



13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC
CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS



**AC-ESI
@2018
MILAN.IT**

CO-ORGANIZED BY:

CO-SPONSORED:
"THE EURASEANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS"

OFFICE OF GENERAL EDUCATION AND INNOVATIVE
ELECTRONIC LEARNING, SUAN SUNANDHA
RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL
ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT,
ROSTOV-ON-DON, RUSSIA



**INTERNATIONAL ACADEMIC
CONFERENCE ON
EDUCATIONAL & SOCIAL
INNOVATIONS**

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY

MAY, 2018

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 innovatization, 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. Luedech Girdwichai, 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 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 Zolocherskaya
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 patters 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 Techarattanased

*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 Rattamatamurak
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 Vinci 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*

AC-ESI-2018

ORGANIZATIONAL BOARD

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**INTERNATIONAL ACADEMIC CONFERENCE ON
EDUCATIONAL & SOCIAL INNOVATIONS**

AC-ESI - 2018 @ MILAN.IT

=AGENDA=

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

- Day 2** 08 May 2018
 Venue: Sheraton Milan Malpensa Airport Hotel, Italy Meeting Room
 9.00 Opening ceremony
 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
National Economy and Public Administration*
 Dr. Bundit Pungnirund
*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
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
 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, México*
 12.20 **Educating Young People in Multicultural Environment of Higher
Education Institution**
 Key-note speech by Dr. Nattapong Techarattanasak
*Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand*
 13.00 **Lunch** Restaurant

Session 1 – Environmental education: ways and challenges of implementation

- 14.00 Sinchai Poolkhai & Adisak Chuchat
 14.20 Jürgen Drissner
 14.40 Pattamaporn Kaewkongka & Apirati Triyawat
 15.00 Wipada Chaiwchan & Kittipat Bualek
 15.20 Kvetoslava Rešetová
 15.45 **Coffee break**
 16.00 Pawinee Ratabakorn & Uraivan Tunmukul
 16.20 Anosha Rojanapanich & Prem Thanatripop
 16.40 Pachara Wangmee & Worakarn Janiarasingham
 17.00 Unnop Panpuang & Saysunee Sangphueak

Foyer

18.00 Dinner

Restaurant

Day 3

09 May 2018

Venue: Sheraton Milan Malpensa Airport Hotel, Italy

Foyer

08.30 Registration open**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 Chuenkrut

10.00 Pordee Sukpun & Paweena Sribunrueng

10.20 Aekaphob Intarapoo & Pattiya Traiteepung

10.45 **Coffee – break** Foyer

11.00 Bundit Pungnirund

11.20 Sarawut Yamdee & Supas Amornchantanakorn

11.40 Mahir Pradana

12.00 Pimporn Thongmuang

12.20 Larisa Neyskaya & Svetlana Akhmetova

12.40 Lunch

Restaurant

Session 3 – Modern teaching: modern technologies and practical methods

13.30 Ketum Saraburin & Narasak Phunaploy

13.50 Zhang Li-Ping

14.10 Watchara Sungkabol & Sasiwimon Maneewong

14.30 Awad Soliman Keshta

14.50 Kanpetch Saranontawat & Pimporn Thongmuang

15.10 Toratane Muneegumi

15.30 **Coffee – break** Foyer

15.50 Arias Sinthu & Aknarin Piyaphanyamongkol

16.10 Nutecha Phasuk & Natwalun Wangnil

16.30 Krit Chaisaengducan, Tospon Pimpa

16.50 Farangis Sacedi

17.10 Arunroong Wongkungwan & Sathiya Phunaploy

18.00 Dinner Restaurant

- Day 4** 10 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
Foyer
- 08.30** Registration open
- 09.00** Session 4 – Management in educational institutes: modern issues and future prospects
- 09.00 Pennapha Meeto & Raweevan Khankham
- 09.15 Amber Osman & Muhammad Imtiaz Subhani
- 09.30 Budit Phraprataporn & Kulnidawan Dumkum
- 09.45 Vera Gnevasheva
- 10.00 Yutana Rattanasuwan & Piyanun Thanchai
- 10.15 Ratanaporn Sukserm & Thidarat Choknakawaro
- 10.30 Juan Francisco Aguirre Chavez
- 10.45 **Coffee – break**
- 11.00 Supaporn Wimonchalerk & Rutchanewan Panbua
- 11.15 Runglaksamee Rodkam & Paphitchaya Siipaksa
- 11.30 Vanthangpui Khobung
- 11.45 Aina Jacob Kola
- 12.00 Paakpoom Klaythong & Patcharida Wisaitket
- 12.15 Arun Sumdee & Anutsara Chanprapas
- 12.30** Lunch
- 13.30 Restaurant
- Session 5 – Usage of ICT and social networking in educational process**
- 13.30 Kiatiphoom Phachuen
- 13.50 Chun-Pei Lin
- 14.10 Piched Girdwichai
- 14.30 Siriporn Meenanan & Naruecha Narapong
- 14.50 Atef Abuhmaid
- 15.10 Pirawat Chaiyaphoomsakul, Sawitree Charaporn & Apisit Rattananurak
- 15.30 **Coffee – break**
- 15.50 Nuntiya Noichun
- 16.10 Nuntinee Nakkontee & Patompong Punnabhum
- 16.30 Sudarat Srirama & Krisana Aree
- 16.50 Vasyuta Eugenia
- 17.10 Grigoryeva Natalya & Kolycheva Zhanna
- 17.30** Dinner
- Awards and closing ceremony
- Restaurant

LIST OF SESSIONS:

- Day 2 Meeting room
14.00-17.30
- Session 1**
- Environmental education: ways and challenges of implementation**
Chairman: Dr. Jürgen Drissner
Environmental education and behavioral change
- 1 Sinchai Poolklai
Adisak Chuchat
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 2 Jürgen Drissner
*University of Ulm,
Germany*
Environmental education outside school: effects of a half-day teaching programme
- 3 Pattamaporn 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 Rešetová
*Slovak University of Technology
in Bratislava, Slovakia*
Publishing opportunities of doctoral candidates
- 6 Pawinee Ratabakorn
Uraivan Tunmukul
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Educational environment for teenagers' moral relations development
- 7 Anosha Rojanapanich
Prem Thanatripop
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Analyzing business factors of students' environmental attitudes
- 8 Pachara Wangmee
Worakarn Jantarasingharn
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Conceptual model for teaching the relationship of daily life and human environmental impact
- 9 Unnop Panpuang
Saysunee Sangphueak
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Sustainable development and teaching perspectives

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

Social capital and knowledge management in the context of staff empowerment

- 1 Pramsuk Huanprapai
Sasnan Prajongjai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 2 Ria Mardiana Yusuf
*Hasanuddin University,
Makassar, Indonesia*

- 3 Nattaporn Srichana
Warawut Chuenkrut
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 4 Pordee Sukpun
Paweena Sribunrueng
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 5 Aekkapob Intarapoo
Pattiya Traiteepung
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 6 Bundit Pungnirund
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 7 Sarawut Yamdee
Supas Amornchanakorn
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 8 Mahir Pradana
*Telkom University, Bandung
Indonesia*

- 9 Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 10 Larisa Nevskaya
Svetlana Akhmetova
*Perm National Research Polytechnic University,
Russia*

Day 3
13.30-17.30

Meeting room

Session 3

Modern teaching: modern technologies and practical methods

Chairman: Dr. Bundit Pungnirund

- 1 Ketum Saraburin
Narasak Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 2 Zhang Li-Ping
*Yu Qi, Shanghai University of
Engineering Science,
Shanghai, China*

- 3 Watchara Sungkobol
Sasiwimon Maneewong
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 4 Awad Soliman Keshia
*Islamic University of Gaza (IUG),
Gaza, Palestine*

- 5 Kametch Saranontawat
Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 6 Toratane Munegumi
*Naruto University of Education,
Naruto, Tokushima, Japan*

- 7 Arias Sinthua
Aknarin Piyaphanyamongkol
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 8 Nutchha Phasuk
Natwalun Wangnil
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 9 Krit Chaisaengducan
Tospon Pimpa
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

- 10 Farangis Saeedi
Gulistan University, Rasht, Iran

- 11 Arunroong Wongkungwan
Sathiya Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

Day 4 Meeting room

Session 4
09.00-12.30
Management in educational institutes: modern issues and future prospects

Chairman: Dr. Muhammad Imtiaz Subhani

- 1 Pemnapha Meeto
Raweevan Khankham
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 2 Amber Osman
Muhammad Imtiaz Subhani
Iqra University, Karachi, Pakistan
- 3 Buntit Phrapratnorn
Kulnidawan Dumkum
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 4 Vera Gnevashveva
*Moscow University for the Humanities,
Moscow, Russia*
- 5 Yuttana Rattanasuwann
Piyanun Thanchai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 6 Ratanaporn Sukserm
Thidarat Choknakawaro
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 7 Juan Francisco Aguirre Chavez
*Autonomous University of Chihuahua,
Chihuahua, Mexico*
- 8 Supaporn Wimonchaitlerk
Rutchanewan Panbua
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 9 Runglaksamee Rodkarn
Paphitchaya Silpaksa
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 10 Vanthangpui Khobung
*Educational Research and Training, NCERT
Bhopal, India*
- 11 Aima Jacob Kola
*College of Agriculture, Igbokra,
Oyo State, Nigeria*
- 12 Paakpoom Klaythong
Patcharida Wisaikeit
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 13 Arun Sumdee
Anutsara Chamrapras
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*

Day 4 Meeting room

Session 5
13.30-17.30
Usage of ICT and social networking in educational process

Chairman: Dr. Atef Abuhmaid

- ✓ 1 Kiattiphoom Phachuen
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 2 Chun-Pei Lin
Huaqiao University, Quanzhou, China
- ✓ 3 Piched Girdwichai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 4 Siriporn Meenanon
Naruecha Narapong
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 5 Atef Abuhmaid
*Middle East University,
Amman, Jordan*
- 6 Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanarunak
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 7 Nuntiya Noichun
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 8 Nuntinee Nakdonteek
Patompong Pumabhum
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 9 Sudarat Srirama
Krisana Aree
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
- 10 Natalya Grigoryeva
Zhamna Kolycheva
Southern University (IMBL), Russia
- 11 Vasyuta Eugenia
Don State Technical University, Russia
*The Russian Presidential Academy Of
National Economy And Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia*

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UNIVERSITY STUDENTS' ENTREPRENEURIAL INTENTIONS: WAYS FOR IN-STUDY IMPLEMENTATION

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The purpose of this article is to examine the main research findings on entrepreneurial intention among university students. Secondary information sources from indexed international journals were utilized. Results show that the model of Entrepreneurial Event and Theory of Planned Behavior are the approaches more used to measure the entrepreneurial intention and the necessity of adequately incorporating entrepreneurial self-efficacy in the entrepreneurial intention analysis in emerging economies. Furthermore, it is recommended adopting and validating the entrepreneurial intention models according to economic, social and educational context in developing countries, allowing the structuring of coherent educational strategies with university students population environment.

Keywords: entrepreneurs, students' attitudes, comparative study, higher education, education and business

Introduction

The entrepreneurship has established as one of most increasing research fields on social sciences in last decades, giving rise to the searching and validating research approaches that allow improving the business creation process understanding (Busenitz, Plummer, Klotz, Shahzad & Rhoads, 2014; Pulgarin & Cardona, 2016; Davidsson, 2016). From this necessity, there are significant findings about entrepreneurial intention study as one of approaches that improves the business creation process understanding (Bae, Qian, Miao & Fiet, 2014; Valencia, Montoya & Montoya, 2016), because it provides a mechanism to adequately explain the processes of identifying opportunities (Karimi, Biemans, Lans, Chizari & Mulder, 2016) and the development of entrepreneurship (Dehghanpour-Farashah, 2015; Liñán & Fayolle, 2015).

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) (Shapiro & Sokol, 1982; Ajen, 1991; Krueger, Reilly & Carsrud, 2000; Botsaris & Vamvaka, 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 & Buelens, 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 & Marlino, 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 scientist 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-Adán, 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) (Delanoe, 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, Ferreira, Mogollón & Raposo, 2012), being the Theory of Planned Behavior (TPB) (Ajzen, 1991) the most used and explanatory capacity (Iakovleva, Kolvereid & Stephan, 2011; Lortie & Castogiovanni, 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 (Valencia, Macias & Valencia, 2015), mobile learning (Echavarría, Valencia & Bermúdez, 2017), technological laboratories (Velez, Gutiérrez & Valencia, 2015), virtual learning communities (Bermúdez, Chalela, 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 production in the field of knowledge (2000-2015), considering the following equation search:

(TITLE ((Intention W/4 Entrepr) OR (Intention W/4 New venture) OR (Intention W/4 "Startup") 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 Entrepr*) OR (Intention W/2 New venture) OR (Intention W/2 "Startup") 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 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 options 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, González & Castañeda, 2016; Gutiérrez, Correa, Henao, 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 with 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 enterprising university students, promoting assertive decision making and higher risk tolerance.

Most training programs in 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.

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DO EMPLOYEES' PERFORMANCES DEPEND ON THEIR MOTIVATIONS? (CASE STUDY AT INDONESIAN NATIONAL BUREAU OF PLANTATION)

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Human resource is one of important assets that should be owned by company and well managed, because basically, human has a great ability to grow and develop. Maintaining and upgrading the company's human resource is a core function of corporate management. One of the tools to get qualified human resource that is employee's motivation through various company programs such as allowances, furlough, career path and others. The aim of this study was to determine the effect of motivation on employee performance in the marketing department of Indonesian National Bureau of Plantation, Bandung Branch. The method used in this study was descriptive analysis by using literature and field technique such as observation, interview, questionnaires and data analysis. The conclusion of the research indicated that there is a very high positive effect of motivation on the employee's performance in analyzed organization.

Keywords: work performance, motivation, human resource management

Introduction

Human resource is one of the elements that must exist in an organization. In human resource managing company actively uses motivation tools. The aim of this study is to consider an influence of the motivation on employee's performance in marketing department of Indonesian National Bureau of Plantation, Bandung Branch (hereinafter - Company). Company is located in Jalan Sindangsirna No.4, Bandung, Indonesia and is engaged in the cultivation of tea, rubber, quinine and palm oil.

Motivation's Effects on Work Performance

Motivation theory proposed by Mc Clelland (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.

Hasibuan (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

H_0 = Motivation (X) does not significantly affect the Work Performance (Y) on the marketing unit at PT. Perkebunan Nusantara VIII.

H_1 = 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^a
(calculated by co-authors)

| Model | Unstandardized Coefficients | | t | Sig. |
|------------|-----------------------------|------------|--------|------|
| | B | Std. Error | | |
| (Constant) | 48.892 | 6.302 | 7.758 | .000 |
| x | -.255 | .106 | -2.399 | .031 |

a = Dependent Variable (Y)