INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS
AC-ESI-2018

PROCEEDINGS

MILAN, ITALY
MAY, 2018
Dear ladies and gentlemen, 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 innovation, 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.

Dr. Laechedech Sirivichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

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 in 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. Preecha Pongpung

Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand

www.conference.com
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 Zolochevskaya
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. Nattaponge Techaratanaud
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. Jarunon 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 Rattanatramurak
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. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand
Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
13.00 Registration open Foyer
14.00 Organizational meeting Meeting Room
15.00 Networking
15.00 Seminar "International publishing: guidelines to success"
By Ms. Darina Prokhorova
17.00 Welcoming dinner Restaurant

Day 2 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
9.00 Opening ceremony Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
Director of Office of General Education and Innovative Electronic Learning, Suan Sunandha Rajabhat University, Bangkok, Thailand
Dr. Zolochevskaya 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

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 Phongpheng
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 Tlajomulco 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. Nattapon Techarattanaseed
Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University, Bangkok, Thailand

13.00 Lunch Restaurant
14.00  Session 1 – Environmental education: ways and challenges of implementation  
14.00  Sinchai Poolklai & Adisak Chuchat  
14.20  Jürgen Drissner  
14.40  Pattamaporn Kaewkongka & Apirati Triyawat  
15.00  Wipada Chaiwchan & Kittipat Bualek  
15.20  Kvetslava Rešetová  
15.45  Coffee break  
16.00  Pawinee Ratabakorn & Urunwan Tunnukul  
16.20  Anosha Rojanapanich & Prem Thanatripop  
16.40  Pachara Wangnuee & Worakam Jantarasingham  
17.00  Unnop Panchuang & Saysunee Sangphueak  
18.00  Dinner  

Day 3  09 May 2018  
Venue: Sheraton Milan Malpensa Airport Hotel, Italy  
08.30  Registration open  
09.00  Session 2 – Human capital: educational and managerial issues of formation and development  
09.00  Pramsuk Huanprapai & Sasinan Prajongsai  
09.20  Ria Mardiana Yusuf  
09.40  Nattaporn Srichana & Warawut Chuenkrut  
10.00  Pordee Sukpap & Paween Sribunrueng  
10.20  Aekaphob Intarapoo & Pattiya Traiteepung  
10.45  Coffee – break  
11.00  Burdit Pungruad  
11.20  Sarawut Yumdee & Supas Amornchantanakorn  
11.40  Mahir Pradana  
12.00  Pimpon Thongmuang  
12.20  Larisa Nevsksaya & Svitolana Akhmetova  
12.40  Lunch  
13.30  Session 3 – Modern teaching: modern technologies and practical methods  
13.30  Ketum Saraburi & Narasak Phunaploy  
13.50  Zhang Li-Ping  
14.10  Watchara Sungkobol & Sasiwimon Maneewong  
14.30  Awad Salimans Keshta  
14.50  Kampech Saranontawat & Pimporn Thongmuang  
15.10  Toritane Munegumi  
15.30  Coffee – break  
15.50  Arias Sinthu & Akmarin Piyaaphanyamongkol  
16.10  Nutcha Phasuk & Natwalun Wangnil  
16.30  Krit Chaisaengduean, Tospon Pimpa  
16.50  Farangis Saeedi  
17.10  Arunroong Wongkungwan & Sathiya Phunaploy  
18.00  Dinner  

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Day 4 10 May 2018
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09.00 Session 4 – Management in educational institutes: modern issues and future prospects
09.00 Pennapha Meeto & Raweewan Khankham
09.15 Amber Osman & Muhammad Intiaz Subhani
09.30 Bundit Pholphataporn & Kulnidaowan Dumkum
09.45 Vera Gnevasheva
10.00 Yuttana Rattanasawang & Pyanun Thanchai
10.15 Ratanaoporn Sukserm & Thidarat Chokknakawaro
10.30 Juan Francisco Aguirre Chavez
10.45 Coffee – break  Foyer
11.00 Supaporn Wimnouchalerk & Rutchanewant Panbua
11.15 Runglaksamee Rodkam & Paphitchaya Silpaksa
11.30 Vannhangpui Khobung
11.45 Aina Jacob Kola
12.00 Paapoon Klaythong & Patcharida Wisaiket
12.15 Arun Sunseec & Anutsara Chanrapas
12.30 Lunch  Restaurant
13.30 Session 5 – Usage of ICT and social networking in educational process
13.30 Kiatthipoom Phachuen
13.50 Chun-Pei Lin
14.10 Piheb Girdwichai
14.30 Siriporn Meenanon & Naruecha Narapong
14.50 Atif Abuhmaid
15.10 Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanathanarak
15.30 Coffee – break  Foyer
15.50 Nuntiya Noichun
16.10 Nuntinee Nakdomt & Patompong Pannabhum
16.30 Sudarat Srima & Krisana Aree
16.50 Vasyata Eugenia
17.10 Grigoryeva Natalya & Kolycheva Zhanna
17.30 Dinner  Awards and closing ceremony  Restaurant

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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1 Sinchai Poolkai  Environmental education and behavioral change
Adisak Chuchat  
Suan Sunandha Rajabhat University, Bangkok, Thailand
2 Jürgen Drissner  Environmental education outside school: effects of a half-day teaching programme
University of Ulm, Germany
3 Pattanaporn Kaewkongka “Public-based-learning”: environmental controversies for pedagogical purposes
Apirati Triyawat  
Suan Sunandha Rajabhat University, Bangkok, Thailand
4 Wipada Chiwichan Considering students’ environmental self determination
Kittipat Bualek  
Suan Sunandha Rajabhat University, Bangkok, Thailand
5 Kvetoslava Reletova Publishing opportunities of doctoral candidates
Slovak University of Technology in Bratislava, Slovakia
6 Pawinee Ratabakorn Educational environment for teenagers’ moral relations development
Uraiwan Tumakul  
Suan Sunandha Rajabhat University, Bangkok, Thailand
7 Anosha Rojanapamich Analyzing business factors of students’ environmental attitudes
Prem Thanatipop  
Suan Sunandha Rajabhat University, Bangkok, Thailand
8 Pachara Wangme  Conceptual model for teaching the relationship of daily life and human environmental impact
Worakam Jantarasingham  
Suan Sunandha Rajabhat University, Bangkok, Thailand
9 Unnop Panpuang Sustainable development and teaching perspectives
Sayssuan Sangphuak  
Suan Sunandha Rajabhat University, Bangkok, Thailand

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Day 3  
09.00-12.30  
Meeting room

**Session 2**  
Human capital: educational and managerial issues of formation and development

Chairman: Dr. José G. Vargas-Hernández

1. Pramsuk Huanpromai  
   Srinantra Priyongtjai  
   Thammasat University, Bangkok, Thailand
   - Social capital and knowledge management in the context of staff empowerment

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

3. Nattaporn Sriancha  
   Warawat Chuenkrut  
   Swinburne University of Technology, Melbourne, Australia
   - Student’s research work as the condition of professional education

4. Pordee Sukpun  
   Paweena Sribunniang  
   Swinburne University of Technology, Melbourne, Australia
   - University students’ entrepreneurial intentions: ways for in-study implementation

5. Akkaphob Intarapoo  
   Pattiya Traiteepung  
   Swinburne University of Technology, Melbourne, Australia
   - Strengthening the basic competence of sciences for master students

6. Bundit Punginrund  
   Supas Amornchantanakorn  
   Swinburne University of Technology, Melbourne, Australia
   - Interpersonal intelligence: how gender difference impacts?

7. Sarawut Yantdee  
   Supas Amornchantanakorn  
   Swinburne University of Technology, Melbourne, Australia
   - Egocentrism and development of students identity

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

9. Pimporn Thongmuang  
   Supas Amornchantanakorn  
   Swinburne University of Technology, Melbourne, Australia
   - Self-health care behaviors of elderly

10. Larisa Nevskaya  
    Svetlana Akhmnetova  
    Perm National Research Polytechnic University, Russia
    - Current trends in the development of innovative activities of enterprise personnel

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Day 3  
13.30-17.30  
Meeting room

**Session 3**  
Modern teaching: modern technologies and practical methods

Chairman: Dr. Bundit Punginrund

1. Ketum Saraburin  
   Narasak Phumaploy  
   Swinburne University of Technology, Melbourne, Australia
   - Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes

2. Zhang Li-Ping  
   Te Qi Shanghai University of Engineering Science, Shanghai, China
   - Study of cooperative education pattern

3. Watchara Sungkobol  
   Sasitwimon Maneewong  
   Swinburne University of Technology, Melbourne, Australia
   - Analysis of mathematical education on economics specialty

4. Awad Soliman Keshta  
   Islamic University of Gaza (IUG), Gaza, Palestine
   - The effectiveness of a blended learning program on developing palestinian tenth graders English writing skills

5. Kanpetch Saranontawat  
   Pimporn Thongmuang  
   Swinburne University of Technology, Melbourne, Australia
   - Innovative methods of teachers’ practice-orientation development

6. Toratane Munegumi  
   Narum University of Education, Narum, Thabalinj, Japan
   - Considering future directions for the specialized evaluation of educational programs for science teachers

7. Arias Sinthu  
   Akharin Piyanaphayamongkol  
   Swinburne University of Technology, Melbourne, Australia
   - Dialogue-based teaching model in college English teaching

8. Nutcha Phasuk  
   Nuttawut Wangnil  
   Swinburne University of Technology, Melbourne, Australia
   - Business field trips impact on education processes

9. Krit Chaisaengduan  
   Tospon Pampa  
   Swinburne University of Technology, Melbourne, Australia
   - Project-based hybrid business education of graduate and undergraduate group

10. Farangis Saeedi  
    Golestan University, Rasht, Iran
    - The effect of negotiation on second language acquisition

11. Arunroong Wongkungwan  
    Sathiya Phumaploy  
    Swinburne University of Technology, Melbourne, Australia
    - Environmentators: mentoring at-risk through university partnerships
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<td>4 Vera Gnevashева</td>
<td>Haocoi University for the Humanities, Moscow, Russia</td>
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<td>5 Yuttana Rattanaruwan</td>
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<td>7 Juan Francisco Aguirre Chavez</td>
<td>Autonomous University of Chihuahua, Chihuahua, Mexico</td>
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<td>10 Vanithangui Khoubung</td>
<td>Educational Research and Training NCERT, Bhopal, India</td>
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<td>11 Aina Jacob Kola</td>
<td>College of Agriculture, Igbosre, Oyo State, Nigeria</td>
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**Usage of ICT and social networking in educational process**

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<td>Suan Sunandha Rajabhat University, Bangkok, Thailand</td>
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<td>✔ 2 Chun-Pei Lin</td>
<td>Hangzhou University, Hangzhou, China</td>
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<td>Middle East University, Amman, Jordan</td>
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<td>✔ 6 Pirawat Chaipraphoowsakul</td>
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<td>✔ 7 Nuniya Noichun</td>
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**International Academic Conference on Educational & Social Innovations**

**Applications as IT-element of special disciplines teaching**

Designing of individual educational path of teacher's professional development in conditions of information educational environment

Trend of visual communication design education in the cultural and creative industries

Taxation and employment: considering relationships and factors of efficiency

Medical tourism in Russia: growth potential and competitiveness issues
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The general principle of intention models is that the intention is the immediate antecedent of behavior (Heuer & Kolvereid, 2014), while in turn the intention is determined by attitudes, and attitudes are affected by external influences (e.g., demographic and situational variables) (Shapro & Sokol, 1982; Ajzen, 1991; Krueger, Reilly & Carsrud, 2000; Botsaris & Vamvakas, 2014) examining the environmental conditions that favor the transformation of a perceived opportunity in a new enterprise (Sánchez, 2011).

Among favoring conditions that direct the intention of creating a business to action, the role of entrepreneurial education as a factor that strengthens entrepreneurial skills has been highlighted (Fayolle & Gailly, 2015). Also, it improves and develops skills and abilities associated with business creation, which affects the students' attitudes (Izquierdo & Bucleus, 2011), and has an influence on the direction of their future career, promoting their propensity to create a business at the end of their careers (Wilson, Kickul & Martin, 2007).

Therefore, research on entrepreneurial intentions has focused primarily on students from different educational levels, wide ranges of age and particular socioeconomic status conditions (Ferreira, Raposo, Rodrigues, Dinis & Do Paço, 2012). Given the need to compile the way in which this phenomenon has been studied, this article arises in order to examine the main research findings on entrepreneurial intention among university students, from the review of published scientific studies on indexed international journals.

That is why initially the importance of entrepreneurial intention and its focus on university students is contextualized, as well as the main models that have been used to analyze it. Subsequently, the methodology involved in the review of reliable secondary information sources from indexed international journals and oriented to the subject of interest. Finally, the main detected methodological approaches, models, constructs, variables and contributions in compiled researches in this research are set out.

**Background**

Facing the study of entrepreneurial intentions, it has developed two particular approaches; on the one hand, there is a large and growing literature on the individual level, i.e., the determinants of entrepreneurship in people (Lee, Wong, Der-Foo & Leung, 2011). This literature has extensive empirical evidence in favor, which states that occupational choice to become an entrepreneur depends on individual features, capacity and skills (Lanero, Vázquez & Muñoz-Adánez, 2014; Valencia-Arias, Gutiérrez, Montoya, Umba, & Montoya 2017), as well as the accumulated social capital by the individual (Dohse & Walter, 2012; Zhang, Cao & Zeng, 2014). On the other hand, there are oriented literature to research on the impact of context in a broadly way (e.g., macroeconomic and institutional conditions at regional level) (Delanoé, 2013; (Villa, Picón, Valencia-Arias & Jiménez, 2017) and regional rates about new business creation (Rocha & Sternberg, 2005; Dohse & Walter, 2012).

In addition, researches on entrepreneurial intentions are made under the assumption that people are rational, and in this sense, the available information to make a systemic use of it, is taken (Casson & Della, 2007), when a decision is made, which suggesting that (a) the individuals' behavior is determined by their intention to carry out certain behavior, and therefore this intention is the most decisive factor to explain it; (b) the intention of a behavior is a function of the attitude toward the behavior, subjective norms, and perceived behavioral
control; and (c) all other variables affect behavioral intention indirectly through attitude, subjective norm, and perceived behavioral control (Ajzen, 1991; Yang, 2013).

Additionally, the study of entrepreneurial intentions has a number of methodologies aimed to improve the understanding of the business intention (Fayolle, 2013), of which the most used and explanatory capacity according to the researchers' perspective in the field are: the Theory of Entrepreneurial Event, the Institutional Economic Theory and Theory of Planned Behavior (Díaz-Casero, Cerreia, Magolión & Raposo, 2012), being the Theory of Planned Behavior (TPB) (Ajzen, 1991) the most used and explanatory capacity (Iakovleva, Kolvereid & Stephan, 2011; Lortie & Castegiovanni, 2015).

Additionally, learning dynamics can be improved in entrepreneurship courses through more interactive strategies such as: virtual learning objects (Arango, Gaviria & Valencia, 2015), formative research (Lapina, Micca & Valencia, 2015), mobile learning (Echavarría, Valencia & Bermúdez, 2017), technological laboratories (Velez, Gutiérrez & Valencia, 2015), virtual learning communities (Bermúdez, Chalés, Valencia & Valencia, 2017), digital narratives (Villa, Valencia & Valencia, 2016), university spin-off programmes (Cadavid, Díez-Echavarría & Valencia, 2017), among others. Furthermore, it is considered that samples of university students are the most suitable, because students are considered as a potential entrepreneur population (Sánchez, Lanero & Yurrebaso, 2005) by the type of professional decisions they face (Krueger, 1993), consolidating entrepreneurial intention in university students is a priority sub-area of study in entrepreneurship research field.

Methodology

Initially, a search equation that identifies indexed academic literature on entrepreneurial intention among university students was defined. To this, it was considered as searching criteria equivalent terms to entrepreneurial intention (entrepreneurial intention - new venture intention - start up intention - new business intention - new firm intention) and equivalent terms for university students (student - scholar - undergraduate - learner - college - institution - school - education). In addition, those terms were searched in the title, abstract and keywords as time restriction, it was defined the last 15 years of publication in the field of knowledge (2000-2015), considering the following equation search:

\[(\text{TITLE (Intention W/4 Entrep*) OR (Intention W/4 New venture) OR (Intention W/4 Start up) OR (Intention W/4 New business) OR (Intention W/4 New firm)) AND TITLE (Student OR Scholar OR Undergraduate OR Learner OR college OR Institution OR school OR education) OR (KEY (Intention W/2 Entrep*) OR (Intention W/2 New venture) OR (Intention W/2 Start up) OR (Intention W/2 New business) OR (Intention W/2 New firm)) AND KEY (Student OR Scholar OR Undergraduate OR Learner OR college OR Institution OR school OR education))\]

When initial results were obtained, it was verified that these results made reference to the subject of study and it proceeded to the creation of a database for debugging information, in order to systematically defining the items that would be part of the comparative analysis proposed in this article.

Among the filters that were defined for the selection of the researches, it was taken into account that met the following aspects:

1. Collecting primary information through quantitative or qualitative (excluding literature reviews and reflections).
2. The study was focused on university students.
3. Reliability in the statistical analysis used to test hypotheses.
4. Researches, where constructs or variables related to entrepreneurial intention have been identified or used any model of entrepreneurial intention in developing the study.
5. Researches that reflect advances in entrepreneurial intention research field.

Finally, it was searched the selected items corresponding to different university populations around the world, in order to have a broader view of findings on the subject, so in this article studies with university students in Ghana, Spain, Portugal, United Kingdom, United States, Brazil, Australia, Mexico, Canada, Romania, Czech Republic, Russia, France, Ukraine, Germany, Norway, Colombia, Turkey, South Africa, Nigeria, among others were analyzed.

Given all the above criteria, 20 publications that have a greater affinity with defined filters were taken, allowing a heterogeneous contrast of several published and indexed studies on entrepreneurial intention in recognized worldwide databases.

Conclusions

It has been observed that the trend, in terms of methodological design, when evaluating entrepreneurial intention in university students is quantitative type, opting for self-administered survey as the instrument for collecting information, preferred by the possibility of collecting large information volumes and ease of access to the target population without involving great logistical efforts (taking into account that the studies are focused on universities and individual cities).

With regard to the most common techniques analysis, the structural equation models, correlation, and regression analysis are used; of these, OLS are recommended for future studies, the structural equation models, as it is a multivariate statistical technique that allows testing and estimating causal relations from the collected statistical data (Valencia, Gonzalez & Castañeda, 2016; Gutiérrez, Correa, Henn, Arango & Valencia-Arias, 2017). Thus, allowing to test alternative models to existing data in order to ascertain the role and importance of the mediating variables that are established according to the defined object of study in the study of entrepreneurial intention.

Facing the models used to study the factors and variables involved in the study of entrepreneurial intention, the Model of the Entrepreneurial Event (MEE) by Shapero (1982) and the model of Theory of Planned Behavior (TPB) by Ajzen (1991) are highlighted as the most prevalent in the academic literature of entrepreneurship, since much of the analyzed constructs and variables in the reviewed researches in this paper are based on these models. This is given by the coherence of their variables and high explanatory power that have been reported in different cultural contexts.

However, even the need to incorporate mediating variables (for example, work experience, knowledge in entrepreneurship, creativity, family support) among the main constructs and intention, since these variables allow better understanding of the entrepreneurial intention in observed social structures with particular characteristics, related to the educational, social and economic context.

On the other hand, it is noted that the subdivision of the study population from special characteristics (gender, training, discipline, knowledge, level of studies) shows particular
outcomes that are of interest to understand the variations of entrepreneurial intention, according to demographic, psychological and cognitive characteristics associated with a particular population group, which in turn allows better planning of strategies to promote entrepreneurship among university students.

The study of entrepreneurial intention continues being consolidated as a topic of interest in the research field of social sciences, so the need to explore new themes and approaches in this area of research, like the need of contextualizing and adequately adapting entrepreneurial intention models to the particular context of emerging economies, by improving validation and interpretation according to the particular needs of their educational, social and economic context. In addition, it is suggested to incorporate cognitive and socio-psychological aspects that have not been addressed in traditional models, in order to achieve new adaptations of models with greater explanatory power in developing countries.

Among the future proposed approaches by comparative research, the need to include entrepreneurial self-efficacy among the factors that should be incorporated in the analysis of entrepreneurial intention in developing countries it is highlighted. This factor has presented significant results from the sociological and psychological entrepreneurial approach, showing that greater entrepreneurial self-efficacy is associated with better performance entering university students, promoting assertive decision making and higher risk tolerance.

Most training programs for university entrepreneurship have focused on encouraging entrepreneurial intention through training and mainstreaming of knowledge in entrepreneurship in the curricula, but this strategy has not been adequately articulated with the context conditions (market labor, identifying business opportunities with growth potential, expansion of market size, available financial resources), which has caused such entrepreneurial intention is discouraged when interact with the business sector, being one of the reasons why that does not make the transition from the intention to create business into action. This phenomenon and the study of the factors that lead to take this step are still a tendency in entrepreneurship research field.

References:


Motivation’s Effects on Work Performance

Motivation theory proposed by McClelland (2013) states that the employee has a potential energy reserve. How this energy is released and used depends on the strength of one’s encouragement and situations, opportunities that are available. According to Robbins (2009), motivation is “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal”. That is the willingness to issue a high level of effort toward organizational goals, that is conditioned by the effort’s ability to satisfy an individual requirement.

Work performance according to Pradana & Wijaksana (2017) is a result of the quality and quantity of work which was achieved by employee in performing tasks based on given responsibilities.

Hashim (2007) states that work performance is a result of work which was achieved by the employee in executing task assigned based on employees’ skills, experiences, and determination.

From the definition of the experts above, it can be concluded that the work performance is a record of work result that was successfully achieved carrying out the tasks assigned to employee based on skills, experiences, and determination for a certain period of time.

Hypothesis Testing and conclusions

H0 = Motivation (X) does not significantly affect the Work Performance (Y) on the marketing unit at PT. Perkebunan Nusantara VIII.

H1 = Motivation (X) significantly affect the Work Performance (Y) on the marketing unit at PT Perkebunan Nusantara VIII.

This research was conducted by looking at the significant value of each variables on the output of regression result by using SPSS program. If the probability value of T counted < 0.05 then there was a strong influence between independent variable and dependent variable and vice versa, if the probability value of T counted > 0.05 then there was no strong influence between independent variable and dependent variable.

Table 1 - Hypothesis Test Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>48.892</td>
<td>6.302</td>
<td></td>
<td>7.758</td>
</tr>
<tr>
<td>x</td>
<td>-.255</td>
<td>.106</td>
<td>-.540</td>
<td>-2.399</td>
</tr>
</tbody>
</table>

a = Dependent Variable (Y)