AC-ESI-2017  
ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-ESI 2017 @ PRAGUE.CZ

CO-ORGANIZED BY:

INTERNATIONAL COLLEGE
SUAN SUNANDHA RAJABHAT UNIVERSITY,
BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL ECONOMY AND PUBLIC ADMINISTRATION,
SOUTH RUSSIA INSTITUTE OF MANAGEMENT,
ROSTOV-ON-DON, RUSSIA
Dear ladies and gentlemen, participants of Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

In the era of globalization, spreading of modern knowledge and forms of education, re-evaluation of human resources for global competitiveness and self-sufficiency, an effectiveness of international collaboration in discussing on actual educational and social issues and challenges, searching for maximum effective solutions of local, regional and global development is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Ukraine, Indonesia, Hungary and other countries whose efforts made possible this meeting of scholars and businessmen, interested in effective solution of global economy challenges using local resources of competitiveness and economical, 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 "golden city of Prague".

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

On behalf of the Organizational Committee, I welcome you to the 2017 Academic Conference on Educational & Social Innovations, in the world most beautiful and interest city of Prague! Our conference always attracts researchers, educators and practitioners in all economic fields and related disciplines in the world.

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.

The AC-ESI - 2017 has been established on a global basis. We have received more than 90 submissions from 7 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 55 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 6 sessions. We would like to express our sincere appreciation to all the reviewers and chairs and members of various committee and AC-ESI -2017 conferences for their precious time and expertise. The welcoming dinner provides the opportunity to honor the best papers and to recognize the contributions of many of the people who made this meeting possible.

Lastly, 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, keynote speaker and 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 Prague!

Asst.Prof. Dr. Klongthong Khairirree
Director (Dean) of International college
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 – 2017, 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
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>CHAPTER 1</th>
<th>MODERN METHODS OF EVALUATION AND QUALITY ASSURANCE IN EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES ORGANIZATIONAL STUDYING AFFECT THE PERFORMANCE OF HIGHER EDUCATION LECTURERS? THE MEDIATING ROLE OF TEACHING COMPETENCE</td>
<td>Akaphon Thamabut, Taksina Bunbut</td>
</tr>
<tr>
<td>CAREER OPPORTUNITIES IN THE PROCESS OF HUMAN RESERVE MANAGEMENT</td>
<td>Luedech Girdwichai</td>
</tr>
<tr>
<td>ASSESSMENT METHOD FOR IMAGE OF REGIONAL EDUCATIONAL INSTITUTIONS</td>
<td>Kataeva Natalya, Sysoyatin Alexey, Kuporov Jury</td>
</tr>
<tr>
<td>FACTORS DETERMINING THE QUALITY OF LIFE FOR STUDENTS</td>
<td>Adam Depta, Iwona Staniec</td>
</tr>
<tr>
<td>AN INVESTIGATION OF LANGUAGE LEARNING STRATEGY USE AND ITS IMPACT OF LANGUAGE PROFICIENCY IN UNIVERSITY STUDENTS</td>
<td>Rejanard Waramontri</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER 2</th>
<th>INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURERS' DEMOGRAPHIC AND PROFESSIONAL CHARACTERISTICS AND ICT UTILIZATION</td>
<td>Jintana Tipratana, James Todd Whitaker</td>
</tr>
<tr>
<td>TEACHER OPINION ON BARRIERS TO THE INTEGRATION OF ICT IN THAILAND UNIVERSITY TEACHING</td>
<td>Akechai Doung-Eang, Yanika Chuentako</td>
</tr>
<tr>
<td>DIGITAL PLATFORM AS A STAFF TRAINING BASE</td>
<td>Suntaree Patcharaprateep, Srayut Kuamnuang</td>
</tr>
<tr>
<td>MISUSE OF HIGHER EDUCATION</td>
<td>Amber Osman, Muhammad Imtiaz Subhani, Syed Akif Hasan</td>
</tr>
<tr>
<td>ORGANIZATIONAL AND ECONOMIC ASPECTS OF INTRODUCING TRILINGUAL EDUCATION IN KAZAKHSTAN</td>
<td>Galina Konopyanova, Yuliya Novitskaya, Zhansulun Balkenov</td>
</tr>
</tbody>
</table>

www.conferace.com

269
ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

CHAPTER 4
CULTURAL, ECONOMICAL AND ENVIRONMENTAL ISSUES OF THE MODERN EDUCATION

HIGHER SCHOOLS ECO-FRIENDLY EDUCATION IN THE FRAME OF CONCEPT OF SUSTAINABLE DEVELOPMENT
Yoithin Chokrua 115
Yongsak Fanpatch

TEACHERS’ ATTITUDES TOWARDS THE ENVIRONMENTAL EDUCATION: AN EMPIRICAL ISSUES
Surasak Dowuang 116
Sommaya Prachyangprecha

EXPLORING RELATIONSHIPS AMONG AMATEUR ATHLETES, CO-CREATION, MOTIVATION, INVOLVEMENT AND DESTINATION CHOICE FOR SMALL SCALE SPORT EVENTS
Shang-Pao Yeh 120
Anestis Foriadis

INFLUENCE OF CULTURAL DIMENSIONS “INDIVIDUALISM” AND “POWER DISTANCE” ON ENTREPRENEURIAL ACTIVITY
Kovaleva E.A. 124
Bogacheva T.V.
Kutlyeva G.M.

PROACTIVE BUDGETING IS THE TOOL TO INCREASE EDUCATIONAL PROGRAMS EFFICIENCY
Chaojit Pinit 128
Kanokrat Kansaraphan

PUBLIC FUNDING OF CIVIL SOCIETY ORGANIZATIONS IN LATIN AMERICA: HOW DO WE EVALUATE PROFITABILITY?
Stephen John Beaumont 131

SUBTLE FACTORS INFLUENCING MARKETING MANAGEMENT FUNCTIONS IN CONSTRUCTION BUSINESS ENTERPRISES
Jonas Ekw Yankah 137
Clinton Aligrapha

A PARADIGM SHIFT IN RUSSIA’S INDUSTRIAL POLICY: FROM A RAW MODEL TO INNOVATION - TECHNOLOGICAL GROWTH POINTS
Tatiana V. Skryl 145

GOVERNMENT FUNDING OF EDUCATION: FACTORS OF RATIONALITY IN THE XXI CENTURY
Ushakov Denis 148

TESTING MASS MEDIA COMMUNICATIVE EFFICIENCY IN ENVIRONMENTAL MOTIVATION DEVELOPMENT (THE CASE STUDY OF BANGKOK, THAILAND)
Panprae Bunyapikunan 149

THE FACTOR AFFECTING SSRIUC’S STUDENTS CULTURAL QUOTIENT
Kanapai Kankaew 161
CHAPTER 5
INNOVATIVENESS AND CREATIVITY: NEW PRIORITIES OF EDUCATION PROCESSES

184

BRIDGING THE GAP BETWEEN THEORY AND PRACTICE THROUGH CREATIVITY AND INNOVATION
Janchai Yingprayoon

185

INNOVATIVE CLIMATE AS A FACTOR FOR NATIONAL EDUCATION SYSTEM PROGRESS (THE CASE OF THAILAND)
Chutikarn Sriviboob

190

INNOVATION IN THE MANAGEMENT OF MODERN UNIVERSITIES HUMAN CAPITAL
Chantana Anuleechan Tassaneew Siriwan

199

ROLE OF SPECIALIZED KNOWLEDGE SEARCH IN PROCESS OF INNOVATIONS' MANAGEMENT
Surachai Noilhammuneang

203

Boonthong Boontawe

INTERRELATION OF INFORMATION, RESEARCH AND INNOVATION IN REGIONS OF RUSSIA
Yulia A. Antokhina

209

Liudmila A. Guzikova

Aleksandr M. Kolesnikov

EDUCATIONAL-INNOVATIVE PLATFORM OF BUSINESS-KNOWLEDGE AS FUNDAMENTALLY NEW APPROACH TO CLUSTER COOPERATION AND AN INTERACTIVE TOOL FOR INNOVATIVE RESEARCH NETWORK
Lyudmyla Ganushchak-Efimenko

211

ANALYSIS OF NATIONAL MEASURES FOSTERING INNOVATIONS IN DEVELOPED COUNTRIES AND ADAPTABLE TO THEIR CURRENT SOCIAL AND ECONOMIC CONDITIONS IN UKRAINE
Marjana S. Shkoda

214

ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

EDUCATION INNOVATIVE APPROACH TO IMPLEMENTATION OF CLUSTER COOPERATION WITHIN THE INNOVATIVE EDUCATION CHAIN
Valeriya G. Shecherbak

216

CHAPTER 6
EDUCATION AS A FACTOR FOR TOURISM AND SERVICE INDUSTRY DEVELOPMENT

221

THE STREET FOOD CONSUMPTION AND FOOD SAFETY IN BANGKOK, THAILAND
Thanongsak Saksirivutto

222

PASSENGER'S HALLUCINATION THROUGH AIRLINE'S COMMUNICATION
Theppaluk Komolvanij

230

PERCEPTION AND UNDERSTANDING OF PICTOGRAMS STUDY FOR THE AGED PEOPLE AND LOW-VISION PEOPLE
Tippaluk Komolvanij

235

YOUTH ENTREPRENEURSHIP AS A PLATFORM FOR THE STUDENTS' PROFESSIONAL COMPETENCE FORMATION
Methawat Sangsai

240

Jeffrey Dickie

ENTREPRENEURSHIP POTENTIAL AND STUDENT PERSONALITY: NEW TEACHING TECHNOLOGIES IN HIGHER EDUCATION
Alisa Putjana

244

Robert Henry Heathfield

THE EFFECT OF THE KOREAN WAVE ON CONSUMERS' BRAND EQUITY MODEL
Renee B. Kim

250

ACADEMIC PROMOTION PROCEDURE OF UNIVERSITY LECTURERS: A CASE STUDY OF INTERNATIONAL COLLEGE, SUAN SUNANDHA RAJAPHAT UNIVERSITY, THAILAND
Nantapat Leelaumporns

254

Chaweewan Keawsai

FLIPPED CLASSROOM AND COOPERATIVE LEARNING METHOD IN BUSINESS STATISTICS
Krongthong Khairerree

259
CHANGING THE ORGANIZATIONAL SUBCULTURE OF THE UNIVERSITY SUBDIVISION

Kritthaneth Makkapawethawat
Supakdri Prakancharoen
International College
Suan Sunandha Rajabhat University,
Bangkok, Thailand

Paper summarizes the practices of organizational subculture changes, defines corporate culture as the most important element of the organization. Using the OCAI by Kim Cameron and Robert Quinn, the authors diagnosed the subculture of a university subdivision, then developed the performance indicators for the Department as well as a set of actions to be taken in order to bring the subdivision’s subculture into a desired state. The results of the above actions are represented in this paper as a comparative study of the subdivision’s performance indicators before and after the changes were made.

Key-words: subculture, university, support / infrastructure subdivision, instrument for diagnosing organizational culture, performance indicators

Introduction

Implementation of the university mission as an educational and research system is related, in particular, to the performance quality of academic and scientific subdivisions. However, the results of educational and scientific research processes are indirectly affected by administrative services and infrastructure departments. In the university’s activity, the interests of various socially organized groups (students, teachers, individual employees, subdivisions) clash. Such collisions result either in mutual support of the efforts aimed at satisfaction of interests or in a backlash and creation of additional obstacles. Success of the university and its survival in competitive struggle are largely dependent on the corporate culture (CC), its correspondence to the goals of the entire organization, harmony of the subculture of the formal and informal groups created by the management system or emerging spontaneously as a result of communication of those who work or study at university.

Corporate (organizational) culture represents a kind of “thread” which unites all employees of the organization together, defines everyone’s position in the entire organizational machine and casts social roles for the staff.

Literature review

Despite the commonly recognized fact that corporate culture (CC) exists and “the culture component is central in all aspects of lifecycle of an organization” (Alvesson, 2005, p.13), the concept of corporate culture refers to the class of such notions of managerial disciplines which do not have only one right interpretation.

Analyzing the definitions by D. Eldridge and A. Cromby, H. Schwartz and S. Davis, K. Gold, E. Brawn (Lapina, 2005, pp.21-24) one can say that the common feature of organizational culture is presence of “the rules of behavior, values, expectations” professed by all members of an organization. K. Cameron and R. Quinn give a metaphorical definition of the notion as “the glue that holds the organization together” (Cameron et al., 2001, p.18).

They emphasize that CC conveys to employees the rules of business communication, a sense of identity and involvement in the organization’s objectives (Cameron et al., 2006. p. 6). Zamini and L. Barzegary characterize CC as “a set of universal and shared beliefs and values that affect members’ thoughts and behaviors” (Zamini et al., 2011). An important property of organizational culture is that it conveys “collective assumptions and opinions about work”, and as a consequence, employees’ actions, i.e. it is “in the brains of executives and people on the floor where implementing change and boosting performance starts” (Tofredi et al., 2012). Abraham, Fisher and Crawford (Abraham et al., 1997), Chapman, Murray and Mellor (Chapman et al., 1997), who examined organizational culture, associated it with the concept of organizational change, organizational productivity and organizational climate.

Through corporate culture members of an organization learn about acceptable models of behavior and new members are taught about the correct way to perceive, think and feel in relation to problems which arise (Lucactus, 2013).

Instruments utilized for affecting the organization’s members in this case include practices and collective activities (rituals, heroes, symbols), which, in terms of business processes, may not be needed for carrying out functional tasks (Hofsteded e, 2001), but without them individual members cannot integrate in the team and informal knowledge accumulated by the organization cannot be transformed from one employee to another.

The condition of corporate culture is closely connected with a stage of organizational life cycle. Speaking of Peter the Great St. Petersburg Polytechnic University, one can confidently admit that the organizational structure was built long ago and every subdivision now has its own set of functions, rights and duties, i.e. according to the typology proposed by L. Adizes (Adizes, 2007, p. 14), one can say that the organization has gone through “Adolescence” stage and is on the way to “Prime” stage, which corresponds to the objectives of “Growth through cooperation” phase by L. Greiner, and those of “Integration phase” by F. Glasi and B. Lievoged (Kondratiev et al., 2013, c.72) or, if to use the typology suggested by Russian researchers E.N. Yemelyanov and S.E. Povarnitsyna, “Internal entrepreneurship” stage (Yemelyanov et al., 1998, p.473). The crucial point at this stage is to overcome negative aspects as excessive bureaucracy and segregation in organization’s subdivisions as well as a phenomenon of an enterprise’s organizational culture mosaic structure (Pantsurukina, 2009).

Subculture groups, which emerge naturally as a result of specialization, reproduce the company’s structure and, consequently, every department has an “autonomous culture subsystem, with its own set of beliefs, values, standards, behavior models and a leader” (Pantsurukina, 2009). When the values of a subcultural group do not coincide with the values of the dominating culture, there are difficulties in coordinating and integrating processes or organizational activities which are often a result of culture clashes among different subunits (Cameron et al., 2001, p.45). In such a case we may speak of “countercultural” groups, which may become rather influential in the course of largescale transformation of an organization and thus weaken considerably its culture as a whole.

The issue of relations between the types of corporate culture and the efficiency of an organization was looked into by A. Albabaeei, M. Aghdaei et al. (Albabaeei et al., 2010), who found out that the bureaucratic type of the organization does not contribute to forming...
ACADEMIC CONFERENCE ON EDUCATIONAL & SOCIAL INNOVATIONS

AC-EST-2017 @ PRAGUE.CZ

efficient management processes and, consequently, reduces efficiency as a whole. This subject was further investigated in the research studies by Ushakov, D. (2016). He identified four key – customer orientation, excellence, responsibility and teamwork. The issue of correlation of the four types of corporate culture was examined in detail by B. Hribar and M. Mendling (Hribar et al., 2014). They identified a significant positive relationship between such types of culture as “Clan” and “Adhocracy” and management efficiency. Zamini and T. Barzegary showed the connection between the type of CC at a university and professional burnout of its teachers and employees (Zamini et al. 2011). They showed that the highest percentage of job satisfaction and the lowest proportion of burnout are observed at universities with the clan type of organizational culture. Organizations which have this type of culture demonstrate bigger productivity.

Conclusions

The subdivision of material support provides the university with the necessary goods, which it purchases, accounts, stores and delivers. It is also responsible for hazardous waste disposal and management of documents related to the flow of goods.

Functional tasks of the SSRUC (International College Suan Sunandha Rajabhat University) imply communication with the university’s accounting department in purchase of goods, the department of administrative and legal support in public contract making, executives of material responsibility points in all subdivisions which apply for a service. The SSRUC is oriented on meeting the needs of the internal customer, which may include academic and scientific subdivisions, administration, and other servicing and auxiliary subdivisions of the university. Subdivisions are provided with goods based on the requests formed by internal customers.

Observation and analysis of the activities of the SSRUC at the initial stage of the research revealed the following features of the operational process organization and responsibility distribution among the personnel:

- initial analysis of requests for material assets delivery (memos) is carried out by the head of the SSRUC, who then forms operative tasks for employees, distributing subdivisions’ requests among them. Rigid up-down planning of employees’ working days, eliminating the initiative and independence of the latter;
- memos are worked on according to an existing scheme, which is hard to divert from;
- an executive solves problems independently and does not delegate them to subordinates;
- initiative is discouraged, the same as proposals about changes in the operating process on the part of employees; uneven distribution of responsibility inside the department;
- slow decision-taking due to the need to agree the result of operation with the customer’s wishes;
- the operating process is controlled quarterly;
- there are no clearly administered rules of employees’ behavior which, among other things, would include those concerning situations where internal customers behave inappropriately.

The organizational subculture which existed at the initial research stage of the SSRUC operation resulted in the following complaints on the part of internal university clients: long terms of delivery; non-transparency of the purchase system; a lot of substitute products; high purchase prices; deliveries of products whose characteristics did not meet the ordered ones; employees’ incorrect behavior towards clients. In order to evaluate how efficiently the SSRUC operates, we have proposed the following indicators: promptness of document treatment, number of memos processed in a month, time of purchase terms, consistency of the ordered and purchased goods, time of commodity stock circulation (Lepechina et al., 2016).

In order to reveal the prevailing type of corporate culture, all the employees of the department were suggested six questions by the OCAI questionnaire concerning the current condition of organizational culture in the subdivision. Each question had four choices among which a respondent had to distribute 100 points. The maximum score was attained by the variant closest to reality. In order to define the preferred type of organizational culture, the respondent obtained the same kind of questionnaire where they had to answer a question “What kind of organization do we have to be in order to succeed?” Then, the average mean was calculated by each alternative.

The preferred type of subculture is marked with considerable reduction of the bureaucratic component and increase of the adhocratic one. It implies forming a flexible management system aimed at developing independence and enhancing responsibility of the employees. Adhocracy relies on supporting employees who are ready to learn and develop, granting the employees an opportunity to express and discuss new ideas and apply their creativity. At the same time, complete rejection of the bureaucratic component of organizational culture is not expected since employees are guided by the limits of job descriptions and regulation about operation of the SSRUC. Moreover, the desirable results include bigger indicators by the scales “Clan” and “Market”. It conveys the wish of employees to overcome segregation in the team and have more flexibility and adaptability to external changes.

So that the changes can occur, certain conditions must be met. The employees must be informed about the ideas of changes, the outcomes must be shown to understand what the implementation of ideas will result in, methods must be defined and resources have to be provided for carrying out changes and securing the results. But the most important thing, without which no changes are possible, is the political will of the management team about introduction of these changes. The work about changing the SSRUC organizational culture began after the head of the subdivision was substituted.

Within one year, the planned changes in the main elements of the team’s organizational culture were implemented. The following elements of subculture changed: the set of values, behavioral standards; mottoes, slogans, symbols; myths, legends, heroes; rituals, traditions, events; management style, power hierarchy; business processes the SSRUC is responsible for; personnel policy. Changes in the personnel policy of the SSRUC reduced the probability of conflicts between a newcomer and other members of the team and contributed to favorable psychological climate.

As for the characteristic of the desirable subculture in the stability – change aspect, even though the role of the SSRUC as an auxiliary servicing subdivision called for encouraging flexibility in operation, the quality of processes predictability and execution control remained very important for ensuring the quality of the result. So, in the system by Cameron and Quinn, the bureaucratic type remained to be prevailing. However, in comparison to the characteristic of subculture at the time when the research study began, the impact of this type reduced considerably.
References
