



13<sup>TH</sup> INTERNATIONAL CONFERENCE

# AC-ESI-2018

ACADEMIC  
CONFERENCE ON  
EDUCATIONAL &  
SOCIAL INNOVATIONS



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

CO-ORGANIZED BY:

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

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

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



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

**AC-ESI-2018**

**PROCEEDINGS**

**MILAN, ITALY**

**MAY, 2018**

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

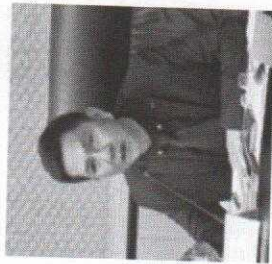
Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration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

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

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

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

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



*Dr. Luedech Girdwichai, professor  
President of Suan Sunandha Rajabhat University  
Bangkok, Thailand*

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

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

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

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

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

Accepted papers are scheduled for presentation in 5 big sessions.

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

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

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

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



*Dr. Preecha Pongpeng*

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

Dear friends and colleagues!

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

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

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

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

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



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

Welcome to International Academic Conference on Educational & Social Innovations!

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

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

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

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

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

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

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



*Dr. Nattapong Techarattanased*

*Deputy director of Office of General Education  
and Innovative Electronic Learning  
Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other's! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporative net-work outside – to the directions of states, customers of educational products, institutes and competitors.



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

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

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

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

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

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

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

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

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

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

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



*Warmest Regards,*

*Mr. Apisit Rattamatamurak  
Deputy director of office of  
General Education and Innovative Electronic Learning  
Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

Warm greetings from AC-ESI – 2018 organizing committee!

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

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

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

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

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

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

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



*Dr. Denis Ushakov, professor  
AC-ESI – 2018 coordinator  
International college  
Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

AC-ESI-2018

## ORGANIZATIONAL BOARD

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

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

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

=AGENDA=

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

- Day 2** 08 May 2018  
 Venue: Sheraton Milan Malpensa Airport Hotel, Italy Meeting Room  
 9.00 Opening ceremony  
 Welcome speeches:  
 Dr. Preecha Pongpeng  
*Director of Office of General Education and Innovative Electronic Learning,  
Suan Sunandha Rajabhat University, Bangkok, Thailand*  
 Dr. Zolochevskaya Elena  
*Dean of faculty of Public Administration,  
South Russia Institute of Management of  
National Economy and Public Administration*  
 Dr. Bundit Pungnirund  
*Dean of College of Innovations and Management, Suan Sunandha Rajabhat  
University, Bangkok, Thailand*  
 Ms. Darina Prokhorova  
*Editor-in-chief of Journal of International Studies,  
Poland*  
 Dr. Oleg Patlasov  
*Omsk Humanitarian Academy, Omsk, Russia*  
 Dr. Denis Ushakov  
*Organizational board of AC-ESI- 2018*  
**University's Management And Students' Satisfaction: An Empirical Study**  
 Through Structural Equation Modelling  
 Key-note speech by Dr. Johan W de Jager  
 Tshwane University of Technology,  
Pretoria, South Africa  
 10.30 Group photo Foyer  
**10.40 Coffee-break**  
 11.00 **Formation of the Social Successfulness of Students with Disabilities in the  
System of Continuous Inclusive Education**  
 Key-note speech by Dr. Preecha Phongpheng  
*Office of General Education and Innovative Electronic Learning Suan Sunandha  
Rajabhat University, Bangkok, Thailand*  
 11.40 **Human capital and decentralization of education (the case of Tlajomulco de  
Zuniga Jalisco, Mexico)**  
 Key-note speech by Dr. José G. Vargas-Hernández  
*University Center for Economic and Managerial Sciences,  
University of Guadalajara, México*  
 12.20 **Educating Young People in Multicultural Environment of Higher  
Education Institution**  
 Key-note speech by Dr. Nattapong Techarattanased  
*Office of General Education and Innovative Electronic Learning Suan Sunandha  
Rajabhat University, Bangkok, Thailand*  
 13.00 **Lunch** Restaurant

**Session 1 – Environmental education: ways and challenges of implementation**

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

Foyer

**18.00 Dinner**

Restaurant

**Day 3**

09 May 2018

Venue: Sheraton Milan Malpensa Airport Hotel, Italy

Foyer

**08.30 Registration open****09.00 Session 2 – Human capital: educational and managerial issues of formation and development**

09.00 Pramsuk Huanprapai &amp; Sasinan Prajongjai

09.20 Ria Mardiana Yusuf

09.40 Nattaporn Srichana &amp; Warawut Chuenkrut

10.00 Pordee Sukpun &amp; Paweena Sribunrueng

10.20 Aekaphob Intarapoo &amp; Pattiya Traiteepung

10.45 **Coffee – break** Foyer

11.00 Bundit Pungnirund

11.20 Sarawut Yamdee &amp; Supas Amornchantanakorn

11.40 Mahir Pradana

12.00 Pimporn Thongmuang

12.20 Larisa Neyskaya &amp; Svetlana Akhmetova

**12.40 Lunch**

Restaurant

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

13.30 Ketum Saraburin &amp; Narasak Phunaploy

13.50 Zhang Li-Ping

14.10 Watchara Sungkabol &amp; Sasiwimon Maneewong

14.30 Awad Soliman Keshta

14.50 Kanpetch Saranontawat &amp; Pimporn Thongmuang

15.10 Toratane Muneegumi

15.30 **Coffee – break** Foyer

15.50 Arias Sinthu &amp; Aknarin Piyaphanyamongkol

16.10 Nutecha Phasuk &amp; Natwalun Wangnil

16.30 Krit Chaisaengducan, Tospon Pimpa

16.50 Farangis Sacedi

17.10 Arunroong Wongkungwan &amp; Sathiya Phunaploy

**18.00 Dinner** Restaurant

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

## LIST OF SESSIONS:

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

Day 3  
09.00-12.30

## Meeting room

## Session 2

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

Chairman: Dr. José G. Vargas-Hernández

Social capital and knowledge management in the context of staff empowerment

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

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

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 Sukpun  
Paweena Sribunrueng  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

University students' entrepreneurial intentions: ways for in-study implementation

- 5 Aekkapob 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  
13.30-17.30

## Meeting room

## Session 3

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

Chairman: Dr. Bundit Pungnirund

Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes

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

- 2 Zhang Li-Ping  
*Yu Qi, 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 Keshia  
*Islamic University of Gaza (IUG),  
Gaza, Palestine*

The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills

- 5 Kametch 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 Sinthua  
Aknarin Piyaphanyamongkol  
*Suan Sunandha Rajabhat University,  
Bangkok, Thailand*

Dialogue-based teaching model in college English teaching

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

Business field trips impact on education processes

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

Project-based hybrid business education of graduate and undergraduate group

- 10 Farangis Saeedi  
*Gulistan 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**  
09.00-12.30  
**Management in educational institutes: modern issues and future prospects**

Chairman: Dr. Muhammad Imtiaz Subhani

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

## Day 4 Meeting room

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

Chairman: Dr. Atef Abuhmaid

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

Application of classroom assistant software based on Android

An effect of existing knowledge assets to inbound/outbound disruptive innovation

Analytical study on improving expertise of university students through innovative training project

College students' information quality and study on correspondence and education system in "Internet+" era

Information and communication technology integration within the practicum

Video converter using GPU on web application

Applications as IT-element of special disciplines teaching

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

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

Taxation and employment: considering relationships and factors of efficiency

Medical tourism in Russia: growth potential and competitiveness issues

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

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

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

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

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

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

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

It is recommended to conduct similar studies on the relationships between staff empowerment and other variables (e.g. E-learning and Computer self-efficacy).

The Education Organization is required to provide the needed facilities for its staffs for having access to Knowledge.

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

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

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## INTERPERSONAL INTELLIGENCE: HOW GENDER DIFFERENCE IMPACTS?

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

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

## Introduction

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

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

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

From the self assessment of the diversity of intelligence generated by the study of gender differences found that human beings have a variety of intelligence as long as given the appropriate environment, opportunities, encouragement and teachings, will achieve moderate development and beyond the original presupposition (Gardner, 2008). Individuals have every intelligence, multiple intelligence emphasizes the cognitive function, rather than a distinction between the individual with what kind of intelligent theory, everyone has a variety of intelligence, but a variety of intelligence strengths and weaknesses are different, or in all stages of life in the case of the development of intelligent development of different (Checkly, 1997; Armstrong, 1999).

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

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

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

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

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

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

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

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

## Research Methods

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

This study uses meta-analysis from scientific, systematic, objective aspects to conduct a comprehensive literature (Light & Pillemer, 1984). Integrate the results of the past individual research and form the measurement method for research (Glass, McGaw, & Smith, 1981). In this process, try to eliminate the error of different sources and find the real

relationship between the variables and correlation (Hunter & Schmidt, 1990). From the results of individual studies using statistical process analysis found that the key point of the study is to focus on the average effect size after weighted.

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

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

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

Based on the random effects model, the average effect amount Hedges's  $g$  was 0.441, approaching moderate positive effect. Women in interpersonal intelligence perform better than men. There are differences between the human intelligences that show gender. Yet, the result is not particularly strong. In addition, testing subjects such as category, publication year, publishing language and publishing categories and other variables will resulting in the regulation of interpersonal intelligence performance.

### Conclusion

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

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

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

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