

Development of Dormitory Discipline Training Package to Promote Students' Characteristics

Wang Jin Fa¹, Rerkrudee Nakwijit², Phananoi Rotchu³

1 Master of Education in Curriculum and Instruction Suratthani Rajabhat University

2,3 Faculty of Education, Suratthani Rajabhat University

e-mail 67052535107@student.sru.ac.th

Abstract

This study developed and validated a student-tailored dormitory discipline training package and pilot-tested its effectiveness, feasibility, and applicability. A one-group pretest-posttest quasi-experiment was conducted with 30 first-year architectural design students at Quanzhou Light Industry Vocational College, who participated in a four-week intervention (≥ 8 contact hours). Instruments included a discipline awareness scale, a satisfaction questionnaire, and semi-structured interviews. Data were analyzed using paired-sample t-tests, descriptive statistics, and thematic analysis. Results showed that post-intervention, students' discipline awareness scores in safety, hygiene, routine, and interpersonal relationships, as well as the total score, significantly improved ($p < 0.001$, Cohen's $d > 1.2$). Actual disciplinary behaviors (hygiene scores, late returns, and prohibited appliance use) also markedly improved. Overall satisfaction was high ($M = 4.38$). The findings confirm that a participatory training package grounded in student characteristics can effectively promote internalization of discipline awareness and behavioral improvement. Integrating the package into freshman orientation and establishing mechanisms to train dormitory mentors and peer educators are recommended.

Keywords: dormitory discipline; training package; student characteristics; vocational college students; satisfaction

1. Problem Background and Significance

The expansion of higher vocational education has intensified student management challenges. Dormitories, where students spend over 14 hours daily, are critical for behavioral development and value formation, yet traditional rigid, command-based management clashes with vocational students' diverse backgrounds, practical strengths, and strong self-awareness, often provoking resistance. Research confirms that management strategies must align with student characteristics (Wang, 2020) and that behavioral attitudes and perceived control influence norm compliance (Chen et al., 2023). International models—such as the community development approach (Blimling, 2015) and Thailand's student-centered, sufficiency economy philosophy (Sinlarat, 2017)—offer valuable insights. However, systematic, student-characteristics-centered training packages that integrate Thai concepts into Chinese vocational education and undergo rigorous experimental evaluation are still lacking. Developing a

program that shifts from passive constraint to active cultivation thus holds both theoretical and practical significance.

2. Research Objectives

This study aimed to: (1) compare pre- and post-intervention group characteristics and discipline awareness; and (2) assess student satisfaction to preliminarily validate the training package's effectiveness, feasibility, and applicability.

3. Research Hypotheses

H₁: Post-intervention discipline awareness scores (all dimensions and total) will be significantly higher than pre-intervention.

H₂: Actual disciplinary behaviors (hygiene scores, late returns, and prohibited appliance use) will show marked improvement.

H₃: Student satisfaction will be high (mean > 4.0) across all dimensions.

4. Research Scope

Content scope: The study focused on developing a training package encompassing four dimensions (safety awareness, hygiene awareness, routine awareness, and interpersonal relationship awareness), including a trainer manual, student activity handbook, multimedia courseware, scenario case cards, and dormitory convention templates.

Population and sample: The study population comprised all residential students at Quanzhou Light Industry Vocational College. Through cluster sampling, 30 first-year architectural design students were selected as the experimental group (18 males, 60.0%; 12 females, 40.0%; 22 students aged 17-18, 73.3%; 19 from rural areas, 63.3%).

Time and geographical scope: The study was conducted from September to December 2025 at Quanzhou Light Industry Vocational College in Fujian Province, China, including a four-week training intervention (minimum 8 contact hours).

Variables: The independent variable was the training package; dependent variables were discipline awareness, disciplinary behaviors, and satisfaction.

5. Research Methodology

A quasi-experimental one-group pretest-posttest design ($O_1 \rightarrow X \rightarrow O_2$) was adopted, with ethical approval and signed informed consent.

6. Research Instruments

Four instruments were used: (1) a comprehensive questionnaire containing a 20-item discipline awareness scale (four 5-item dimensions) and a satisfaction survey, validated by five experts (IOC > 0.80;

KMO = 0.891, 68.54% variance; $\alpha = 0.923$, subscales $\alpha = 0.82\text{--}0.89$); (2) a behavior observation record (hygiene scores, late returns, prohibited appliances); (3) a semi-structured interview protocol; and (4) a training package comprising five experiential modules (Ice-breaking, Safety Awareness, Habit Formation, Interpersonal Relationships, Dormitory Covenant) using scenario simulations, role-playing, and case analyses.

7. Data Collection

Data collection proceeded in four phases: preparation (expert validation, materials); pretest (O₁ questionnaire and 4-week behavioral records); intervention (training package with weekly behavioral records); and posttest (O₂ questionnaire, subsequent 4-week behavioral records, and student interviews).

8. Data Analysis

Quantitative data were analyzed using SPSS with descriptive statistics, paired-sample t-tests ($\alpha=0.05$), and Cohen's d. Qualitative interview data were analyzed via thematic analysis through coding, categorization, and theme extraction.

9. Research Findings

9.1 Comparison of Pre- and Post-Test Discipline Awareness

Paired-sample t-test results (Table 1) showed that all post-test dimension scores and total scores were significantly higher than pre-test scores ($p<0.001$), with effect sizes (d) all exceeding 1.2, indicating large practical effects.

Table 1: Paired-Sample t-Test Results for Discipline Awareness

Dimension	Pre-test (M $\pm$ SD)	Post-test (M $\pm$ SD)	T	P	D
Safety	3.12 $\pm$ 0.45	4.23 $\pm$ 0.38	8.92	<0.001	1.63
Hygiene	3.08 $\pm$ 0.52	4.15 $\pm$ 0.41	7.84	<0.001	1.43
Routine	2.95 $\pm$ 0.48	4.08 $\pm$ 0.39	8.15	<0.001	1.49
Interpersonal	3.21 $\pm$ 0.43	4.32 $\pm$ 0.35	9.26	<0.001	1.69
Total	3.09 $\pm$ 0.42	4.20 $\pm$ 0.36	9.03	<0.001	1.65

9.2 Behavioral Performance Changes

Hygiene scores increased from 78.5 (pre) to 92.3 (post); late returns decreased from 4.2 to 1.1 times/week ($t=9.85$, $p<0.001$, $d=1.98$); prohibited electrical appliance use decreased from 2.8 to 0.4 times/week.

9.3 Student Satisfaction

All satisfaction dimensions scored above 4.0, with overall evaluation at $M=4.38$. Content practicality ($M=4.45$) and overall gains ($M=4.51$) received the highest ratings, confirming that the content aligned well with vocational students' characteristics.

Table 2: Student Satisfaction Descriptive Statistics

Dimension	M $\pm$ SD	Dimension	M $\pm$ SD
Training Content	4.32 $\pm$ 0.41	Training Materials	4.29 $\pm$ 0.40
Format and Participation	4.20 $\pm$ 0.43	Outcomes and Effects	4.36 $\pm$ 0.38
Instructor Guidance	4.41 $\pm$ 0.37	Overall Evaluation	4.38 $\pm$ 0.36

9.4 Qualitative Analysis

Thematic analysis of 12 student interviews revealed four themes: (1) strong acceptance of experiential methods (e.g., scenario simulation, role-playing); (2) self-reported improvement in daily routines and hygiene; (3) shared rules fostering better dormitory relationships; and (4) suggestions for more digital resources, personalized guidance, and extended training duration.

10. Discussion

A significant innovation of this study is the creative integration of Thai educational concepts - "student-centeredness" and the "Sufficiency Economy Philosophy" - into Chinese vocational education practice. The former permeated every aspect of the training design, while the latter's principles of moderation, rationality, and self-discipline were operationalized through activities such as time management games and convention formulation. This provides a model for localizing cross-cultural educational philosophies. Significant improvements in discipline awareness and behaviors ($p<0.001$, $d>1.2$) confirm the training package's effectiveness, attributable to experiential learning (Kolb, 1984), behavioral reinforcement and social learning (Bandura, 1977), and content tailored to vocational students' characteristics (Liu, 2021; Zhou, 2023). Large effect sizes indicate practically meaningful changes. High satisfaction ($M=4.38$) confirms successful student-centered implementation, with top ratings for practicality and engagement reflecting alignment with student needs. Satisfaction, awareness,

and behavior formed a virtuous cycle. A key innovation is integrating Thai "student-centeredness" and "Sufficiency Economy" concepts into Chinese vocational practice, providing a model for localizing cross-cultural philosophies. Limitations include: single-site, single-major sample (n=30); one-group pretest-posttest design; unknown long-term effects; and potential social desirability bias.

11. Recommendations

Practical recommendations: 1) Integrate the training into freshman orientation as a required experiential course. 2) Establish systematic training mechanisms for dormitory mentors and peer educators (counselors, administrators, student dormitory leaders). 3) Create a "Harmonious Dormitory" certification and reward system for sustainable incentives. 4) Form institutional research teams for ongoing localization and improvement.

Future research recommendations: 1) Conduct RCTs with 3-, 6-, and 12-month follow-ups to establish causality and long-term effects. 2) Extend the intervention to diverse regions, majors, and institutional types, including China–Thailand comparative studies, to test generalizability. 3) Use SEM to examine causal pathways among key variables. 4) Develop digital versions incorporating WeChat mini-programs and VR scenario simulations.

12. References

- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Blimling, G. S. (2015). *Student learning in college residence halls*. Jossey-Bass.
- Chen, W. Q., Zhang, L., and Li, H. (2023). A study on normative behavioral intentions of vocational college students in dormitories based on planned behavior theory. *Vocational Education Research*, 25(2), 45–52.
- Kolb, D. A. (1984). *Experiential learning*. Prentice Hall.
- Liu, W. (2021). Characteristics of practical learning among higher vocational students and their educational implications. *China Vocational and Technical Education*, 37(15), 45–49.
- Sinlarat, P. (2017). *Thai higher education: Reform and development*. Chulalongkorn University Press.
- Wang, F. (2020). Psychological and behavioral characteristics of vocational college students and strategies for disciplinary education. *Vocational Education Forum*, 36(2), 78–82.
- Zhou, L. (2023). Digital natives in vocational colleges: Challenges and opportunities for dormitory management. *Journal of Educational Technology & Society*, 26(1), 123–135.