



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 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 Rattanatanurak
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

ORGANIZATIONAL BOARD

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**INTERNATIONAL ACADEMIC CONFERENCE ON
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AC-ESI – 2018 @ MILAN.IT

=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. Zolocheskaya 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 Tunmukul	
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 & Raweevan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subhani	
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	Supapong Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee 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 Meenanant & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatanurak	
15.30	Coffee – break	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srirama & 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 <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Environmental education and behavioral change
2	Jürgen Drissner <i>University of Ulm, Germany</i>	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	“Public-based-learning”: environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Considering students’ environmental self determination
5	Kvetoslava Rešetová <i>Slovak University of Technology in Bratislava, Slovakia</i>	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Educational environment for teenagers’ moral relations development
7	Anosha Rojanapanich Prem Thanatipop <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Analyzing business factors of students’ environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	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 Nutch 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*
Environentors: 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
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Academic freedom and leadership in modern academic institutions |
| 2 | Amber Osman
Muhammad Imtiaz Subhani
<i>Iqra University, Karachi, Pakistan</i> | Misuse of higher education |
| 3 | Bundit Phrapratanporn
Kulnidawan Dumkum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Extension analysis of employee management based on social network model |
| 4 | Vera Gnevasheva
<i>Moscow University for the Humanities,
Moscow, Russia</i> | Student's view of education as the merit and private economic goods |
| 5 | Yuttana Rattanasuwan
Piyanut Thanchai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | High school students' conceptions of learning in different domains |
| 6 | Ratanaporn Sukserm
Thidarat Choknakawaro
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Educational pedagogy for sustainability: developing programs to transform behaviors |
| 7 | Juan Francisco Aguirre Chavez
<i>Autonomous University of Chihuahua,
Chihuahua, México</i> | A gender study on college students' academic self-efficacy |
| 8 | Supaporn Wimonchailerk
Rutchanewan Panbua
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education |
| 9 | Runglaksamee Rodkam
Paphitchaya Silpaksa
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | School-community participation in developing a local sustainability agenda |
| 10 | Vanthangpui Khobung
<i>Educational Research and Training NCERT
Bhopal, India</i> | Tribal self-help groups in Manipur: a gender perspective |
| 11 | Aina Jacob Kola
<i>College of Agriculture, Igboora,
Oyo State, Nigeria</i> | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong
Patcharida Wisaiket
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Vocational education by transferring notions and all-round cultivation |
| 13 | Arun Sumdee
Anutsara Chanprapas
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | 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
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Application of classroom assistant software based on Android |
| 2 | Chun-Pei Lin
<i>Huaqiao University, Quanzhou, China</i> | An effect of existing knowledge assets to inbound/outbound disruptive innovation |
| 3 | Piched Girdwichai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Analytical study on improving expertise of university students through innovative training project |
| 4 | Siriporn Meenanon
Naruecha Narapong
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | College students' information quality and study on correspondence and education system in "Internet+" era |
| 5 | Atef Abuhmaid
<i>Middle East University,
Amman, Jordan</i> | Information and communication technology integration within the practicum |
| 6 | Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanatanurak
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Video converter using GPU on web application |
| 7 | Nuntiya Noichun
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Applications as IT-element of special disciplines teaching |
| 8 | Nuntinee Nakdonte
Patompong Punnabhum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9 | Sudarat Srma
Krisana Aree
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Trend of visual communication design education in the cultural and creative industries |
| 10 | Natalya Grigoryeva
<i>Southern University (IMBL), Russia</i>
Zhanna Kolycheva
<i>Don State Technical University, Russia</i> | Taxation and employment: considering relationships and factors of efficiency |
| 11 | Vasyuta Eugenia
<i>The Russian Presidential Academy Of
National Economy And Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues |

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SCHOOL-COMMUNITY PARTICIPATION IN DEVELOPING A LOCAL SUSTAINABILITY AGENDA

Runglaksamee Rodkum
Paphitchaya Silpa

Suan Sunandha Rajabhat University
Bangkok, Thailand

Increasingly, international and national statements are calling for the development of local sustainability scenarios within partnerships between schools and their communities. The present study addresses the question of reciprocity in such partnerships, by comparing the sustainability agendas underlying schools' educational programs to the sustainability agendas of the students' parents. The study was conducted among four urban school community systems in Thailand, implementing sustainability education. The results reveal a lack of reciprocity. Schools and parents belong to two different populations, with different sources of influence. Schools' agenda seems to be mostly influenced by ministerial centralization. Schools' and parents' sustainability agendas were compared against the perspectives of the United Nations Decade of Education for Sustainable Development International Implementation Scheme. Parents' agendas were highly compatible with their perspectives, whereas schools' educational programs, focusing mainly on environmental science, lacked compatibility with the perspectives. The suitability of the perspectives in school settings is questioned.

Keywords: Community-based education; environmental education; school-community partnership; sustainability agenda; sustainability education

Introduction

The perception of sustainability education as a local partnership, in which schools and their communities participate in constructing the program's agenda, has been gaining prominence worldwide (Guevara, King, Harris, & Toomey, 2008; McKeown, Hopk

in, & Chrystabridge, 2002; Tal, 2004). In recent years, schools accredited as "Green Schools" have been required to relate to and interact with the schools' local communities and have been assessed according to the degree to which their sustainability education programs fulfill this role.

In the present study, we put forward the following question: To what degree do the sustainability education programs implemented among "Green Schools" in promote the construction of a local sustainability agenda within the schools' communities? To answer this question, we have applied a set of comparisons between the sustainability agenda underlying schools' programs and the sustainability agenda of the parents of the schools' students.

For example, Hungerford and Volk (1990) described three levels of environmental literacy, which include: entry level, ownership and empowerment. They defined major and minor variables for each level. To assess the required sets of environmental literacy variables, various instruments for standardized testing were developed.

These instruments included, for example, the Middle School Literacy Instrument (MSLI) (Bluhm, Hungerford, McBeth & Volk, 1995; McBeth, 1997); the Secondary School Environmental Literacy Assessment Instrument (Marcinkowski & Rehling, 1995); environmental literacy surveys by The National Environmental Education and Training Foundation and Roper Starch Worldwide (1997, 1998); and the "New Ecological Paradigm" (Dunlap & Van Liere, 1978; Dunlap, Van Liere, Mertig, & Jones, 2000). The turn of the century has seen subsidence of the generalist models of environmental education and a shift towards locally contextualized perceptions of environmental education (Breiting, Mayer, & Mogensen, 2005).

These new perceptions arose side by side with the development of new understandings regarding the contents and pedagogies of a newly emerging term: "sustainability education". Sustainability education began to be perceived more in terms of locally constructed scenarios, rather than as a set of solutions to well-defined problems (Breiting et al., 2005; Dunlap & Tilbury, 2002; Mogensen & Mayer, 2005). According to this perception, sustainability education needs to emphasize and reflect the culture of complexity in which it is embedded (Mayer, 2004; Mogensen & Mayer, 2005). Schools are called upon to take part in a dynamic network of co-operations and exchanges, to be locally relevant and active, and to participate in constructing "local situational knowledge" (Breiting et al., 2005, p. 42).

This shift in perception emphasizes the role of schools as relevant stakeholders in their communities' sustainability agenda. With this view in mind, the answer to the question - "Why form sustainability education partnerships?" is: because only through partnerships between schools and their communities can the vision of sustainability education, as a dynamic process of constructing local scenarios, become meaningful. Leading national and international strategies for implementing sustainability education have embraced this approach, which is expressed in various strategic documents. Some examples include the following:

Posch (1999) advocated that schools should launch initiatives on three interconnected levels: the pedagogical level, the social/organizational level, and the technical/economic level. He termed this process "school ecologization" and claimed that by reshaping schools' internal and external interactions, schools would be able to gain status and ability to influence their communities.

Kilpatrick, Johns, Mulford, Falk, and Prescott (2002) proposed a model for school-community partnerships based on a sequence of 12 characteristics of partnerships. The

model incorporates indicators of the level of maturity of a given partnership. It classifies partnership's maturity level as either early, middle, or late, according to indicators such as who initiates the relationship (a relationship initiated by the school is considered to be "early", whereas relationships initiated by the community are more mature), or decision-making (an early relationship is characterized by decisionmaking weighted towards the school, whereas in a mature relationship the weight of decision-making is towards the community).

Armstrong and Bottomley (2003) designed an action research model that aims to ensure that the entire school community is committed to and takes ownership of the educational process. The school's role in this model is to act as a "center for action" and a stimulus for local sustainable development (Gough, 2006). Though the above models present comprehensive frameworks of relationships between schools and their communities, little empirical data exists regarding outputs and outcomes of sustainability education in the form of mutual local knowledge construction or other components of local sustainability agenda construction.

Ruiz-Mallén, Barraza, Bodenhorn, and Reyes-Garcia (2009) pointed out the lack of research regarding the relationship between the environmental knowledge gained in schools and local environmental knowledge acquisition.

In their study, the authors evaluated the relationships between the two sources of knowledge among indigenous adolescents in a Mexican preparatory school. Their results revealed a lack of correlation between school-based knowledge and local environmental knowledge. These results, though highly indicative, capture only a small segment of numerous aspects of the reciprocities between schools and their communities with regard to sustainability education.

Other important aspects include cognitive aspects not related to knowledge, affective aspects, values and ethics, and others. Agenda Evaluation as an Output Measurement Instrument in the present study we chose to evaluate the outcomes of schools' interactions with their communities by comparing the sustainability agenda of each school's sustainability education program with the agenda of its corresponding community, represented by the parents of the school's students. We considered this comparison to be an indicator that encapsulates the composite affective and cognitive aspects of sustainability education.

The term "sustainability agenda" is a composite disposition comprising and reflecting a set of attitudes, beliefs, knowledge and perceptions. These dimensions combine in complex relationships to form the agenda. The term is closely related to the term "worldview", which was described by Norton (1991) as follows: "The axioms of a worldview, while often implicit and hidden, represent rock-bottom commitments that the holders of a worldview would eventually cite as supporting the larger edifice of their beliefs..." (p. 75). "Worldview", or "agenda", is not a static construct. It continuously changes and develops, influenced by knowledge and new experiences that construct and reconstruct the worldview (Disinger & Tomsen, 1995; McKenzie, 1991).

Because of their dynamic and complex characteristics, agendas are particularly suitable as indicators for analyzing the nature of relationships formed between sustainability education schools and their communities. Schools that interact with their communities can do so through multiple pathways. These interactions can lead to various mutual constructions, which are beyond simple knowledge construction. Evaluation of agendas holds the potential

of capturing some of the affective and cognitive pathways of interactions, through their reflection in the resultant agenda.

Specifically, if a school-community system forms a close, reciprocal and intimate relationship, we expect to find evidence of mutual construction of a local sustainability agenda. In contrast, in cases in which the relationships between sustainability education schools and their communities are unidirectional, instrumental and/or technical, rather than reciprocal, we would not expect to find mutual construction of a sustainability agenda, due to a lack of the required affective-cognitive interactions that could support development of the construct.

On the basis of the above premises, it becomes possible to gain useful insights into school-community partnership relationships by comparing the underlying sustainability agenda of the school's sustainability education program and the sustainability agenda of the members of the community. In our study, the community is represented by the parents of the school students.

The present article presents results of a set of comparisons that were carried out among schools that implement sustainability education programs and their communities. All studied schools are committed to implementing sustainability education through involvement in real-life community issues and interactions with their communities. These interactions are manifested in various ways, including the following: (a) natural ecosystem conservation projects, involving students' families and community organizations; (b) sending newsletters to parents, informing them about environmental events and providing environmental information; and (c) environmental incursions and excursions in which students and their parents participated.

The four schools were accredited as "Green Schools". As part of their accreditation, the schools were required to provide evidence for community participation in their environmental educational programs. For the purposes of the present study, data comparison was carried out between the sustainability agenda of the schools' students' parents (who form the closest and most immediate circle of the schools' community members) and the agenda underlying the schools' sustainability education programs.

The UN DESD IIS (UNESCO, 2005) was used as a frame of reference for the contents of the sustainability agenda. This document presents 15 perspectives, which are organized into three spheres: socio-cultural, environmental, and economic. Each perspective (respectively) includes subtopics such as gender equality, climate change, and poverty reduction. The IIS states that the strategic perspectives that constitute the scope of sustainability education, and the connections between them, should be addressed in the process of education and learning for sustainable development (UNESCO, 2005).

By comparing the schools' agendas with those of the parents, we were in effect capturing the outcome of sustainability-related influential interactive processes that take place among the following major stakeholders: the schools' teachers and administrators, the students, and the students' parents. A school and its community can be regarded as an open system, nested within systems and interacting with other systems. This implies that there are various factors influencing agenda development. These include: the broader community, the students' peers, the media, broader educational institutions and other institutions, personal and collective background and culture, etc. Comparison of schools' and parents' agendas allows us to assess an assessment of the relative extent to which agenda development is influenced by

interactive processes between schools and parents, as compared to other external factors that are co-active in exerting such influence.

The comparisons presented below provide a path for gaining insights not only into the nature of the partnership between schools and their communities, but also into the nature of the sustainability education programs that are implemented in the observed schools. Operational Definition of Terms In the context of the present evaluation, the term "sustainability agenda" is defined operationally as follows:

"Sustainability agenda of parents" - Degree of importance and interest that parents attribute to different sustainability issues;

"Sustainability agenda of a school's program" - Degree of emphasis given by the program to different sustainability issues.

Discussion

The present study provides empirical results regarding the outcomes of school-community partnership in sustainability education programs. Specifically, it compares schools' sustainability agendas with those of students' parents, as an indication for reciprocal processes within the partnership. The results indicate that there is no compatibility between the sustainability agendas of schools' programs and the sustainability agendas of parents. Schools and parents in our sample belong to two different populations with regard to the sustainability agendas. Furthermore, we find that while schools mainly teach environmental topics, parents' sustainability agenda is more aligned with the perspectives of the UN DES IIS (UNESCO, 2005).

In what follows, we will discuss the major findings of the study, as follows: the barrier between schools and parents; the meanings that can be drawn from the proximity between parents' agenda and the IIS perspectives; the contents of the schools' sustainability education programs; and the characteristics of the school-community partnerships evaluated in the study. Analyzing the Barrier Between Schools and Parents

This study found no evidence of mutual school-community construction of a local sustainability agenda. The analyses revealed two distinct populations of parents and schools with a "barrier" of interactive influences between them.

This result raises the following questions:

How can the two populations be characterized with regard to the sources of influence on their agendas?

Following are some suggested explanations.

Schools were overall highly homogeneous with regard to their underlying sustainability agenda.

This finding is surprising due to the schools' dispersed geographical locations and differences in their local activities with their communities.

From a school's perspective, it is the ministerial requirements that count, rather than the local community's input and interests. Parents' population Parents affiliated with the four schools were highly homogeneous, despite their dispersed locations.

The lack of expression of local community agendas in the study's results raises questions regarding a community's geographical and social boundaries in the context of sustainability agenda. The families affiliated with the four schools were all members of middle- to high socio-economic clusters. Thus, the parents of the students, though

geographically remote, shared many of their influence sources, such as the media, workplaces, educational background, culture and experiences.

Schools need to move away from the role of experts and adopt a discursive relationship in which local issues are perceived as complex and debatable.

Applicability and Limitations of the Study's Results

The high level of disparity found in the present study, between primary schools' sustainability curricula and the sustainability agendas of the broader communities in which schools operate, needs to draw attention to the relevancy of school curricula and to the roles schools take on within their communities.

The study's results may inform education practitioners and researchers regarding the impact of rigid curricula on transformative approaches in sustainability education.

The present study was carried out among a small sample of four urban schools and their communities. The applicability of the results is therefore limited. Yet, we assume that four school-community systems do provide important insight into the nature of the relationships between many other urban schools and their communities.

This assumption is supported by two main sources. The first is the very high levels of homogeneity that we found among schools at different locations and among parents living in different cities. The second source is a study by Ruiz-Mallén and colleagues (2009) comparing Mexican students' local knowledge to the school knowledge. Though the two studies were carried out in different countries, used different methodologies, and investigated different aspects of sustainability education, similar results were obtained.

Both studies reveal significant gaps between schools and their communities with regard to sustainability education.

The present study's results provide grounds for further investigation of questions such

1. What is the extent of applicability of the results, obtained from urban communities, to other school-community worldwide?
2. In cases in which large gaps exist between schools and their communities, what are the conditions that nurture these gaps and enable their perpetuation?
3. What are the implications of profound sustainability agenda gaps with regard to the effectiveness of sustainability education programs carried out by schools?
4. How do gaps in sustainability agendas between parents and schools affect students' constructivist processes of "making meanings" related to sustainability issues?

Further investigation is also required in order to elucidate the relationships between highly centralized educational administration and schools' positioning within their communities. Such investigation will contribute to the understanding of the various conflicting forces that shape today's schools' internal learning environments and their external relationships. In order to provide answers to the above questions, it is recommended that future studies include samples from diverse groups representing diverse segments of society. Analysis based on such samples would lend itself to broad generalizations and would lead to a better understanding of the various ways in which schools and their communities may construct their sustainability agenda.

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VOCATIONAL EDUCATION BY TRANSFERRING NOTIONS AND ALL-ROUND CULTIVATION

Pankpoom Klaythong
Patcharida Wisaikeet

Suan Sunandha Rajabhat University,
Bangkok, Thailand

continuous development of economy in our country needs a large number of high-quality technical talents. Higher vocational colleges must keep up the pace, implement the scientific concept of development, people-oriented, combined with the actual, and explore the profound connotation of students' comprehensive quality. Therefore, as determined by the essential principle of vocational colleges, the moral-education-first principle rather than teaching-oriented principle needs to be adhered to with the attempt to push the work forward, which can be achieved by developing various mechanisms to ensure that comprehensive qualities of students can be promoted and moral education can be conducted by everyone and anywhere in any cases

Keywords: notion transformation; moral education; development; higher vocational colleges

Introduction

Currently the transfer from teaching-oriented principle to the education-oriented principle has gradually occurred in higher vocational colleges, which is guided by the moral-education-first principle need to be adopted to achieve the all-round development of the students.

Thus, further progress of the vocational education can only be realized theoretically and practically by constructing educational pattern carefully, being pragmatic and practical, pursuing excellence with the education-oriented principle as focus, which are regarded as essential tasks and inevitable options of vocational education. Education refers to educate people who can commit themselves to the society, which determines that colleges should educate people by the means of teaching, because it is more significant for the students to learn to behave like a man than to acquire certain skills. This notion has been used and advanced by various experts home and abroad.

The Present Condition Of Higher Vocational Education

A. Comprehensive Quality Actuality of Higher Vocational Students Moral qualities: Despite of the strong request to make progress politically, the students have weak foundation of political theory and poor ability of distinguishing the right from the wrong. Most of the majority who hold the positive, practical and healthy value judgment are not, some students become utilitarian with extreme individualism, lacking collectivism and devoting spirit. Furthermore, many of them don't know how to take care of others and how to be grateful to parents or other elders. Their self-discipline also needs to be improved. Cultural qualities: Despite of the increased time stress and strong desire to be

successful, most students have weak foundation and hard-working spirit. Specialty skills are not strong. Majority of them long for a certain skill, but usually lack perseverance because they cannot live with the boring training. Psychological quality: Many students bear low acceptance of vocational education, lacking confidence and holding an attitude of exclusion and resistance. As a result, they are indifferent to collective affairs, go their own ways and lack self-discipline and life goals.

B. Problems of Vocational Education On major problem in many higher vocational colleges is that the education-oriented target is usually weakened and broken up into specific task instead of a systematic approach. That is, moral education is separated from the teaching process and acts as an isolated task completed by certain group of people. In many cases, moral education is solely associated with the teachers of ideology politics lessons, cadres or assistant for political and ideological work. Besides, most teachers don't realize the importance of moral education and only instruct certain theories or skills in class. As a result, the moral education is totally cut from the teaching process of various subjects and cannot be integrated into other areas, such as academic education, physical education or administrative service, which makes it difficult to form a team composed by both full-time and part-time people from different levels and makes the "concerted effort" become a kind of formality.

C. Education is the Basic Goal of Higher Vocational Colleges The solution of the problem depends on raising awareness, effective measures and efficient implementation. In the first place, the higher vocational colleges need to raise the education-oriented awareness, which serves as the base of talent cultivation. All the functions, tasks and work in higher vocational colleges need to surround and serve this target.

Try To Establish A Mechanism For All-Round Education

The mechanism of involving everyone, from the principal to faculty, in the course of moral education needs to be established to make sure that the new notion (moral education can be conducted by anyone and anywhere in any cases) is clarified to everyone, which is one of the most urgent tasks the higher vocational colleges face up to. The detailed procedures and suggestions are as follows.

A. Forming Educational Concepts Update Mechanism There are several ways to refresh the notions of educators. Firstly, the correct moral-education-first notion can be formed by deepening theoretical studies of higher education, such as analyzing relative works and holding seminar regularly. Such studies are vital for the entire faculty, especially the young who lack practical experience. The topics need to cover the principles of educational philosophy and psychology, which also need to be connected with the teaching, research, social servicing and administrative practice to guarantee the establishment of correct moral-education-first notion. This approach need to be fixed down as a norm and system to be followed regularly, which enables our faculty to be ready and good at delivering such notion into teaching practice to guide and inspire the students to refine their sentiments and improve moral education. Secondly, the notion-renewal forum can be opened online to let the teachers and administrators to share their ideas after theoretical studies or summarize the experienced achievements in practice. Regular lectures, report meeting or even debate can be held. College newspapers and magazines can be employed as the channel to advocate new theories, notions or approaches of moral education to broaden the horizon and popularize moral education experience [4].

B. The Participation Mechanism. The fulfillment of this target requires that everyone should involve in all the stages of education from various perspective, which need to be achieved through 3 aspects. First, the target of talent cultivation needs to be regarded as the aim of all the work in higher vocational colleges despite of the fact that the form and content of work in different department vary from each other. Second, objective assessment mechanism can be established by specifying the specific objectives, contents and tasks of each department to make sure that the objectives can be adhered to in the long run. Third, the responsibility mechanism needs to be established to clarify the duties shouldered by the whole team and individuals based on the jobs accordingly. Thus, when problems arise, the prompt and efficient solutions can be figured out. Fourth, the full-time teachers need to share the work with students by acting as class teacher, supervisor, or assistant for political and ideological work to extend the channel of communication between teachers and students.

C. The Incentive Mechanism Presently, attention has been given more to the professional development and administrative affairs than to the achievement faculty have made in moral education. Besides, the targets are either too abstract to be applied or too low-proportioned to be paid attention to, which result in the failure of motivating the faculty to fulfill the target. Therefore, the assessment proportion of achievement in moral education needs to be increased in the first place to make it become the major aspect, because we cannot equate talent cultivation with teaching workload. Instead, we need to encourage the construction of quality courses and inspire the teachers to make teaching reform.

Second, the criteria and targets need to be more specific, practical and feasible to assess the faculty's job-related achievement. Third, the assessment result of achievement in moral education needs to be connected with the promotion, rewards or punishment to make sure that the one who is unwilling to or cannot fulfill the moral education tasks will not have the opportunity for promotion.

There Are 2 Major Aspects Being Paid Attention To In Moral Education

A. Educating Team Building The moral education team needs to be formed with the students for political and ideological work as the backbone, whose duties are to set up rules and regulations and to conduct the assessment. The full-time teachers need to shoulder the responsibilities of helping students foster the morally sound values and outlook, obtain appropriate learning strategies, access the development in relative professions and solve the problems. The students cadres are another force to facilitate the management, whose positive effect can be boosted by constant and gradual practice and guidance from the teachers.

B. Improving the Ability of Higher Vocational Teachers Education The moral education ability of the faculty needs to be enhanced by perfecting the assessment mechanism and training system. In the teaching practice, the assessment usually focuses on the teaching levels than moral education. In fact, teacher's ability in dealing with emergencies, organizing activities, communicating with troubled youngsters, and integrating moral education in the teaching content are of great significance to the smooth implementation of teaching plan [5]. Therefore, praise needs to be given to the capable teachers, while guidance and encouragement need to be given to the novice teachers. However, relative policies and measures should be made with the attempt to carry out the

training concerning educational theories and let the capable teachers pass on their experience to novice ones by solving practical problems.

Discussion

A. Knowledge Education and Cultural Education. From the perspective of education interpretation, knowledge and culture are usually treated as one subject. In fact, they have great differences. Knowledge, such as scientific or geographic knowledge, refers to the experience accumulated by human being in the daily social practice. On the other hand, culture is richer in content, referring to wisdom, literacy and spirit based on and distilled from knowledge. Culture without knowledge is like a tree without roots; while knowledge without culture is like a boat without rudder [6]. The educational institutions' perception of these differences reflects various attitudes towards and levels of education.

B. The Library Educational Function. As the treasure of human knowledge and culture, library is an indispensable sphere of education. The full realization of its educational function can achieve the purposes of arming students with scientific theories, guarding them with correct opinions, remolding them with lofty ideals and inspiring them with excellent works [7]. Therefore, it is particularly significant for the vocational colleges to nourish students' spiritual world with library.

C. The Educational Function of Campus Culture. Splendid campus culture has functions of orientation, discipline, integration, inspiration and radiation. From the aspects of spiritual culture, material culture and system culture, progressive spirit, scientific democratic value system and correct public opinion orientation can be fostered by developing beautiful campus environment, colorful cultural life, elegant artistic taste, dense academic atmosphere and scientific humanistic spirit [8]. Therefore, the psychological balance of students and staff can be achieved, campus activities and personality charm can complement each other and general quality education can be realized.

Conclusions

In conclusion, vocational colleges should adhere to the moral education-first principle to serve for the job-oriented education. And people at all levels should raise the awareness of the significance of moral education and do their utmost to implement it in teaching, managing and servicing process. Thus, the construction of all-round education can produce the qualified people with lofty aspiration, excellent skills and practical style, who can contribute themselves to the social and economic development.

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EXTENSION ANALYSIS OF EMPLOYEE MANAGEMENT BASED ON SOCIAL NETWORK MODEL

Bundit Phinprastamporn
Kulidawan Dumkum

Suwan Sunandha Rajabhat University,
Bangkok, Thailand

This paper establishes a social network model to analyze the correlation between employees and to reduce the turnover rate in the application of the model. The model is combined with network elements, which uses the matter-element (physical existence), "affair-element" (events and activities) and "relation-element" to extend, analyze and establish human resource basic element base. According to the algorithm of PageRank, and analyzing the loyalty of employees by the analytic hierarchy process (AHP), through the interconnection of Single-Employee Social Network Model, a Multi-employee Social Network Model is constructed. Finally, it is found out that who maybe leave with high probability and influence. The model combines network with Extenics, mines the inherent law of the loss of staff and the potential of employees, provides a basis for reducing the company's brain drain. In the future, the model can predict the employee's turnover in human resource management.

Keywords: social network model; Extenics; HR basic element base; personal turnover

Introduction

The key to the success of the company is a group of welltrained talents. Therefore, to succeed, companies need to do the best job to recruit the best people. Also, they need to retain talents which they need to properly train and place talents in the right place, and they must let the new person replace the person who leaves the company. Companies need to be aware of employees' loyalty to the company in managing their human capital, build trust in their work, and manage the formation, dissolution, and maintenance of formal and informal relationships between people.

When people leave jobs or retire, the phenomenon is called the organization's "churn." If a company is located in a highly competitive market, so the management of human capital is a great challenge.[1] The company will face some problems:

Generally problems include the following six aspects:[2]
 1. The company aims to identify the dangers of "churn" at an early stage because it is difficult to keep employees loyal to their careers. If there is a risk of deterioration, from the beginning to improve the positive labor force of employees, rather than the late development measures to prevent people from leaving.
 2. Employees may be affected by other "churn" former employees and start to "churn", which appears to be common in communication between employers and employees.
 3. The timely identification of potential "churn" is an effective and important means of prevention to prevent further "churn" incidents.

The problem of human resources is to arrange the staff into the most suitable positions, using their knowledge and skills to play to their greatest advantages. Currently,

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