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13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI @2018 MILAN.IT

CO-ORGANIZED BY:

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

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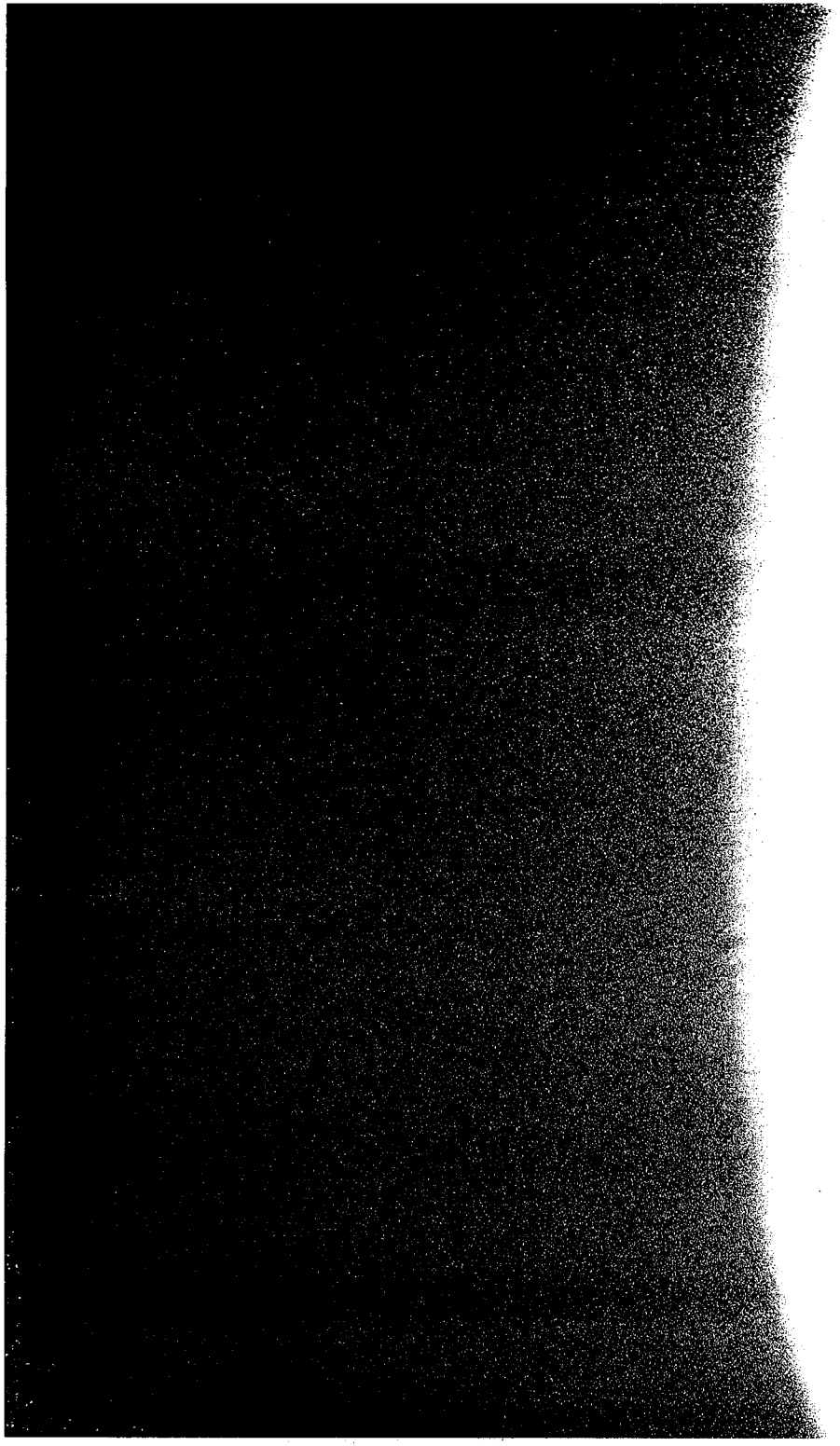

INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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 becames 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 powerfull 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 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 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 Rattanatranurak
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

AC-ESI-2018

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INTERNATIONAL ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

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=AGENDA=

Day 1 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy

13.00 Registration open — Foyer
Participants arrival, registration

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

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 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

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, México

12.20 **Educating Young People in Multicultural Environment of Higher Education Institution**
Key-note speech by Dr. Nattapong Techarattanased
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	Kvetoslava Rešetová	
15.45	**Coffee break**	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunnukul	
16.20	Anosha Rojanapanich &Prem Thanatripop	
16.40	Pachara Wangmee &Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
18.00	**Dinner**	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 Chuenkrut	
10.00	Pordee Sukpun & Paweena Sribunrueng	
10.20	Aekkaphob 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 Nevskaya & Svetlana Akhmetova	
12.40	**Lunch**	Restaurant
13.30	**Session 3 – Modern teaching: modern technologies and practical methods**	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara Sungkobol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	**Coffee – break**	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
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**	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 Subbani	
09.30	Bundit Phrapratanporn & Kulnidawan Dumkum	
09.45	Vera Gnevasheva	
10.00	Yuttana Rattanasuwan & Piyanun Thanchai	
10.15	Ratanaporn Sukserm & Thidarat Choknakawaro	
10.30	Juan Francisco Aguirre Chavez	
10.45	**Coffee – break**	Foyer
11.00	Supaporn Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksanee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
12.30	**Lunch**	Restaurant
13.30	**Session 5 – Usage of ICT and social networking in educational process**	
13.30	Kiattiphoom 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 Charamporn & Apisit Rattanatranurak	
15.30	**Coffee – break**	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srima & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
17.30	**Dinner**	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

Day 2 Meeting room
14.00-17.30

Session 1 **Environmental education: ways and challenges of implementation**
Chairman: Dr. Jürgen Drissner

1	Sinchai Poolklai Adisak Chuchat	*Suan Sunandha Rajabhat University, Bangkok, Thailand*	Environmental education and behavioral change
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 Uraiwan Tunnukul	*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 Meeting room
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 Sasinan Prajongjai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Social capital and knowledge management in the context of staff empowerment
2	Ria Mardiana Yusuf *Hasanuddin University, Makassar, Indonesia*	The practice of human resource strategic roles by "ulrich" model
3	Nattaporn Srichana Warawut Chuenkrut *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Student's research work as the condition of professional education
4	Pordee Sukpan Paweena Sribunrueng *Suan Sunandha Rajabhat University, Bangkok, Thailand*	University students' entrepreneurial intentions: ways for in-study implementation
5	Aekkaphob Intarapoo Pattiya Traiteepung *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 Yamdee Supas Amornchantanakorn *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Egocentrism and development of students identity
8	Mahir Pradana *Telkom 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 Akhmetova *Perm National Research Polytechnic University, Russia*	Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room
13.30-17.30

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

Chairman: Dr. Bundit Pungnirund

1	Nuntiya Noichun Narasak Phunaploy *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes
2	Zhang Li-Ping *Yu Qiu Shanghai University of Engineering Science, Shanghai, China*	Study of cooperative education pattern
3	Watchara Sungkobol Sasiwimon Maneewong *Suan Sunandha Rajabhat University, Bangkok, Thailand*	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 *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Innovative methods of teachers' practice-orientation development
6	Toratane Munegumi *Naruto University of Education, Naruto, Tokushima, Japan*	Considering future directions for the specialized evaluation of educational programs for science teachers
7	Arias Sinthu Aknarin Piyaphanyamongkol *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Dialogue-based teaching model in college English teaching
8	Nutcha Phasuk Natwalun Wangnil *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Business field trips impact on education processes
9	Krit Chaisaengduean Tospon Pimpa *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Project-based hybrid business education of graduate and undergraduate group
10	Farangis Saeedi *Guilan University, Rasht, Iran*	The effect of negotiation on second language acquisition
11	Arunroong Wongkungwan Sathiya Phunaploy *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Environmentors: mentoring at-risk through university partnerships

Day 4 Meeting room

Session 4 **Management in educational institutes: modern issues and future prospects**
09.00-12.30
Chairman: Dr. Muhammad Imtiaz Subhani

1	Pennapha Meeto Raweewan Khankham *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Academic freedom and leadership in modern academic institutions
2	Amber Osman Muhammad Imtiaz Subhani *Iqra University, Karachi, Pakistan*	Misuse of higher education
3	Bundit Phrapratanporn Kulnidawan Dumkum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Extension analysis of employee management based on social network model
4	Vera Gnevasheva *Moscow University for the Humanities, Moscow, Russia*	Student's view of education as the merit and private economic goods
5	Yuttana Rattanasuwan Piyanun Thanchai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	High school students' conceptions of learning in different domains
6	Ratanaporn Sukserm Thidarat Choknakawaro *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Educational pedagogy for sustainability: developing programs to transform behaviors
7	Juan Francisco Aguirre Chavez *Autonomous University of Chihuahua, Chihuahua, México*	A gender study on college students' academic self-efficacy
8	Supaporn Wimonchailerk Rutchanewan Panbua *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Multi-subject incentive cooperation of students' network entrepreneurial education
9	Runglaksamee Rodkam Paphitchaya Silpaksa *Suan Sunandha Rajabhat University, Bangkok, Thailand*	School-community participation in developing a local sustainability agenda
10	Vanthangpui Khobung *Educational Research and Training NCERT Bhopal, India.*	Tribal self-help groups in Manipur: a gender perspective
11	Aina Jacob Kola *College of Agriculture, Igboora, Oyo State, Nigeria*	Repositioning science education in nigerian colleges of education through public-private partnership (PPP)
12	Paakpoom Klaythong Patcharida Wisaiket *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Vocational education by transferring notions and all-round cultivation
13	Arun Sumdee Anutsara Chanprapas *Suan Sunandha Rajabhat University, Bangkok, Thailand*	The function of physical education for building social values

Day 4 Meeting room

Session 5 **Usage of ICT and social networking in educational process**
13.30-17.30
Chairman: Dr. Atef Abuhmaid

1	Kiattiphoom Phachuen *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Application of classroom assistant software based on Android
2	Chun-Pei Lin *Huaqiao University, Quanzhou, China*	An effect of existing knowledge assets to inbound/outbound disruptive innovation
3	Piched Girdwichai *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Analytical study on improving expertise of university students through innovative training project
4	Siriporn Meenanan Naruecha Narapong *Suan Sunandha Rajabhat University, Bangkok, Thailand*	College students' information quality and study on correspondence and education system in "Internet+" era
5	Atef Abuhmaid *Middle East University, Amman, Jordan*	Information and communication technology integration within the practicum
6	Pirawat Chaiyaphoomsakul Sawitree Charamporn Apisit Rattanatranurak *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Video converter using GPU on web application
7	Nuntiya Noichun *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Applications as IT-element of special disciplines teaching
8	Nuntinee Nakdontee Patompong Punnabhum *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Designing of individual educational path of teacher's professional development in conditions of information educational environment
9	Sudarat Srima Krisana Aree *Suan Sunandha Rajabhat University, Bangkok, Thailand*	Trend of visual communication design education in the cultural and creative industries
10	Natalya Grigoryeva *Southern University (IMBL), Russia* Zhanna Kolycheva *Don State Technical University, Russia*	Taxation and employment: considering relationships and factors of efficiency
11	Vasyuta Eugenia *The Russian Presidential Academy Of National EconomyAnd Public Administration, South Russia Institute of Management, Rostov-on-Don, Russia*	Medical tourism in Russia: growth potential and competitiveness issues

overburdening of women with domestic work which limits their ability to go out of the hou and explore potential avenues for profitable activities and lack of social networks a influences in the society. The prevalence of patriarchal systems among the tribal living Churachandpur district was found to be responsible for this situation. About 73% of membe belonging to AWS were found to be housewives without income of their own and load with more domestic responsibilities than their male counterparts. It was also found that ma members have more opportunities to attend any activities associated with the programme.

Therefore, from the above analysis it is evident that the social institutional arrangeme i.e. patriarchal system and gendered division of work found in the tribal societies of Manip could be one of the important factors responsible for the relatively poor performance of AW in terms of group's average savings and income generation.

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HIGH SCHOOL STUDENTS' CONCEPTIONS OF LEARNING IN DIFFERENT DOMAINS

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purpose of this study is to investigate whether or not conceptions of learning diverge in rent science domains by identifying high school students' conceptions of learning in ics, chemistry and biology. .The factor structures of each questionnaire were also zed by exploratory factor analysis. The differences between students' conceptions of ing in each questionnaire factors of all three domains were analyzed with paired les t-test. The results indicated differences in high school students' conceptions of ing physics, chemistry and biology which were identified for all seven factors except cation. In general sense, it was found that students preferred higher-level conceptions of ng biology more when compared with physics and chemistry domains. Possible cations about how students prefer to view learning from a higher-level perspective r than a lower-level perspective, especially the ones with a high mean score in physics hemistry (such as memorizing, preparing for exam and calculating and practicing) are ssed.

Keywords: conceptions of learning, domain difference, culture, science domain, high l students

Introduction

Educational researchers have conducted many studies regarding to how learning takes and tried to identify the factors having an active role in the learning process. These s not only affect the learning process, but also affect the learning outcomes. It was in the studies conducted together with students' cognitive and motivational qualities & Uyar, 2013; Demir, Öztürk & Dökme, 2012; Reyes et.al, 2011; Henning & Shulruf, learning environments (Brooks, 2010), qualities of the teacher (Rivkin et. al., 2005), es towards a lesson or a topic (Stevens & Slavin, 1995), epistemological beliefs (Sadi gyar, 2015; Chen & Pajares, 2010; Schommer-Aikin, 2004), approaches to learning & Brown, 2000; Cano, 2005), strategies (Rowden Quince, 2013; Li & Chun, 2012) and tions of learning (Chiou, Liang & Tsai, 2012; Tsai, 2004; Sinatra 2001; Dart et al., Pillay et al., 2000; Schommer, 1998) are also shown to be effective in the learning s and outcomes. Among these factors, conception of learning is one of the issues that quently taken into consideration. In general sense, conceptions of learning could be d as the ways of learning that students prefer more during their learning process.

Moreover, conceptions of learning can also be defined as the student's learning aims, es, duties, strategies or opinions regarding the learning process (Vermunt & tten, 2004). Buehl and Alexander (2001) and Tsai (2004) defined the conceptions of g as students' school knowledge and their learning beliefs which are considered as nic epistemological beliefs. The oldest study on this topic was conducted with the

university students by Saljo (1979). Saljo categorized conceptions of learning under five different categories, increase of knowledge, memorizing, the acquisition of facts or procedures which could be retained and/or utilized in practice, the abstraction of meaning and an interpretative process aiming at an understanding of reality depending on interviews which he conducted with 90 college students. In a later study, Marton, Dall'Alba and Beaty (1993) added a term changing as a person as the sixth category. Saljo (1979) and Marton et. al. (1993) defined the first three categories (increase of knowledge, memorizing, acquisitions of facts or procedures) as passive accumulation of knowledge which is obtained externally.

On the other hand, the last categories; abstraction of meaning, an interpretative process aimed at the understanding of reality and changing as a person were defined as the active acquisition, interpretation and application of knowledge obtained internally. Therefore researchers categorized these six categories hierarchically from the most basic and simple one to the most sophisticated ones (Marton, Dall'Alba, & Beaty, 1993; Watkins & Regmi, 1992) or from the most superficial one to the most deep (Marton & Saljo, 1984). In the studies, similar categorizations were also defined (Yang & Tsai, 2010; Tsai, 2004).

Furthermore, many studies revealed that conceptions of learning are related to cognitive strategies and approaches to learning (Kember, Biggs, & Leung, 2004; Bunn, Pillay, & Dart, 2003; Dart et al., 2000; Norton & Crowley, 1995). Based on the results of the study conducted by Dart et. al. (2000), it was found that the students who preferred lower level conceptions of learning such as memorizing and recording used surface strategies more (e.g. rote learning), whereas the students who preferred understanding or learning as perceiving something in a different way as their conceptions of learning used deep strategies (e.g. applying knowledge to real life). As a result, identifying students' conceptions of learning provides important insights into their learning (Tsai et. al., 2011).

A number of studies were conducted to identify general conceptions of learning (Duarte, 2007; Eklund-Myrskog, 1998; Saljo, 1979); however, the idea that conceptions of learning might be domain-specific has been discussed lately. Moreover, some studies focused on how to identify high school students' conceptions of learning science, physics, biology and chemistry (Sadi & Lee, 2015; Lin & Tsai, 2013; Chiou et al. 2012; Liang & Tsai, 2010; Lee et al., 2008; Tsai & Kuo, 2008). For instance, Tsai (2004) conducted interviews with 20 university students and qualitatively divided students' conceptions of learning science into the following seven categories as memorizing, testing, calculating and practicing tutorial problems, the increase in knowledge, applying, understanding and seeing in a new way.

Moreover, Tsai stated that these conceptions of learning tend to be developmental and hierarchical and the first three conceptions of learning are lower-level conceptions while the last four are the higher-level conceptions. However, Tsai (2004) also emphasized that students' conceptions of learning science, so their conceptions of learning physics or biology could not be revealed through the questions referring to "science". According to abovementioned studies, conceptions of learning depend on different learning experiences in different domains which may result in different conceptions of learning.

In another words, the "conceptions of learning biology" that the students prefer might be different from their "conceptions of learning physics" or from the "conceptions of learning chemistry." Chiou et. al. (2012) emphasized the need for research in more specific domains in order to examine students' conceptions of learning more in a deeper sense. However, different from the studies on general conception of learning in science, a

ers of studies focus on students' conceptions of learning in different domains, such as physics (Chiou et al. 2013; Hegarty-Hazel & Prosser, 1991), chemistry (Li et al. 2013; ett, Garnett & Hackling, 1995) and biology (Sadi & Dagyar, 2015; Chiou et al. 2012). There is no single study that focuses on and compares students' conceptions of learning ally in these three domains; physics, chemistry and biology. Consequently, this study onducted to identify the same group of students' conceptions of learning physics, stry and biology and to put forth the similarities and differences in their conceptions of g in different domains. In this way, it is expected that this study will contribute to the re by filling an important gap. In addition to the domain-dependent aspect of tions of learning, another important point that is highlighted in the literature is that ts' conceptions of learning might be affected by cultural differences.

Research questions

Most of the studies analyzed students' conceptions of learning science. However, to e purposes of this study, the "Conceptions of Learning Science" questionnaire was his questionnaire, which was developed by Lee et al. (2008) has been adapted to t domains (Chiou et al. 2013; Li, Liang & Tsai, 2013). Therefore, it was necessary to "Conceptions of Learning Physics" (COLP), "Conceptions of Learning Chemistry") and "Conceptions of Learning Biology" (COLB) questionnaire and to test them for liability and validity. Afterwards, students' conceptions of learning physics, chemistry ology were identified by implementing these questionnaires. Firstly, the factor e of the COLP, COLC and COLB questionnaires were analyzed using exploratory nalysis, and then, answers to the following questions were searched:

1. What tendencies do the high school students' conceptions of learning physics, ry and biology exhibit?
2. Are there any significant differences between the high school students' conceptions ng physics, chemistry and biology?

Methodology

his study is a quantitative one which was conducted by using a survey model. With of this relational survey model, it aimed to identify students' conceptions of learning ent domains and factors without forming causeeffect relationships (Karasar, 1999).

ample

he sample of this research consisted of 361 high school students, 174 of whom were d 187 of them were female. All the students who participated in the study were taking chemistry and biology courses simultaneously. One hundred and fifty-three students h graders (42.4%), 109 students were 10th graders (30.2%), and 99 students were ders (27.4%). The average age of the students was 15.8 and their ages ranged from

strument

he "Conceptions of Learning Science" (COLS) questionnaire (Lee, Johanson & Tsai, as used to identify high school students' conceptions of learning. Since, in this study,

students' conceptions of learning physics, chemistry and biology were identi
"Conceptions of Learning Science" questionnaire was adapted to physics, chemistry
biology and high school students who participated in the study filled out "Conceptions
Learning Physics" (COLP), "Conceptions of Learning Chemistry" (COLC)
"Conceptions of Learning Biology"

Results

In order to test whether COLP, COLC and COLB questionnaires were suitable fo
analysis, Kaiser-Meyer-Olkin (KMO) and Bartlett sphericity values were examined b
the factor analysis. KMO coefficient is expected to be higher than 0.5 and in this way;
proof is gathered so as to whether the data obtained through the questionnaire ca
modeled using factor analytical model (Field, 2000).

The values for COLP, COLC and COLB were 0.873, 0.905 and 0.872, respectively
it was seen that with the values close to 1, the data were suitable for the factor analy
structure. In addition, with Bartlett sphericity test, which is ki-square statistics,
meaningfulness of the correlational matrix for the variables were tested. According t
results of Bartlett sphericity test, ki-square (χ^2) was found to be 5815.03 ($p < 0.01$) for C
6825.10 ($p < 0.01$) for COLC and 4797.59 for COLB, and the null hypothesis was rej
In other words, it was seen that the data had a normal distribution with multiple vari
and thus, suitable for the factor analysis.

Discussion and Conclusions

The main purpose of this study was to investigate whether differences exist bet
students' conceptions of learning physics, chemistry and biology. Therefore, initially
COLS questionnaire was modified to physics, chemistry and biology domains
exploratory factor analysis was conducted for each questionnaire. It is thought
researchers will be able to use these questionnaires to identify students' conceptio
learning physics, chemistry and biology in the future studies.

According to the findings of this research study, there are some differences in
school students' conceptions of learning depending on the domain. First, high school stu
prefer to learn physics and chemistry by memorizing rather than biology. Moreover,
prefer preparing for exams and calculating and practicing conceptions of learning for ph
and chemistry more. Some similar or different results have been provided by resea
from different countries and different cultures.

As a result, although these findings differ from the results of some of the studies i
literature (Chiou, Lee & Tsai, 2013), they are still in parallel with some of them (Li, Lia
Tsai, 2013; Asikainen, Virtanen, Parpala & Lindblom-Ylanne, 2013).

When physics and chemistry curricula in high schools are considered, it is see
there are a lot of formulas (e.g. formulas on force and movement in physics), symb
elements and compounds (e.g. periodical table in chemistry), equations and structures.

Although science education environment has been enriched in order to allow st
interaction and relation with concrete materials because a context-based learning approa
adopted, students may still prefer lower-level conceptions of learning when learning ph
and chemistry. Although the same students have not yet given up memorizing or prep

ams and calculating and practicing conceptions of learning when they learn biology,
refer them less when compared with physics and chemistry.
This finding might be resulting from the fact that students may establish more links
en the topics they have learned in the biology lessons and the situations they come
in daily life, that they have more opportunities to be in a learning environment suitable
ning by doing and living, or the fact that biology curriculum especially for 9th and
ade includes basic topics that meet students' expectations and needs.
nother finding of the study is that there are significant differences in increasing one's
dge, understanding and seeing in new way conceptions of learning for physics,
ry and biology domains.
tudents preferred the higher-level conceptions of learning mentioned above in biology
more than they did in physics and chemistry domains. In a general sense, the high
students participated in the study had a tendency to prefer higher-level conceptions of
more than lower-level conceptions of learning when they learn biology. Chiou,
nd Tsai (2012) stated that undergraduate biology major students' mean scores in
evel conceptions of learning biology (increasing one's knowledge, application,
nding and seeing in a new way) are higher than their mean scores in lower-level
ons of learning biology (memorizing, testing, and calculating and practicing) and
students who preferred higher-level conceptions of learning used deep strategies.
oreover, the results of the studies stated that students who students holding a higher-
nception of learning (such as emphasizing the understanding or seeing a new way)
o use deep approaches to learning; however, students who report a lower-level
on of learning (such as emphasizing the memorizing or preparing for exams) tended
rface approaches to learning (Lee et al., 2008; Dart et al., 2000).
herefore, the findings of the present study may shape insights for educators and
regarding how to help students engage in deep approaches and meaningful learning
ysics and chemistry. Also, in relation with the findings of this study, physics and
y teachers should promote their students to be aware of conceptions of learning
to the improvement of their knowledge and experiences which are easily recallable
le in their daily life, instead of conceptions of learning focusing on memorizing or
for exams.

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MISUSE OF HIGHER EDUCATION

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tudy aims to explore the negative impact of education on the individual and societies. vestigating the proposition of this study a sample of 4060 respondents were selected the various geological space which include Pakistan, UK, India, USA, China, ssia, Turkey, and Thailand, Australia, Germany, UAE, Panama, Albania, the findings paper confirmed the very contrasting facts for the space of selected regions as the that though the educations and teachings makes man, human but at times this ions also brought its negative and drastic side effects on the individuals and make plunged in self assertiveness and ethnocentrism.

eywords: Education, Higher education

ntroduction

ducation grooms an individual at all stages of life. This study basically focuses on the that how people despite of attaining higher education fail to work morally and y at their workplaces; institutes not fostering the right practices of higher education, esults on the society as a whole. The greater outlook of the society at the moment is matter if that person is designated at high position or low position, they misuse their f education, their seat and demoralize and try to destabilize the system. Higher on and Education paves the way for a society with strong and positive environment adays, the society is filled with negativity and mal-use and operations executed by ducated individuals. This totally damages the image of a highly qualified person and ole is damaging the society day by day. Hence, we studied the mal – use of higher n at higher education student and professor level that creates a unpleasant society. e study focuses that whether there has been a negative use of Higher Education by ns, its teachers/professors, students and professionals (completed with higher degree(s)). How some professors misuse their higher educational background and o unethical activities, which impacts students as well. Other factors include y gains, unsatisfied with current jobs, egotistical nature, underestimating others, not to their elders and negative impact on our moral and ethical values.

iterature review

re is ample literature regarding the education and higher education in broad terms. g our study to misuse of higher education, it has been outlined by Astin (1977) basic model names as 'input-process-output', which was related to quality of an n is seen through its well-trained lecturers and professors that create space for a educational environment for the students in order to become the leaders of the . It is important to mention here that if the educational environment has bad al environment and lecturers / professors negligent to educational focus and through many ways is the misuse of higher education.

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