The Satisfaction of Users of Building 21 Graduate School at Suan Sunandha Rajabhat University

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Abstract

The present study investigates the satisfaction of service users in using Building 21 Graduate School at Suan Sunandha Rajabhat University, and aims to identify opportunities for development and improvement of the facility. The researcher reviewed relevant literature, including books, documents, and articles, as a basis for studying the satisfaction of users of Building 21 Graduate School. The study used a sample of 200 students who used the building, and a questionnaire was used as the data collection tool. Data analysis involved the use of percentages, mean values, and standard deviations. The study found that the overall level of satisfaction with the use of Building 21 Graduate School was high ($\bar{x}$ = 4.04), with the highest satisfaction reported in the aspect of building use ($\bar{x}$ = 4.19), followed by building maintenance ($\bar{x}$ = 4.17), and building supervision ($\bar{x}$ = 4.02).

Keywords: Satisfaction, User, Building 21.

INTRODUCTION

It is generally accepted that school buildings play a very important role in fostering the physical, mental, intellectual, and social growth of students. An educational institution can be said to be a small town where teachers and students spend an extended period of time as determined by the curriculum. Therefore, the arrangement of the area of the place or the management of the building is very important to teaching and learning activities. At the same time, there must be proper organization of the utilities and environment in the educational place. Those involved in the planning of the building must prepare a plan to accommodate future developments arising and be ready to change or add more functions. (Sukhothai Thammathirat Open University, 2006). Therefore, it can be seen that the planning of educational facilities is very important to higher education institutions in the Rajabhat University group because they are large organizations with many maintenance areas. The executives must manage the planning of the premises to maximize benefits by achieving the goals set forth in the policy. It requires the cooperation of all parties, proper allocation of duties, clear division of administrative responsibilities, and clearly defined organization for each department, for the convenience of administration. Therefore, the building department is regarded as one of the important tasks that the executives must pay close attention to.

As a result, the researcher, who is associated with the building department of the Graduate School at Suan Sunandha Rajabhat University, is interested in studying the satisfaction of users of Building 21. The study will cover classroom facilities, internet access points, landscape, and necessary utility

services. The results of the study will be used as a guideline for developing and improving the buildings of the Graduate School of Suan Sunandha Rajabhat University to be more efficient.

RESEARCH OBJECTIVE

1. To study the satisfaction of service users of Building 21, Graduate School, Suan Sunandha Rajabhat University.

2. To identify ways to develop and improve Building 21 for the Graduate School of Suan Sunandha Rajabhat University.

LITERATURE REVIEW

The research subject of this study is customer satisfaction within Building 21 of the Graduate School at Suan Sunandha Rajabhat University. To conduct this research, the author has compiled relevant documents, concepts, theories, and prior research as a database.

Premises management involves several responsibilities, such as promoting and supporting the protection and security of life and property, managing the environment and various pollutants, collecting income, enforcing provisions, and other assigned duties (Boon Saengchan, 2018). The learning environment is a crucial factor in influencing learning and changing learner behavior. This environment is defined as "any condition that directly or indirectly affects human learning in a concrete or abstract way" (Boon Saengchan, 2018). The physical environment of a learning institution, such as the buildings, landscapes, and places, is an example of a concrete environment. In contrast, the value system associated with practices, groups, societies, knowledge, ideas, and others, which are invisible and intangible but affect the mind, emotions,

feelings, and imagination, is an example of an abstract environment.

Schools play a crucial role in building human character and learning. They provide a place to teach subjects, knowledge, ideas, skills, and attitudes that lead to personal and societal development, happiness, and progress. The school environment is a combination of various elements such as curriculum, subject matter, teachers, regulations, governance, and schoolmates, which influence learners' thinking development, experience building, adaptation, and personality in line with conditions and life in society. Therefore, proper school environments are essential to provide a pleasant place for students to study, play, and work and to enhance their knowledge and experience. The responsibility of implementing the school environment lies with the institution, and it must be conducive to the development of learners to meet the needs of society.

Within a school, the buildings themselves can create various atmospheres. The school atmosphere is an important independent variable that affects the teaching system and student learning, which is derived from the opinions and perceptions of the members in a group. It is a state of interaction between the individual and the school environment that affects the individual's feelings. The school atmosphere cannot be seen or touched, but it can reflect a person's emotions. If a person feels good about the environment, it is called a good atmosphere. Conversely, if a person feels bad about the environment, it is called a bad atmosphere.

The creation of a good atmosphere in a school requires arranging a suitable school environment for teaching and learning. The school environment encompasses all the characteristics of the environment, both inside the school building and in the school as a whole, that contribute to the school's overall

atmosphere. Four important characteristics to consider regarding the environment within the school are:

1. Ecology: Physical attributes present in schools and classrooms, such as school size, class size, age and nature of school buildings, technology and equipment used in school buildings and classrooms, teaching aids, and classroom arrangements.

2. Abstract environment (milieu): Characteristics of things that exist and occur in the school, including their relation to the people in the school, such as individual characteristics, motivation, job satisfaction, morale, course quality, administrator personality, teacher personality, teacher job change, and peer group.

3. Social System: Characteristics of the organizational management system, organizational structure, school management, communication style, decision-making, and training programs.

4. Responding to cultural traditions (culture): Characteristics of values, beliefs, and attitudes that exist among individuals in a school or organization.

The interplay and interdependence of these four characteristics significantly impact the school climate. School administrators play a crucial role in creating a suitable school environment for learning and controlling the school climate, as illustrated by Figure 1: Characteristic of the school environment.
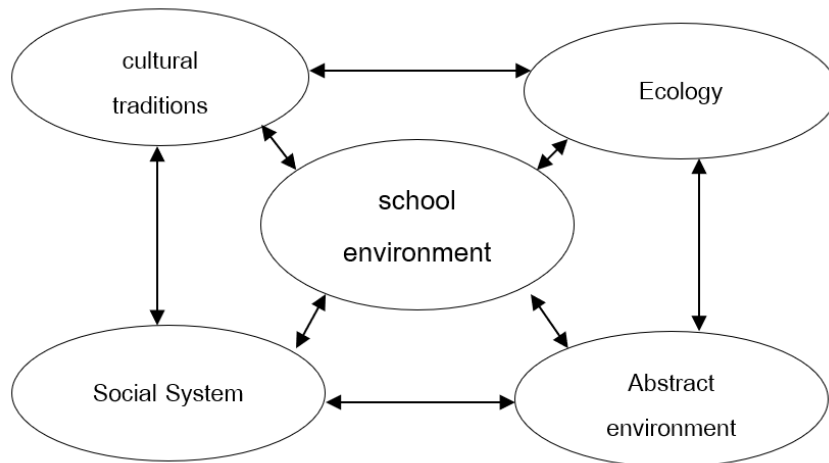
Figure 1: Characteristic of the school environment

Learning is a fundamental human desire, and individuals choose to engage in learning activities that are beneficial to them within a favorable atmosphere and environment. Consequently, establishing a conducive learning environment is critical for educators and administrators in schools to achieve the highest level of teaching and learning efficiency. The process of learning in the school system involves interactions between learners and various elements, as follows:

1. Interaction between learners and teachers: A school administrator should create a friendly atmosphere where students and teachers can coexist amicably both inside and outside the classroom. Administrators must treat all instructors as co-workers and prioritize building a positive rapport with them.

2. Interaction between learners: In the school system, learners often gain knowledge not only from teachers but also from exchanging ideas and opinions with their peers. People naturally tend to rely on those of a similar level, age, or status.

3. Interaction between learners and teaching aids: Teaching aids, such as film projectors, sound recorders, language laboratories, computer rooms, and educational televisions, can make learning easier, reduce teaching time, and improve learners' comprehension. Teachers and administrators must provide these tools to encourage learners to continue utilizing the knowledge they acquire.

4. Interaction between learners and the environment: Teachers and school administrators must collaborate to create a favorable learning environment, including the school grounds, buildings, classroom arrangements, and other structures within the school area.

RESEARCH METHODS

1. Population and Sample: The study comprised a sample of 200 students who had availed the services at Building 21, Graduate School, Suan Sunandha Rajabhat University. The participants were selected through simple random sampling.

2. Data Collection Tool: An open-ended questionnaire was used as the data collection tool. To ensure the quality of the questionnaires, the researcher tested them for content validity and reliability. The data collection process involved the following steps: (a) preparation of an adequate number of questionnaires, (b) distribution of the questionnaires among the participants to clarify their understanding of the objectives and method of answering, and (c) collection of the completed questionnaires by the researcher over a period of one month.

3. Questionnaire Collection: The questionnaires were collected at the Graduate School, Suan Sunandha Rajabhat University.

4. Study Period: The study was conducted between January 2020 and July 2020.

5. Data Analysis: Computer programs were used to analyze the data and calculate percentages, mean, and standard deviation.

RESULTS

Results of the data analysis of the research on customer satisfaction, Building 21, Graduate School, Suan Sunandha Rajabhat University The researcher has divided the analysis and interpretation as follows.

1. Study results

Part 1 Demographic characteristics of respondents

Table 1 Respondents' personal information classified by gender

Gender	Number	Percentage
Male	55	41.67
Female	77	58.33
Total	132	100

The results in Table 1 indicate that the majority of the respondents were female, representing 58.33 percent, while males represented 41.67 percent.

Table 2 Respondents' personal information classified by age

Age	Number	Percentage
20-30 years	25	17.42
31-40 years	21	15.90
41-50 years	40	30.30
51 and over	48	36.38
Total	132	100

Regarding the age distribution of the respondents, Table 2 reveals that the majority were between the ages of 51 and over, representing 36.38 percent. The age group of 41-50 years represented 30.30 percent, the age group of 20-30 years represented 17.42 percent, and the age group of 31-40 years represented 15.90 percent.

Table 3 Respondents' personal information classified by marital status

Marital status	Number	Percentage
Single	61	46.21
Married	48	36.36
Divorced	23	17.43
Total	132	100

Table 3 shows that the majority of respondents were single, representing 46.21 percent, followed by those who were married, representing 36.36 percent, and those who were divorced, representing 17.43 percent.

Table 4 Respondents' personal information classified by average monthly income

Avg. monthly income (Baht)	Number	Percentage
15,000 - 25,000	18	13.65
25,001 - 35,000	65	49.24
35,001 - 45,000	21	15.90
45,000 or more	28	21.21
Total	132	100

Table 4 provides information on the number and percentage of respondents classified by average monthly income. It was found that the majority of the respondents had an average monthly income of 25,001-35,000 baht, representing 49.24 percent. This was followed by an income of 45,001 baht or more, representing 21.21 percent, an income of 35,001-45,000 baht, representing 15.90 percent, and an income of 15,001-25,000 baht, representing 13.65 percent, respectively.

Part 2 Satisfaction level

Table 5 Mean, Standard Deviation and the level of satisfaction with the use of the building

List of satisfaction	$\bar{x}$	S.D.	Level
Building arrangement	3.98	0.45	high
Building utilization	4.19	0.38	high
Building maintenance	4.17	0.39	high
Building supervision	4.02	0.34	high
Evaluation	3.84	0.49	high
Total	4.04	0.39	high

Table 5 presents the results of the analysis on the level of satisfaction with the utilization of the building. Overall, the level of satisfaction is high, as indicated by a mean score of 4.04 and a standard deviation of 0.39. Regarding the first three aspects, the utilization of the building is highly satisfactory, with a mean score of 4.19 and a standard deviation of 0.38. Furthermore, building maintenance is also highly satisfactory, as reflected by a mean score of 4.17 and a standard deviation of 0.39. With respect to building supervision, the level of satisfaction is also high, as evidenced by a mean score of 4.02 and a standard deviation of 0.34.

Some Common Mistakes

1. Summary of Research Results: A study conducted by Building 21, Graduate School, Suan Sunandha Rajabhat University investigated the satisfaction of service users with the building. The results of the study indicated a high level of satisfaction with the overall use of the building. The satisfaction levels were ranked in the following order from highest to lowest average: facility use, facility maintenance, facility supervision, facility organization, and facility use evaluation. The study found that each aspect was evaluated highly by the service users.

2. Suggestions:

2.1 It is recommended to conduct research on the impact of building work, landscape, and environment on student learning.

2.2 It is suggested that research be carried out on the factors that affect the management of educational institutions.

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