



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 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  
EDUCATIONAL & SOCIAL INNOVATIONS**

**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

<b>14.00</b>	<b>Session 1 – Environmental education: ways and challenges of implementation</b>	
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	<b>Coffee break</b>	Foyer
16.00	Pawinee Ratabakorn & Uraivan Tunmukul	
16.20	Anosha Rojanapanich & Prem Thanatripop	
16.40	Pachara Wangmee & Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 3</b>	<b>09 May 2018</b>	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 2 – Human capital: educational and managerial issues of formation and development</b>	
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	<b>Coffee – break</b>	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	
<b>12.40</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 3 – Modern teaching: modern technologies and practical methods</b>	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara Sungkabol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
<b>15.30</b>	<b>Coffee – break</b>	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	
<b>18.00</b>	<b>Dinner</b>	Restaurant

<b>Day 4</b>	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
<b>08.30</b>	<b>Registration open</b>	Foyer
<b>09.00</b>	<b>Session 4 – Management in educational institutes: modern issues and future prospects</b>	
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	<b>Coffee – break</b>	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	
<b>12.30</b>	<b>Lunch</b>	Restaurant
13.30	<b>Session 5 – Usage of ICT and social networking in educational process</b>	
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	
<b>15.30</b>	<b>Coffee – break</b>	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	
<b>17.30</b>	<b>Dinner</b>	Restaurant
	<b>Awards and closing ceremony</b>	

## LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	<b>Session 1</b>	<b>Environmental education: ways and challenges of implementation</b>
		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 Nutchaphasuk  
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<br>Raweewan Khankham<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>          | Academic freedom and leadership in modern academic institutions  |
| 2  | Amber Osman<br>Muhammad Imtiaz Subhani<br><i>Iqra University, Karachi, Pakistan</i>                             | Misuse of higher education   |
| 3  | Bundit Phrapratanporn<br>Kulnidawan Dumkum<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Extension analysis of employee management based on social network model                                    |
| 4  | Vera Gnevasheva<br><i>Moscow University for the Humanities,<br/>Moscow, Russia</i>                              | Student's view of education as the merit and private economic goods  |
| 5  | Yuttana Rattanasuwan<br>Piyanut Thanchai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>     | High school students' conceptions of learning in different domains   |
| 6  | Ratanaporn Sukserm<br>Thidarat Choknakawaro<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Educational pedagogy for sustainability: developing programs to transform behaviors                        |
| 7  | Juan Francisco Aguirre Chavez<br><i>Autonomous University of Chihuahua,<br/>Chihuahua, México</i>               | A gender study on college students' academic self-efficacy   |
| 8  | Supaporn Wimonchailerk<br>Rutchanewan Panbua<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education                         |
| 9  | Runglaksamee Rodkam<br>Paphitchaya Silpaksa<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | School-community participation in developing a local sustainability agenda                                 |
| 10 | Vanthangpui Khobung<br><i>Educational Research and Training NCERT<br/>Bhopal, India</i>                         | Tribal self-help groups in Manipur: a gender perspective   |
| 11 | Aina Jacob Kola<br><i>College of Agriculture, Igboora,<br/>Oyo State, Nigeria</i>                               | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong<br>Patcharida Wisaiket<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>    | Vocational education by transferring notions and all-round cultivation                                     |
| 13 | Arun Sumdee<br>Anutsara Chanprapas<br><i>Suan Sunandha Rajabhat University,<br/>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<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>   | Application of classroom assistant software based on Android  |
| 2  | Chun-Pei Lin<br><i>Huaqiao University, Quanzhou, China</i>  | An effect of existing knowledge assets to inbound/outbound disruptive innovation  |
| 3  | Piched Girdwichai<br><i>Suan Sunandha Rajabhat University,<br/>Bangkok, Thailand</i>  | Analytical study on improving expertise of university students through innovative training project                                  |
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| 11 | Vasyuta Eugenia<br><i>The Russian Presidential Academy Of<br/>National Economy And Public Administration,<br/>South Russia Institute of Management,<br/>Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues  |

In order to determine the influence of Motivation (X) to Work Performance (Y) in Company in percentage form, we used also the test of the coefficient determination shown in Tab. 1.

Tab. 1 shows that the R value = 0.840 which meant the relation between independent variable and work performance variable (84% means close relation). The R Square value = 0.791 means that 79.1% of employee's work performance was influenced by independent variable (Motivation) while the rest 20.9% was influenced by others variable which was not studied on this study.

Table 2 - Result of Determination of Coefficient Test Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 <sup>a</sup>	.791	.241	1.83384
a. Predictors: (Constant), x				
b. Dependent Variable: y				

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## SOCIAL CAPITAL AND KNOWLEDGE MANAGEMENT IN THE CONTEXT OF STAFF EMPOWERMENT

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The aim of this study was to investigate the relationships between Knowledge management and social capital and staff empowerment among education personnel in Bangkok (Thailand). The population in the present descriptive-correlational study consisted of all male education personnel (n=270) in 2016. Using Jersey-Morgan table and stratified random sampling method, 152 people were selected as the study's samples. The data were collected through the Staff Empowerment the Knowledge management Questionnaire and the Social Capital Questionnaire. The data were analyzed using Pearson Correlation and Multiple Regression Analysis. The results showed significant relationships between Knowledge management and staff empowerment and between social capital and staff empowerment. Among the components of Knowledge management, externalization and understanding legal and economic issues related to the use of information had respectively the highest (0.575) and the lowest (0.490) predictive power in predicting staff empowerment.

**Keywords:** Knowledge management, Social Capital, Empowerment

## Introduction

A number of management thinkers have contributed to the evolution of knowledge management, among them scientists such as Peter Ducker, Paul Straussman and Petermond in America. Dracker and Strassmann emphasize the growing importance of information and knowledge as organizational resources, and Peter Metter emphasizes organizational learning as an important dimension of KM. Also, Grace Arjears, Bartlett, and Leonardo Barossolin from Harvard Business School have analyzed knowledge management from a range of angles.

A number of other scholars have revealed other facts about knowledge management.

How does Everett Rogers create Stanford University research on innovation and information and technology sharing in the 1970s and 1970s that greatly helps to understand how knowledge management is? How is it used?

And how it is used in organizations. While organizational innovation literature typically has features that are known through heterogeneous theoretical views (Slappandel 1996; Wolf 1994), one of the dominant trends is the phased model theory in which processes Innovation is known as processes that can be divided into separate stages.

However, during the decade 1990 The linear model was increasingly questioned. In the 1980s we saw a widespread development of knowledge-based systems that led to creation Disciplines such as knowledge engineering and knowledge management systems.

Today, KM includes a range of disciplines and technologies such as cognitive science, groupware, library science, document management. In the mid-1980s, the importance of knowledge as an asset among organizations was raised. In the 1980s, the development of

knowledge management systems was introduced that, using works done in the field of artificial intelligence and intelligent systems, introduced new concepts as knowledge engineering, acquired knowledge, knowledge-based systems to the world.

Recently, the term "knowledge management" has been included in the dictionary. In 1989, in order to prepare knowledge management based on the consortium technology of organizations in the United States, he began work to proclaim his pioneering role in terms of knowledge management as an asset in organizations.

Rogels (1998) found out that there are four types of sophisticated knowledge management projects, intranets, databases, decision making tools, and groupware. These are technologies that support collaboration and communication.

The present age is called the age of knowledge economy. The knowledge economy is the result of a more complete understanding of knowledge and technology in economic growth. Knowledge is in human existence and in technology, which is the key to economic development. It has now become clear that the main driving force of knowledge growth. The term knowledge economy is the foundation of this knowledge of the state of knowledge and technology in modern economies.

Today's knowledge is at the heart of the world's economy, and knowledge management is critical to the success of companies (Kellog et al., 2001, 4). The growing attention to knowledge, which is now the key to the success of leading organizations, calls for attention to knowledge management as an almost beginner discipline focusing on organizing the organization's knowledge assets (Carl Wing).

The present age is called the age of knowledge economy. In this period, the attention of managers of organizations has been attracted more to categories such as knowledge and creativity, and after that, knowledge-based people have become more important than pragmatic people. According to Peter Drucker, the challenge for the first 50 years of the third millennium will be knowledge productivity in organizations (Afraze, 2007), which is not possible with the proper management of knowledge.

Knowledge management is recognized as one of the most important tools for achieving organizational agility. The most important factor in organizations and the entire society is human resources. There is no doubt that the prosperity of any society depends on the improvement of its human resources. Empowerment is a concept that has been proposed in line with the development of human resources. Transferring more authority and responsibility to staffs is the common feature of all definitions proposed for the concept of empowerment (Ebrahimi, 2011, p: 5).

Today's organizations are affected by factors such as increasing global competition, rapid changes, the need for quality and after-sale services and limited resources. After years of experience, people have come to the conclusion that organizational success depends on the availability of expert, creative and motivated human resources. Human resources are the real assets of an organization.

Empowerment has two important organizational benefits: 1) empowered staffs are more motivated and committed to meet organizational challenges; 2) many of the challenges faced by human resources management are rooted in staffs' powerlessness (Hashemi & Pour Amin Zad, 2011). Scott and Jaffe (1991) stated that 'empowerment is a fundamentally different way of working with each other'. This means that people feel that they are responsible not only for doing their own tasks, but also for improving the whole organization.

Moreover, work teams have to continuously work together to improve their performance and achieve higher levels of productivity (Iran Zadeh, 2010).

Bowen and Lawler (1992) defined empowerment as staffs' involvement in four organizational elements of information, bonuses, decision-making and Knowledge management. Foy (1997) believed that empowerment is the distribution of decision-making power among those who don't have it. With reference to the above mentioned issues, it can be concluded that managers can empower staffs if organizational information is accessible to them, organizational structure is modernized, hierarchy is replaced by work teams and educational opportunities are provided for all staffs (they are all parts of the empowerment process) (Nave Ibrahim & Abdollahi, 2006).

Other authors have defined empowerment based on their beliefs and attitudes towards the role of staffs in the organizations. Conger and Kanungo (1988) believed that empowerment is the development of an increasing sense of self-efficacy in people through the identification and elimination of sources of their powerlessness. In a study entitled 'the empowerment process: the unity of theory and practice', they defined empowerment as a motivational approach focusing on people's capabilities (not authority). Therefore, staff empowerment refers to the process of increasing staffs' self-efficacy through the identification and elimination of sources of their weaknesses.

One of the variables affecting staff empowerment is Knowledge management. In the present age of information, externalization is an essential skill for everyone. This skill is referred to as Knowledge management. Knowledge management is a set of abilities enabling people to recognize when information is needed; these abilities help people locate, evaluate and effectively use the needed information (Mirza Safi, et al., 2011). Quinn (2005) stated a number of factors affecting staff empowerment and focused on three factors of providing good information, providing the necessary resources and communication with the outside.

These three factors can have a decisive influence on the process of empowerment only through the application of Information Technology (IT) (Knowledge management is one of the aspects of IT). Lak and Javadian (2011) concluded that IT infrastructures can be influential in police forces empowerment. They mentioned increasing speed and accuracy, reducing physical size of data sources, eliminating redundant administrative processes, enabling remote collaboration and reducing costs of police organization as issues resulting from the empowerment of police forces.

Kamalian, Salar Zehi and Oliaei (2013) showed that there is a significant positive relationship between IT application and staff empowerment and that IT application can explain %41 of the variance in staff empowerment.

The term 'Knowledge management' was coined by Paul Zurkowski in 1974. In a report to the National Commission on Libraries and Information Science, he explained the objectives of achieving Knowledge management.

He believed that a person has Knowledge management if s/he is trained in using information resources and able to solve problems by using information appropriately (Hall, 2008). Jami (2009) defined Knowledge management as effective performance of people in an information society. This definition includes critical thinking, awareness of personal and professional ethics, interaction with professionals and internalization to solve problems and make decisions. The Association of College and Research Libraries (ACRL) (2003) determined a set of standards to measure Knowledge management.

These standards include 5 main components: 1) Externalization; 2) Socialization; 3) Combination; 4) Internalization; and 5) Understanding legal and economic issues related to the use of information.

### Methodology

Regarding objectives, the present study was an applied research and concerning methodology, it was a descriptive-correlational study. The population in the present study consisted of all male education personnel (n=270) in 2014. Using Jersey-Morgan table and stratified random sampling method, 152 people were selected as the study's samples. The data were analyzed using Pearson Correlation and Multiple Regression Analysis. Instruments The Staff Empowerment Questionnaire (EEQ) The EEQ was developed by Short and Reinhardt in 1995. This 38-item questionnaire measures six dimensions of respect, professional growth, self-efficacy, decision-making and self-determination. The EEQ is scored on a 5-point Likert scale ranging from 1 to 5. Using Cronbach's alpha, the reliability of this questionnaire was determined in the present study (0.78).

#### *The Knowledge management Questionnaire (KQ)*

The ILQ was developed by Mirza Safi and colleagues (2011) based on the components of Knowledge management set by the American Association of School Librarians (AASL). This 35-item questionnaire is scored on a 5-point Likert scale. The ILQ measures five dimensions of Internalization, Socialization, Externalization, Combination, and Understanding legal and economic issues related to the use of information. In the present study, a Cronbach's alpha of 0.87 was determined for this questionnaire. Similarly, Mirza Safi and colleagues (2011) reported a Cronbach's alpha of 0.85 for the questionnaire.

#### *The Social Capital Questionnaire (SCQ)*

The SCQ, developed by Ownegh (2005), measures seven dimensions of networks, trust, cooperation, mutual understanding, relations, values and commitment. This 28-item questionnaire is scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Ownegh determined the reliability of this questionnaire by using Cronbach's alpha (0.93). In the present study, a Cronbach's alpha of 0.83 was determined for the questionnaire.

### Results

Using Pearson Correlation test, significant relationships were observed between Knowledge management and staff empowerment and between social capital and staff empowerment.

### Discussion and conclusion

The aim of this study was to investigate the relationships between Knowledge management and social capital and staff empowerment among education personnel. The obtained correlation coefficient showed a significant relationship between Knowledge management and staff empowerment. Accordingly, with the increase of Knowledge management, staffs become more empowered to perform their tasks.

This finding was in line with the results of other studies conducted by Lak and Javadian (2011), Kamalian, Salar Zehi and Oliaei (2013) and Mirza Safi and colleagues (2011). They concluded that the development of IT infrastructures in the process of staff empowerment can lead to increased speed and accuracy, reducing physical size of data sources, eliminating redundant administrative processes, enabling remote collaboration and reducing costs of the organization. Moreover, they showed that there is a significant positive relationship between IT application and staff empowerment and that IT application can explain 41% of the variance in staff empowerment.

Considering the extensive changes occurred in different aspects of staffs' work life and the phenomenon of globalization, organizations must focus on empowering their staffs and take the necessary measures to increase their competitiveness.

Today's organizations must design their programs appropriately so that they can take advantage of their staffs' skills and potential to achieve organizational objectives. Therefore, managers can develop their organizations by empowering their staffs. According to the results of this study, Knowledge management provides a fertile ground for enhancing staffs' capabilities in various fields. Knowledge management includes the skills needed by organizational members to perform their everyday tasks (Nik Pour, Tavakoli & Rajaei Nejad, 2011).

These skills help staffs perform their tasks appropriately, align themselves with various internal and external changes, and become creative. The education organization, as an important institution, must pay more attention to its staffs' levels of Knowledge management in order to empower them.

The obtained correlation coefficients and the results of regression analysis showed that among the components of Knowledge management, Effective access to Knowledge has the highest correlation with staff empowerment and therefore, is the best predictor of empowerment. These findings were in line with the results of a study conducted by Ali Ahmadi, Ahmadi and Hatami Naghani (2010).

To explain these findings, it can be stated that staffs need to obtain the needed Knowledge from different channels including internet, libraries, consultation and participation in various seminars relevant to their jobs. Managers should provide their staffs with the necessary facilities to obtain the needed Knowledge. The results indicated a significant relationship between social capital and staff empowerment. Accordingly, higher levels of trust, relations, commitment and other components of social capital make staffs more empowered.

This finding was in line with the results of a study conducted by Keshavarzi, Hoseini, Heidari Nasab and Amadeh (2012). In a study entitled 'the relationship between social capital and psychological empowerment (case study: Qom Governor), these researchers found significant relationships between structural, cognitive and relational dimensions of social capital and psychological empowerment of staffs (the highest correlation was found between the relational dimension of social capital and psychological empowerment).

Social capital is a new concept that has been recently raised in social and economic studies in modern societies. This concept refers to the critical links and communication among members of a network that leads to the realization of organizational goals by creating norms and mutual trust. The presence of this subject in many social debates indicates the importance of social capital in social development, especially educational social development (Nazok Tabar & Veisi, 2008).

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, and 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

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