Dear ladies and gentleman, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

Today, in the era of global innovationization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie!

Dr. Nadecha Giridrivehi, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand
Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one’s country through offering individual expertise and point of view based on one’s individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

Dr. Elena Zolotchevsksaya
Russian Presidential Academy of National Economy and Public Administration,
South Russia Institute of management,
Rostov-on-Don, Russia

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patterns for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

Dr. Nattapong Techaratanaised
Deputy director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand
In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other’s! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporative net-work outside – to the directions of states, customers of educational products, institutes and competitors.

It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas’ transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

Dr. Jarumon Nookhong
Deputy Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University
Bangkok, Thailand

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.

Warmest Regards,

Mr. Apisit Ratananatamak
Deputy director of office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand
Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don’t forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI-2018!!!

Dr. Preeccha Pongpeng (Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Elena Zolotchevskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Nattapong Techarattanased (Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand)

Hathaiwan Soonthornpipit (College of Innovations and Management, Suan Sunandha Rajabhat University, Bangkok, Thailand)

Dr. Rudolf Kucharík (University of economics in Bratislava, Slovakia)

Dr. Ludmila Lipkova (University of economics in Bratislava, Slovakia)

Dr. Katarina Brockova (University of economics in Bratislava, Slovakia)

Dr. Sergey Ivanov (University of the District of Columbia, Washington, DC, USA)

Dr. Parimal Chandra Biswas (Adamas University, Kolkata, India)

Dr. Shieh, Chih - Jen (Huaqiao University, China)

Dr. Serhiy Yerokhin (National Academy of Management, Kyiv, Ukraine)

Dr. Frank Ebinger (Nuremberg Institute of Technology, Germany)

Dr. Tatiana Podolskaya (Russian Presidential Academy of National Economy and Public Administration, South Russia institute of management, Rostov-on-Don, Russia)

Dr. Muhammad Imtiaz Subhani (Director Research Innovation & Commercialization, Iqra University, Pakistan)

Dr. Blanka Pocatáková (VŠB – Technical University Ostrava, Czech Republic)

Dr. Vladimir Bandurin (State Science-Research Institute of system analyze of Account Chamber of the Russian Federation, Moscow, Russia)

Dr. Yusif Sabuhi (Azerbaijan Technology University, Azerbaijan)

Dr. Evelyn Chiloane-Tsoka (University South Africa, South Africa)

Dr. Rami Dwi Sany (University Komputer, Bandung, Indonesia)

Dr. Aleksey Arkhipov (South Federal University, Rostov-on-Don, Russia)
INTERNATIONAL ACADEMIC CONFERENCE ON EDUCAATIONAL & SOCIAL INNOVATIONS
AC-ESI - 2018 @ MILAN.IT

=AGENDA=

Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
13.00 Registration open  Foyer
14.00 Organizational meeting  Meeting Room
Networking
15.00 Seminar “International publishing: guidelines to success”
   By Ms. Darina Prokhorova
   Editor-in-chief of Journal of International Studies, Poland
   Restaurant
17.00 Welcoming dinner  Meeting Room

Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
9.00 Opening ceremony  Meeting Room
 Welcome speeches:
Dr. Preecha Pongseng
   Director of Office of General Education and Innovative Electronic Learning,
   Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolotchevskaia Elena
   Dean of faculty of Public Administration,
   South Russia Institute of Management of
   Russian Presidential Academy of National Economy and Public Administration
Dr. Bundit Pungmirand
   Dean of College of Innovations and Management, Suan Sunandha Rajabhat
   University, Bangkok, Thailand
Ms. Darina Prokhorova
   Editor-in-chief of Journal of International Studies, Poland
Dr. Oleg Patlasov
   Omsk Humanitarian Academy, Omsk, Russia
Dr. Denis Ushakov
   Organizational board of AC-ESI-2018

09.40 University’s Management And Students’ Satisfaction: An Empirical Study
   Through Structural Equation Modelling
   Key-note speech by Dr. Johan W de Jager
   Tshwane University of Technology,
   Pretoria, South Africa

10.30 Group photo  Foyer
10.40 Coffee-break  Foyer
11.00 Formation of the Social Successfulness of Students with Disabilities in the
   System of Continuous Inclusive Education
   Key-note speech by Dr. Preecha Pongseng
   Office of General Education and Innovative Electronic Learning Suan Sunandha
   Rajabhat University, Bangkok, Thailand
11.40 Human capital and decentralization of education (the case of Tlaajomulco de
   Zuniga Jalisco, Mexico)
   Key-note speech by Dr. José G. Vargas-Hernández
   University Center for Economic and Managerial Sciences,
   University of Guadalajara, Mexico

12.20 Educating Young People in Multicultural Environment of Higher
   Education Institution
   Key-note speech by Dr. Natapong Techurattanased
   Office of General Education and Innovative Electronic Learning Suan Sunandha
   Rajabhat University, Bangkok, Thailand
13.00 Lunch  Restaurant
Day 3 09 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

08.30 Registration open  Foyer
09.00 Session 2 – Human capital: educational and managerial issues of formation and development
09.00 Pramsuk Huanprapai & Sasinan Prajongjai
09.20 Ria Mardiana Yusuf
09.40 Nattaporn Srichana & Warawut Chuengkrat
10.00 Pordee Sukpun & Pawee Na Sribunreung
10.20 Aekaphob Intarapop & Pattiya Traiteepung
10.45 Coffee – break  Foyer
11.00 Burdit Pungmirund
11.20 Sarawut Yandee & Supas Amornchantanakorn
11.40 Mahir Pradana
12.00 Pimporn Thongmuang
12.20 Larisa Nevskaya & Svetlana Akhmetova
12.40 Lunch  Restaurant
13.30 Session 3 – Modern teaching: modern technologies and practical methods
13.30 Ketum Saraburin & Narasak Phunaploy
13.50 Zhang Li-Ping
14.10 Watchara Sungkobol & Sasiwimon Maneewong
14.30 Awad Soliman Keshta
14.50 Kampech Saranontawat & Pimporn Thongmuang
15.10 Toritane Munegumi
15.30 Coffee – break  Foyer
15.50 Aria Sinthu & Akmarin Piyaphanyamongkol
16.10 Nutcha Phusuk & Natwalun Wangnil
16.30 Krit Chaisengduen, Tospon Pimp
16.50 Farangis Saeedi
17.10 Aroonroong Wongkungwan & Sathiya Phusaploy
18.00 Dinner  Restaurant
Day 4  10 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
08.30  Registration open  Foyer
09.00  Session 4 – Management in educational institutes: modern issues and future prospects
09.00  Pennapha Meeto & Raweewan Khankham
09.15  Amber Osman & Muhammad Imtiaz Subhani
09.30  Bundit Phntrapatnomporn & Kulnidaawan Dunkun
09.45  Vera Ginevasheva
10.00  Yuttana Rattanasawan & Pyanun Thanchai
10.15  Ratanaaporn Sukserm & Thidarat Choknakawaro
10.30  Juan Francisco Aguirre Chavez
10.45  Coffee – break  Foyer
11.00  Supaporn Wimonchainlerk & Rutchanewat Panbua
11.15  Runglaksamee Rodkam & Paphitchaya Silpaksa
11.30  Vanichkone Khobung
11.45  Aina Jacob Kola
12.00  Paakpoorn Klaythong & Patcharida Wisaiket
12.15  Arun Sundee & Anutsara Chanprapas
12.30  Lunch  Restaurant
13.30  Session 5 – Usage of ICT and social networking in educational process
13.30  Kiattipoom Phachuen
13.50  Chun-Fei Lin
14.10  Piched Girdwichai
14.30  Siriporn Meenan & Naruecha Narapong
14.50  Atef Abuhamid
15.10  Pirawat Chaipraphoonsakul, Sawitree Charamporn & Apisit Rattanarunuk
15.30  Coffee – break  Foyer
15.50  Nuntiya Noichun
16.10  Nuntinee Nakdomtee & Patompong Punnabhum
16.30  Sudarat Sirima & Krisana Aree
16.50  Vasyuta Eugenia
17.10  Grigoryeva Natalya & Kolycheva Zhanma
17.30  Dinner  Awards and closing ceremony  Restaurant

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

LIST OF SESSIONS:

Day 2  14.00-17.30
Meeting room

Session 1  Environmental education: ways and challenges of implementation
Chairman: Dr. Jürgen Drissner
1  Sinchai Poolkhai
Adisak Chuachat
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Environmental education and behavioral change
1  Jürgen Drissner
University of Ulm, Germany
Environmental education outside school: effects of a half-day teaching programme
3  Pattanaporn Kaewkongka
Apirati Triyawat
Suan Sunandha Rajabhat University,
Bangkok, Thailand
“Public-based-learning”: environmental controversies for pedagogical purposes
4  Wipada Chaiwchan
Kittipat Bualek
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Considering students’ environmental self determination
5  Kvetoslava Reletová
Slovak University of Technology in Bratislava, Slovakia
Publishing opportunities of doctoral candidates
6  Pawinee Ratabakorn
Uraiwan Tumnakul
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Educational environment for teenagers’ moral relations development
7  Anosha Rojapammanich
Prem Thanatraipop
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Analyzing business factors of students’ environmental attitudes
8  Puchara Wangmee
Worakarn Jantaraingham
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Conceptual model for teaching the relationship of daily life and human environmental impact
9  Unnop Panpuang
Sayxsene Sangphuak
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Sustainable development and teaching perspectives
Day 3  
09.00-12.30  
Session 2  
Human capital: educational and managerial issues of formation and development  
Chairman: Dr. José G. Vargas-Hernández

1 Pramsuk Huanprapai  
Sasin Nanatadus Ajarbhat University, Bangkok, Thailand  
Social capital and knowledge management in the context of staff empowerment

2 Ria Mardiana Yusuf  
Hansadilak University, Makassar, Indonesia  
The practice of human resource strategic roles by “ulrich” model

3 Nattaporn Srichana  
Warawat Chuenkrut  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Student’s research work as the condition of professional education

✓ 4 Pordee Sukpun  
Pawooma Srihunrung  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
University students’ entrepreneurial intentions: ways for in-study implementation

5 Akkaphob Intarapoo  
Pattiya Traiteepong  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Strengthening the basic competence of sciences for master students

✓ 6 Bundit Pungnirund  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Interpersonal intelligence: how gender difference impacts?

7 Sarawut Yandee  
Supas Amornchhanakanorn  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Ego-centricism and development of students identity

8 Mahir Pradana  
Uthorn University, Bandung, Indonesia  
Do employees’ performances depend on their motivations? (case study at Indonesian National bureau of plantation)

9 Pimporn Thongmuang  
Suan Sunandha Rajabhat University, Bangkok, Thailand  
Self-health care behaviors of elderly

10 Larisa Nevskaya  
Svetlana Akinmetova  
Perm National Research Polytechnic University, Russia  
Current trends in the development of innovative activeness of enterprise personnel
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Affiliation</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pennapha Meeto</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Management in educational institutes: modern issues and future prospects</td>
</tr>
<tr>
<td>2</td>
<td>Amber Osman</td>
<td>Ispa University, Karachi, Pakistan</td>
<td>Academic freedom and leadership in modern academic institutions</td>
</tr>
<tr>
<td>3</td>
<td>Bundit Phrappatanporn</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Misuse of higher education</td>
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<tr>
<td>4</td>
<td>Vera Gnevashova</td>
<td>Moscow University for the Humanities, Moscow, Russia</td>
<td>Extension analysis of employee management based on social network model</td>
</tr>
<tr>
<td>5</td>
<td>Yuttana Rattanawaswan</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Student's view of education as the merit and private economic goods</td>
</tr>
<tr>
<td>6</td>
<td>Piyaman Tanchar</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>High school students' conceptions of learning in different domains</td>
</tr>
<tr>
<td>7</td>
<td>Ratanaporn Sukserm</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Educational pedagogy for sustainability: developing programs to transform behaviors</td>
</tr>
<tr>
<td>8</td>
<td>Juan Francisco Aguirre Chavez</td>
<td>Autonomous University of Chihuahua, Chihuahua, Mexico</td>
<td>A gender study on college students' academic self-efficacy</td>
</tr>
<tr>
<td>9</td>
<td>Supaporn Wimonchailer</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Multi-subject incentive cooperation of students' network entrepreneurial education</td>
</tr>
<tr>
<td>10</td>
<td>Runglaeksume Rodkarn</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>School-community participation in developing a local sustainability agenda</td>
</tr>
<tr>
<td>11</td>
<td>Vanthangnu Khoburg</td>
<td>Educational Research and Training NCERT, Bhopal, India</td>
<td>Tribal self-help groups in Manipur: a gender perspective</td>
</tr>
<tr>
<td>12</td>
<td>Aina Jacob Kola</td>
<td>College of Agriculture, Igboos, Oyo State, Nigeria</td>
<td>Repositioning science education in nigerian colleges of education through public-private partnership (PPP)</td>
</tr>
<tr>
<td>13</td>
<td>Paakpoom Kaytylong</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>Vocational education by transferring notions and all-round cultivation</td>
</tr>
<tr>
<td>14</td>
<td>Arun Sumdee</td>
<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
<td>The function of physical education for building social values</td>
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**Session 4**

**Meeting room**

<table>
<thead>
<tr>
<th>Day 4</th>
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<th>Management in educational institutes: modern issues and future prospects</th>
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<tbody>
<tr>
<td>09.00-12.30</td>
<td>Chairman: Dr. Muhammad Imtiaz Subhani</td>
<td>Academic freedom and leadership in modern academic institutions</td>
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**Session 5**

**Meeting room**

<table>
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<tr>
<th>Day 4</th>
<th>Session 5</th>
<th>Usage of ICT and social networking in educational process</th>
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<tbody>
<tr>
<td>13.30-17.30</td>
<td>Chairman: Dr. Atef Abuhmaid</td>
<td>Application of classroom assistant software based on Android</td>
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**Session 6**

**Meeting room**

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<tr>
<th>Day 4</th>
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<th>Applications as IT-element of special disciplines teaching</th>
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<tbody>
<tr>
<td>13.30-17.30</td>
<td>Atef Abuhmaid</td>
<td>Designing of individual educational path of teacher's professional development in conditions of information educational environment</td>
</tr>
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**Session 7**

**Meeting room**

<table>
<thead>
<tr>
<th>Day 4</th>
<th>Session 7</th>
<th>Trends of visual communication design education in the cultural and creative industries</th>
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<tbody>
<tr>
<td>13.30-17.30</td>
<td>Sujarat Srima, Krisana Aree</td>
<td>Taxation and employment: considering relationships and factors of efficiency</td>
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**Session 8**

**Meeting room**

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<thead>
<tr>
<th>Day 4</th>
<th>Session 8</th>
<th>Medical tourism in Russia: growth potential and competitiveness issues</th>
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<tbody>
<tr>
<td>13.30-17.30</td>
<td>Natalya Grigoryeva, Zhanna Kolycheva</td>
<td>The Russian Presidential Academy Of National Economic And Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia</td>
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**Session 9**

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<tr>
<th>Day 4</th>
<th>Session 9</th>
<th>The function of physical education for building social values</th>
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<td>13.30-17.30</td>
<td>Arun Sumdee</td>
<td>The Russian Presidential Academy Of National Economic And Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia</td>
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**Session 10**

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<th>Day 4</th>
<th>Session 10</th>
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<td>13.30-17.30</td>
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**Session 11**

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<th>Day 4</th>
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<tr>
<td>13.30-17.30</td>
<td>Sujarat Srima, Krisana Aree</td>
<td>The Russian Presidential Academy Of National Economic And Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia</td>
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**Session 12**

**Meeting room**

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<th>Day 4</th>
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<td>13.30-17.30</td>
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**Session 13**

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<tr>
<td>13.30-17.30</td>
<td>Vasyuta Eugenia</td>
<td>The Russian Presidential Academy Of National Economic And Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia</td>
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**Session 14**

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<tr>
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The results also showed significant relationships between components of social capital and staff empowerment in line with the results of studies conducted by Ali Ahmadi and colleagues (2010) and Grinson (2011). Ali Ahmadi and colleagues (2010) conducted a study on the directors of Caravans for the Hajj pilgrimage and found that those directors can be highly empowered by changing their beliefs, values, symbols and skills (technical, humanist, and perception). Spritzer (1995) mentioned factors affecting staff empowerment as follows:

2) Collective factors: group effectiveness, group importance, intragroup trust, understanding the group impact on managers.
3) Organizational factors: role ambiguity, locus of control, access to Knowledge, political-social support, one's place in organizational hierarchy, collaborative work unit (Ali Ahmadi, et al., 2010).

In this study, the results indicated relationships between trust, cooperation, relations and group importance which were in line with the collective and organizational factors stated by Spritzer (1995). According to Spritzer (1995), intragroup trust, collaborative atmosphere and group importance affect staff empowerment.

A rich social capital leads to the prosperity of society and people living in that society. Thus, one of the responsibilities of education personnel is to obtain and increase social capital. To be successful, education personnel should design a particular pattern of social capital by considering its dimensions and components. Social relationships positively affect staff empowerment.

Considering Mayo’s studies in human relationships, it must be noted that organizational efficiency is affected by staff’s relationships with each other and informal communication networks rather than by physiological features of the work environment. Since trust is the most important component of social capital, organizations should create it by using staffs’ views in decision-making situations, helping them promote occupationally and considering bonuses for them. Social capital improves Knowledge flow and increases trust, harmony and organizational stability to achieve organizational goals.

The increase of staffs’ Knowledge management helps them obtain the needed Knowledge from different channels and leads to the elimination of redundant processes and reduction of organisational costs. Moreover, high levels of Knowledge management cause inter-organizational competitions. Therefore, to achieve organizational goals, managers must invest in and pay attention to staffs’ empowerment by increasing their Knowledge management and enhancing their social capital.

According to the results of this study, the following recommendations are made:

1. It is recommended to conduct similar studies on the relationships between staff empowerment and other variables (e.g., E-learning and Computer self-efficacy).
2. The Education Organization is required to provide the needed facilities for its staffs for having access to Knowledge.

Given that staff empowerment is highly associated with trust, higher levels of mutual trust must be built between staffs and organizational executives by transferring responsibility and authority to lower level staffs.

It is also recommended to develop multiple channels of communication between staffs.

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INTERPERSONAL INTELLIGENCE: HOW GENDER DIFFERENCE IMPACTS?

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The aim of the study is to examine the literature of meta-analysis concerning whether interpersonal intelligence varies with the gender, verify the possible causes between them, end the debate of different perspectives and analyze the influential factors of interpersonal intelligence development. In addition, by detail-to-detail testing the characteristic of the literatures, including the subject categories, published years, languages and published categories, the study analyzes the interference variables on the appearance of interpersonal intelligence. Using the meta-analysis, compiled from 2000 to 2016 published academic journals, through the inclusion, exclusion and search of the research guidelines. Proposed the research framework and empirical analysis, by Comprehensive Meta-Analysis of the operation. Extract the main effect size of the literatures, and then analyze the overall average effect of Hedges’s g. Based on the study found that interpersonal intelligence education to develop substantive recommendations, as references for practical and research workers.

Keywords: interpersonal intelligence, gender difference, meta-analysis
Introduction

Interpersonal intelligence is one of the multiple intelligences theories proposed by American scholar Howard Gardner in 1983. The core argument of this theory is the refutation of the written intellectual test of "intelligence test" (Gardner, 2008) emphasizing that every individual's intelligence composes different spectrum (Gardner & Hatch, 1989).

Anyone can use their own intelligence to learn other intelligent aspects (Biggs & Collis, 1991). To face the twenty-first century, the era of well-developed network information, the essential competencies of learners: problem solving, independent thinking, innovative design, and the ability to work with peers (Gardner, 1999; Sun, Tsai, Finger, Chen and Yeh, 2008). A person who knows what can do favor to the future and is willing to roll up his sleeves and team up with the teammates is the future business leader, also the potential future world leader (Blanchard, 2010).

As a result, interpersonal intelligence is an important indicator of group interaction. According to the research, the performance of interpersonal intelligence can be sense by each other's emotions, sounds and actions that revealed the hidden meaning (Good, 2000; Wong & Law, 2002; Child, Faulkner, & Tallman, 2005; Armstrong, 2009), thus can quickly establish a healthy interpersonal relationship and enhance group work efficiency (Good, 2000; Child, Faulkner, & Tallman, 2005). Gardner (1983) involves in psychology, neurology, biology, sociology, anthropology, and the field of art and humanities, in a systematic way to study and summarize the relationships between different human intelligence and abilities. Multiple intelligence research is different from the traditional intelligence test, taking the subject's self-estimation of the way.

From the self-estimation of the diversity of intelligence generated by the study of gender differences found that human beings have a variety of intelligence as long as given the appropriate environment, opportunities, encouragement and teaching, will achieve moderate development and beyond the original presupposition (Gardner, 2008). Individuals have every intelligence, multiple intelligence emphasizes the cognitive function, rather than a variety of intelligence, but a variety of intelligence strengths and weaknesses are different, or in all stages of life in the case of the development of intelligent development of different (Checkley, 1997; Armstrong, 1999).

Interpersonal intelligence is in the range of multiple intelligences, especially when Gardner (1983) constructed personal intelligence investigating two aspects of human nature: one is inner level; which is interpersonal intelligence, and the other is external development and extends the wisdom of others, that is interpersonal intelligence.

The interpretation of interpersonal intelligence refers to the ability to "pay attention to and distinguish the abilities of others", especially to perceive and distinguish the emotions, intentions and motivations of others, including the expression of facial expressions, sounds and actions, the identification of different interpersonal relationships and the ability to respond appropriately to the implication and co-work effectively with others (Gardner, 1997; Gardner, 1983/1999). Armstrong (2000) explains that interpersonal intelligence includes the ability to build and maintain relationships that can play a role in the community, the sensitivity to others' facial expressions, tones, and postures, and the perception of all signs of interpersonal relationships.

Silver, Strong and Perini (2000/2002) state that people acquired with better interpersonal intelligence skill can cooperate with others efficiently and are sensitive to other people's emotions, attitudes, and changes in desire. They usually show friendly, outgoing characteristics and know how to respond appropriately to others. By sensing facial expressions, sounds and movements, identifying the implication of different interpersonal relationships, and responding appropriately to these hints, people can differentiate others' emotions, intentions, motivations and sensory abilities (Armstrong, 2000/2003).

These people have certain characteristic in common, such as show consideration, correspond with environment instantly, change their stubborn attitude, take good care of others, put themselves in other people's shoes, good at observing other's expression and grasp the movements of these minds (Gardner, 1993). Interpersonal intelligence manifestations vary with gender and age (Birditt & Fingerman, 2003).

Therefore, Lazear (2004) divide the procedure of interpersonal intelligence development into three levels, from the basic level, learning skills of interpersonal relationships and compromise or consent to a strategy, to the complex skills level, starting to learn social skills, build peer relationship, gain cooperation ability, put oneself in other people's shoes, and understand other people's minds. In the last level of integration, people fully realize the group dynamics, interpersonal relationships, human social behavior, and can appreciate the cultural and individual differences.

In addition, with the sensation of facial expressions, sounds and actions, the identification of different interpersonal relationships, and the appropriate reaction, excellent interpersonal intelligence has the ability to distinguish the emotions, intentions, motivations and sensory abilities (Gardner, 2000/2003). These characteristics act as the foundation of interpersonal relationships, and enable one to develop good emotional quotient and interpersonal sensitivity. Hamaru, Deniz and Saltali (2009) discuss the correlation between predictive variables of emotional quotient.

They divide it into three aspects, interpersonal intelligence, adaptability, stress management and general emotions. It is found that dependency relationship can effectively predicted emotional intelligence interpersonal intelligence.

Furthermore, interpersonal intelligence and security dependencies show positive relations. Numerous scholars propose explanation for interpersonal intelligence to emphasize that interpersonal intelligence is an essential ability for people to contact, being active in groups, and interact with others in society, and that interpersonal intelligence is a key factor for people to distinct other people's emotions, motivation, and communication. As Gardner (1993) says, intelligence can be taught by education. With thorough learning and practice, interpersonal intelligence can be better developed.

Research Methods

Meta-analysis is considered the most meaningful research method, which brings the progress of scientific exploration, increases the precision and statistic of research, and solves the problem that original researches could not answer (Alderson, Green, & Higgins, 2004).

This study uses meta-analysis from scientific, systematic, objective aspects to conduct a comprehensive literature (Light & Piliemer, 1984). Integrate the results of the past individual research and form the measurement method for research (Glass, McGaw, & Smith, 1981). In this process, try to eliminate the error of different sources and find the real
relationship between the variables and correlation (Hunter & Schmidt, 1990). From the results of individual studies using statistical process analysis found that the key point of the study is to focus on the average effect size after weighted.

Choosing weighted average effect size, Hedges’s g shows the difference between gender and interpersonal intelligence performance. In addition, meta-analysis model has two kinds of effects : fixed-effects model and random-effect model. From the results of variables effect analysis, the study found samples with higher heterogeneity adopt random-effects model. Borenstein, Hedges, Higgins and Rothstein (2010) pointed out that the random-effect model is more consistent with the actual sampling allocation because this method do not subject to the limitation of common effect and produce better results than the fixed-effect model. The analogy of the results is broader.

The study examined the relationship between gender difference and interpersonal intelligence and make essential recommendations and contributions on the development of interpersonal intelligence.

The key finding of this study is the argument that ends all points of view. The establishment of gender differences does form a different manifestation of human intelligence.

Based on the random effects model, the average effect amount Hedges’s g was 0.44, approaching moderate positive effect. Women in interpersonal intelligence perform better than men. There are differences between the human intelligences that show gender. Yet, the result is not particularly strong. In addition, testing subjects such as category, publication year, publishing language and publishing categories and other variables will resulting in the regulation of interpersonal intelligence performance.

Conclusion

In conclusion, this paper uses the method of meta-analysis.

To build a rigorous research structure, this study collects all aspects literatures, undergoing the process of inclusion and exclusion, and rigorous processes the effect size data.

In the history of interpersonal intelligence, women gradually get out of their families, devote more time to interpersonal communication and maintenance, and indirectly enhance their opportunities for interaction and communication with others and develop comparative advantages Interpersonal intelligence, the text for the development of interpersonal intelligence and future research put forward substantive proposals.

References:


