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RESEARCH ARTICLE

EFFECTIVENESS IN APPLYING SOCIAL ENGINEER SKILLS: CASE STUDY ORGANIC FARMING VILLAGES IN THE ELDERLY COMMUNITY MOO 8, PAK CHONG SUBDISTRICT, CHOM BUENG DISTRICT, RATCHABURI PROVINCE

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ABSTRACT

The purposes of this research were as follows: 1) To develop a prototype of Rajabhat University students from ChomBueng Village using the social engineering process. 2) To compare the effectiveness before and after implementing social engineering skills among Muban Chom Bueng Rajabhat University students. 3) To assess the behavior before and after utilizing social engineering skills among Muban Chom Bueng Rajabhat University students. The sample for this research was obtained through group random sampling, consisting of students from seven groups: Faculty of Education, Faculty of Science and Technology, Faculty of Humanities and Social Sciences, Faculty of Industrial Technology, Faculty of Management Sciences, Faculty of Muay Thai Studies and Thai Traditional Medicine College, as well as central organization members. The total sample size was 100 individuals. This research involved developing a prototype for Muban Chom Bueng Rajabhat University students using a social engineering process. The assigned task for the students was to visit an organic farming village area inhabited by elderly community members in Moo 8, Pak Chong Subdistrict, Chom Bueng District, Ratchaburi Province. The purpose was to study the effectiveness and observe behavioral changes in prototype students regarding their use of social engineering skills. Data analysis methods included content analysis (mean, percentage), standard deviation calculations, and t-tests. The results of the study were as follows: 1) the model of Rajabhat University students Chom Bueng Village There are 4 social engineer skills, namely thinkers, communicators, coordinators, and innovators, which are the skills that must be used in students' work in community areas. 2) Comparison of effectiveness before and after using skills. The social engineers of Muban Chom Bueng Rajabhat University students found that the knowledge test results before and after using the social engineer skills of Muban Chom Bueng Rajabhat University students. It was found that the mean score before the experiment was 8.28 (S.D = 3.05) and the posttest mean score was 17.53 (S.D = 1.49). The ability to use social engineer tools after the experiment and before the experiment was significantly different. statistically significant ($p > 0.05$) and 3) Studying the Utilization Behavior of Social Engineering Skills among Mu Ban ChomBueng Rajabhat University Students. Social engineers after the experiment and before the experiment were significantly different ($p > 0.05$).

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INTRODUCTION

His Majesty the King's policy on education, Rama 10, assigned the Privy Councilor to target students who aim to develop student skills to raise the quality of education and develop their locality. Nada Kritma (2021). Creating a student "Social Engineer" means having a good and correct vision, having a solid foundation in life, having a job or career, being a good citizen with discipline, and developing soft skills along with social engineer skills of MubanChomBueng Rajabhat University. This response aligns with the policy by developing students' skills that they must carry with them for living and working in the future.

These skills include analytical thinking - reasoning, seeing problems as challenges, cognitive-communication skills to solve problems, working effectively with others without conflict, mobilizing forces and resources to solve problems, community innovation skills, and creating happiness consciously. In accordance with 21st-century skill requirements in higher education management issues arise from lecture-style learning that focuses on memorizing content but lacks depth. Instructors bring content for students to listen and observe; while these activities are beneficial activities; however, students lack experience in practical application within areas such as organizations or communities which require communication skills as well as problem-solving abilities.

Muban Chom Bueng Rajabhat University is an institution of higher education dedicated to local development following guidelines outlined by sustainable national development policies. The university aims at strengthening local wisdom while restoring educational power for stable progress (Rajabhat University Act B.E. 2547, Section 7)(Meeting of the Presidents of Rajabhat University (Rajabhat University) 2019) The current MubanChomBueng Rajabhat University, within Group 3 of universities, has policies aligned with local community development and other communities. The curriculum, teaching, and learning management are adjusted based on competency requirements to meet market demands. In the 21st century, teaching and learning must enhance competitiveness by equipping students with essential life skills. The heart of education reform lies in "Learning of the learners," necessitating learning reform that encompasses various interconnected components such as teachers, teaching and learning methods, curriculum design, measurement, and evaluation systems. These elements support learners in achieving quality education while developing important competencies applicable to real-life situations. Furthermore, considering the impact of social changes on individuals' way of life - including sociology culture economy politics public health - effective educational management is crucial for developing individuals who can lead a good quality life within society (NoppadolThumchua 2022). Learning management for higher education should focus on improving outcome-based curricula that emphasize practicality. Students' competencies should be established to guide the design of learning activities that promote real-life application allowing students to naturally create knowledge themselves.

Based on the above concept, MubanChomBueng Rajabhat University has the idea of creating model students who are social engineers in accordance with the royal policy of His Majesty King Rama X. This is achieved by developing all four skills through five tools and requiring social engineer students to analyze, study, research, and develop a case study on organic farming villages. The specific focus is on processing herbs to prevent diseases among the elderly in the community of 8 Pak Chong Subdistrict, ChomBueng District, Ratchaburi Province. The university aims to provide practical learning experiences for students across various disciplines through Multidisciplinary Active Learning. This approach utilizes local community development as a foundation (Social Lab Based) and involves coaching from faculty members from different faculties as well as local experts. Students from different faculties and branches participate in activities aimed at solving problems within their respective areas (area-based) throughout the entire process. The ultimate goal is to cultivate students who possess critical thinking skills, effective communication abilities, coordination capabilities, and innovative mindsets within their communities.

PURPOSE

- To develop a model for students of Ban ChomBueng Rajabhat University by social engineering process.
- To compare the effectiveness before and after using social engineer skills of MubanChomBueng Rajabhat University students.
- To assess behaviors before and after using social engineer skills of MubanChomBueng Rajabhat University students.

RESEARCH METHODS

In this research, the researcher used mixed research (Mix Method) between qualitative research and quantitative research by defining the research scope as follows.

POPULATION AND SAMPLE GROUP: The population in this study was students from 7 groups, namely students from the Faculty of Education. Faculty of Science and Technology Faculty of Humanities and Social Sciences Faculty of Industrial Technology Faculty of Management Sciences Faculty of Muay Thai Studies and

Thai Traditional Medicine College and the central organization of 3,500 people. The sample group used in this research study the sample size was obtained by randomly sampling 7 groups of student populations by calculating the group size using Taro Yamane's ready-made table formula at a 95% confidence level and 10% error to find the sample group which was the total number 100 people

OPERATION STEPS: The area for conducting this research is the organic farming village in the elderly, Community Moo 8, Pak Chong Sub-district, ChomBueng District, Ratchaburi Province from July 2022 to June 2023 with the following sequence of research steps.

Step 1: Developing a Model of Mu Ban ChomBueng Rajabhat University Students through the Social Engineering Process

- Begin by studying documents, textbooks, articles, and related research to establish a solid foundation for the concept and develop a thorough understanding of social engineering skills. This will help in creating a mindset that embraces these skills.
- Utilize public relations strategies to announce student recruitment opportunities for those interested in participating in the project. The goal is to attract students who are eager to develop themselves as model students through the social engineering process.
- Organize workshops focused on developing soft skills specifically tailored for students with an interest in social engineering. These workshops should be conducted prior to their entry into this field, providing them with valuable knowledge and tools necessary for success.

Step 2. Assessing the Effectiveness of Social Engineering Skills among Mu Ban ChomBueng Rajabhat University Students

- Begin by conducting an Effectiveness Test to evaluate the student's knowledge before they start using social engineering skills. This test will provide a baseline understanding of their abilities prior to any training or application.
- Divide the social engineer students into groups and administer an assessment form that evaluates their proficiency in utilizing five different social engineering tools. This will help gauge their competence and identify areas for improvement.
- Encourage the social engineer students to visit community areas and engage in collaborative projects aimed at local development and innovation. This hands-on experience will allow them to apply their skills in real-world scenarios while making a positive impact on the community.
- After sufficient time has passed for the students to develop their social engineering skills, administer a post-training effectiveness test. This will measure how much they have improved since starting the program, providing valuable insights into its overall effectiveness.

Step 3. Studying the Utilization Behavior of Social Engineering Skills among Mu Ban ChomBueng Rajabhat University Students

- Encourage the social engineer students to actively engage with community areas and collaborate on projects aimed at local development and innovation. This hands-on experience will allow them to apply their social engineering skills in real-world scenarios while working alongside community members.
- Assess the behavior of the students regarding their utilization of social engineering skills. This can be done through observation, interviews, or surveys to gain insights into how they apply these skills in different situations and interactions.
- Administer an assessment form that evaluates the students' ability to effectively use five specific social engineering tools. This will provide a quantitative measure of their proficiency in utilizing these tools, helping identify areas for improvement and further development. By studying both the behavior and proficiency of the students in utilizing social engineering skills, valuable insights can be gained about their application and effectiveness within real-life contexts.

TOOLS

The tools used in this research include:

- An effectiveness test to assess the use of social engineering skills among Mu Ban ChomBueng Rajabhat University students. This test measures the effectiveness and proficiency of their application of social engineering techniques.
- A Social Engineer Skill Behavior Assessment Form, which evaluates the behavior and utilization of social engineering skills by the students. This form helps gather qualitative data on how they apply these skills in various situations.
- An evaluation form specifically designed to assess the ability of students to use five different social engineer tools. This form provides a quantitative measure of their competence in utilizing these specific tools.

RESULTS

In this research, the researcher collected data and analyzed it with a computer program. The research results are as follows:

The results of the development of a model of Mu Ban ChomBueng Rajabhat University students by social engineering process. From the workshop on soft skill development, students with social engineer skills before going to the area, which the students who passed workshop have the following details:

Outcomes of the Workshop on Soft Skill Development for Students with Social Engineer Skills As a result, the model students of MubanChomBueng Rajabhat University possessed all 4skills of the social engineering process as shown in Table .2 According to Table 2, the results of developing a model of Mu Ban ChomBueng Rajabhat University students using the social engineering process reveal four key skills: thinkers, communicators, coordinators, and innovators. These skills will be utilized by students in their work within community areas.

The results of the study on the effectiveness before and after using social engineering skills among Mu Ban ChomBueng Rajabhat University students were obtained by conducting an effectiveness test. The test measured student knowledge based on variables related to the research. The results are as follows: According to Table 3, the results of the knowledge test conducted before and after using social engineering skills among Mu Ban ChomBueng Rajabhat University students indicate significant improvement. Before the experiment, the mean score was 8.28 with a standard deviation (S.D.) of 3.05. However, after the experiment, the mean score increased to 17.53 with a lower standard deviation of 1.49. These findings suggest that the implementation of social engineering skills training had a positive impact on students' knowledge and understanding in this area, leading to substantial improvement in their performance on the knowledge test. The assessment results of each group of social engineer students, based on their ability to use five social engineer tools, are presented in Table 4. From Table 4, it was found that the mean scores of the ability to use social engineer tools after the experiment and before the experiment were significantly different ($p>0.05$). Evaluation results of social engineer skill utilization behavior of MubanChomBueng Rajabhat University students. with social engineer skill behavior assessment form Which consists of 1) rational thinking skills - results see problems as challenges 2) communication skills to solve problems 3) skills to work with others without conflict mobilization of energy and resources to solve problems; and 4) the ability to work with others without conflict. Mobilize forces and resources to solve problems. The results of comparing the mean differences of social engineer skills assessment scores. before and after the 4 aspects of the experiment are shown in the table below. From Table 5, it was found that the mean scores for the ability to use social engineer tools and reason-effect thinking skills see problems as challenges The posttest and pretest were significantly different ($p>0.05$).

DISCUSSION AND CONCLUSION

Model Development of MubanChomBuengRajabhat University Students with Social Engineer Process from the sample consisted of the Faculty of Education13 people, Faculty of Science and Technology 17 people, Humanities and Social Sciences, 16 people, Faculty of Industrial Technology, 13 people, Faculty of Management Science 17 people, Muay Thai Suksa College13 people, and Central organization 11 people Total 100 people by a model of students from MubanChomBueng Rajabhat University with social engineering process It consists of 4 skills, namely thinkers, communicators, coordinators, and innovators, which will be skills that must be used in the work of students in community areas. A comparison of the effectiveness before and after using social engineer skills of MubanChomBueng Rajabhat University students found that the knowledge test results before and after using social engineer skills of MubanChomBueng Rajabhat University students where it was found that the mean score before the experiment was = 8.28 S.D. = 3.05 and the mean score after the experiment was = 17.53 S.D. = 1.49. Statistics ($p>0.05$). Based on the evaluation of behaviors using social engineer skills among MubanChomBuengRajabhat University students, it was found that there were statistically significant differences ($p>0.05$) in various aspects. Overall, these findings support the assumption that MubanChomBuengRajabhat University's implementation of social engineer skills has resulted in higher effectiveness among its students.

DISCUSSION

In this research, the effectiveness of using social engineer skills in fieldwork was studied specifically in organic farming villages. The study focused on elderly individuals residing in Community Moo 8, Pak Chong Subdistrict, ChomBueng District, Ratchaburi Province. The research aimed to develop a prototype for students at MubanChomBuengRajabhat University using the social engineering process. The sample group consisted of 100 students from various faculties including Humanities and Social Sciences, Management Sciences, Science and Technology, Industrial Technology, Education, and the Central Student Organization. These prototype students were trained in four key skills through the social engineering process: 1) Thinker: Equipped with analytical thinking skills to identify cause-and-effect relationships and view problems as challenges. 2) Communicator: Capable of applying generated knowledge to benefit the community and effectively communicating knowledge to solve community problems. 3) Coordinator: Skilled at working harmoniously with others without conflict while mobilizing internal or external resources for local development. And 4) Innovator: Possessing creative problem-solving abilities to create innovations that address local community issues. These skills align with previous studies conducted by EkkarajDenang et al (2023), which emphasized that social engineer skills are essential for Rajabhat University students' learning in the 21st century. These skills involve analytical thinking, systematic problem-solving approaches (such as Design Thinking), creative thinking, and acting systematically based on relevant theories. Furthermore, PhetKwanchaisakul (2021) highlighted that social engineers act as analysts of community potential by designing solutions that contribute to building a quality society. They enhance knowledge within communities while creating innovations for problem-solving and promoting sustainable development based on contextual databases. Therefore, this research aimed to develop a prototype for MubanChomBueng Rajabhat University students who possess analytical reasoning abilities along with systematic problem-solving approaches such as Design Thinking. By cultivating these skills, the students can effectively address real problems and contribute to improving the quality of life within their communities. After the training, a comparative study was conducted to assess the effectiveness of using social engineer skills among MubanChomBueng Rajabhat University students.

Table 1. Number of Students Who Received Social Engineer Skill Development Training (n = 100)

general information	Before the Experiment		After the Experiment	
	Total (people)	Percentage	Total(people)	Percentage
1. Faculties studying				
education	13	13	13	13
science and technology	17	17	17	17
Humanities and Social Sciences	16	16	16	16
industrial technology	13	13	13	13
management science	17	17	17	17
Muay Thai Suksa College	13	13	13	13
central organization	11	11	11	11
2. Faculties studying				
Year 1	71	71	71	71
Year 2	16	16	16	16
Year 3	13	13	13	13
3. Gender				
male	35	35	35	35
female	65	65	65	65

Table 2. Social Engineer Skills 4 Skills

Social Engineer Skills	Details
thinker	Rational thinking, which involves seeing problems as challenges, can be applied to daily life and future work.
communicator	Being able to communicate clearly and concisely, making it easy for listeners to understand, is an important skill. Additionally, being an attentive listener and using questions to clarify what you want to know can greatly enhance communication. It is also valuable to express opinions and provide appropriate reasons while maintaining a positive attitude.
coordinator	Creating a working relationship among all parties based on mutual understanding and agreement is crucial. It involves fulfilling each person's roles, duties, or responsibilities on a consistent schedule to ensure that everyone is working towards the same destination in line with the objectives of the work.
innovator	Being able to connect questions, problems, or ideas is a valuable skill. It allows for the exploration of new perspectives and insights. Additionally, asking questions that challenge common knowledge can lead to deeper understanding and innovative solutions. Considering general phenomena and behavior with prudence, attention, and consistency helps in analyzing situations critically and making informed decisions. It ensures a thorough examination of various factors at play. Seeking new ideas through prototyping and dedicating energy to discovering and testing these ideas through diverse networks is essential for personal growth. This approach expands one's horizons by exposing them to different perspectives, experiences, and opportunities for learning. Overall, possessing these qualities enables individuals to think creatively, problem-solve effectively, and continuously expand their knowledge base.

Table 3. Results of knowledge test before and after using social engineer skills of Muban Chom Bueng Rajabhat University students (n=100)

level of knowledge	Before the Experiment		After the Experiment	
	Total	Percentage	Total	Percentage
high level	29	29	24	24
moderate	42	42	48	48
low level	29	29	28	28
Total	100	100	100	100
\bar{X}	8.28		17.53	
S.D.	3.05		1.49	

Table 4. Comparison of Mean Difference Scores on the Ability to Use Social Engineer Tools Before and After the Experiment

Ability to use social engineer tools	n	\bar{X}	S.D.	Mean Difference	t	95 % CI	p-value
Before the Experiment	100	2.49	0.05	0.08	2.0	2.30	0.024
After the Experiment	100	3.41	0.05				

Table 5. Comparison of the mean difference scores on the ability to use social engineer tools. reason-effect thinking skills see problems as challenges

reason-effect thinking skills see problems as challenges	n	\bar{X}	S.D.	Mean Difference	t	95 % CI	p-value
Before the Experiment	100	2.26	0.69	0.03	1.7	2.12	0.021
After the Experiment	100	3.29	0.67				

The results indicated that the average knowledge level after the experiment was higher than before, with a statistically significant difference. Additionally, there was a significant difference in the ability to use social engineer tools after the experiment compared to before ($p > 0.05$), indicating improvement in this aspect as well. These findings align with Nongratsaro (2021) perspective on social engineers, who emphasized that students trained in analytical thinking, systematic approaches, and rationality can effectively engage with communities and contribute to national development. The four main characteristics of social engineers include analytical thinking skills, recognizing cause-and-effect relationships, perceiving problems as challenges, applying learned knowledge for community benefit through effective communication and collaboration without conflict, mobilizing local and non-local resources for local development participation, and possessing innovation skills for problem-solving within local communities.

This is consistent with KaewtaPuew's (2022) study on the social engineer incubation project aimed at enhancing development potential in Khao Kho District. The research found that training based on social engineering principles resulted in higher post-training performance compared to pre-training levels (at a statistical significance level of 0.05). Students were able to create new innovations such as building check dams for community benefit. This finding aligns with Kaewta Puew's (2022) study on the social engineer incubation project aimed at increasing development potential in Khao Kho District.

The research highlighted that Phetchabun Rajabhat University's social engineers exhibited very good levels of competency across four aspects. Similarly, Noppadol Thumchua (2022) conducted research on developing guidelines for applying the sufficiency economy philosophy to real-life situations within general education subjects. The findings showed that students were able to enhance their knowledge and understand how to apply sufficiency economy principles through practical experiences. Dapong Ratanasuban (2021) also emphasized that social engineers play a crucial role in building strong communities and strengthening society. Competent learners possess characteristics such as having a patriotic attitude toward their country, a stable foundation for life, moral values, employment, or career opportunities while being responsible citizens. Skilled social engineers serve as mediators who coordinate various sectors' benefits for local community development while equipping students with the competence and skills necessary for future problem-solving and community development.

Overall, these findings highlight the positive impact of utilizing social engineer skills among MubanChomBueng Rajabhat University students, leading to improved behaviors and competencies that contribute to the development of their local communities. Overall satisfaction levels were reported as being at their highest level during these projects. These studies highlight that developing important skills through practical work and hands-on application of trained knowledge and tools is crucial for the effective implementation of social engineer principles. It is evident that learning from training alone may not be sufficient; practical experience plays a vital role in honing these skills among students.

The evaluation of behaviors using social engineer skills among MubanChomBueng Rajabhat University students revealed that their behavior significantly improved after utilizing these skills in all dimensions, as per the set assumptions. This improvement can be attributed to the student's previous learning and practice with social engineer tools, such as meticulous journaling and the use of life clock tools. Furthermore, some students had the opportunity to study social engineer tools through resources provided by the Center for Social Engineers, including learning materials, books, and coursework. Additionally, faculty coaches and visits from esteemed individuals like Privy Councilors contributed to enhancing their understanding and application of these skills. The behavioral level of student models after engaging in community work was higher, indicating competence gained through practical experience in real-life situations.

SUGGESTIONS

- Developing a model for students at MubanChomBueng Rajabhat University through the social engineering process is an excellent suggestion. Creating a short-term training course or incorporating it into existing courses can provide students with valuable skills and knowledge. It would be beneficial to collaborate with faculty members and experts in the field to design a comprehensive curriculum that covers various aspects of social engineering.
- When assigning students to learn through practical situations, careful planning is crucial. It's important to consider the number of students involved and the areas they will be working in, ensuring that it does not disrupt or overwhelm the community. Collaborating with local organizations or community leaders can help identify suitable projects and ensure a positive impact on the community while providing valuable learning experiences for students.
- To study student behavior in using social engineer skills effectively, it's recommended to employ a variety of tools and comprehensive assessment methods. This could include surveys, interviews, observations, case studies, and even feedback from community members who interacted with the students during their projects. By utilizing multiple assessment methods, researchers can gather diverse perspectives and obtain more accurate information about student behavior and its impact. Overall, these suggestions aim to enhance the implementation of social engineer skills among MubanChomBueng Rajabhat University students by providing structured training opportunities, thoughtful planning for practical experiences, and robust evaluation methods for studying their behavior effectively.

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