

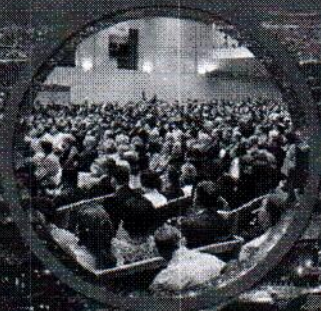
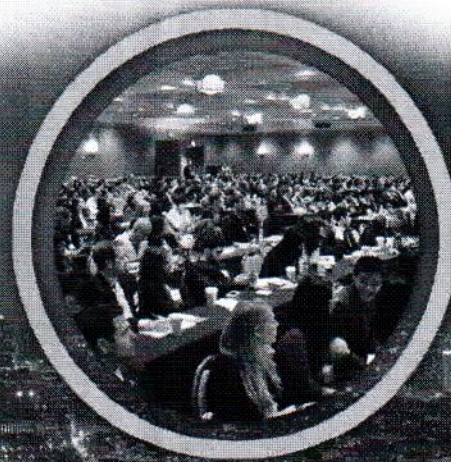
9<sup>th</sup>



WORLD CONFERENCE  
ON EDUCATIONAL  
SCIENCES

# World Conference on Educational Sciences (WCES-2017)

01-04 February 2017  
Hotel Aston La Scala  
Convention Center  
Nice, France



Proceedings Book  
Part II

**9th World Conference on Educational  
Sciences  
(WCES-2017)**  
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**01-04 February 2017  
Hotel Aston La Scala Convention Center  
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## Message from the Guest Editors

It is the great honor for us to edit proceedings of "9th World Conference on Educational Sciences (WCES-2017)" held on February 01-04 February 2017, at the Hotel Aston La Scala Convention Center Nice – France. This privileged scientific event has contributed to the field of educational sciences and research for nine years.

As the guest editors of this issue, we are glad to see variety of articles focusing on the curriculum and instruction, educational technology, educational administration, guidance and counselling, educational planning, measurement and evaluation, learning psychology, developmental psychology, instructional design, learning and teaching, special education, distance education, lifelong learning, mathematics education, social sciences teaching, science education, language learning and teaching, human resources in education, teacher training, pre-school education, primary school education, secondary school education, vocational education, college and higher education, learner needs in the 21st century, the role of education in globalization, human rights education, democracy education, innovation and change in education, new learning environments, environmental education, professional development, nursery education, health education, sport and physical education, multi-cultural education, mobile learning, music education, art education, history education and etc.

Furthermore, the conference is getting more international each year, which is an indicator that it is getting worldwide known and recognized. Scholars from all over the world contributed to the conference. Special thanks are to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank all who contributed to in every process to make this issue actualized. A total of 100 full papers or abstracts were submitted for this conference and each paper has been peer reviewed by the reviewers specialized in the related field. At the end of the review process, a total of 38 high quality research papers were selected and accepted for publication.

I hope that you will enjoy reading the papers.

### **Guest Editors**

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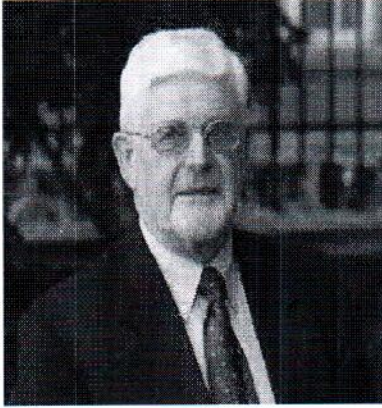
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## KEYNOTES



**Erik De Corte**

Center for Instructional Psychology & Technology (CIP&T)  
University of Leuven, Belgium

**Bio:** Erik De Corte is Emeritus Professor (of Educational Psychology) in the Faculty of Psychology and Educational Sciences at the University of Leuven, Belgium where he chaired from August 1994 till July 1998 the Department of Educational Sciences. His major research interest is to contribute to the development of theories of learning from instruction and the design of powerful learning environments, focusing thereby on learning, teaching, and assessment of thinking and problem solving. He was the first President (1985-1989) of the European Association for Research on Learning and

Instruction (EARLI). During the academic year 2005-2006 he stayed as a Fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford.

**Keynote Title:** "Learning design: Creating powerful technology-supported learning environments"

**Abstract:** The interdisciplinary research in the learning sciences has and still does substantially contribute to meet the current need for new environments for learning by developing and elaborating new perspectives on the ultimate goal of school education, and on the nature of learning to achieve this goal. In this presentation I will first briefly review such a perspective. Against this background I will discuss the current state-of-the-art of the use of technology for learning in today's classrooms, its shortcomings and needed directions for the future. This will be followed by the presentation of an example of learning design, namely a design experiment in which technology was used productively in fifth- and sixth-grade classrooms in the format of computer-supported collaborative learning. In the last part I will focus on the latest cutting-edge use of educational technology, namely the MOOCs (Massive Open Online Courses).



**Ramanathan Subramaniam**

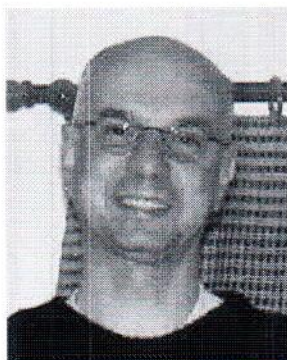
National Institute of Education

Nanyang Technological University, Singapore

**Bio:** Dr. R. Subramaniam is an Associate Professor at the National Institute of Education in Nanyang Technological University in Singapore. He has previously held the administrative appointments of Associate Dean (Educational Research) and Associate Dean (Graduate Academic Programs) at the Institute. His current research interests are in the areas of science education, physics education, chemistry education, STEM education, primary science education, informal science education and science communication. Publications number over 100, and this comprises 75 papers in peer-reviewed international journals, 40 peer-reviewed chapters in edited books of international publishers, 6 books published by international publishers and 3 guest-edited special issues of international journals. He has successfully graduated 5 PhD and 10 Master's degree students in various areas of science education.

**Keynote Title:** "Informal science education: Why the role of science centers will become even more important in the future"

**Abstract:** Informal science education is a key avenue through which many people, including students, enhance their learning beyond the formal science curricula. There are several approaches for fostering informal science education – for example, via television, newspapers, magazines, World Wide Web, science centers /science museums, etc. This presentation will focus more on the role of science centers in reaching out to the public through exhibitions, enrichment programs, promotional activities and other means. In particular, I argue that the institutional mechanisms for the promotion of informal science education by science centers provide a platform to reach out to many people, thus contributing towards sensitizing them to not only fundamental knowledge in the sciences but also other developments in science and technology. Linkages between science centers and schools have great potential to bridge the nexus between formal and informal science education sectors. While science centers are common in the developed world, there are very few science centers in the developing world. I also argue that there is a need for more science centers to be set up in developing countries so as to boost science literacy levels as well as foster public understanding of science. Findings on research on science centers from the author's research group are also shared in this presentation.



**Dr. Manuel Roblizo Colmenero**

Universidad de Castilla La Mancha – Madrid

**Keynote Title:** “Information and communication technologies applied to educational practice: the transit from the myth to reality”

**Bio:** Dr. Manuel Roblizo Colmenero is a lecturer in Sociology in the Faculty of Education of Albacete, University of Castilla-La Mancha, Spain. He holds a BA Philosophy degree from Universidad de Valencia, PhD in Political Sciences and Sociology from UNED and BSc (Honors) Social Sciences with Sociology from The Open University.

**Keynote Title:** “Information and communication technologies applied to educational practice: the transit from the myth to reality”

**Abstract:** All through the last decades, the progressive implementation of information and communication technologies has occurred in educational practices all around the world. From the very beginning of the process, a number of expectations arose focused as much on the desirable increase in students’ involvement as on their potential growth in achievement. Nowadays social scientists and analysts have at their disposal a really wide empirical evidence that makes possible an effective assessment about what has actually changed in education due to the impact of new technologies. Our purpose is to pose this topic for discussion, founded on the findings of the different reports that international institutions provide to the educational community. Given its comparative nature, it is possible to transcend every country’s context and go beyond frontiers in order to highlight what is underlying in this new reality.



**Nicole BIAGIOLI**

Université Sophia Antipolis – France

**Bio:** Nicole Biagioli is full professor at Université Sophia Antipolis, Nice. Specialist of French language and literature, she was among the first persons in France to introduce creative writing in language learning methodology and assessments. She is currently the director of a laboratory of Education sciences: I3DL EA 6308, involved in researches about an interdidactical approach of learning act. Interdidactical approach tries to highlight interdependency of subject matters, educational partners and psychological, social and cognitive aptitudes, as a common origin both of the schooling process and the school stereotyping.

**Keynote Title:** “School violence through contents taught in school: implications for teachers and learners”

**Abstract:** School violence has been one of the most frequently studied subjects for about ten years with educational inequalities in the literature of educational research. We are among the people who think that the two subjects are not without links between them. So we have been led to wonder whether school itself was not partly responsible of violent behavior of human beings that it hosts. We hypothesize that school itself creates a climate of violence because of its structure and functioning. This specific form of violence is more dangerous than the ordinary one, because it is invisible. Either victims or executioners internalize it, or they are not even aware of it. We will study this violence of the school in four main domains: educational theories, educational methods, taught contents, and assessments. For each, we shall propose corresponding figures of resilience and repair.

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# Service quality factors and strategies for increasing the value added of home stay business: A case study of ranong province, Thailand

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## Abstract

This research aimed to examine influencing factors on the service quality of home stay business in Ranong Province, Thailand, and to propose strategies to enhance the value added to the business. This quantitative research collected a total of 400 respondents who were the guests of home stay business by use of the convenient sampling technique. The descriptive statistic by frequency, mean and standard deviation was employed for the data analysis. The findings revealed that the outstanding, influencing factors in each component on the service quality of the home stay business included thoroughness and accuracy of the service, knowledge and skill of the staff in informing guests about the home stay service, modern equipment used in delivering the service, understanding of guests' needs and expectation, and fast service with efficient sequence and promptness in delivering the service.

Keywords: Home stay; service; service quality.

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## 1. Introduction

Tourism is one of the lucrative industries generating income to Thailand as a tourist destination and thereafter likely strengthening the national economy. Its significance as an economic driver was indicated with the presence of tourism strategies in ASEAN tourism strategic plan during 2011-2015. The plan provided a forecast of approximately 107.39 million tourists visiting the countries in ASEAN Community in 2015. The number of tourists to Thailand was forecasted to be soaring up to 20 million during 2016-2019. This dramatic increase presents a gradual growth of Thai tourism industry, and thereafter human resource is highly required. As tourism is people-intensive, human resource is the heart of the industry. The industry with service people of the skill meeting the international standard can be promising a positive image, value added and attractiveness to the business and the country as a whole. Satisfaction of tourists will influence their repeat visitation and words of mouth. An act of delivering service of host presents a hospitality, friendliness and warmth aiming to make a positive feeling to guests. Therefore, those who deliver service are required to have special characteristics that assist facilitating guests well to be happy, comfortable and satisfied.

## 2. Literature Review

Ranong is one of Thailand's southern provinces lying on the west coast along the Andaman Sea, covering a total area of 3,298 square kilometres. The motto of Ranong presents its attractiveness and uniqueness including Kho Khot Kra or Kra Isthmus, the Malay Peninsula's narrowest point, Phukhao Ya or Grass Hill or Khao Hua Lan (Bald Hill), Sweet Kayu or cashew nut, mineral water stream and pearl. The geography of the province is characterized by mountains and dense areas of forests on the east side, the land connecting the Andaman Sea on the west side, rivers and canals, with a small proportion of lands for agriculture. With difficulty of accessibility resulting in low development of transportation infrastructure, there had been a relatively small percentage of population inhabiting on the land. The development of national highway (Highway No. 4) over 100 years ago passing through the province has brought about the urbanization, expansion into larger community, and the tourism development. At present, Ranong is one of the natural tourist destinations with a diversity of natural resources for example pristine and peaceful beaches, crystalized sea, stunning islands, mineral springs, dense forests and waterfalls. People are still living on their traditional pace, which has become attractive for visitors who are interested in eco-tourism and in learning or experiencing local way of life. The province's potential of tourism is spectacted not only by its unique and plentiful resources but also its advantage in the location in the upper southern part of Thailand, physically connecting with other provinces of the south.

Health destination is one of the strategies of Ranong for its tourism. There have been promotional activities as part of the destination management for instance consecutive promotions and public relations through different channels and promotions on souvenir production, aiming to generate more income to the locals and the province's economy (Ranong Provincial Office of Tourism and Sports, 2015). As their main source of income still relies on agricultural products such as those produced from cashew nuts, whereas the homestay business is the secondary source of income. The second circumstance addresses the issue of individual homestay competition rather than the coordination for community tourism benefit. This significantly concurs with the remarkable transition of homestay being only as general accommodation servicing tourists with a less of a connection with cultural attributes and community as a whole (Yiamjanya, 2016).

In this regards, this study utilized homestay sector of the province as the case study, as it is the small-scaled tourism sector benefiting to the locals. This paper presents an investigation of service components in the home stay business and recommendations of strategies for creating the value added.

Jariyachamsit, S. (2017). Service quality factors and strategies for increasing the value added of home stay business: a case study of ranong province, Thailand.

### 3. Details Experimental

#### 3.1. Materials and Procedures

The study used the quantitative method. The population of this study was 308,416 tourists (Ranong Provincial Office of Tourism and Sports, 2015). With the convenient sampling technique, 400 tourists were collected as the samples during November 2015 and February 2016. The questionnaire was adopted for data collection, designed by checklist and rating scale. Thirty questionnaires were launched as a try-out and the Cronbach's Alpha Coefficient score of 0.92 presented the reliability of the questionnaire. Frequency, mean and standard deviation were used for the data analysis.

The sample population was very small consisting of 31 first year college students between 17 and 19 years of age from Bangkok, Thailand. The majority, 24, were female with only 7 male students; all of whom answered a question concerning good teaching and good teachers. In an attempt to obtain individual answers, the students were not informed of the question ahead of time and therefore could not share information.

As this was a coded analysis, the words and phrases become the data. Initial word and phrase coding was followed by categorizing into concepts and themes. Detail was reduced with the increasing abstraction level; however, any references to the student answers maintained original spelling and grammar. The higher abstraction level permitted greater insight enabling a theory synthesis. In this case the theory was an adaptation of the Bid & Response Communication framework.

### 4. Results and Discussion

#### 4.1. Respondents' background

The majority of the respondents were female with age between 21-30 years old. Most of them are single with vocational degree graduation, work as the governmental officers and employees in public organizations and state enterprises, with income per month between 10,001-15,000 Baht. The main purpose of travel was for holiday and leisure.

#### 4.2. Service quality components of home stay: Accountability

The finding highlighted thoroughness, accuracy, care and ability of staff in delivering the service to guests as promised, keeping and remembering guests' information for delivering the service, and adequate number of staff providing the service. This can be seen in Figure 1.

Accountability Factors	$\bar{X}$	S.D.	Degree of Influence on Service Quality
1. thoroughness, accuracy, care in delivering service	3.94	0.820	High
2. ability of staff in delivering the service to guests as promised	3.74	0.922	High
3. keeping and remembering guests' information for delivering the service	3.55	0.993	High
4. accuracy in giving advice about the service	3.49	0.934	Medium
5. adequate number of staff providing the service	3.94	0.791	High
Average	3.73	0.892	High

Figure 1. Service Quality Components of Home Stay: Accountability  
4.3. Service Quality Components of Home Stay: Trust

Jariyachamsit, S. (2017). Service quality factors and strategies for increasing the value added of home stay business: a case study of ranong province, Thailand.

Figure 2. presented the most significant factors that built trusts to home stay guests, including knowledge and skill of the staff in informing guests about the home stay service, and the manner of the staff that built trust to guests.

Trust Factors	X	S.D.	Degree of Influence on Service Quality
1. knowledge and skill of the staff in informing guests about the home stay service	4.00	0.753	High
2. promising confidence and safety for guests in using the service	3.40	0.955	Medium
3. etiquette and politeness of the staff	3.46	0.983	Medium
4. manner of the staff that builds trust to guests	3.68	0.755	High
<b>Average</b>	<b>3.65</b>	<b>1.087</b>	<b>High</b>

Figure 2. Service Quality Components of Home Stay: Trust

#### 4.4. Service quality components of home stay: Physical evidence

The finding, provided in Figure 3, revealed that all physical factors were significant including modern equipment used in delivering the service, the environment of houses, grooming of the staff and information brochures.

Physical Evidence Factors	X	S.D.	Degree of Influence on Service Quality
1. modern equipment used in delivering the service	3.92	0.803	High
2. the environment of houses that provide home stay service	3.85	0.530	High
3. grooming of the staff	3.64	1.012	High
4. information brochures	3.66	0.983	High
<b>Average</b>	<b>3.77</b>	<b>0.907</b>	<b>High</b>

Figure 3. Service Quality Components of Home Stay: Physical Evidence

#### 4.5. Service quality components of home stay: Care

The finding in regards to care for home stay guests unveiled most factors influencing the service quality; these included attention and care, information channels and understanding of guests' needs and expectation. These can be seen in Figure 4.

Care Factors	X	S.D.	Degree of Influence on Service Quality
1. attention and care	4.01	0.823	High
2. open and close time of service	2.60	1.163	Medium
3. information channels	3.59	0.964	High
4. sincere attention to guests	3.82	0.869	High
5. understanding of guests' needs and expectations	4.41	0.767	High
<b>Average</b>	<b>3.68</b>	<b>0.915</b>	<b>High</b>

Figure 4. Service Quality Components of Home Stay: Care

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#### 4.6. Service quality components of home stay: Responsiveness

The finding revealed that the most influencing responsiveness factors on home stay service were fast service with efficient sequence and promptness in delivering the service. The finding is displayed in Figure 5.

Responsiveness Factors	$\bar{X}$	S.D.	Degree of Influence on Service Quality
1. fast service with efficient sequence	4.00	0.953	High
2. readiness in providing recommendations	3.04	1.053	Medium
3. promptness in delivering the service	4.00	0.953	High
4. readiness in delivering the service by guests inquiries	3.04	1.053	Medium
Average	3.52	1.003	High

Figure 5. Service Quality Components of Home Stay: Responsiveness

Based on the findings, it could be concluded that the majority of home stay service quality components were significant in influencing the quality of home stay service. In respect to accountability component, the finding coincided with Treenuch Jampa (Treenuch, 2010) who studied about expectation and perceived service quality of customers before and after use of the out-patient department service of Siriraj Hospital, which unveiled the accountability as the most highly influencing factor. The component of trust of the case study of Ranong home stay also agreed with the findings found in the case study of home stay in Samut Songkram concluding that human resource factor was highly related with the behaviour of home stay tourists (Montreerat, 2006). Furthermore, the study of Wuttiya Saraithong and Kanokwan Chanchaoenchai (2011) investigated the behaviour and influencing factors in making decision of home stay tourists. It found that the main attribute both Thai and foreign tourists used in selecting home stay for their stay was safety perceived in the home stay environment. The study of guests' satisfaction towards using the hotel service of Radisson Hotel in Bangkok also found that the guests were most satisfied in the hotel rate, information and entertainment, and the hotel's location in proximity to business district and tourist attractions (Kanyalak, 2008). Moreover, the finding of this current study found that care for home stay guests was also outstanding as the significant service quality component, especially attention of the staff given to guests, information channels and understanding of guests' needs and expectation. This finding agreed with the study examining expectation and perception of guests receiving spa service in Bangkok and a comparison of these by demographic factors. The finding showed that the spa users had high expectation and perception towards all of the spa service quality factors; to name some included accountability, responsiveness of staff, skill and knowledge of staff, service accessibility, hospitality and friendliness of staff, trust, safety, care and physical evidence (Pattama, 2010). Lastly, the responsiveness component addressed the significance fast service with efficient sequence and promptness in delivering the service. This concurred with the findings of the study examining satisfaction of hotel guests by the case study of Ubon Grand Hotel, reporting that the guests were most satisfied about the hotel staff in terms of their responsiveness (Kanittha, 2003).

#### 5. Recommended Strategies for Home Stay Service Quality for Creating the Value Added

The recommendation for strategies in order to enhance the value added to the home stay business in Ranong province was initiated along with the 7 home stay standards, which were also used by other previous studies for instance the study of Nakrob (2015) and (Rawangkarn, 2015). The standard criteria comprises of these things: (1) appropriate environment of home stay encompassing the structural strength of house, good air ventilation, clean toilet and bathroom, clean bedding and good hygiene such