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Visiting Professors' Voices for Change: An Institutional Study of Classroom Environment and Its Impacts on Instructional Practices in a Thai Tertiary Education Context

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Abstract

Certain teaching facilities are needed to support educational institutions for their staff's success in delivering instruction. This institutional research examined responses from 21 visiting professors from various countries, in an institute of international studies at a Thai open university in Thailand. The purpose was to find out whether they were satisfied with classroom facilities and conditions as provided, and whether these two factors had impacts on their instructional practices. Data were electronically collected from 21 voluntary subjects with the use of a closed-ended questionnaire, followed by an open-ended question. Quantitative data analysis was by PASW Statistics 18 (formerly known as SPSS Statistics), and qualitative data analysis was by NVivo 10 software package. The findings indicated that the visiting professors wanted availability and functionality of classroom facilities and equipment, and these factors had impacts on their instruction practices. The results have practical implications for the authorities and stakeholders in tertiary education to provide for academic staff members with positive classroom environment with functional facilities and instruction-aided equipment.

***Keywords**: Visiting professors, satisfaction, classroom environment, instructional practices*, *Thai tertiary education*

1. Introduction

This small-scale institutional research reports twenty-one visiting professors' satisfactions with the classroom facilities and equipment provided for their instruction in an institute of international studies at an open university in Thailand. The study was to investigate possible impacts of physical classrooms on instructors' teaching while taking the visiting professors' suggestions for quality classroom facilities and instruction-assisted equipment. The obtained findings were to generate practical implications for all stakeholders regarding effective classroom conditions in higher education settings.

The institute at an open university under study was established in 1999, offering English-medium programs in a wide range of disciplines both at the undergraduate and postgraduate levels in the social sciences and humanities. The university has Thai and expatriate staff members and exchange international students. At the time of data collection, the institute had visiting professors as 90% of its academic staff; these visiting academics were from overseas and local universities affiliated with overseas institutions on a short-term contract. Since the number of international visitors reached 90%, there was a sharp increase

in demands for academic support and classroom facilities to provide quality teaching and learning processes.

2. Literature Review

This section reviews earlier studies on key issues related to facilities for teaching environment and possible impacts on instruction in tertiary education. These previous studies serve as background of the present study.

Availability and functionality of well-equipped and sufficient classroom facilities and equipment play a vital role for success in learning and teaching practices in the higher educational context, which in turn affect the quality of education. Physical aspects of classroom learning environments and users' perceptions toward them can either enhance or constrain effectiveness of instruction (Anderson, 2004). As a consequence, students' academic performance can be negatively influenced by dysfunctional classroom physical environments and unavailability of assisted-teaching/ -learning facilities and equipment.

Past research found classroom environments having positive and negative impacts on instructors' attitudes and effectiveness in classroom instruction. Buckley, Schneider & Shang (2004) pointed out that physical aspects of the classroom learning environment can affect both psychological and physiological aspects of instructors' ability to teach, including morale and safety. Classroom facilities enable instructors to teach as planned and help facilitate students' learning. Earthman & Lemasters (2009) investigated teachers' attitudes about classroom conditions, indicating that classroom conditions can have impacts on teachers' viewpoints on pleasant and healthy conditions for them and their students. Such a point was elaborated by Earthman (2016) that inadequacy of classroom facilities affect teachers' classroom practices and students' academic achievement. These studies clearly emphasize the significance of educational facilities and classroom environment in their impacts on how instructors perform their duties and how students learn in the provided classroom environment.

With increasing recognition of "sick building syndrome," numerous institutions expressed their concerns over the impact of classroom environment on student performance (Yang, Gerber & Mino, 2013). The study of these three researchers gave insights into the effects of physical learning environments which were classified into three categories, namely ambient environment, spatial environment, and technology-related attributes coming into play in students' perceptions of design, management, and maintenance of classroom conditions and components. These simply were temperature, air quality, and lighting, both natural and artificial (aspects of the ambient dimension); classroom layout and furniture (aspects of the spatial dimension); and hardware/software such as projector, computer, television, microphone, installed software or software package systems and the speed of Internet connectivity. As Doungtipya (2003) put it: the classroom environment should be consistently designed to enhance students' expected desirable characteristics and learning competence.

As for users' perceptions toward the classroom environment, Ramli, Ahmad & Masri (2013) investigated students and teachers' perceptions in order to understand their preferences; such concerns attracted much attention from school authorities to improve classroom infrastructures. The results revealed that the majority of respondents agreed that changes in the classroom environment were needed. In particular, changing the classroom layout and designing more classroom space to suit instructors' pedagogical approach appeared to be in priority. Pat (2016) studied the classroom physical appearance effects on university students' learning outcome. The study showed that the designed individual fold-out desk appeared to cause participants' dissatisfaction with the English course instruction and learning performance. Shared tables were preferred for having eye contacts with teachers and peers, and technology-aided instruction in classroom was found closely related with students' preferences for pleasant classroom physical appearance.

Anderson (2004) stated that unattractive and dysfunctional classrooms are detrimental to teacher effectiveness. The results of Anderson's study in 2004 urged all stakeholders to review their physical classroom policy and implementation. Instructors should help create attractive and functional classroom settings. Functionality of physical classrooms with necessary equipment and supporting materials need to be addressed and acted upon by policy-makers and educational planners to ensure suitable resources for effective classroom environments.

Two more researchers Earthman & Lemasters (2009) asserted that adequate educational facilities be given with concerns for their effects on teaching and learning. These provided facilities were found to have a positive correlation with learners' academic achievement. They examined teacher perceptions of their classroom conditions and how the condition of the building influenced their work by comparing the perceptions of teachers in satisfactory school buildings and those in unsatisfactory ones. Their findings revealed that teachers in satisfactory buildings viewed their classrooms as a pleasant environment to work in, and appropriate for the teaching and learning. For those who worked in unsatisfactory buildings, they considered a poor physical classroom condition as undesirable, but not to the extent of causing resignation. In their view, resignation tended to be caused by geographical factors, not by a poor physical classroom environment. (Earthman, 2016) repeated a concern over poor school facilities as having a negative influence on teachers' effectiveness and performance, and in turn had a negative impact on student performance.

One recent study by Amornpipat & Katekaew (2015), provided an insight into factors affecting professional development in Thai academic faculties. The study reported six major factors that affected university instructors' professional development: (1) time and workloads, (2) inadequate compensation, (3) leader-colleague relationship, (4) too-Thai organizational culture (group-based culture), (5) insufficient resources and assistance, and (6) poor human resource management and human resource development practices. With regard to (5) on *insufficient resources and assistance*, the informants reported that they wanted the university to provide adequate and sufficient resources to facilitate their teaching. The majority of informants gave importance to existing resources, such as teaching materials and

equipment, library service and research center, as having impacts on their professional development and efficiency at work.

The constraint on educational facilities also appeared to determine students' choices of university. Veloutsou, Lewis & Paton (2004, in Ravindran & Kalpana, 2012) pointed out that the quality of the physical infrastructure in higher education institutions represented one of the determinants for students in selecting institutes for admission. Such a remark on the educational infrastructure supported the finding in one earlier study by Bitner (1990) that physical facilities influenced over students' perceived service quality in association with a wide range of tangible elements provided by higher education institutions.

It can be seen from these studies that academic support, educational facilities, and classroom environment exerted impacts on teachers' effectiveness, students' attitudes, perception, satisfaction, expectation of academic achievement and their choices of institutional selection. Since there has been very little research in Thai educational institutions on instructors' perception of the physical classroom environment and possible effects on teaching or learning, the researcher therefore would like to investigate this issue among foreign visiting professors at an open university. The purpose was to find out how they reacted to the given physical environment for their teaching and students' learning. It was expected that the obtained results should generate practical implications for decision-makers at the institutional level to take action on educational policy and planning for benefits of both instructors and students.

3. Research Objectives

There were two research objectives in the study:

1. To investigate whether foreign visiting professors were satisfied with the classroom facilities and components at an institute of international studies at a Thai open university.
2. To find out whether provided classroom facilities and components had impacts on foreign visiting professors' instructional practices.

The researcher expected to obtain comments and suggestions on classroom facilities and components from the visiting professors participating in the study.

4. Research Methodology

This section deals with the subjects and research instruments in obtaining the needed data.

4.1 Subjects

The subjects were 21 of 80 visiting professors, or 26.25% of the foreign staff members in the academic year 2013-2014 at the institute under study. The subjects participated in the study on a voluntary basis. Their demographic variables are shown in Table 1.

Table 1: Demographic variables of the subjects (N = 21)

Demographic variables	Categories	Frequency	Percent
Gender	Male	18	85.7
	Female	3	14.3
Age	20-30	1	4.8
	31-40	6	28.6
	41-50	4	19.0
	51-60	5	23.8
	More than 61	5	23.8
Length of Teaching	1-3 months	7	33.3
	3-5 months	3	14.3
	5-10 months	9	42.9
	More than 10 months	2	9.5

4.2 Research Instruments

The researcher used closed questionnaire items on a 5-point Likert scale to obtain quantitative data, and one open-ended question to obtain qualitative data from the participating subjects. Both instruments were constructed by the researcher and validated for content validity by two specialists in research methodology in social sciences. The researcher revised the questionnaire items as suggested by the specialists. As for internal reliability, the researcher used Cronbach's alpha in calculation. The questionnaire items were piloted with 10 professors who were not the subjects in the study. The obtained data were analyzed by the PASW Statistics 18 program (formerly SPSS Statistics), and the alpha value was at .728 indicating a significant level of reliability (normally at 0.7 or above).

The final version consisted of four sections:

Section 1 dealt with demographic variables of the subjects: age, gender, areas of teaching, and length of teaching.

Section 2 was on satisfaction with classroom facilities and components in eight aspects: (1) temperature, (2) air quality, (3) artificial lighting, (4) daylight, (5) furniture, (6) classroom layout, (7) hardware (projector, computer, television, microphone and other related equipment) and (8) the Internet connection. All items were on a 5-point Likert scale ranging from 1-5, indicating 1 as 'Very dissatisfied', 2 as 'Generally dissatisfied', 3 as 'Neutral', 4 as 'Generally satisfied', and 5 as 'Very satisfied'.

Section 3 inquired about the impact of classroom facilities on teaching performance. In a similar manner, the items focused on eight aspects: (1) temperature, (2) air quality, (3) artificial lighting, (4) daylight, (5) furniture, (6) classroom layout, (7) hardware (projector, computer, television, microphone and other related equipment) and (8) the Internet connection. Similarly, the items were on a 5-point Likert scale ranging from 1-5, for having impacts: 1 as 'no impact', 2 as 'a marginal impact', 3 as 'a significant impact', 4 as 'a large impact', and 5 as 'a very large impact'.

Section 4 secured comments and suggestions for improvement of classroom teaching facilities. This section had one open-ended question for the subjects to respond for in-depth information on their concerns and suggestions for improvement, if any.

5. Data Collection

The questionnaire was distributed via email to 80 visiting professors in November 2014, and 21 responses were obtained. All data were kept confidential and treated as group data, as being informed to the respondents when completing the questionnaire.

6. Data Analysis

The quantitative data were analyzed by the PASW Statistics 18 program (formerly SPSS Statistics) for means and standard deviations. The qualitative data from the open-ended question was analyzed by coded categories by a software package NVivo 10 in three steps: importing data into the program, coding the themes or categories data in order to find out the common patterns of participants' responses, and exporting the report for further analysis. The researcher then interpreted the data in the framework of eight aspects of classroom environment facilities and components.

7. Results and Discussion

The results were in three dimensions: (1) the visiting professors' satisfactions with the classroom facilities, (2) the impacts of classroom facilities on instructional practices, and (3) the visiting professors' comments and suggestions for improving the quality of provided classroom facilities and instruction-assisted equipment. To answer two research questions, the researcher presented results from the close-ended questionnaire items, followed by the subjects' responses to the open-ended question as shown in Tables 2 and 3, respectively.

7.1 Visiting professors' satisfaction with the provided classroom facilities:

Table 2: Mean and Standard Deviation of Satisfaction with Classroom Facilities (N = 21)

Level of Satisfaction with Classroom Facilities			
Items of Level of Satisfaction with Classroom Facilities	Items	Mean	Std. Deviation
	1. Satisfaction of Temperature	4.05	.740
	2. Satisfaction of Air Quality	3.90	.831
	3. Satisfaction of Artificial Lighting	4.00	.632
	4. Satisfaction of Daylight	4.00	.707
	5. Satisfaction of Furniture	3.43	1.028
	6. Satisfaction of Classroom Layout	3.57	.811
	7. Satisfaction of Hardware (projector, computer, television and microphone)	2.95	1.284
	8. Satisfaction of Internet Connection	2.86	1.195

Table 2 reveals that the visiting professors were satisfied with temperature (M = 4.05, SD = .740), artificial lighting (M = 4.00, SD = .632) and daylight (M = 4.00, SD = .707). Their satisfaction with air quality, furniture and classroom layout were lower in mean values. Items 7 (M = 2.95, SD = 1.284) and 8 (M = 2.86, SD = 1.195) were rated low in satisfaction with hardware (projector, computer, television and microphone) and internet connection were rated lower than other items

7.2 Impacts of classroom facilities on instructional practices:

Table 3: Mean and Standard Deviation of Impact on Teaching Performance (N = 21)

Level of Impact on Teaching Performance			
Items of Level of Impact on Teaching Performance	Items	Mean	Std. Deviation
	1. Impact of Temperature on Teaching Performance	2.24	1.300
	2. Impact of Air Quality on Teaching Performance	2.14	1.526
	3. Impact of Artificial Lighting on Teaching Performance	1.86	1.236
	4. Impact of Daylight on Teaching Performance	1.71	1.056
	5. Impact of Furniture on Teaching Performance	2.05	1.244
	6. Impact of Classroom Layout on Teaching Performance	2.19	1.167
	7. Impact of Hardware (projector, computer, television and microphone) on Teaching Performance	2.95	1.532
	8. Impact of Internet Connection on Teaching Performance	2.90	1.546

Table 3 shows rather low mean values for all eight items regarding impacts of classroom facilities on instructional practices. The results were in congruence with those in Table 2, particularly items 7 and 8 on low satisfaction with hardware (projector, computer, television and microphone) and internet connection (M = 2.95, SD = 1.532) and 8 (M = 2.90, SD = 1.546). It should be noted that items 3 and 4 on artificial lighting (M = 1.86, SD = 1.236) and daylight (M = 1.71, SD = 1.056) indicated little impact on their teaching

Discussion

As seen from the results in Tables 2 and 3, the visiting professors gave importance to hardware (projector, computer, television and microphone) and internet connection. It was obvious that the provision of these two categories of classroom facilities directly affected their teaching and students' learning. These points were reported earlier by Anderson (2004) and Earthman & Lemasters (2009), and more recently by Amornpipat & Katekaew (2015) on the effect of insufficiency of resources for professional performance. It was without doubt to the participating subjects working at the institute for international studies that instruction was in need of adequate quality classroom facilities.

The results also revealed that the visiting professors were satisfied with temperature and lighting, but less with air quality, furniture and classroom layout. Such findings should deserve attention from the institute administrators for immediate remedy because air quality, furniture and classroom layout do not affect only teaching performance but also the classroom hygiene and students' health, as highlighted by Ramli, Ahmad & Masri (2013)and Pat (2016). These researchers signified classroom physical appearance as affecting students, particularly their learning outcome and urged authorities concerned to improve classroom infrastructures for users' positive perceptions toward the classroom environment.

It should be emphasized that the Internet-assisted instruction has served as an integral part of all education due to its application in planning and teaching as reported by Landskapsregering (2008, cited in Brändström, 2011). In this regard, the use of technology in classroom instruction was in fact a basic requirement for efficiency in learning and teaching, as suggested by Nomass (2013). The Internet has been recognized for its vital role in increasing the students' motivation, and making learning experience lively, meaningful, and interesting (Brändström, 2011).

7.3 Suggestions from the visiting professors

The visiting professors gave comments and suggestions on improvements for the quality of provided classroom facilities and instruction-assisted equipment. There were four categories of comments and suggestions: (1) Air temperature; (2) Classroom furniture; (3) Hardware (projector, computer, television, microphone and others related equipment); and (4) Internet connection and software packages. Each of these four categories was exemplified with their responses.

7.4 On air temperature:

The following responses represent typical comments and suggestions from visiting professors for quality improvement of air temperature in the classroom. Five respondents pointed out:

> *"The room temperature is beyond control, because sometimes it can get very cold and the air conditioner turned off, which leaves no ventilation."*
>
> *"Air-conditioners break down occasionally."*
>
> *"Improve routine maintenance of air and temperature control is needed, in particular, the air conditioner units in order to enhance temperature level that is more conducive to teaching and learning."*
>
> *"Room temperature should also be easily adjusted in accordance with the temperature of the teaching day. Overall, this will benefit the energy saving."*
>
> *"Some things could be done to improve the learning environment. The temperature of the air conditioner on the 7th floor is frequently too cold."*

As seen from the examples above, classroom temperature had effects on teaching and learning. A too cold classroom caused discomfort for both the instructors and their students. The respondents noticed that air conditioners were centrally controlled and it was therefore difficult to adjust temperature to suit the classroom environment.

7.5 On classroom furniture:

Three respondents commented on the dysfunction of classroom furniture, such as students' and the lecturer's desks and chairs that should be replaced. They also pointed out that some furniture was old-fashioned and in poor condition.

"For furniture, I am speaking more on the students because sometimes they broke and students can get hurt."

"In some rooms, the lecturer chairs have to be replaced."

"Some of the furniture is not updated and is broken."

The respondents were concerned with safety for students when the latter had to use broken furniture. Proper arrangement and maintenance should deserve immediate attention and action from the institute's administrators. Classroom furniture should be well-designed for students' sitting position and broken furniture should be replaced in a regular maintenance schedule.

7.6 On hardware (projector, computer, television, microphone and other equipment):

The respondents' comments and suggestions on hardware and equipment were based on the existing problematic projector, computer, television, and sound equipment.

Projector: the respondents pointed out that the projector was malfunctioned and out-of-date and should be replaced or repaired for better condition. Seven respondents gave their comments thus:

"Furthermore, the projector in one room at the Noppasmas building (either 402 or 302) did not work in September. Maybe the problem has been fixed by now, if not, it would be useful to have it fixed."

"LCD projectors need to be updated."

"More or bigger projector screens are necessary, so students can see more clearly."

"All projectors in the Noppamas Building need fixing because the picture is not clear on the screen in any classroom. If may just be the cable or focus that needs fixing."

"I would suggest to you to work on the projectors (beamers) and improve them."

"In our school we use projectors (beamers) and everybody can see the screen very well."

"The projector is old and has to be replaced in some rooms."

Computer: the majority of respondents identified dysfunctional classroom computers in need of replacement. Connectivity was also problematic for portable laptops. Seven respondents commented:

"The computers are quite malware infected. An effective anti-virus program that is regularly updated by somebody in charge would be useful."

"Replace all computers in every classroom of the printing building, including keyboards, mice, monitors, and related devices. They are sub-standard and out of date."

"Facilities have improved, but there are still viruses on the computers."

"Install up-to-date virus-protection software/capabilities on all computers."

"When computers are made available in classrooms, they should be state of the art since most professors' preparation requires a virus-free environment with the latest version of the software."

"*Technology is cumbersome, but overall satisfaction."*

"*Additional cabling should be made available in case a professor needs to use his own laptop computer. That would avoid students seeing their professors crawling under the desk to find the right cables to connect."*

Television: the size of classroom televisions was obviously limited. One respondent mentioned poor vision capacity. The position of installed televisions was too high for students' viewing. Two respondents gave their comments:

"*Place padding and warnings on low hanging TVs."*

"*TVs are not useful because of the screen size. Many students are unable to see the slides well."*

Sound equipment: audio equipment was malfunctioned and loudspeakers had sound problems. Two respondents explicated:

"*Add speakers for better sound."*

"*The sound equipment and projectors on the 7th floor rooms are not ideal and often it causes problems."*

It was rather bad that the institute seemed to have a poor system and management of provided facilities. Those who were in charge of facility management and maintenance appeared negligent in their duties. It was urgent that the institute executives, policy makers, planning analysts, procurement officers and audio-visual technical officers take their action on immediate remedy. Supporting facilities were meant to ensure quality teaching and learning, and negligence caused a bad image for the institute as well.

7.7 On Internet connection and software packages:

The majority of the respondents indicated that the Internet connection was problematic. Apart from inaccessibility of the Internet connection, one respondent pointed out criticality of poor internet connection as severely affecting the classroom environment. Eight respondents commented:

"*One thing that must be fixed is the internet connection which fails most of the time."*

"*Make internet connection available for all Visiting Faculty without them having to sign on using a special password based on their own identity. Make a general password available for visiting adjuncts. Also, make sure the internet connection is fast for showing videos from online sources."*

"*Internet is a big issue in different rooms. I believe that you have to have a high speed internet."*

"*From teaching at the institute, I find that if the classroom is at the Printing House Building, it is easier to call for help when things do not work, although the building is old and more importantly there is the internet connection, which is essential for some of the courses like the Tachai Building, which until now there is no internet."*

"*New professors should receive the internet access code immediately after arrival."*

"The internet very often is not available minimizing access to a large area of knowledge that can otherwise be easily accessed by the teacher and shared with the students during a class presentation of a given subject."

"Install a more stable and fast Internet connection on all instructional computers."

"If it is possible IIS-RU should improve its internet facility."

"Installation the up-to-date instruction-assisted technologies/packages are necessary. For instance, providing SPSS, E-VIEWS, and other productive software packages on all instructional computers."

Based on the respondents' comments and suggestions, it was obvious that the provided facilities were problematic. The respondents' reactions were in congruence with their earlier ratings of the questionnaire items as reported in Tables 1 and 2. They clearly pointed out unavailability and dysfunction of facilities and equipment at the institute. Their comments revealed poor management of facilities of the institute, particularly the delayed maintenance system. These dysfunctional classroom facilities caused psychological effects on instructors and students all alike. As Buckley, Schneider & Shang (2004) asserted that both location and quality classroom facilities generated physiological and psychological effects on instructors' teaching, morale, health and safety. Kwakye (2013: 130) emphasized that "teaching will be effective when all necessary accoutrements are available and out into practical utilization." Two more researchers Anderson (2004) and Afework & Asfaw (2014), cautioned that unattractive and dysfunctional classrooms are detrimental to teacher effectiveness in teaching and can affect students' morale, motivation and after all the quality of education. As seen in this study, inadequate resources resulted in moderate or poor ratings of classroom facilities and environment. The respondents' comments and suggestions gave a clear picture of what to be improved by the institute.

8. Conclusion

It is necessary for educational institutions to modernize classroom facilities and environment to suit needs of instructors and learners. As shown in this study, the researcher investigated the visiting professors' satisfaction with the classroom facilities and found moderate to low ratings. The impacts of classroom facilities on instructional practices were examined and the results corresponded with the moderate to low ratings for hardware and internet connection. The visiting professors gave comments with examples of problematic facilities. Their suggestions were for the institute to take an immediate action on upgrading management and maintenance of the provided facilities.

It was without doubt that classroom facilities and equipment provided at the institute had impacts on the professors' teaching and students' learning. Based on the identified limitations reported in this study, the institute should urgently overhaul its teaching-learning support system on infrastructure. Needless to say about how teaching and learning can be affected by poor provision of educational support, the institute was fully responsible in remedying these limitations in classroom facilities and equipment without delay for their image and professional accountability.

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10. The Author

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11. Appendix: Research Questionnaire

Research Questionnaire on
Visiting Professors' Voices for Change: An Institutional Study of Classroom Environment and Its Effects on Instructional Practices in a Thai Tertiary Education Context

Directions:

This questionnaire is designed to survey the visiting professors' satisfaction and suggestions on the classroom components and conditions at IIS-RU and to examine the impact of the existing classroom facilities and overall environments on instructional practices.

The researcher would appreciate your valuable time in completing this survey and return it electronically to the program coordinator at wood@iis.ru.ac.th.

This questionnaire is divided into four sections:
Section 1 Your personal information
Section 2 Satisfaction with classroom facilities
Section 3 Impact of classroom facilities and environment on your performance
Section 4 Your recommendations for quality improvement

Section 1: Your personal information
Instruction: please make a tick ✓ in the box ☐

1. Age
☐ 1. 20 – 30 age ☐ 2. 31 – 40 age
☐ 3. 41 – 50 age ☐ 4. 51 – 60 age
☐ 5. 61 +

2. Gender
☐ 1. Male ☐ 2. Female

3. Areas of teaching (Tick all which are relevant)
Bachelor degree
☐ 1. Business Administration
☐ 2. English
☐ 3. Mass Communication

Master degree
☐ 1. Business Administration
☐ 2. Educational Administration
☐ 3. Communicative English
☐ 4. Political Science

Doctoral degree
☐ 1. Business Administration
☐ 2. Educational Administration
☐ 3. Law
☐ 4. Political Science

4. How long have you been teaching at IIS-RU?
Less than 1 year ☐ 1-3 years ☐
3-5 years ☐ 5-10 years ☐
More than 10 years ☐

5(a): During your teaching at IIS-RU, which of the following room areas have you taught in. (Tick all that are relevant.)

5(b): Of the room areas in which you have taught, indicate which one you have taught most frequently (Tick one only)

Building	**Taught in (mark all relevant)**	**Most frequently used (mark one only)**
Printing house (7th floor)		
Printing house (8th floor)		
Printing house (9th floor)		
Thachai building (TCB)		
Noppamas building (NMB)		

Section 2: This section asks your satisfaction with the classroom facilities in the **printing house** complex. In the table below please rate your overall level of satisfaction with each classroom facilities and components.

		Level of Satisfaction				
		Very dissatisfied (1)	**Generally dissatisfied (2)**	**Neutral (3)**	**Generally satisfied (4)**	**Very satisfied (5)**
2.1	Temperature					
2.2	Air quality					
2.3	Artificial lighting					
2.4	Daylight					
2.5	Furniture					
2.6	Classroom layout					
2.7	Hardware (projector, computer, television and microphone)					
2.8	Internet connection					

Section 3: Based on your satisfaction rating with the classroom facilities and environment in the printing house complex, to what degree do you believe each of these has impact on your performance as a teacher?

		Level of impact on my performance as a teacher				
		Had no impact (1)	Have had marginal impact (2)	Have had significant impact (3)	Have had large impact (4)	Have a very large impact (5)
3.1	Temperature					
3.2	Air quality					
3.3	Artificial lighting					
3.4	Daylight					
3.5	Furniture					
3.6	Classroom layout					
3.7	Hardware (projector, computer, television and microphone)					
3.8	Internet connection					

Section 4: Please kindly give your comments or suggestions on how the classroom teaching facilities at IIS-RU can be improved.

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Thank you for your valuable time and kind cooperation.