

Opinions on Classroom Use and Educational Support Needs of the College of Logistics and Supply Chain

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Abstract

This study aimed to investigate students' opinions on classroom utilization and their educational support needs at the College of Logistics and Supply Chain Management. A quantitative research approach was employed, using a structured questionnaire to collect data from 377 students enrolled in the college. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used for data analysis. The results revealed that the majority of respondents were female and were predominantly first-year students. Overall, students reported a high level of satisfaction with classroom utilization and educational support across most dimensions. Specifically, satisfaction with class scheduling and timetable management was high, particularly regarding advance notification and clear communication of classroom assignments. However, the adequacy of the number of class sections was rated at a moderate level, indicating the need for improvement. In terms of learning equipment and audiovisual media, students expressed high satisfaction with the effectiveness of instructional materials, while the clarity and advance communication of learning documents received comparatively lower ratings. Regarding the number and suitability of classrooms, overall satisfaction was high, although opportunities for academic consultation and student–instructor interaction were relatively lower. Furthermore, supporting factors and facilities were rated at a moderate level, with internet system suitability identified as the lowest-rated aspect. Based on these findings, the study recommends increasing the number of class sections for high-demand courses, improving advance communication of learning materials through course syllabi, enhancing classroom facilities to support interactive learning, and upgrading internet infrastructure to ensure comprehensive and effective access. Future research should expand the sample to include both undergraduate and graduate students and explore challenges associated with onsite, online, and blended learning formats to support the development of digital universities.

Keywords: satisfaction, service quality, logistics and supply chain

1. Introduction

Educational institutions serve as vital hubs for knowledge creation and learning, particularly in an era characterized by rapid and complex societal changes. In this context, higher education institutions are increasingly required to expand learning opportunities and provide adequate academic support for learners. Effective classroom management refers to

the systematic organization of learning environments that facilitate efficient teaching and meaningful learning outcomes. Physical infrastructure, including buildings and educational facilities, constitutes a fundamental component of academic institutions and plays a critical role in supporting instructional activities. To ensure the effectiveness of teaching and learning processes, it is essential that educational institutions maintain adequate, well-managed, and properly maintained facilities that are proportionate to student enrollment (Promsiri et al., 2022).

Accordingly, this study focuses on examining students' satisfaction with buildings and facilities at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. The objectives are to investigate the utilization of existing facilities, assess satisfaction levels, and apply the findings to guide future planning and development of building and facility management in order to enhance overall student satisfaction.

1.1 Research Objective

To investigate students' opinions on classroom utilization and their educational support needs at the College of Logistics and Supply Chain Management

2. Literature Review

Satisfaction

Satisfaction plays a critical role in determining the effectiveness and success of service-related activities. The achievement of service excellence largely depends on strategic efforts to enhance customer satisfaction, as positive service experiences create favorable impressions and encourage customers to continue using the service over time. Consequently, examining satisfaction levels among both customers and service personnel is essential, as such insights can generate competitive advantages and support organizational sustainability (Kerdpitak et al., 2022). Enhanced satisfaction contributes to continuous improvement and long-term growth in service organizations, ultimately supporting broader societal well-being (Hiranphaet et al., 2022). Therefore, satisfaction is widely recognized as a key factor for both service providers and service recipients (Aunyawong et al., 2020).

Satisfaction is commonly formed through an evaluative comparison between individuals' expectations and the actual service performance experienced. Prior to using a service, individuals typically hold predefined expectations shaped by personal values, attitudes, previous experiences, word-of-mouth communication, available information, advertising, and service guarantees (Choopak & Aunyawong, 2019). These expectations serve as reference standards against which the service process is assessed. Expectations strongly influence the "moment of truth," referring to the direct interaction between service providers and customers (Phrapratanporn et al., 2022). When perceived service performance aligns with expectations, confirmation occurs, resulting in satisfaction. Conversely, when the service outcome exceeds or falls short of expectations, disconfirmation arises. A positive discrepancy leads to satisfaction, whereas a negative discrepancy results in dissatisfaction (Kanchuchor & Aunyawong, 2024; Nopphakate & Aunyawong, 2022).

This study aimed to identify the supply chain management (SCM) characteristics of Pomelo production process in Nakornchaisri and create a supply chain management (SCM) model of Pomelo production process in Nakornchaisri. In addition, it further sought to promote the use of a supply chain management (SCM) model in the practice of supply chain

management (SCM) of Pomelo production process in Nakhonchaisri and promote sustainable tourism in the process. The sample that was used comprised 609 farmers who cultivate Pomelo in Nakhon Chaisri. The study was conducted using a mixed methodology with the data analysis, calculation of percentage, mean, standard deviation, principal component analysis and also varimax rotation. The quantitative research ascertained that the SCM model of Pomelo production process was appropriate to the size of the farmers' land and in line with sustainable usage which could provide an agritourism tour experience for global visitors. This would thus promote the Pomelo SCM model by enhanced community participation, which would help contribute to the problem solving and resource mobilization in the area. The results of this research are an important way to make business grow in Nakhon Chaisri and promote tourism as well as success in self-reliance. It is also a way for farmers to develop in accordance with the circumstances of the external environment of business competition. The supply chain management (SCM) model of Pomelo with the use of information technology in the process, can also aid tourism ventures. This study resulted in the development of a Pomelo supply chain management (SCM) model. (Pimonratanakan & Ayasanond, 2018).

Service Quality

Factors influencing service satisfaction can be understood as motivating elements that stimulate positive perceptions and feelings toward service experiences (Setthachotsombut & Aunyawong, 2020). Customer satisfaction is reflected through customers' positive or negative evaluations of the service received and the manner in which it is delivered, relative to their prior expectations (Phrapratanporn et al., 2019). Importantly, satisfaction is not static but may fluctuate depending on contextual conditions and situations encountered throughout the service process. Service providers play a crucial role in shaping satisfaction outcomes and must prioritize customer needs throughout service delivery. Their behaviors should demonstrate attentiveness, genuine care, and a strong service-minded orientation. Additionally, effective organization of service systems is essential to enhance flexibility and responsiveness, enabling services to be delivered accurately, conveniently, promptly, and with consistent quality (Prachayapipat et al., 2022; Srisawat & Aunyawong, 2022). The integration of technology into service system development further contributes to improved efficiency and service performance. Customer satisfaction does not arise from a single determinant but is the result of multiple interrelated factors operating collectively (Sutikasana et al., 2023). Consequently, delivering services that meet or exceed customer expectations requires the application of well-designed satisfaction-oriented strategies that are practically implemented. Although various approaches may be adopted, they share a common principle: aligning service delivery with customer expectations to achieve satisfaction (Sangchareontham & Aunyawong, 2023). Based on these conceptual foundations, this study identifies four dimensions of service quality: service personnel, service procedures, convenience and building facilities, and public relations.

3. Methodology

The population consisted of 377 students of the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University. Study methods were as follows.

- Conduct a literature review by examining documents, books, textbooks, articles, and related research, and analyzing the characteristics of the required data.

- Synthesize the knowledge gained into a conceptual framework, define the scope, and develop tools for the research.
- Create a draft questionnaire, define the objectives of the questionnaire, and determine the tools to be used in the research.
- Verify the accuracy and comprehensiveness of the questions and revise them according to recommendations.
- Print questionnaires according to the number of target population for data collection preparation.

The data were collected during October 2024 – July 2025 at the College of Logistics and Supply Chain, Suan Sunandha Rajabhat University, Nakhon Pathom Campus. Then, the data were analyzed using descriptive statistics. The research instrument was a structured questionnaire consisting of three sections.

Section 1 collected general demographic information of the respondents using close-ended questions in a checklist format.

Section 2 examined students' satisfaction with classroom utilization at the College of Logistics and Supply Chain Management.

Section 3 focused on identifying problems and educational support needs related to teaching and learning facilities.

Data obtained from Sections 2 and 3 were analyzed using descriptive statistics, including the mean (\bar{x}) and standard deviation (S.D.). Students' levels of satisfaction were measured using a five-point Likert scale, where 5 indicated *very high*, 4 indicated *high*, 3 indicated *moderate*, 2 indicated *low*, and 1 indicated *very low*.

The interpretation of mean scores followed the equal interval criteria proposed by Vanichbuncha (2018). Specifically, mean scores ranging from 4.21 to 5.00 indicated a *very high level of satisfaction*, 3.41 to 4.20 indicated a *high level of satisfaction*, 2.61 to 3.40 indicated a *moderate level of satisfaction*, 1.81 to 2.60 indicated a *low level of satisfaction*, and 1.00 to 1.80 indicated a *very low level of satisfaction*.

4. Results

The findings of the study on students' opinions regarding classroom utilization and educational support needs at the College of Logistics and Supply Chain Management can be summarized as follows.

Regarding the demographic characteristics of the respondents, the majority were female students, followed by male students. A total of 377 students participated in the study, with most of them being first-year students. This indicates that the opinions reflected in this study primarily represent the perspectives of early-stage undergraduate students in the college. In terms of students' opinions on classroom utilization and educational support needs, the results were examined across four dimensions.

First, concerning class scheduling and timetable management, students reported a high level of satisfaction overall. The item receiving the highest mean score was the advance announcement and widespread dissemination of classroom information, suggesting that timely communication plays a crucial role in enhancing students' satisfaction. However, the

adequacy of the number of class sections to meet students' needs received only a moderate level of satisfaction, indicating an area that may require further improvement.

Second, with respect to the provision of learning equipment and audiovisual media, students expressed a high level of satisfaction. The effectiveness of instructional equipment and learning media used in teaching and learning activities achieved the highest mean score, reflecting the perceived quality and suitability of instructional resources. In contrast, the clarity of documents and supplementary learning materials, although still rated at a high level, recorded the lowest mean score within this dimension.

Third, regarding the number and suitability of classrooms, students also demonstrated a high level of satisfaction. Clear communication of teaching schedules and instructional procedures received the highest mean score, highlighting the importance of transparency and structured teaching arrangements. Meanwhile, opportunities for students to ask questions and receive academic consultation were rated at a high level but showed the lowest mean score in this category.

Finally, in terms of supporting factors and facilities, students' overall satisfaction was at a moderate level. The suitability of instructional equipment used in classrooms received the highest mean score, indicating that physical teaching tools generally met students' expectations. However, the adequacy of the internet system within academic buildings was rated at a low level, representing the lowest mean score in this dimension and suggesting a significant area for development to better support learning activities.

5. Conclusion and Discussion

This study examined students' opinions regarding classroom utilization and educational support needs at the College of Logistics and Supply Chain Management. Overall, the findings indicate that students expressed a high level of satisfaction with classroom usage and educational support across most dimensions. Nevertheless, several aspects were identified as requiring improvement in order to enhance the effectiveness of teaching and learning management.

In terms of class scheduling and timetable management, although students generally reported high satisfaction, the adequacy of the number of class sections was rated at a moderate level and received the lowest mean score in this dimension. This suggests that the university should collaborate with relevant faculties to increase the number of class sections for high-demand courses. Conducting surveys on students' course preferences and enrollment needs would help ensure that class offerings are better aligned with actual demand.

Regarding the provision and maintenance of audiovisual and learning equipment, students demonstrated high satisfaction overall; however, the clarity and advance communication of learning materials received comparatively lower mean scores. Therefore, it is recommended that instructors clearly inform students of required documents and learning materials in advance, preferably by specifying them in the course syllabus, to allow students adequate time for preparation and self-study.

With respect to the number and suitability of classrooms, students expressed a high level of satisfaction, although opportunities for asking questions and receiving academic consultation received the lowest mean score within this category. This finding highlights the need for the

college to further promote supportive learning environments by enhancing classroom facilities and encouraging interactive teaching practices that facilitate student–instructor engagement.

In terms of supporting factors and facilities, overall satisfaction was at a moderate level, with the suitability of the internet system in academic buildings receiving the lowest mean score. This indicates a critical area for development. The college should prioritize improving internet infrastructure to ensure comprehensive coverage and effective usage across learning spaces, including classrooms, activity rooms, and common areas. Additionally, adequate budget allocation should be provided to support network systems and modern educational facilities that enhance learning efficiency.

Finally, recommendations for future research include expanding the scope of the study to cover both undergraduate and graduate students who utilize classrooms within the college, as their learning needs may differ. Further studies should also investigate challenges associated with online, onsite, and blended learning formats to support institutional policies aimed at transitioning toward a digital university and improving educational service quality in a sustainable manner.

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