

Abstract

The purposes of the research are to study students' life styles at KMUTT. This research is to study factors which are related to students' life styles and make comparisons between students who have different major fields of study. The results of this study will be used to improve academic activities and services in line with the suitable nature and demand of students' major fields.

In this field study, students' life styles at KMUTT consisted of 7 groups, i.e. academic subculture, non-conformist subculture, collegiate subculture, vocational subculture, associated subculture, isolation subculture and constructional subculture.

The main studies at the present are comparisons students' life styles between :

- a. male and female students' at KMUTT.
- b. students who have different GPA.'s
- c. students who have different levels of study.
- d. students who have different major fields of study.
- e. students who have different parent occupations.
- f. students who have different size of peer groups.

The subjects in the research were 1,300 students from 4 faculties : Science, Engineering, Information Technology and Industrial Education, 2nd-4th year students who have experienced KMUTT at least 2 semesters, a total of 20 major fields of study obtained by using simple random sampling techniques. The data were collected using questionnaires. The research sample consisted of males = 67.9% and females=32.1% ; 4th year students=48.3%, 3rd year students=26.5% and 2nd year students=25.2% ; students' GPA.>3.25 = 4.5%, 2.76≤GPA.≤3.25 = 27.5%, 2.25≤GPA.≤2.75 = 47.4% and GPA.<2.25=20.5% ; students' parent occupation : trade=35.0%, government=21.6%, work for money=17.2%, agriculture=12.4% state enterprise=7.8%, businessman=3.8% and free lance=2.2%, size of peer group : peer group>5 = 71.0%, 3≤ peer group≤5 = 24.2%, 1≤ peer group≤2 = 3.0% and non peer group = 1.8%.

The results of the study show that : students' life styles at KMUTT are trends non-conformist subculture and vocational subculture; because of non-conformist subculture and vocational subculture have a higher mean of life styles than the others and isolation subculture has lower mean of life styles than the whole.

Concerning relationships between group of students' life styles altogether 7 groups were found to trend positive and negative relationships, because of constructional subculture trended high positive relationships toward academic subculture, vocational subculture, non-conformist subculture, collegiate subculture and associated subculture; while isolation subculture had negative relationships toward collegiate subculture, associated subculture and non-conformist subculture.

a. Students' life styles for 7 groups, classify by sex, showed that : females had higher mean of life styles in collegiate subculture than males; while males had higher mean of life styles in isolation subculture than females. ($P < 0.05$)

b. Students' life styles for 7 groups, classify by GPA., showed that : students who had $GPA. > 3.25$ trended life styles were non-conformist subculture, isolation subculture and academic subculture; while students who had $2.76 \leq GPA. \leq 3.25$ trended life styles with associated subculture and constructional subculture and students who had $2.25 \leq GPA. \leq 2.75$ trended life styles in collegiate subculture. Furthermore, the results showed that students who had different GPA.'s, had different life styles in non-conformist subculture, academic subculture and vocational subculture. ($P < 0.05$)

- Students who had $GPA. > 3.25$, had higher mean of life styles in non-conformist subculture than $2.76 \leq GPA. \leq 3.25$

- Students who had $GPA. > 3.25$, had higher mean of life styles in academic subculture than $GPA. < 2.25$, $2.25 \leq GPA. \leq 2.75$ and $2.76 \leq GPA. \leq 3.25$ respectively.

- Students who had $GPA > 3.25$ and $2.25 \leq GPA \leq 2.75$, had higher mean of life styles in vocational subculture than $GPA > 2.25$.

c. Students' life styles for 7 groups, classify by levels of study; showed that : 4th year students showed higher activities than other levels of study, furthermore the results showed that students who had different levels of study, had different life styles in non-conformist subculture, isolation subculture, academic subculture and vocational subculture. ($P < 0.01$)

- 4th year students had higher mean of life styles in non-conformist subculture and vocational subculture than 2nd year students and 3rd year students.

- 2nd year students had higher mean of life styles in isolation subculture than 4th year students.

- 4th year students had higher mean of life styles in academic subculture than 3rd year students.

d. Students' life styles for 7 groups, classify by major fields of study, showed that : students' in Chemistry had the highest mean of life styles, in collegiate subculture, students' in Electrical Technology Education had the highest mean of life styles in non-conformist subculture, academic subculture and vocational subculture, while students' in Tool and Materials Engineering had the highest mean of life styles in associated subculture and isolation subculture; furthermore the results showed that students who had different major fields of study, had different life styles in every group. ($P < 0.01$)

- Students' in Mechanical Engineering had higher mean of life styles in isolation subculture than students' in Production Engineering.

- Students' in Information Technology had higher mean of life styles in academic subculture than students' in Production Technology Education.

e. Students' life styles for 7 groups, classify by parent occupation, showed that work for money had the highest mean of life styles in collegiate subculture,

free-lance had the highest mean of life styles in non-conformist subculture, constructional subculture and vocational subculture; state enterprise had the highest mean of life styles in associated subculture and isolation subculture ; agriculture had the highest academic subculture; furthermore the results showed that students who had different parent occupations, had different life styles in non-conformist subculture and associated subculture. ($P < 0.05$)

f. Students' life styles for 7 groups, classify by size of peer group, showed that students who had $\text{peer group} > 5$ trended life styles in collegiate subculture, non-conformist subculture, associated subculture and constructional subculture; while students who had $1 \leq \text{peer group} \leq 2$ trended life styles in isolation subculture, academic subculture and vocational subculture; furthermore the results showed that students who had different size of peer group, had different life styles in isolation subculture and associated subculture. ($P < 0.01$)

- Students who had $1 \leq \text{peer group} \leq 2$ and $3 \leq \text{peer group} \leq 5$, had higher mean of life styles in isolation subculture than $\text{peer group} > 5$.