

4.ผลการเปรียบเทียบค่าเฉลี่ยความพึงพอใจความเหมาะสมของสภาพแวดล้อม ทางด้านกายภาพ คณะครุศาสตร์
อุตสาหกรรม สถาบันเทคโนโลยีพระจอมเกล้าเจ้าคุณทหารลาดกระบัง พบว่าผลการประเมินความพึงพอใจ
สภาพแวดล้อมด้านกายภาพ ที่ทำการสังเคราะห์และเสนอแนวทางการออกแบบ มีค่าเฉลี่ย 3.95 สูงกว่า ก่อนการ
สังเคราะห์และเสนอแนวทางการออกแบบ อย่างมีนัยสำคัญทางสถิติที่ .05

คำสำคัญ: แนวทางการปรับปรุงอาคาร สภาพแวดล้อมเพื่อการเรียนรู้ระดับบัณฑิตศึกษา วิจัยแบบผสม ประชาคม
อาเซียน การประเมินความพึงพอใจ

Abstract

As the institution of the ASEAN Economic Community (AEC) by 2015 is approaching, this research examines the needs along with other relevant factors--including users satisfaction--in creating an effective learning environment for graduate studies at the Faculty of Industrial Education, King Mongkut's Institute of Technology, Ladkrabang (KMITL). In order to collect its data, the investigation employs questionnaires and focus-group meetings, consisting of one-hundred-and-fifty samples divided into three groups of stakeholders that are: 1) faculty members; 2) academic staffs; and 3) graduate students.

Via a methodological combination of arithmetic mean, standard deviation, and t-test independent, the statistical analyses on averaged satisfactory scores (\bar{x}) based on a 1-5 Likert scale reveal the following results.

1. The Physical Dimension

1.1) The Architectural Expressions

The stakeholders rank their highest satisfaction with the colors and exterior materials, but give the lowest point to the size of the Faculty of Industrial Education building, as shown by \bar{x} = 4.37 and \bar{x} 3.80 scores respectively.

1.2) The Interior Design and Decoration

Responses from the stakeholders indicate that the colors and interior materials of the classrooms are fairly appropriate \bar{x} =4.14, whereas the whereabouts of the classrooms (locate ability and accessibility) are most troublesome aspect of the building \bar{x} =3.40

1.3) Furniture and Educational Appliances

The faculty members, staffs, and students are contented with the sizes of the furniture in classrooms \bar{x} =4.51, but are dissatisfied with the procedures in accessing/borrowing educational appliances, e.g., electronic equipment and media tools, from the school \bar{x} =3.58

2. The Psychological Dimension

All are generally satisfied with the academic characteristics and qualifications of both the graduate students and instructors at the Faculty of Industrial Education, KMITL, as demonstrated by the \bar{x} =3.98 and \bar{x} =3.95 scores respectively.

3. The Social Dimension

After viewing a proposed guideline to renovate the building, the stakeholders rate these items as its top-three applicable features in generating an effective learning environment: 1) classroom atmosphere \bar{x} =4.12; 2) inspirational design for motivation and inquisitive mind \bar{x}

=3.95; and 3) adequate space for scholarly and social interactions between the students and instructors $\bar{x} = 3.89$

4. A Comparative Study on the Physical Dimension

The overall proposed guideline to renovate the Faculty of Industrial Education building receives an averaged $\bar{x} = 3.95$ satisfactory score from the faculty members, staffs, and students. When comparing it to the present conditions of the structure, the study discloses that all are convinced and pleased with the former over the latter, as significantly exhibited by a statistical impact of .05

Keywords: Design Guideline for Building Renovation, Environmental Design for Graduate Studies, AECandASEAN Community