10TH INTERNATIONAL CONFERENCE

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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. Liudoch Girdwichai, professor  
President of Suan Sunandha 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 committees of 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. Krongthong Khairiree  
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!
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or commitment coupled with a shortage of educational technology, instructional design, and learning development staff; low levels of student accessibility to the Internet; bandwidth availability and/or accessibility; and non-suitability of academic content and goals to such designs. Thus, in order to keep lecturer and trainers updated with current technological changes, related studies on technological utilizations should be conducted on a regular basis.

This study is carried out to analyze ICT utilization that is necessary for instruction among lecturers of the capital universities of Thailand. Chen (1995) investigating the perceptions and network performance in Taiwan, reported that overall network staff and lecturers’ perceptions toward network organization (NBIINET) were not quite positive. The major factors in lecturers’ negative perceptions were: inability of the governing body to carry out its policies, added workload, slow response, limited number of skilled technicians, lack of motivation, and dissatisfaction with the hit rate. He determined a number of factors hindering cooperation including lack of comprehension of the value of such a network, lack of standardization in technical processing, limitation of financial resources, lack of initiative of professional associations, and administrative problems. Chen suggested the exploitation of Internet to implement cooperative networks for physical linkage and to consider the human factor as the most critical for its implementation. It was discovered that the variables most often identified as contributing to receptivity or resistance to changes are:
- Members’ participation in decision-making and implementation;
- Perceived availability of training and skills enhancement opportunities;
- Presence of entrepreneurs;
- Gender and age related issues;
- Prior experience with technology;
- Specialization within the organization;
- Degree of professionalism within the organization;
- Organizational slack;
- Fear of technology in general and computers in particular;
- Fear of changes;
- Perceived threats to job security or status;
- The distribution of expertise;
- The presence or absence of feedback and interaction;
- Unionization;
- Patterns of employees’ hiring and rewarding.

This study discovered the overall positive perceptions of ICT utilization in education processes in universities. Most of the demographic variables such as gender, age, highest degree obtained, functional areas of instruction among lecturers, and length of experience were not significantly related to individuals’ perceptions toward computers. The transfer from print to online education formats was inevitable but would take place gradually, because of the shortage of trained human resources, and ICT tools. Chen (1995) suggested that lecturers training keep pace with ICT developments and changes. He stated that lecturers should not fear computers and should take them as tools to help in different operations. Lecturers’ training should shift to computer science and application of computer technology in universities.

Ushakov (2016) mentioned that the changes occurring due to ICT application would affect the instructors’ role. He pointed out that basic functions of information would remain the same, but the methodology and formats of information would drastically change. Wilkins
(1999) reported that the educational environment would continue to be influenced by technology and users' needs. It would be governed by global policies that would ensure access to information for a diverse community. The lecturer was seen as playing a role of tutor, mentor, coach and client/student consultant.

Theoretical Framework

In studying user acceptance and technology use, the Technology Acceptance Model (TAM) is one of the most cited (Davis, 1989).

Task-technology fit (TTF) theory holds that ICT is more likely to have a positive impact on individual performance and be used if the capabilities of the ICT match the tasks that the lecturer must perform. Goodhue and Thompson (1995) developed a measure of task-technology fit that consists of 8 factors: quality, locate ability, authorization, compatibility, ease of use/training, production, system reliability, and relationship with lecturers.

Self-efficacy is people's perception of their ability to plan and take action to reach a particular goal. Computer self-efficacy (CSE) refers to individuals' judgment of their capabilities to use computers in diverse situations. Computer Self-Efficacy (CSE) construct is a specialized definition referring to people's belief in their ability to accomplish a special task. The concept of SE was developed by Bandura (1986) from the social cognition literature. Bandura noted that SE is affected by past experience, observing others, persuasion and affective arousal.

Professional Qualification of the Respondents

Respondents were asked to check four different categories from Master degree to Doctorate degree and the others.

Tab. 1 shows the distribution of frequency and percentage of the scores for professional qualification of instruction among lecturers in universities of Bangkok. Three levels of professional qualification were reported and the distribution was given as in the Tab. 2. It was mentioned that 100 (38.5%) of the respondents held MS/Phil, 95 (36.5%) with Masters, and 62 (23.8%) with a PhD degree.

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<td>2000 - 2004</td>
<td>79</td>
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<tr>
<td>1995 - 1999</td>
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<td>5.8</td>
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<tr>
<td>1989 and before</td>
<td>3</td>
<td>1.2</td>
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<td><strong>Total</strong></td>
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<td><strong>100.0</strong></td>
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Findings

As for research question mentioned above, the role of professional qualification and the year of professional qualification of the instruction among lecturers towards ICT utilization, this study found that lecturers' qualification was significantly associated with aspects of ICT utilization such as use of Internet, technology enhanced and database.

This shows that the lecturers with high professional qualification were very good to use search engines and logical operators for information in their instruction. They were effectively practicing discussion, instructional strategies online, web-based meeting tools to facilitate instruction in universities of Bangkok.

The analysis indicated that a statistically significant positive correlation exists among lecturers' qualifications and using of ICT in teaching, lecturers' use of internet at home and the overall ICT utilization among lecturers in order to facilitate the instruction through using different ICT tools and other internet websites.

This shows that the lecturers who have high professional qualifications, use ICT in teaching, use Internet at home were good in using overall ICT in their instruction like search engines, logical operators for information in their instruction. They were effectively practicing discussion, instructional strategies online and web-based meeting tools to facilitate instruction in universities of Bangkok.

The analyses also suggest that other factors, such as high cost of ICT tools and expenditure for ICT had affected the lecturers' ability to use new technologies in instruction in universities.
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References


TEACHER OPINION ON BARRIERS TO THE INTEGRATION OF ICT IN THAILAND UNIVERSITY TEACHING

Akechai Doung-Eang
Yanika Chuentako

International College
Suan Sunandha Rajabhat University,
Bangkok, Thailand

Technology has taken place in all areas of life. Educational environment is equipped with the technology to educate individuals with the skills to meet the needs of the day. It is expected that teachers use information and communication technologies and transfer this skill to the educational environment in the information age. When the use of ICT addressed in the context of the specific area the advantages and problems can be clearly evident. The purpose of this research is to identify barriers to the integration of ICT in Thailand teaching. Qualitative research method was adopted in the research. Participants were determined by criteria sampling method. 14 teachers have participated in the research. The interview form was used as data collection tool. The data obtained from the interviews was conducted