

conducted with 30 participants consisting of 15 administrators and 15 teachers from schools under the Maha Sarakham Primary Educational Service Area Office 3. The try-out data were analysed to determine item discrimination and reliability. Items with discrimination indices between 0.20 and 1.00 were retained, and Cronbach's alpha coefficient was used to examine reliability. The current-condition questionnaire had a reliability value of 0.92, with item discrimination indices ranging from 0.62 to 0.88. The desired-condition questionnaire had a reliability value of 0.95, with item discrimination indices ranging from 0.61 to 0.89. These results indicate that the questionnaire was suitable for data collection.

3.5. Data Collection

Data were collected using an online questionnaire distributed through Google Forms. The researcher obtained an official letter from the Faculty of Education, Mahasarakham University, requesting cooperation from the sample schools. The questionnaire and request letter were then distributed to the respondents. The researcher followed up with the sample group to ensure that the completed questionnaires were returned through the same online platform.

3.6. Data Analysis

The collected data were checked for accuracy and completeness before analysis. Descriptive statistics were used to analyse general information about the respondents, including frequency and percentage. The current and desired conditions of learning management for career skills development were analysed using mean and standard deviation. Priority needs were analysed using the Modified Priority Needs Index. This analysis was used to identify the gap between the current condition and the desired condition and to rank the most urgent areas for improvement. The results of the priority needs analysis were used to determine which components of learning management should receive the highest priority in improving career skills development in Educational Opportunity Expansion Schools.

3.7. Ethical Considerations

This study involved human respondents; therefore, ethical considerations were applied during the research process. The study was conducted in accordance with relevant institutional and national research ethics requirements. The research proposal was reviewed and approved by the Human Research Ethics Committee of Mahasarakham University and Khon Kaen University. Respondents participated voluntarily, and the collected data were used only for research purposes.

4. RESULTS AND DISCUSSION

4.1. Overall Current Condition, Desired Condition, and Priority Needs

As presented in **Table 2**, the overall current condition of learning management for career skills development was at a moderate level, with a mean score of 3.37 and a standard deviation of 0.54. This indicates that learning management practices related to career skills development had already been implemented, but they had not yet reached a high level of practice. The overall desired condition was at the highest level, with a mean score of 4.61 and a standard deviation of 0.51. Respondents expected stronger and more systematic implementation of learning management for career skills development.

Table 2. Current condition, desired condition, and priority needs of learning management for career skills development.

LEARNING MANAGEMENT FOR CAREER SKILLS DEVELOPMENT	CURRENT CONDITION MEAN	CURRENT CONDITION S.D.	CURRENT CONDITION LEVEL	DESIRED CONDITION MEAN	DESIRED CONDITION S.D.	DESIRED CONDITION LEVEL	PNI MODIFIED	RANK
Curriculum development for career skills development	3.38	0.54	Moderate	4.61	0.51	Highest	0.363	2
Learning management for career skills development	3.33	0.55	Moderate	4.63	0.52	Highest	0.388	1
Collaboration in learning management	3.39	0.54	Moderate	4.59	0.51	Highest	0.354	3
Overall	3.37	0.54	Moderate	4.61	0.51	Highest	0.368	—

The findings show a clear gap between the current condition and the desired condition. Although all three aspects were practiced at a moderate level, respondents expected them to reach the highest level. This gap indicates that Educational Opportunity Expansion Schools still need improvement in learning management for career skills development. The overall PNI Modified value was 0.368, confirming that there is a meaningful need for development across the three aspects.

Among the three aspects, learning management for career skills development had the highest priority need, with a PNI Modified value of 0.388. This means that the most urgent area for improvement is the way learning activities are planned, implemented, and assessed to promote students' career skills. Curriculum development ranked second, with a PNI Modified value of 0.363, while collaboration in learning management ranked third, with a PNI Modified value of 0.354. Schools should prioritize classroom-level learning management, followed by curriculum improvement and stakeholder collaboration.

4.2. Curriculum Development for Career Skills Development

The current condition of curriculum development for career skills development was at a moderate level. Schools had implemented some curriculum practices related to career skills, but the implementation was not yet optimal. The desired condition was at the highest level, indicating that respondents expected a more systematic, relevant, and competency-oriented curriculum.

The priority needs analysis showed that curriculum development ranked second among the three major aspects. Curriculum remains an important area for improvement. A curriculum for career skills development should be aligned with standards and indicators, but it should also be flexible enough to respond to local occupations, learners' needs, and community contexts. The findings further show that specific curriculum needs include alignment with standards and indicators, sequencing of content and skills, flexibility of curriculum structure, integration of knowledge for occupational application, "can-do" competency emphasis, and alignment with local context and learners' needs.

This finding is important because career skills development cannot be achieved through isolated activities. It requires a curriculum structure that integrates academic knowledge, practical competencies, transferable skills, and authentic learning contexts. If curriculum design is not aligned with standards and local needs, learning activities may become disconnected from students' future career pathways. Therefore, curriculum development should support both national educational standards and contextual relevance for Educational Opportunity Expansion Schools.

4.3. Learning Management for Career Skills Development

Learning management for career skills development was identified as the highest priority need. The current condition of this aspect was at a moderate level, while the desired condition was at the highest level. Respondents viewed classroom learning management as the most urgent area for improvement.

The high priority of this aspect suggests that teachers and schools need stronger support in designing learning activities that develop students' practical competencies. The findings in the source indicate that priority needs in this aspect include developing learners' "can-do" competency by integrating knowledge, skills, and attributes; identifying knowledge

dimensions for measuring vocational skills; specifying measurable behavioural objectives; clearly defining learning management goals; organizing teamwork or group work; integrating theoretical knowledge with work experience; designing appropriate learning measurement and evaluation methods; assessing hands-on performance; and organizing hands-on learning activities.

Career skills development should be implemented through active, practical, and competency-based learning management. Students should not only learn about occupations but also engage in learning activities that allow them to apply knowledge, practice skills, collaborate with others, solve problems, and demonstrate performance. This finding is consistent with the idea that project-based learning, authentic assessment, and work-integrated learning can strengthen career skills by connecting classroom learning with real-world contexts [4, 8, 9].

The result also suggests that teachers need clear instructional goals and assessment criteria. If teachers are expected to develop students' career skills, they need to define what students should be able to do, how learning activities will support those abilities, and how performance will be assessed. Therefore, improvement in learning management should include teacher development, instructional planning, competency-based activity design, and performance-based assessment.

4.4. Collaboration in Learning Management

Collaboration in learning management ranked third in the priority needs analysis. Although it had the lowest PNI Modified value among the three aspects, it remains important because career skills development requires connections between schools, communities, vocational institutions, local wisdom, and business establishments.

The current condition of collaboration was at a moderate level, while the desired condition was at the highest level. Schools already had some forms of collaboration, but respondents expected stronger and more systematic stakeholder engagement. The findings also show that the priority needs in collaboration included inviting external speakers with vocational experience, promoting cooperation with relevant stakeholders such as business establishments, local wisdom holders, and vocational education institutions, and ensuring sufficient internal and external learning resources for vocational skills training.

Educational Opportunity Expansion Schools cannot develop career skills effectively through classroom instruction alone. Students need exposure to real occupational knowledge, local career opportunities, and authentic work-related experiences. Collaboration with external stakeholders can help schools provide practical learning resources, professional expertise, field-based learning opportunities, and community-based career knowledge. However, collaboration should not depend only on informal or temporary arrangements. Schools need clear partnership mechanisms. Thus, collaboration can be planned, implemented, and evaluated systematically. Strong collaboration can support curriculum relevance, enrich learning activities, and help students understand how school learning connects with future occupations. This is especially important for opportunity-expansion school contexts, where learners may need stronger support to access career-related opportunities.

4.5. Discussion

The current condition of learning management for career skills development in Educational Opportunity Expansion Schools was moderate across all three aspects. Career skills development had been implemented, but the implementation still required improvement. The desired condition was at the highest level across all aspects, showing that respondents expected stronger, more relevant, and more systematic learning management practices.

The highest priority need was learning management for career skills development. Improvement should begin at the level of instructional practice. Teachers need support in designing active learning activities, integrating knowledge with practical skills, using authentic assessment, promoting teamwork, and developing students' "can-do" competencies. This is important because career skills are practical competencies that require experience, application, and performance.

Curriculum development was the second priority. Schools need a curriculum that is aligned with standards, responsive to local contexts, and flexible enough to support career skills development. Curriculum should integrate technical competencies, transferable skills, and practical learning experiences. It should also allow schools to connect learning with local occupations, community resources, and learners' interests.

Collaboration in learning management was the third priority. Although it ranked third, it remains essential because career skills development depends on real-world connections. Schools need support from external speakers, vocational institutions, local wisdom holders, business establishments, and community partners. Such collaboration can help students experience career learning in authentic and meaningful ways.

Improving career skills development in Educational Opportunity Expansion Schools requires an integrated approach. Schools should strengthen instructional practice, improve curriculum design, and institutionalize collaboration with external stakeholders. These three areas are interconnected. Curriculum provides direction, learning management creates student experience, and collaboration connects learning with real occupational contexts.

The results also highlight the importance of equity in education. Educational Opportunity Expansion Schools serve learners who may face limited access to resources and career opportunities. Therefore, improving learning management for career skills development can help provide more practical, relevant, and future-oriented education. By closing the gap between current and desired conditions, schools can better prepare students for further education, future employment, and lifelong learning.

5. CONCLUSION

This study examined the current condition, desired condition, and priority needs of learning management for career skills development in Educational Opportunity Expansion Schools under the Office of the Basic Education Commission. The overall current condition of learning management for career skills development was at a moderate level, while the desired condition was at the highest level. This indicates a clear gap between existing practices and expected improvement in career skills development.

The highest priority need was learning management for career skills development, followed by curriculum development and collaboration in learning management. Improvement should begin with classroom-level learning management, especially through active, practical,

competency-based, and performance-oriented learning activities. Teachers need stronger support in designing learning activities that integrate knowledge, skills, and attributes, while also encouraging hands-on practice, teamwork, problem-solving, and authentic assessment.

Curriculum development also requires improvement. Schools need curricula that are aligned with standards and indicators, flexible in structure, responsive to local occupational contexts, and relevant to learners' needs. A career-oriented curriculum should help students connect academic knowledge with practical occupational applications and future career pathways.

Collaboration in learning management remains an important supporting factor. Educational Opportunity Expansion Schools should strengthen cooperation with business establishments, local wisdom holders, vocational education institutions, external speakers, and community partners. Such collaboration can provide students with authentic career-related experiences and help schools overcome limitations in resources, facilities, and specialized expertise.

Improving career skills development in Educational Opportunity Expansion Schools requires an integrated approach involving curriculum development, effective learning management, and systematic collaboration. The findings provide practical guidance for school administrators, teachers, and policymakers in prioritizing improvement efforts. Strengthening career-oriented learning management can help students develop practical competencies, prepare for future employment, and access more equitable educational and occupational opportunities.

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7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper is free from plagiarism.

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