

Source details

Edelweiss Applied Science and Technology

Years currently covered by Scopus: from 2019 to 2025

Publisher: Learning Gate


E-ISSN: 2576-8484

Subject area: Multidisciplinary

Source type: Journal


View all documents >

Set document alert

 Save to source list

CiteScore 2024

0.2



SJR 2024

0.181



SNIP 2024

0.492



CiteScore CiteScore rank & trend Scopus content coverage

CiteScore 2024

0.2 = $\frac{193 \text{ Citations 2021 - 2024}}{1,214 \text{ Documents 2021 - 2024}}$

Calculated on 05 May, 2025

CiteScoreTracker 2025

0.4 = $\frac{957 \text{ Citations to date}}{2,271 \text{ Documents to date}}$

Last updated on 05 November, 2025 • Updated monthly

CiteScore rank 2024

Category	Rank	Percentile
Multidisciplinary	#194/200	3rd

View CiteScore methodology > CiteScore FAQ > Add CiteScore to your site

SJR

SI

SR CR

G

EPI

SCImago

SJR

Scimago Journal & Country Rank

Enter Journal Title, ISSN or Publisher Name

Home

Journal Rankings

Journal Value

Country Rankings

Viz Tools

Help

About Us

Fix My References, Fast!

SciSpace Agents deduplicate, repair DOIs & standardize styles, then automate all citation tasks.

Try SciSpace Agent for Free

SCISPAC

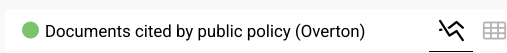
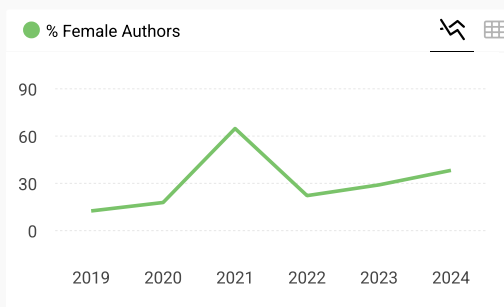
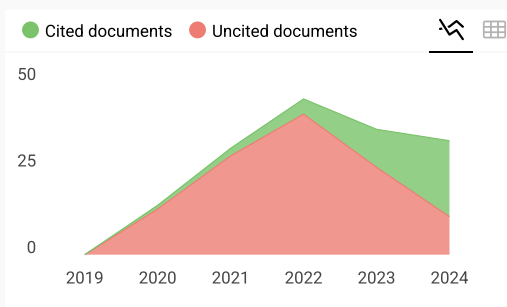
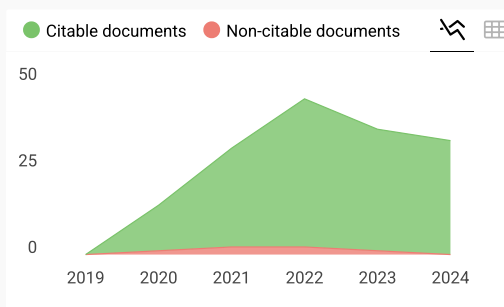
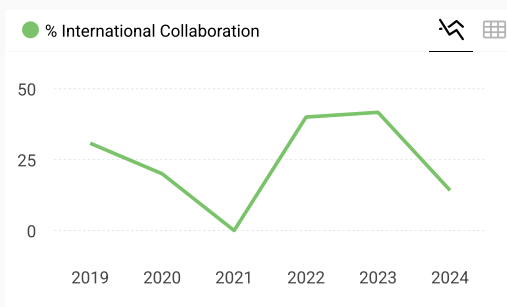
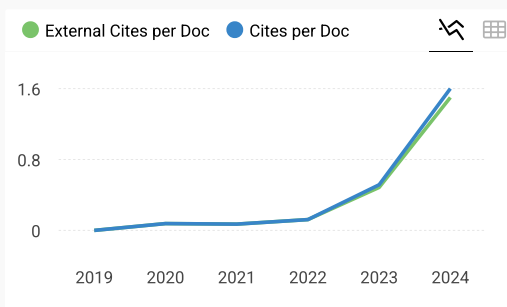
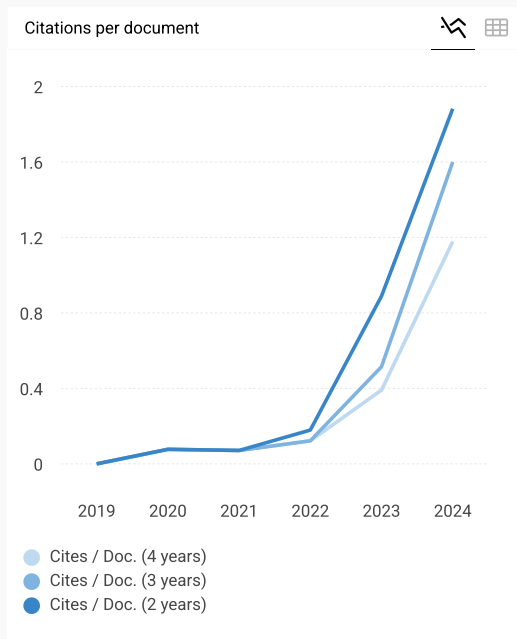
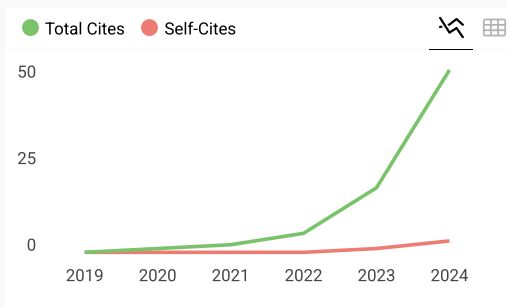
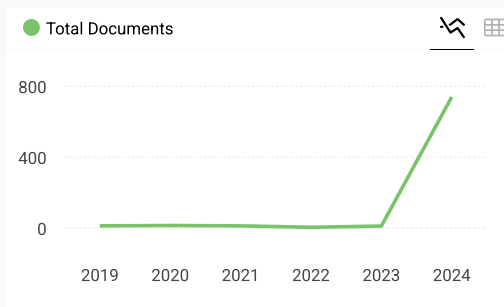
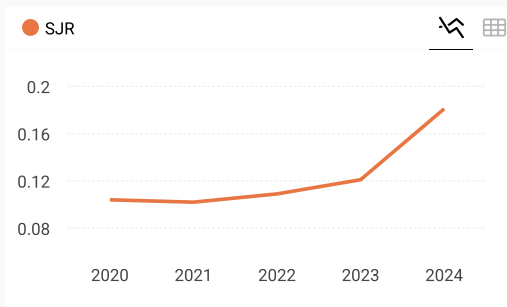
Edelweiss Applied Science and Technology

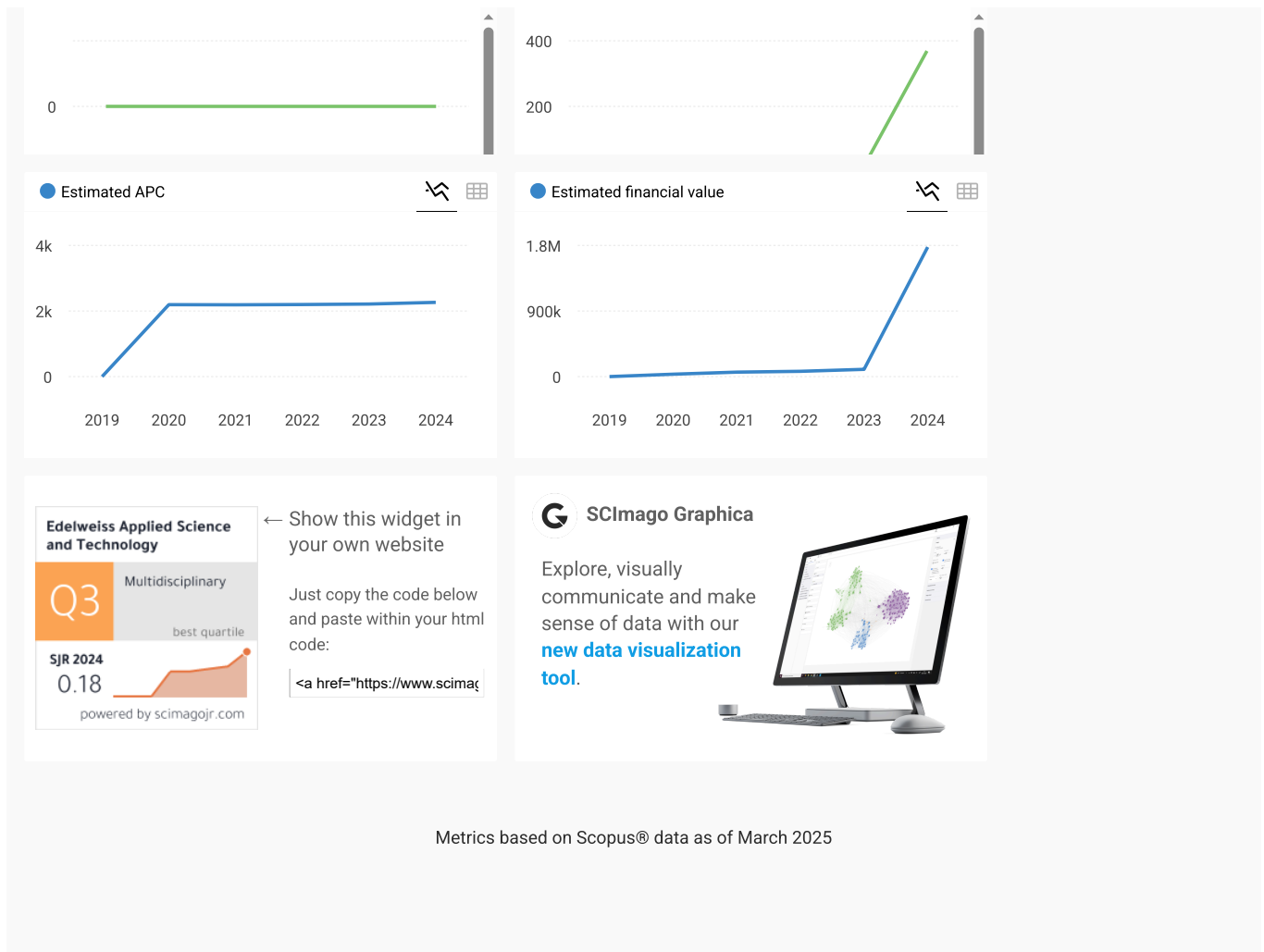
COUNTRY	SUBJECT AREA AND CATEGORY	PUBLISHER	SJR 2024
<div>United States</div> <div><div>Universities and research institutions in United States</div><div>Media Ranking in United States</div></div>	<div>Multidisciplinary</div> <div>Multidisciplinary</div>	<div>Learning Gate</div>	<div>0.181 Q3</div> <div>H-INDEX</div> <div>5</div>
PUBLICATION TYPE	ISSN	COVERAGE	INFORMATION
Journals	25768484	2019-2025	<div>Homepage</div> <div>How to publish in this journal</div> <div>editor@learning-gate.com</div>

SCOPE

Edelweiss Applied Science and Technology (ISSN: 2576-8484) is a scholarly journal that follows a double-blinded peer-review process and is accessible to readers free of charge. The platform offers a sophisticated forum for the reporting of innovative, highly creative, and significant interdisciplinary research. It encompasses all aspects of applied and social sciences.

Join the conversation about this journal





Loading comments...

Developed by:



Powered by:



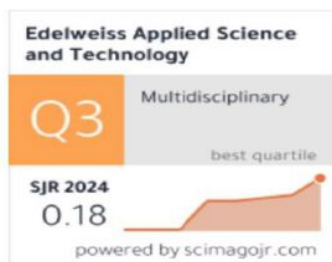
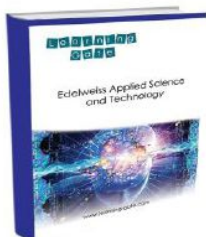
Follow us on @ScimagoJR

Scimago Lab, Copyright 2007-2025. Data Source: Scopus®

EST MODUS IN REBUS

Horatio (Satire 1,1,106)

Legal Notice



ELSEVIER
Scopus

Date: 10 Sep 2025
Ref. No. 7175-EAST-9858/25

Dear Ampol Chayomchai

Author (s): Ampol Chayomchai

Subject: Conditional acceptance with the subject of submission for Article processing charges

I would like to extend my congratulations to you.

We are delighted to notify you that your article titled " *Key Factors Influencing Work Readiness in Generation Z: A Comparative Study Between Future Gen-Z Workers and Employer Perspectives*" has been accepted for publication with minor changes. It will be published in upcoming issue of the *Edelweiss Applied Science and Technology* (ISSN: 2576-8484), based on the feedback provided by the reviewers.

Please note that an online publication fee of USD \$1275 is applicable for any accepted article. Kindly ensure to make the payment at the earliest convenience. Upon receipt of payment, we may proceed with the publication process.

We are grateful for your cooperation. We look forward to your response.

Sincerely,

melissa fernandes

Melissa Fernandes
Managing Editor
Edelweiss Applied Science and Technology
(ISSN: 2576-8484)
URL: <https://learning-gate.com/index.php/2576-8484>
Scopus URL: <https://www.scopus.com/sourceid/21101018315>
E-mail: editor@learning-gate.com | URL: <http://learning-gate.com>

ศาสตราจารย์
ดร.
(อัมพล ชัยอมชัย)

[Register](#)[Login](#)

1

[Home](#) / [Editorial Team](#)

Editorial Team

Editors (7) | Associate Editors (13) | Editorial board Members (1079 across 85 countries)

Editors



Dr. Jesús Ballestrín

CIEMAT- Plataforma Solar de Almería Spain

[\(Profile\)](#)



Dr. Mukesh Singh Boori

American Sentinel University
United States

[\(Profile\)](#)



Dr. Jaejin Jang

University of Wisconsin
United States

[\(Profile\)](#)



Dr. Antonio Gagliano

University of Catania
Italy

[\(Profile\)](#)



Dr. Weiwei Jiang

Beijing University of Posts
and Telecommunications
China

[\(Profile\)](#)



Dr. George D. Bathrellos

University of Patras
Greece

[\(Profile\)](#)



Dr. Noor Izzri Abdul Wahab

Putra University of Malaysia
Malaysia

[\(Profile\)](#)

ศาสตราจารย์

(อธิการบดี มหาวิทยาลัย)

Associate Editors



Dr. Bikash Koli Dey
SRM Institute of Science and
Technology
India
([Profile](#))



Dr. Kuldeep Kumar Saxena
Lovely Professional
University
India
([Profile](#))



Dr. Francesca Latino
Pegaso University
Italy
([Profile](#))



Dr. Gema García-Piqueres
University of Cantabria
Spain
([Profile](#))



Dr. Rebeca García-Ramos
Universidad de Cantabria
Spain
([Profile](#))



Dr. Rafael Romero-Carazas
Peru's University of
Technology
Peru
([Profile](#))



Dr. Yun Ii Go
Heriot-Watt University
(Malaysia Campus)
Malaysia
([Profile](#))



Dr. Nicolas Youssef
HEI – JUNIA
France
([Profile](#))



Dr. Francesco Guarnera
University of Catania
Italy
([Profile](#))



Dr. Kitti Ajtayné Károlyfi
Széchenyi István University
Hungary
([Profile](#))



**Dr. Mohammed
Almalaysha**
University of Missouri-
Columbia
USA
([Profile](#))



Dr. Wenbin Zhou
University of Dundee
UK
([Profile](#))

ศาสตราจารย์

ศาสตราจารย์

(อธิการบดี)

**Dr. Michał Gdula**

Rzeszow University of
Technology
Poland
([Profile](#))

Editorial and Review Board members

**Dr. Michał Stosiak**

Wrocław University of
Science and Technology
Poland
([Profile](#))

**Dr. Huijin Xu**

Shanghai Maritime
University
China
([Profile](#))

**Dr. Ion V. Ion**

University of Galati
Romania
([Profile](#))

**Dr. Simone Bergonzoli**

Council for Agricultural
Research and Economics,
Research Center for
Engineering and Agro-Food
Processing,
Italy
([Profile](#))

**Dr. Reza Askarizad**

Polytechnic University of
Madrid
Spain
([Profile](#))

**Dr. Veljko Radičević**

Academy of technical and art
applied studies Belgrade
Serbia
([Profile](#))

**Dr. Paulo Santos**

University of Coimbra
Portugal
([Profile](#))

**Dr. Felipe Andrade Torres**

Federal University of
Reconcavo of Bahia
Brazil
([Profile](#))

**Dr. Tholkappiyan
Ramachandran**

United Arab Emirates
University
UAE
([Profile](#))

**Dr. Dmitriy A. Martyshev**

Perm National Research
Polytechnic University
Russian Federation
([Profile](#))

ศาสตราจารย์

ศาสตราจารย์

(อ.ดร. ชัยวัฒน์)



Dr. Habil Anikó Khademi-Vidra

Hungarian University of
Agriculture and Life Sciences
Hungary.
([Profile](#))



Dr. Vasilii Erokhin

Harbin Engineering
University
China
([Profile](#))



Dr. Hugo Wai Leung Mak

The Hong Kong University of
Science and Technology
Hong Kong
([Profile](#))



Dr. Pavlo Krot

Politechnika Wroclawska
Poland
([Profile](#))



Dr. Ravi V. Gandhi

Ajeenkya D.Y.Patil University
India.
([Profile](#))



Dr. Alexander Shyshkin

Kyryvi Rih National
University
Ukraine
([Profile](#))



Dr. Victor-Hugo Perera Rodriguez

Universidad de Sevilla
Spain
([Profile](#))



Dr. Ahmad Aburayya

City University Ajman
United Arab Emirates
([Profile](#))



Dr. Luz Marina Ruiz Hernandez

Universidad de Granada
Spain
([Profile](#))



Dr. Mohammad Zaher Akkad

University of Miskolc
Hungary
([Profile](#))



Dr. Mahendrran Selvaduray

Edinburgh Napier University
United Kingdom
([Profile](#))



Dr. Cristiana Piccioni

Sapienza Università di
Italy
([Profile](#))

ศาสตราจารย์

(อัมพก ชะนิมสัย)



Dr. Xianyu Zhang
Shanghai Jiao Tong
University
China
([Profile](#))



Dr. Elena Bulmer
University Antonio de
Nebrija
Spain
([Profile](#))



Dr. Mohammad Nurul Alam
University of Tabuk
Saudi Arabia
([Profile](#))



Dr. Odai Mohammad Ali Al-Heilat
Gulf University
Bahrain
([Profile](#))



Dr. Marta Perez-Perez
Universidad de Cantabria
Spain
([Profile](#))



Dr. Maximilian Espuny
Sao Paulo State University
Brazil
([Profile](#))



Dr. Milica V. Vasić
Institute for testing of
materials IMS
Serbia
([Profile](#))



Dr. Cristina DUMITRU
Pitești University Centre
Romania
([Profile](#))



Dr. Mohammed Hasan Ali Al-Abyadh
Prince Sattam bin Abdulaziz
University
Saudi Arabia
([Profile](#))



Dr. Lukasz Mateusiak
University of Agriculture in
Krakow
Poland
([Profile](#))



Dr. Vasileios Giannakopoulos
Lancaster University
UK
([Profile](#))



Dr. Manuel António Pinto da Silva
Instituto Politécnico de Viseu
Portugal
([Profile](#))

ศาสตราจารย์

(อธิการบดี)



Dr. Fuensanta Galindo-Reyes
Universidad de Malaga
Spain
([Profile](#))



Dr. Pascal Lorenz
University of Haute Alsace
France
([Profile](#))



Dr. Dimitrios A. Karras
National and Kapodistrian
University of Athens
Greece
([Profile](#))



Dr. Magdy Ali Abdou Gouda
Gulf Medical University
UAE
([Profile](#))



Dr. Marta Czaplicka
University of Warmia and
Mazury
Poland
([Profile](#))



Dr. Sayed M. Ismail
Prince Sattam bin Abdualziz
University
Saudi Arabia
([Profile](#))



Dr. Ireneusz Zuchowski
International Academy of
Applied Sciences in Lomza
Poland
([Profile](#))



Dr. Claudia Prestigiacomo
Università degli Studi di
Palermo
Italy
([Profile](#))



Dr. Shoaib Nazir
Shaanxi Normal university
China
([Profile](#))



Dr. Muhammad Suleman Memon
University of Sindh
Pakistan
([Profile](#))



Dr. Heyder G Wannes Alkarawy
University of Babylon
Iraq
([Profile](#))



Dr. Raof Mostafazadeh
University of Mohaghegh
Ardabili
Iran
([Profile](#))

ศาสตราจารย์

(อธิการบดี)



Dr. Charli Sitinjak
Esa Unggul University
Indonesia
([Profile](#))



Dr. Asyraf Afthanorhan
Universiti Sultan Zainal
Abidin
Malaysia
([Profile](#))



**Dr. Ommolbanin
Bazrafshan**
University of Hormozgan
Iran
([Profile](#))



**Dr. Abraham Olatide
AMOLE**
Bells University of
Technology
Nigeria
([Profile](#))



Dr. Abdallah A. Hassanin
Zagazig University
Egypt
([Profile](#))



Dr. Waiphot Kulachai
Suan Sunandha Rajabhat
University
Thailand
([Profile](#))



**Dr. Stephen Olatunde
Olabiyisi**
Ladoke Akintola University of
Technology
Nigeria
([Profile](#))



Dr. Muhammad Junaid Alvi
NFC Institute of Engineering
And Fertilizer Research
Pakistan
([Profile](#))



Dr. Younes Noorollahi
University of Tehran
Iran
([Profile](#))



**Dr. Mukul Machhindra
Barwant**
Sanjivani Arts, Commerce,
and Science College
India
([Profile](#))



Dr. Tsvetelina Velikova
University Hospital Lozenetz
Bulgaria



Dr. Tarak Nandy
UCSI University
Malaysia
([Profile](#))

ศาสตราจารย์

ดร.

(อภิพล รัชชเมธี)

**Dr. Muhammad Ahmad****Baballe**

Nigerian Defence Academy
Kaduna
Nigeria
([Profile](#))

**Dr. Zairi Ismael Rizman**

Universiti Teknologi MARA
Malaysia
([Profile](#))

**Dr. Noorulden Basil**

Mustansiriyah University
Iraq
([Profile](#))

**Dr. Mohammad Rakibul
Islam Bhuiyan**

Begum Rokeya University
Bangladesh
([Profile](#))

**Dr. Ayder Nabiev
Mustafaeich**

Institute of Mechanics and
Seismic Stability of
Structures named after M.T.
Urazbaev
Uzbekistan
([Profile](#))

**Dr. Jacinthe Rihan**

Ain Shams University
Egypt
([Profile](#))

**Dr. Ibrahim Eskandar
Ibrahim Fadhel**

National Institute of
Administrative Science
Yemen
([Profile](#))

**Dr. Anil Kumar**

Sahibganj College Sahibganj,
S.K.M.U
India
([Profile](#))

**Dr. Sravan Kumar Vittapu**

Nalla Narasimha Reddy
Education Society's Group of
Institutions
India
([Profile](#))

**Dr. Vugar Abdullayev**

Azerbaijan State Oil and
Industry University
Azerbaijan
([Profile](#))

**Dr. Tian Kun**

Communication University of
Shanxi
China
([Profile](#))

**Dr. Aziz Eftekhari**

Ege University
Türkiye
([Profile](#))

ศาสตราจารย์

SS

(อธิการบดี)

**Dr. Moses Oyeyemi****AGBEDE**

Adekunle Ajasin University
Akungba Akoko
Nigeria
([Profile](#))

**Dr. Wunhong SU**

Hangzhou Dianzi University
China
([Profile](#))

**Dr. Debdas Mondal**

Sardar Patel University
India
([Profile](#))

**Dr. Azmat Saeed**

National University of
Sciences and Technology
Pakistan
([Profile](#))

**Dr. Wenrui LIANG**

University of MALAYA
Malaysia
([Profile](#))

**Dr. Idress Hamad Attitalla**

Omar Al-Mukhtar University
Libya
([Profile](#))

**Dr. Mouna Ben Saad
Zorgati**

University of Sousse
Tunisia
([Profile](#))

**Dr. Anil Singh Yadav**

Bakhtiyarpur College of
Engineering
India
([Profile](#))

**Dr. Mahyuddin K. M.
Nasution**

Universitas Sumatera Utara
Indonesia
([Profile](#))

**Dr. Mimi Mohamed
Mekkawy**

Jerash University
Jordan
([Profile](#))

**Dr. Rizal Bahara**

IPB University
Indonesia
([Profile](#))

**Dr. Rihab Habeeb Sahib**

University of Babylon
Iraq
([Profile](#))

ศาสตราจารย์

SR

(อธิการบดี)



Dr. Andri Frediansyah
National Research and
Innovation Agency
Indonesia
([Profile](#))



Dr. Mikhail Grigorev
Kuzbass State Agricultural
University
Russia
([Profile](#))



**Dr. Yasir Abdulmajeed
Mohammed Al-Ani**
University of Anbar
Iraq
([Profile](#))



Dr. Mukesh Kumar
Graphic Era (Deemed to be
University)
India
([Profile](#))



**Dr. Munir Mahgub
Altamami**
Gulf of SIDRA University
Libya
([Profile](#))



**Dr. Muhammad Fakhru
Yusof**
Universiti Malaysia Pahang
Al-Sultan Abdulla
Malaysia
([Profile](#))



Dr. Aulia Dewi Rosanti
Universitas Islam Kadiri
Indonesia
([Profile](#))



**Dr. Mukhsinun Hadi
Kusuma**
Research Center for Nuclear
Reactor Technology,
National Research and
Innovation Agency
Indonesia
([Profile](#))



Dr. Kurnia Trinopiawan
National Research and
Innovation Agency of
Indonesia
Indonesia
([Profile](#))



**Dr. Vincent Onuegbu
IZIONWORU**
Rivers State University
Nigeria
([Profile](#))



Dr. Qiong Chen
Jimei University
China
([Profile](#))



Bilal Ibrahim Dan-Iya
College of Health Sciences
and Technology, School of
Health Technology Kano
Nigeria
([Profile](#))

ศาสตราจารย์
(อัมพก นิชะนัย)

**Dr. Pradeep Paraman**

Segi University
Malaysia
([Profile](#))

**Dr. Heru Suryanto**

Universitas Negeri Malang
Indonesia
([Profile](#))

**Dr. Amgad M. Rabie**

Dikernis General Hospital
Egypt
([Profile](#))

**Dr. Nagham Saadi
Mohammed**

Mustansiriyah University
Iraq
([Profile](#))

**Dr. V. Murugesh**

Anna University
India
([Profile](#))

Dr. Imran Sarmad

Virtual University of Pakistan
Pakistan
([Profile](#))

Dr. Hitesh Panchal

Government Engineering
College Patan
India
([Profile](#))

Dr. Sumit Kr Singh

Amity University Uttar
Pradesh
India
([Profile](#))

Dr. Abumale Cruz Salomon

Autonomous University of
Chiapas
Mexico
([Profile](#))

Dr. Agwu Agwu Ejem

Landmark University
Nigeria
([Profile](#))

Dr. Bokovi Yao

University of Lome
Togo
([Profile](#))

Dr. Hyeon-Jin KIM

Korea Atomic Energy
Research Institute
South Korea
([Profile](#))

ศาสตราจารย์

(อธิการบดี)

Dr. Mohammad R. Thalji

Korea Institute of Energy
Technology
South Korea
([Profile](#))

Dr. Md. Ripaj Uddin

Institute of National
Analytical Research and
Service &
Bangladesh Council of
Scientific and Industrial
Research
Bangladesh
([Profile](#))

**Dr. Jean Baptiste Bernard
Pea-Assounga**

Jiangsu University
China
([Profile](#))

Dr. Taame Abraha Berhe

Adigrat University
Ethiopia
([Profile](#))

**Dr. Urol K. Makhmanov**

Institute of Ion-plasma and
laser technologies named
after U.A.Arifov
Uzbekistan
([Profile](#))

**Dr. Rajanand Patnaik
Narasipuram**

Cyient Ltd
India
([Profile](#))

Dr. Gayrat Bahadirov

Institute of Mechanics and
Seismic Stability of
Structures named after
M.T.Urazbaev
Uzbekistan
([Profile](#))

Dr. Utku Zeybekoglu

Sinop University
Türkiye
([Profile](#))

**Dr. Mohd Shahril Bin Abu
Hanifah**

Universiti Malaysia Pahang
Al-Sultan Abdullah
Malaysia
([Profile](#))

Dr. David M. Cook

Edith Cowan University, and
Australian Computer Society
Australia
([Profile](#))

Dr. Priya Mishra

Abes Engineering College
India
([Profile](#))

**Dr. Gnanamoorthy
Govindhan**

Jiangsu University
China
([Profile](#))

ศาสตราจารย์
ดร. กนกพงศ์ สงสมพันธุ์

(อ. กนก สงสมพันธุ์)

Dr. Mojtaba Ehsanifar

Torbat Jam Faculty of
Medical Sciences
Iran
([Profile](#))

Dr. Yihang Hu

Zhejiang A&F University
China
([Profile](#))

**Dr. Zhelyo Nevyanov
Zhelev**

D. A. Tsenov Academy of
Economics
Bulgaria
([Profile](#))

Dr. Jasim Tariq

IQRA University
Pakistan
([Profile](#))

Dr. Waris Ali Khan

Universiti Malaysia Sabah
Malaysia
([Profile](#))

**Dr. Silviya Dimitrova
Kostova**

The D. A. Tsenov Academy of
Economics
Bulgaria
([Profile](#))

Dr. Zhivka Goranova

Institute of Food
Preservation and Quality -
Plovdiv
Bulgaria
([Profile](#))

**Dr. Belhouadjeb Fathi
Abdellatif**

Centre de Recherche en
Agropastoralisme
Algeria
([Profile](#))

Dr. Mirkomil Gudalov

Jizzakh State Pedagogical
University
Uzbekistan
([Profile](#))

Dr. Driss Belghyti

Ibn Tofail University
Morocco
([Profile](#))

**Dr. Munshi Muhammad
Abdul Kader Jilani**

Bangladesh Institute of
Governance and
Management
Bangladesh
([Profile](#))

Dr. Yung-Kuan Chan

National Chung Hsing
University
Taiwan
([Profile](#))

ศาสตราจารย์

SS
(อ.พ.ก. ชัยวัฒน์)

Dr. Yin Junjia

Universiti Putra Malaysia
Malaysia
([Profile](#))

Dr. Muhammad Uzair Akhtar

Cholistan University of
Veterinary and Animal
Sciences
Pakistan
([Profile](#))

Dr. Ranjan Kumar Jena

ICAR-National Rice Research
Institute
India
([Profile](#))

Dr. Rasoul Heydarnajad Giglou

University of Mohaghegh
Ardabili
Iran
([Profile](#))

Dr. Ismail Seckin Cardakli

Ataturk University
Turkey
([Profile](#))

Dr. Mingwei Hai

Heilongjiang Province
Hydraulic Research Institute
China
([Profile](#))

Dr. Alok Kumar Pandey

Graphic Era (Deemed to be
University)
India
([Profile](#))

Dr. Binega Derebe Asmare

Injibara University
Ethiopia
([Profile](#))

Dr. Zoum Fon Alain

University of Bamenda
Cameroon
([Profile](#))

Dr. Nasratullah Habibi

Tokyo University of
Agriculture, Japan and Balkh
University
Afghanistan
([Profile](#))

Dr. Ensar Balkaya

Ataturk University
Turkey
([Profile](#))

Dr. Azizullah Khalili

Sayed Jamaluddin Afghani
University
Afghanistan
([Profile](#))

ศาสตราจารย์

SR
(อ.ดร. ชะไมรัมย์)

Dr. Honey Bhatt

VCSG Uttarakhand University
of Horticulture and Forestry
India
([Profile](#))

Dr. Mohammad Shahbazi Asl

North-Caucasus Federal
University
Russia
([Profile](#))

Dr. Shapan Chandra Majumder

Comilla University
Bangladesh
([Profile](#))

Dr. Abdelhadi Ennaji

ENSEM, Hassan II University
of Casablanca
Morocco
([Profile](#))

Dr. Elsayed Ahmed Ahmed Elnashar

Kaferelsheikh University
Egypt
([Profile](#))

Dr. Alireza Hamedi

Fasa University
Iran
([Profile](#))

Dr. Roman Vladimirovich Klyuev

Moscow Polytechnic
University
Russia
([Profile](#))

Dr. Seyed Amirhossein Shojaei

Muscat University
Sultanate of Oman
([Profile](#))

Dr. Grudtsyn Nikolai

St. Petersburg State
University
Russia
([Profile](#))

Dr. Omoloye Musibau Abayomi

Nigerian Defence Academy
Kaduna
Nigeria
([Profile](#))

Dr. Yousef Wardat

Yarmouk University
Jordan
([Profile](#))

Dr. Amr El-Said Ahmed El-Nile

Arid Land Cultivation
Research Institute, City for
Scientific Research and
Technological Applications
Egypt
([Profile](#))

ศาสตราจารย์
(อัมร นิล)

Dr. Imed Mahmoud

University of Monastir
Tunisia
([Profile](#))

Dr. Qingle Zeng

Chengdu University of
Technology
China
([Profile](#))

Dr. God'sgift Ogban Uwen

University of Calabar
Nigeria
([Profile](#))

Dr. Sonam Bhutia

Sikkim University
India
([Profile](#))

Dr. Malik Sallam

University of Jordan
Jordan
([Profile](#))

Dr. Buddhadev Ghosh

Visva-Bharati University
India
([Profile](#))

Dr. Prithwiraj Jana

Knc Agro Limited
India
([Profile](#))

Dr. Piyush S Desai

Shri AN Shah Science and
Shri NF Shah Commerce
College
India
([Profile](#))

**Dr. Chanaka Pradeep
Galpaya**

Sabaragamuwa University of
Sri Lanka
Sri Lanka
([Profile](#))

Dr. Fitria Cita Dirna

Mulawarman University
Indonesia
([Profile](#))

Dr. Shahrukh Aman

Multan University of Science
and Technology
Pakistan
([Profile](#))

Dr. Monnamme Tlotleng

North-West University
South Africa
([Profile](#))

สำนักงาน
วิจัย

(อภิพล นิชัยมชัย)

Dr. Gaston Cayssials

Universidad de la República
Uruguay
([Profile](#))

Dr. Kavan Kumar V

Maharana Pratap University
of Agriculture and
Technology
India
([Profile](#))

Dr. Mohammad Akefi Ghaziani

University of Qom
Iran
([Profile](#))

Dr. Yogendra S. Nagarale

Saibaba College of Arts &
Science
India
([Profile](#))

Dr. Chukwudubem Chimaugo Emekwisia

Nnamdi Azikiwe University
Awka
Nigeria
([Profile](#))

Dr. Nisar Ahmad Zahid

Afghan International Islamic
University
Afghanistan
([Profile](#))

Dr. Elaf Khaild Daham

Ministry of Electricity
Iraq
([Profile](#))

Dr. Louay Hatem Ali

University of Anbar
Iraq
([Profile](#))

Dr. Ahmad Omar Hardan

Universiti Malaysia
Terengganu
Malaysia
([Profile](#))

Dr. David Doe Fiergbor

Jiangsu University
China
([Profile](#))

Dr. Peyman Ahmadi

University of Tehran
Iran
([Profile](#))

Dr. George Xydis

Aarhus University
Denmark
([Profile](#))

ศาสตราจารย์

SR
(อภิพล ระเษมชัย)

Dr. Caglar Kivanc Kaymaz
AAG and Turk Geography
Institution
Turkey
([Profile](#))

Dr. Ali Sobhanizadeh
University of Mohaghegh
Ardabili, Iran and Wroclaw
University of Environmental
and Life Sciences
Poland
([Profile](#))

**Dr. Isaac Busayo
Oluwatayo**
University of Venda
South Africa
([Profile](#))

Dr. Ahmed Alami Merrouni
Mohammed 1st, University
Morocco
([Profile](#))



**Dr. Muhammad Suleman
Memon**
University of Sindh
Pakistan
([Profile](#))

Dr. Muhammad Suhail
Hanshan Normal University
China
([Profile](#))

Dr. Vishal Mishra
Indian Institute of
Technology Roorkee
India
([Profile](#))

Dr. R. Naveena Bhargavi
CVR College of Engineering
India
([Profile](#))

Dr. Shengqiang Wang
Guangxi University
China
([Profile](#))

Dr. Paolo Valdiserri
Bologna University
Italy
([Profile](#))

Dr. Tapas Bagdi
Visva-Bharati University
India
([Profile](#))

**Dr. Mohammed
Mejbahuddin Mia**
Khwaja Yunus Ali Medical
College & Hospital
Bangladesh
([Profile](#))

ศาสตราจารย์

SS

(อธิการบดี)

Dr. Adane Mengist**Tessema**

Debre Markos University

Ethiopia

[\(Profile\)](#)**Dr. Furkat Rakhimov****Rashid Ugli**

Institute of Mechanics and

Seismic Stability of

Structures named after

M.T.Urazbaev

Uzbekistan

[\(Profile\)](#)**Dr. Sukru Apaydin**

Nevsehir Haci Bektas Veli

University

Turkey

[\(Profile\)](#)**Dr. Sai-Leung Ng**

Chinese Culture University

Taiwan

[\(Profile\)](#)**Dr. Luciano de Oliveira****Castro Lara**

Federal University of Espirito

Santo

Brazil

[\(Profile\)](#)**Dr. Gerasim Nikolaevich****Tsoy**

Institute of Mechanics and

Seismic Stability of

Structures named after

M.T.Urazbaev

Uzbekistan

[\(Profile\)](#)**Dr. Zunaida Zakaria**

Universiti Malaysia Perlis

Malaysia

[\(Profile\)](#)**Dr. Mohannad Hamid Jasim**

University of Fallujah

Iraq

[\(Profile\)](#)**Dr. Queensley C.****Chukwudum**

University of Uyo

Nigeria

[\(Profile\)](#)**Dr. Ivaylo Dianov Parushev**

Medical University of Varna

Bulgaria

[\(Profile\)](#)**Dr. George Danut Mocanu**

"Dunărea de Jos" University

of Galati

Romania

[\(Profile\)](#)**Dr. Sandeep Chawda**

Finolex Academy of

Management and

Technology,

India

[\(Profile\)](#)

ศาสตราจารย์

SS

(อ.ดร. ชัยวัฒน์)

Dr. Simona Aprile

Council for Research in
Agriculture and Agricultural
Economics - Research Centre
for Plant Protection and
Certification
Italy
([Profile](#))

Dr. Mahdi Abbasi

Umea University
Sweden
([Profile](#))

Dr. Yongjin Sa

Keimyung University
South Korea
([Profile](#))

Dr. Yi-Huang Shih

Minghsin University of
Science and Technology
Taiwan
([Profile](#))

**Dr. Jacek MUCHA**

Rzeszow University of
Technology
Poland
([Profile](#))

Dr. Nilufar Makky

University of Tabriz
Iran
([Profile](#))

**Dr. Hugo Miguel Andrade
Lopes Figueiredo da Silva**

Nuvens de Abstração, Lda.
Portugal
([Profile](#))

**Dr. Yahya EL
HAMMOUDANI**

Abdelmalek Essaâdi
University
Morocco
([Profile](#))

**Dr. Alireza Haji Seyed
Javadi**

Qazvin University of Medical
Sciences
Iran
([Profile](#))

Dr. Edip TASKESEN

Sirnak University
Türkiye
([Profile](#))

Dr. I-Hua Chen

Qufu Normal University
China
([Profile](#))

Dr. P.H.J.Venkatesh

Vishwakarma Institute of
Information Technology
India
([Profile](#))

ศาสตราจารย์

SS

(อ.พ.ก. ชัยวัฒน์)

Dr. Oksana Stepanivna**Isayeva**

Lviv Polytechnic National
University
Ukraine
([Profile](#))

Dr. Abdussalam Ali Ahmed

Bani Waleed University
Libya
([Profile](#))

Dr. Muzahid Sheikh

Datta Meghe College of
Physiotherapy Nagpur
India
([Profile](#))

Dr. Aziz Babapoor

University of Mohaghegh
Ardabili
Iran
([Profile](#))

Dr. Albena Doicheva

University of Architecture,
Civil Engineering and
Geodesy
Bulgaria
([Profile](#))

Dr. Muhammad Waqas

King Mongkut's University of
Technology Thonburi
Thailand
([Profile](#))

Dr. Giuseppe Pulighe

CREA Research Centre for
Agricultural Policies and
Bioeconomy
Italy
([Profile](#))

Dr. Andebutop Sule

University of Calabar
Nigeria
([Profile](#))

Dr. Srinivasan Rajaram

SRM Valliammai Engineering
College
India
([Profile](#))

Dr. Zeenat Khan

Capital University of Science
& Technology
Pakistan
([Profile](#))

Dr. Akounda Badjibassa

Norbert ZONGO University
Burkina Faso
([Profile](#))

Dr. Aliyu Ismail Ishaq

Ahmadu Bello University
Nigeria
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพก นิชะโยมชัย)

Dr. Ajay Kumar

Manipal University Jaipur
India
([Profile](#))

Dr. Ganapuram Venu

CSIR - National Aerospace
Laboratories
India
([Profile](#))

Dr. Mohammed Balfaqih

University of Jeddah
Saudi Arabia
([Profile](#))

Dr. Mirmahdi Seyedrahimi-Niaraq

University of Mohaghegh
Ardabili
Iran
([Profile](#))

Dr. Tao Ruan

University of Colorado
Boulder
USA
([Profile](#))

Dr. Rasoul Daneshfaraz

University of Maragheh
Iran
([Profile](#))

Dr. Moustafa Mohamed Sabry Bakry

Plant Protection Research
Institute, Agricultural
Research Center
Egypt
([Profile](#))

Dr. Mahmoud Hesham Okasha

Agricultural Engineering
Research Institute,
Agricultural Research Center
Egypt
([Profile](#))

Dr. Sheiladevi Sukumaran

Segi University
Malaysia
([Profile](#))

Dr. Nekmat Ullah

University of Lakki Marwat
Pakistan
([Profile](#))

Dr. Nazar Gul

Drainage and Reclamation
Institute of Pakistan;
Pakistan Council of Research
in Water Resources
Pakistan
([Profile](#))

Dr. Kumeel Rasheed

CECOS University of IT and
Emerging Sciences
Pakistan
([Profile](#))

ศาสตราจารย์

(อ. น. น. น. น. น.)

Dr. Prashant B Dehankar

Tatyasaheb Kore Institute of
Engineering and Technology
India
([Profile](#))

Dr. Rasool Abedanzadeh

Shahid Chamran University
of Ahvaz
Iran
([Profile](#))

**Dr. Fadwa Ghassan
Hameed**

Catholic University in Erbil
Iraq
([Profile](#))

Dr. Mohammad Arif Kamal

Aligarh Muslim University
India
([Profile](#))

Dr. Shubham Bhatt

Maharishi School of
Pharmaceutical Sciences
India
([Profile](#))

Dr. Mrudangsinh M Rathod

Parul University
India
([Profile](#))

**Dr. Mohamed Abdelhamid
Dawoud**

National Water Research
Center, Egypt and
Environment Agency
UAE
([Profile](#))

Dr. Hari Hariadi

National Research and
Innovation Agency
Indonesia
([Profile](#))

Dr. Yang I. Cao

Scientifique Global Limited
United Kingdom
([Profile](#))

**Dr. Neringa Vilkaite-
Vaitone**

Vilnius Gediminas Technical
University
Lithuania
([Profile](#))

Dr. Jinsul Kim

Chonnam National
University
Republic of Korea
([Profile](#))

Dr. Bruno Bernardi

Università Mediterranea di
Reggio Calabria
Italy
([Profile](#))

ศาสตราจารย์

SS

(อัมพล ชัยสมชัย)

Dr. Ahmad Rufai Musa

Federal University Gashua
Nigeria
([Profile](#))

Dr. Velimir Jeknic

University of Belgrade
Serbia
([Profile](#))

Dr. Mudassir Alam

Indian Biological Sciences
and Research Institute
India
([Profile](#))

Dr. Xi-hui Jia

Hubei Normal University
China
([Profile](#))

Dr. Corneille BAKOUAN

University of Lédéa Bernard
OUEDRAOGO
Burkina Faso
([Profile](#))

Dr. Heri Apriyanto

Research Center for
Sustainable Production
System and Life Cycle
Assessment, National
Research and Innovation
Agency (BRIN)
Indonesia
([Profile](#))

Dr. Xiaojun Ke

Guangzhou Institute of
Science and Technology
China
([Profile](#))

Dr. Javier Vaca Cabrero

Universidad Politécnica de
Madrid
Spain
([Profile](#))

**Dr. Ayat-Allah
Bouramdane**

International University of
Rabat
Morocco
([Profile](#))

**Dr. Margarida Isabel Boteta
Gomes**

Polytechnic University of
Beja
Portugal
([Profile](#))

Sandip Kunar

Aditya University
Surampalem
India
([Profile](#))

Shahazad Niwazi Qurashi

Jazan University
Saudi Arabia
([Profile](#))

ศาสตราจารย์

SR

(อัมพร ชัยวัฒน์)

Dr. Angelo Rega

Pegaso Digital University
Italy
([Profile](#))

Dr. Hannaneh A. Kalantari

University of Utah
USA
([Profile](#))

Dr. Szikura Anita

Ferenc Rakoczi II
Transcarpatian Hungarian
College of Higher Education
Ukraine
([Profile](#))

Dr. Jeremiah Isuwa

Federal University of
Kashere
Nigeria
([Profile](#))

**Dr. Cesar Marcial
Escobedo-Bonilla**

Instituto Politecnico
Nacional-CIIDIR Sinaloa
Mexico
([Profile](#))

Dr. Eze Elijah Ajaegbu

David Umahi Federal
University of Health Sciences
Nigeria
([Profile](#))

Dr. Maria M. Bairaktari

University of the
Peloponnese
Greece
([Profile](#))

**Dr. Maria Rosário da Costa
Bastos**

Universidade Aberta
Portugal
([Profile](#))

Dr. Prashant Patavardhan

RV Institute of Technology
and Management
India
([Profile](#))

Dr. Aizuddin Supee

Universiti Teknologi Malaysia
Malaysia
([Profile](#))

**Dr. Adel Mohamed
Abdelaziz**

Zagazig University
Egypt
([Profile](#))

**Dr. Daniel-Constantin
ANGHEL**

University Center Pitesti
Romania
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพก ชะนิมชัย)

Dr. Fatih Uysal

Kafkas University
Turkey
([Profile](#))

Dr. Razzagh Abedi-Firouzjah

Iran University of Medical
Sciences
Iran
([Profile](#))

Dr. Sony Kulshrestha

Manipal University Jaipur
India
([Profile](#))

Dr. Enema Onojah John

University of Uyo
Nigeria
([Profile](#))

Dr. Obaalloghi Wilfred

Augusta University, Medical
College of Georgia
USA
([Profile](#))

Dr. Olasupo Sabitu Babatunde

National Agency for Food
and Drug Administration
and Control
Nigeria
([Profile](#))

Dr. Kayode FATOKUN

Mangosuthu University of
Technology
South Africa
([Profile](#))

Dr. Rahul Mehra

Symbiosis International
University
India
([Profile](#))

Dr. Mohsin Ali Koondhar

Quaid-e-Awam University of
Engineering
Pakistan
([Profile](#))

Dr. Rahim Zahedi

University of Tehran
Iran
([Profile](#))

Dr. Daniel Margaça Magueta

University of Aveiro
Portugal
([Profile](#))

Dr. Boubaker Khallef

University Abbas Ferhat
Algeria
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Marco Javier Castelo**Cabay**

Universidad de Israel
Ecuador
([Profile](#))

Dr. Haoyu Wang

Beijing No.27 High School
China
([Profile](#))

Dr. Mehran Khan

Health Services Academy
Islamabad
Pakistan
([Profile](#))

**Dr. Doaa Abd Alabas
Muhammad**

Al-Qadisiyah University
Iraq
([Profile](#))

Dr. Edith Osorio De La Rosa

SECIHTI - Secretary of
Science, Humanities,
Technology, and Innovation
([Profile](#))

**Dr. Khristina Maksudovna
Vafaeva**

Petersburg Polytechnic
University
Russia
([Profile](#))

**Dr. Inês Campos Monteiro
Sabino Domingues**

Research Center of the
Portuguese Institute of
Oncology of Porto (CI-IPOP)
Portugal
([Profile](#))

Dr. Charuhasini Mahapatra

Odisha SAI Regional
Badminton Academy
India
([Profile](#))

Dr. Amit Kumar Srivastava

Government Medical College
Datia Madhya Pradesh
India
([Profile](#))

**Dr. Muhammad Khalid
Afzal**

Beijing Forestry University
China & The Islamia
University of Bahawalpur
Pakistan
([Profile](#))

Dr. Ritesh Bhat

Rajalakshmi Engineering
College
India
([Profile](#))

**Dr. Mohan Krishna
Sunkara**

Old Dominion University
USA
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะไข่มขวัญ)

Dr. Gül Erkol Bayram

Sinop University, Faculty of
Tourism, Türkiye
([Profile](#))

Dr. Kapil Gupta

Siddharth University
India
([Profile](#))

**Dr. Wisdom Chukwuemeke
Ulakpa**

Delta State University of
Science and Technology
Nigeria
([Profile](#))

Dr. Hammadi El Farissi

Abdelmalek Essaadi
University,
Morocco
([Profile](#))

Dr. Adewirli Putra

Syedza Saintika University,
Indonesia
([Profile](#))

Dr. Mazhar Al Zoubi

Yarmouk University, Jordan
([Profile](#))

Giedre Streckiene

Vilnius Gediminas Technical
University
Lithuania
([Profile](#))

Dr. Isaac Adjei Mensah

Kwame Nkrumah University
of Science and Technology,
Ghana
Shantou University
China
([Profile](#))

Dr. Chunguang Hu

Peking University
China
([Profile](#))

Dr. Carlos Cruz De la Torre

University of Alcalá
Spain
([Profile](#))

Dr. Abolfazl Foorginejad

Birjand University of
Technology
Iran
([Profile](#))

Dr. Mahmoud Motasim

Omdurman Islamic
University
Sudan
([Profile](#))

ศาสตราจารย์

SS
(อัมพก มณีชัย)

Dr. Mert Çakır

Süleyman Demirel University
Turkey
([Profile](#))

Dr. Ergun Ateş

Balıkesir University
Turkey
([Profile](#))

Dr. Khalid K. Ali

AL-Azhar University
Egypt
([Profile](#))

Dr. Bei Lyu

Panyapiwat Institute of
Management
Thailand
([Profile](#))

Dr. Taofik Uthman

Nile University of Nigeria
Nigeria
([Profile](#))

Dr. Samir Žic

University of Rijeka
Croatia
([Profile](#))

Dr. Mahmut Baydaş

Necmettin Erbakan
University
Turkey
([Profile](#))

Dr. Tabassum Malik

Hunan University
China
([Profile](#))

Dr. Farid Abdallah

Australian University
Kuwait
([Profile](#))

Dr. Ashifur Rahman

Bangladesh University of
Business and Technology
Bangladesh
([Profile](#))

Dr. Polyvakidi Maria-Eleni

University of West Attica
Greece
([Profile](#))

Dr. Tonguc Cagin

American University of the
Middle East
Kuwait
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ก. น.ช.น.ช.)

Dr. Kumlachew Yeneneh**Aschenake**

Ethiopian Defence University

Ethiopia

[\(Profile\)](#)**Dr. Qudeer Hussain**

King Mongkut's University of

Technology North Bangkok

Thailand

[\(Profile\)](#)**Dr. Ahmed Mohammed****Kamaruddeen**

University of Botswana

Botswana

[\(Profile\)](#)**Dr. Kefyalew Woreta Haile**

Wolaita Sodo University

Ethiopia

[\(Profile\)](#)**Dr. Kursat Tanriver**

Istanbul Health and

Technology University

Turkey

[\(Profile\)](#)**Dr. Aafaq A. Rather**

Symbiosis Statistical Institute

India

[\(Profile\)](#)**Dr. Tamirat Taye Simel**

Mizan Tepi University

Ethiopia

[\(Profile\)](#)**Dr. Ayob Faramarzi**

Kermanshah University of

Medical Sciences

Iran

[\(Profile\)](#)**Dr. Emanuela Genovese**

Mediterranea University of

Reggio Calabria

Italy

[\(Profile\)](#)**Dr. Noor Hassan**

Zhejiang Normal University

China

[\(Profile\)](#)**Dr. Marilia Salette Tavares**

Universidade Salgado de

Oliveira, Brazil; Universidade

Iguaçu

Brazil

[\(Profile\)](#)**Dr. Genoveva García****Rosales**

National Institute of

Technology of

Mexico/Technological

Institute of Toluca

Mexico

[\(Profile\)](#)

ศาสตราจารย์

SR

(อัมพร ชัยวัฒน์)

Dr. Hossein Abdipour

Hamadan University of
Medical Sciences
Iran
([Profile](#))

**Dr. Souhail Mohammed
Bouzgarrou**

Jazan University, Saudi
Arabia; Sousse University
Tunisia
([Profile](#))

**Dr. José António Ferreira
Porfírio**

Universidade Aberta
Portugal
([Profile](#))

Dr. Abdel Hamid Soliman

Staffordshire University
United Kingdom
([Profile](#))

Dr. Richmond Yeboah

Cape Coast Technical
University
Ghana
([Profile](#))

Dr. Ahmed Gedawy

Curtin University
Australia
([Profile](#))

Dr. Khanh Huy Nguyen

University of Economics Ho
Chi Minh City
Vietnam
([Profile](#))

Dr. Mostafa Gouda

Zhejiang University,
Hangzhou, China; National
Research Centre
Egypt
([Profile](#))

Dr. Md. Numan Hossain

Shahjalal University of
Science and Technology
Bangladesh
([Profile](#))

Dr. Omar M. Atrooz

Mutah University
Jordan
([Profile](#))

Dr. Hussein Ahmad

Tishreen University
Syria
([Profile](#))

Dr. Hamed Abdollahpour

University of Guilan, Iran,
Universidade do Algarve
Portugal.
([Profile](#))

ศาสตราจารย์
ดร.
(อธิการบดี)

Dr. Nataliya Vladimirovna**Yakovenko**

Voronezh State University
Forestry and Technologies
Voronezh
([Profile](#))

Dr. Ali Almusawi

Çankaya University
Türkiye
([Profile](#))

Dr. Akbar Sheikh-Akbari

Leeds Beckett University
UK
([Profile](#))

Dr. Vedran Dakić

Algebra University
Croatia
([Profile](#))

Dr. Zlatan Morić

Algebra University
Croatia
([Profile](#))

Dr. Abdulhameed Ado Osi

Aliko Dangote University of
Science and Technology
Nigeria
([Profile](#))

Dr. Busisiwe Vilakazi

University of Mpumalanga
South Africa
([Profile](#))

Dr. Sandra Starke

BA School of Business and
Finance
Latvia
([Profile](#))

**Dr. Katarzyna Pietrucha-
Urbanik**

Rzeszow University of
Technology
Poland
([Profile](#))

Dr. Alfred Akinlalu

University of Denver
USA
([Profile](#))

Dr. Papapioannou Alkistis

Open University of Cyprus
Cyprus
([Profile](#))

**Dr. Grace Yanina Medina
Galarza**

Agrarian University of
Ecuador
Ecuador
([Profile](#))

ศาสตราจารย์
ดร.
(อธิการบดี)

Dr. Mariorosario Prist

Polytechnic University of
Marche
Italy
([Profile](#))

Dr. Rakesh Ranjan Thakur

Odisha Space Applications
Centre
India
([Profile](#))

Dr. Engkus, M.Si

Public Administration UIN
Sunan Gunung Djati
Bandung
Indonesia
([Profile](#))

Dr. Samaa Taha Abdullah

College of Pharmacy,
Amman Arab University
Jordan
([Profile](#))

Dr. Gregor Kravanja

University of Maribor
Slovenia
([Profile](#))

Dr. Sunil Kumar Sharma

Majmaah University
Saudi Arabia
([Profile](#))

Dr. Ali Seid

Wollo University
Ethiopia
([Profile](#))

Dr. Ai Ren

SUNY New Paltz
USA
([Profile](#))

Dr. Giuseppe Lanza

University of Catania
Italy
([Profile](#))

Dr. Guangxing Wang

Jiujiang University
China
([Profile](#))

**Dr. Ibidun Christiana
Obagbuwa**

Sol Plaatje University
South Africa
([Profile](#))

Dr. Pinelopi Petropoulou

University of West Attica
Greece
([Profile](#))

**Dr. Sobhy Mohamed
Khalifa Abdel Hadi**

Al-Azhar University
Egypt
([Profile](#))

Dr. Erhan Buyrukoğlu

Aydin Adnan Menderes
University
Türkiye
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ขวัญรัมย์)

Dr. Mohammad Hany Yassin

Australian University,
Kuwait, and École de
Technologie Supérieure
Canada.
([Profile](#))

Dr. Mustafa ÖZGERİŞ

Atatürk University
Turkey
([Profile](#))

Dr. Anil K. Sharma

Indian Institute of
Technology Roorkee
India
([Profile](#))

Dr. Doudou Yang

Shaanxi University of
Technology
China
([Profile](#))

Dr. Sitthisak Thongrong

University of Phayao
Thailand
([Profile](#))

Dr. Xiaochun Cheng

Swansea University
UK
([Profile](#))

Dr. Moy'awiah Abdulla Talal Al-Shunnaq

Yarmouk University
Jordan
([Profile](#))

Dr. Rohit Raman

Advisory - PwC Advisory
Services LLC
USA.
([Profile](#))

Dr. Majidova Gulnoza Nurmuxamedovna

Namangan Engineering
Construction Institute
Uzbekistan
([Profile](#))

Dr. Ludmila Majernikova

University in Presov
Slovakia
([Profile](#))

Dr. Rania Ahmad Azzam Hamed

Al-Zaytoonah University of
Jordan
Jordan
([Profile](#))

Dr. Julia Binti Juremi

Asia Pacific University of
Technology & Innovation
Malaysia
([Profile](#))

2025 Special Publishing Waiver for Top-Cited Researchers

All research articles submitted and accepted in 2025 will be eligible for a 100% waiver of APC if either the corresponding author or a co-author is recognized among the top 2% of most-cited scientists

Dr. Suhaib Ahmed

Model Institute of
Engineering and Technology
India
([Profile](#))

Dr. B. Raja Kumar

J.N.N Institute of
Engineering
India
([Profile](#))

Dr. Anna Fiore

University of Foggia
Italy
([Profile](#))

Dr. Zhong Shuo Chen

Xi'an Jiaotong-Liverpool
University
China
([Profile](#))

Dr. Dimitrios Rimpas

University of West Attica
Greece
([Profile](#))

Dr. Srinivasarao Thota

Amrita Vishwa
Vidyapeetham
India
([Profile](#))

Dr. Dorina Simedru

Institute for Analytical
Instrumentation
Romania
([Profile](#))

Dr. Mohammad Khaleel Ma'aitah

Applied Sciences Private
University
Jordan
([Profile](#))

Dr. Samuel Chukwujindu Nwokolo

University of Calabar
Nigeria
([Profile](#))

Dr. Matěj Malík

Czech University of Life
Sciences Prague
Czech Republic
([Profile](#))

Dr. Maryam Khandan

Islamic Azad University
Iran
([Profile](#))

Dr. Sivaraj Paramasivam

Amrita School of Agricultural
Sciences, Amrita Vishwa
Vidyapeetham
India
([Profile](#))

Dr. Qiang Li

China University of
Petroleum-Beijing
China
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Joseph Anim

Swansea University
UK
([Profile](#))

Dr. Wanchang Zhang

Chinese Academy of
Sciences
China
([Profile](#))

Dr. Driouche Youssouf

Environmental Research
Center
Algeria
([Profile](#))

Dr. Vivek Sivakumar

GMR Institute of Technology
India
([Profile](#))

Dr. Sujeet Kumar Pandey

Rajiv Gandhi Institute of
Petroleum Technology
India
([Profile](#))

Dr. Moetaz Elsergany

Hamdan Bin Mohammed
Smart University
UAE
([Profile](#))

Dr. Hanan Amin Barakat

Optinova Finhub
Australia
([Profile](#))

Dr. Denesh Sooriamoorthy

Asia Pacific University of
Technology & Innovation,
Malaysia
([Profile](#))

Dr. Luis Miguel Marques Ferreira

University of Seville
Spain
([Profile](#))

Dr. Azeem Akbar

LUT University
Finland
([Profile](#))

Dr. Muhammad Zubair

Universiti Teknologi
PETRONAS
Malaysia
([Profile](#))

Dr. Kleomenis Kalogeropoulos

University of West Attica
Greece
([Profile](#))

Dr. Melvin Bernardino

Colegio de San Juan de
Letran Manila
Philippines
([Profile](#))

Dr. Mehmet Irfan YESILNACAR

Harran University
Turkey
([Profile](#))

ศาสตราจารย์
ดร.
(อธิการบดี มหาวิทยาลัย)

Dr. Mersha Minwuyelet

Bege Midir College of
Teachers Education
Ethiopia
([ORCID](#))

Shoma Barbara Berkemeyer

Hochschule Osnabrück,
Germany
([ORCID](#), [Profile](#))

Dr. Anuchit Phumpan

School of Engineering,
University of Phayao,
Thailand
([Profile](#))

Dr. Ahmed Hassan Ahmed Abdullah

South Valley University,
Egypt, and
Southwest University
China
([Profile](#))

Dr. Levent Yorulmaz

Dicle University
Turkey
([Profile](#))

Dr. Amin Mohammed

Oda Bultum University
Ethiopia
([Profile](#))

Dr. Halil Karahan

Pamukkale University
Turkey
([Profile](#))

Dr. Workiye Getnet Abera

Gafat Institute of Technology
Ethiopia
([Profile](#))

Dr. Zhuang Qianda

Linyi University
China
([Profile](#))

Dr. Mary Rachel Myers

A.C.S Medical College and
Hospital, Dr. M.G.R
Educational and Research
Institute
India
([Profile](#))

Dr. Ashenafi Guye Dumara

Hawassa University
Ethiopia
([Profile](#))

Dr. Behzad Shahmoradi

Kurdistan University of
Medical Sciences
Iran
([Profile](#))

Dr. Ms. Josephine Kwakye

University of Georgia
USA
([Profile](#))

Dr. João Carlos Gonçalves Lanzinha

UBI - University of Beira
Interior

Dr. Amrutanshu Panigrahi

Siksha 'O' Anusandhan
(Deemed to be University)
India
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. นวชัยมชัย)

Portugal
([Profile](#))

Dr. S. Thanikaikarasan

Saveetha University
(Deemed)
India
([Profile](#))

Dr. Mustafa AKÇAY

Kafkas University
Türkiye
([Profile](#))

Dr. Fida Ullah

CIC, Instituto Politécnico
Nacional
Mexico
([Profile](#))

Dr. Sipho Felix Mamba

University of Eswatini
Eswatini
([Profile](#))



Dr. Mohammadreza

Mohammadabadi
Shahid Bahonar University
of Kerman
Iran
([Profile](#))

Dr. Mahmaod Alrawad

King Faisal University
Saudi Arabia
([Profile](#))

Dr. Raul Pascalau

University of Life Sciences
"King Mihai I"
Romania
([Profile](#))

Dr. Bahadir Akbal

Aksaray University
Turkey
([Profile](#))

Dr. Silvina Siddika Shifa

Khulna University of
Engineering & Technology
Bangladesh
([Profile](#))

Dr. Changhua Shang

Guangxi Normal University
China
([Profile](#))

Dr. Wenming Cao

Shenzhen University
China
([Profile](#))

Dr. Yingying Fu

Beijing Technology and
Business University
China
([Profile](#))

ศาสตราจารย์

(อธิการบดี)

**Dr. Mohammed Aboud
Kadhim**

Middle Technical University
Iraq
([Profile](#))

Dr. Li Qingchao

Henan Polytechnic
University
China
([Profile](#))

**Dr. M. Mohammed
Mohaideen**

Malla Reddy College of
Engineering and Technology
India
([Profile](#))

Dr. Nannan Zhang

Tarim University
China
([Profile](#))

Dr. Saša Milojević

University of Kragujevac
Serbia
([Profile](#))

Dr. Amirreza Salehi

Sharif University of
Technology
Iran
([Profile](#))

Dr. Murlidhar Patel

PDPM Indian Institute of
Information Technology
India
([Profile](#))

Dr. Tadele A. Abose

Mattu University
Ethiopia
([Profile](#))

Dr. Yanfeng Liu

Pukyong National University
Republic of Korea
([Profile](#))

Dr. Md. Mominur Rahman

Bangladesh Institute of
Governance and
Management
Bangladesh
([Profile](#))

Dr. Hendig Winarno

National Research and
Innovation Agency,
Indonesia
([Profile](#))

Dr. Datoussaid Yazid

University of Abou Bekr
Belkaid
Algeria
([Profile](#))

Dr. K. Vengata Krishnan

Sri Sathya Sai Institute of
Higher Learning
India
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะนิมรัมย์)

**Dr. Henrieta Hrablik
Chovanova**

Slovak University of
Technology in Bratislava
Slovak Republic
([Profile](#))

Dr. Yugang He
Sejong University
South Korea
([Profile](#))

Dr. Md. Humayun Kabir
International Islamic
University Chittagong,
Bangladesh, New Vision
Information Technology
Limited
Bangladesh
([Profile](#))

Dr. Raimonda Dervishi
Polytechnic University of
Tirana
Albania
([Profile](#))

Dr. Juan Valente Hidalgo Contreras
Colegio de Postgraduados
Mexico
([Profile](#))

Dr. Tapan Senapati
Southwest University
China
([Profile](#))

Dr. Tayyaba Jamil
University of Engineering
and Technology Lahore
Pakistan
([Profile](#))

Dr. Siti Nur Hazwani Oslan
Universiti Malaysia Sabah
Malaysia
([Profile](#))

Dr. Vikash Kumar Sinha
Srinath University
India
([Profile](#))

Dr. Mona A. M. Abd El-Gawad
Food Industries and
Nutrition Institute, National
Research Centre
Egypt
([Profile](#))

Dr. Răzvan Cârciumar
University of Oradea
Romania
([Profile](#))

Dr. Saif Yaseen Hasan
National University of
Science and Technology
Iraq
([Profile](#))

Dr. Mohammad Rasool Dehghani
Persian Gulf University
Iran
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Faris Sahib Alrammahi

Imam Al Kadhimi University
Iraq
([Profile](#))

Dr. Leshukov Timofey

Kemerovo State University
Russia
([Profile](#))

Dr. Intan Nurul Awwaliyah

University of Jember
Indonesia
([Profile](#))

Dr. Manuel Hernando-Revengea

University of Burgos
Spain
([Profile](#))

Dr. Qiwei Pang

Ningbo University of Finance
& Economics
China
([Profile](#))

Dr. Aavishkar Katti

Dr. Vishwanath Karad MIT
World Peace University
India
([Profile](#))

Dr. Mahkame Sharbatdar

K. N. Toosi University of
Technology
Iran
([Profile](#))

Dr. Mohamed Mahmoud Salem El Hoshy

Damanhour University
Egypt
([Profile](#))

Dr. Ankit R. Patel

University of Minho
Portugal
([Profile](#))

Dr. Habib Ali

Khwaja Fareed University of
Engineering and
Information Technology
Pakistan
([Profile](#))

Dr. Rajesh Manickam

Tamil Nadu Agricultural
University
India
([Profile](#))

Dr. Ardeshtir Bazrkar

Islamic Azad University
Iran
([Profile](#))

Dr. Mohammad Nour Alkhoder

Homs University
Syria
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร มะลิสมชัย)

Dr. Tonguc Cagin

American University of the
Middle East
Kuwait
([Profile](#))

**Dr. Osama Mohamed
Abdelsalam Elsherbiny**
Mansoura University
Egypt
([Profile](#))

Dr. Alex Chupin
RUDN University
Russia
([Profile](#))

Dr. Yinghao SHAN
Donghua University
China
([Profile](#))

Dr. Viorel Petru Ardelean
Aurel Vlaicu University of
Arad
Romania
([Profile](#))

Dr. Elena SCUTELNICU
"Dunarea de Jos" University
of Galati
Romania
([Profile](#))

**Dr. Maria Isabel Pinto
Simões Dias**
Instituto Politécnico de Leiria
Portugal
([Profile](#))

Dr. Aleksandar Šobot
University of Novo mesto
Slovenia
([Profile](#))

**Dr. Abdelmoniem
Mohamed Abdelmoniem
Hanafy**
Ain Shams University,
Egypt
([Profile](#))

Dr. Bing He
Jiangsu Ocean University
China
([Profile](#))

Dr. Abdelhakim Mesloub
University of Hail
Saudi Arabia
([Profile](#))

Dr. Krzysztof Ejmont
Warsaw University of
Technology
Poland
([Profile](#))

Dr. Amir Ahmad Dar
Lovely Professional
University
India
([Profile](#))

Dr. Kubilay Ayturan
Gazi University
Turkey
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพก ระเษมชัย)

**Dr. M^a Carmen Pardo-
López**
Polytechnic University, Viana
do Castelo
Portugal
([Profile](#))

Dr. Sara Elkheir Mustafa

Omdurman Islamic
University
Sudan
([Profile](#))

Dr Rotimi-Williams Bello

Tshwane University of
Technology
South Africa
([Profile](#))

Dr. Sathishkumar V E

Sunway University
Malaysia
([Profile](#))

Dr. Dritan Topi

University of Tirana
Albania
([Profile](#))

Dr.Teodor Bulboacă

Babeş-Bolyai University
Romania
([Profile](#))

Dr.Akashdeep Bhardwaj

UPES Dehradun
India
([Profile](#))

Dr. Rubén Baena-Navarro

Universidad de Córdoba
Colombia
([Profile](#))

Dr. Muh. Fitrah

Universitas Muhammadiyah
Bima
Indonesia
([Profile](#))

**Dr. Mohamed Mortada
Elsharkawy**

Beni-Suef University
Egypt
([Profile](#))

Dr. Francis Arthur

University of Cape Coast
Ghana
([Profile](#))

Dr. Hamid HATAMI MALEKI

University of Maragheh
Iran
([Profile](#))

**Dr. Hafize Nurgul DURMUS
SENYAPAR**

Gazi University
Turkey
([Profile](#))

Dr. Adam Khan

University of Lakki Marwat
Pakistan
([Profile](#))

**Dr. Manuel Hernando-
Revengea**

University of Burgos
Spain
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร นิลนิคมชัย)

Dr. Nurhusien Yimer

International Medical
University
Malaysia
([Profile](#))

Dr. Cristina Lupu

West University of Timisoara
Romania
([Profile](#))

Dr. Ansar Siddique

Bahria University Lahore
Campus
Pakistan
([Profile](#))

Dr. Elsa Maria Gabriel Morgado

Polytechnic Institute of
Bragança
Portugal
([Profile](#))

Dr. João Carlos Correia Leitão

University of Beira Interior
Portugal
([Profile](#))

Dr. Mirjana Đurašević

University of Belgrade
Serbia
([Profile](#))

Dr. Md. Abdus Shabur

University of Dhaka
Bangladesh
([Profile](#))

Dr. Enache-David Nicoleta

Transilvania University of
Brasov
Romania
([Profile](#))

Dr. Tamer El-Sayed Ali

Alexandria University
Egypt
([Profile](#))

Dr. Fayyaz Hussain Qureshi

University of Wales Trinity
Saint David
UK
([Profile](#))

Dr. Armand Faganel

University of Primorska
Slovenia
([Profile](#))

Dr. Carlos Hervás-Gómez

University of Seville
Spain
([Profile](#))

Dr. Mohamed Aroua

Université de Jendouba
Tunisia
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะไข่มมัย)

Dr. Marina Amorim de Sousa

Polytechnic of Porto
Portugal
([Profile](#))

Dr. Chiara Innocente

Politecnico di Torino
Italy
([Profile](#))

Dr. Aleksandra Rabczun

Poznań University of
Economics and Business
Poland
([Profile](#))

**Dr. Bereket Geberselassie
Assa**

Arba Minch University
Ethiopia
([Profile](#))

**Dr. Christina
Georgantopoulou**

Bahrain Polytechnic
Bahrain
([Profile](#))

Dr. Antonio Martínez Raya

Technical University of
Madrid
Spain
([Profile](#))

Dr. Tarek Abd El-Hafeez

Minia University
Egypt
([Profile](#))

Dr. Ji Wang

Indiana University
Bloomington
USA
([Profile](#))

**Dr Popoola Samuel
Olatunde**

Nigeria Institute for
Oceanography and Marine
Research
Nigeria
([Profile](#))

**Dr. Panuganti China
Sattilingam Devara**

Amity University Haryana
India
([Profile](#))

**Dr. Baha CHAMAM Ep
DAHMEN**

Water Research and
Technologies Center
Tunisia
([Profile](#))

Dr. Marko Radovanović

University of Defense
Serbia
([Profile](#))

**Dr. Mohamed Abd El-
Hameid Abdein**

Northern Border University
Saudi Arabia
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ก. ชะนิมัย)

Dr. Mohsen Vahabi

Shahrood University of
Technology
Iran
([Profile](#))

Dr. Ahmed H. Alsharif

University of Science
Malaysia
Malaysia
([Profile](#))

Dr Jelena Zivkovic

Institute for Medicinal Plants
Research
Serbia
([Profile](#))

Dr. Jungsuk Kim

Sejong University
South Korea
([Profile](#))

Dr. Christopher Marlowe A. Caipang

University of the Philippines
Visayas
Philippines
([Profile](#))

Dr. Soheil Mohtaram

University of Shanghai for
Science and Technology
China
([Profile](#))

Dr. Sheng Du

China University of
Geosciences
China
([Profile](#))

Dr. Hyunsung Kim

Kyungil University
South Korea
([Profile](#))

Dr. Manjunath Patel G C

PES Institute of Technology
and Management
India
([Profile](#))

Dr. Abhishek Gupta

Indian Institute of Public
Health Gandhinagar
India
([Profile](#))

Dr. Mostafa Rashdan

American University of the
Middle East
Kuwait
([Profile](#))

Dr. Dharmendra Kumar

ICAR- Central Potato
Research Institute
India
([Profile](#))

Dr. Qihang Li

Chongqing University
China
([Profile](#))

Dr. Lucian Lupu-Dima

University of Petrosani
Romania
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Mohammad Abul Kashem

Feni University
Bangladesh
([Profile](#))

Dr. Mohamed Said Mahmoud Mohamed Salem

Housing and Building
National Research Center
Egypt
([Profile](#))

Dr. Chunyu Zhang

Guangxi Normal University
China
([Profile](#))

Dr. PARK Cheol-Woo

Pusan National University
South Korea
([Profile](#))

Dr. Teng Shao

Northwestern Polytechnical
University
China
([Profile](#))

Dr. Serkan ŞENOCAK

Atatürk University
Türkiye
([Profile](#))

Dr. Suania Acampa

University of Naples
Federico II
Italy
([Profile](#))

Dr. Gaurav A. Gadhiya

MTech (Agricultural
Engineering)
India
([Profile](#))

Dr. Angelo Rega

Pegaso Digital University
Italy
([Profile](#))

Dr. FREDERICK F. PATACSIL

Pangasinan State University
Philippines
([Profile](#))

Dr. Khan Mohammad Jakir Hossain

Klaipeda University
Lithuania
([Profile](#))

Dr. Evgeniy M. Chistyakov

Mendeleev University of
Chemical Technology
Russia
([Profile](#))

Dr. George Efthimiou

Centre for Research and
Technology – Hellas
Greece
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. ชะนิมรัมย์)

Dr. Francesco Mancini

CIHEAM-Mediterranean
Agronomic Institute of Bari,
Italy
([Profile](#))

Dr. Dave Joseph E. Estrada

University of Science and
Technology of Southern
Philippines
([Profile](#))

Dr. Imanaly Akbar

Al-Farabi Kazakh National
University
Kazakhstan
([Profile](#))

Dr. Pramod Ram Wadate

Ajeenkya D Y Patil School of
Engineering
India
([Profile](#))

**Dr. José Edmundo de-
Almeida-e-Pais**

Polytechnic University of
Coimbra
Portugal
([Profile](#))

Dr. Aida Arbi Nefzi

University of Tabuk
Saudi Arabia
([Profile](#))

Dr. Catarina S Nunes

Universidade Aberta
Portugal
([Profile](#))

**Dr. Alejandro Galindo-
Durán**

University of Almería
Spain
([Profile](#))

Dr. Mitiku Badasa Moisa

Wollega University
Ethiopia
([Profile](#))

**Dr. Maria Gabriela Fragoso
Soares Pereira Meirelles**

University of the Azores
Portugal
([Profile](#))

Dr. Mahsa Sadat Razavi

University of Mohaghegh
Ardabili
Iran
([Profile](#))

Dr. Muhammad Irfan

Shandong Management
University
China
([Profile](#))

Dr. Ahmad Jahanbakhshi

Lorestan University
Iran
([Profile](#))

**Dr. Ana Maria Figueira
Gomes**

Instituto Superior Politécnico
de Manica
Mozambique
([Profile](#))

Dr. Nour Shafik El-Gendy

Egyptian Petroleum
Research Institute
Egypt
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. น.วิ.ม.ช.บ.)

Dr. Leila Rezakhani

Kermanshah University of
Medical Sciences
Iran
([Profile](#))

Dr. Olena Stryzhak

Simon Kuznets Kharkiv
National University of
Economics
Ukraine
([Profile](#))

Dr. Perumal Murugesan

Pondicherry University
India
([Profile](#))

Dr. Dmytro Marchenko

Mykolayiv National Agrarian
University
Ukraine
([Profile](#))

Dr. Ömer Faruk BİLGİN

Siirt University
Turkey
([Profile](#))

Dr. Jorge Alberto Cárdenas Magaña

Instituto Tecnológico José
Mario Molina Pasquel
Henríquez
Mexico
([Profile](#))

Dr. Pablo Santaolalla Rueda

Universidad Internacional de
La Rioja
Spain
([Profile](#))

Dr. Osama Mohamed Omar

University of Bahrain
Bahrain
([Profile](#))

Dr. Sulaiman Chindo

Albukhary International
University
Malaysia
([Profile](#))

Dr. Alaeddinne Eljamassi

The Islamic University of
Gaza
Palestine
([Profile](#))

Dr. Paulo Etchegaray

Universidad Autónoma de
Chile
Chile
([Profile](#))

Dr. Sherif Abdelhamid

Virginia Military Institute
USA
([Profile](#))

worldwide, according to the most recent Stanford/Elsevier citation database or a similarly recognized index.

[Read More](#)

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Muzaffar Asad

Tecnologico de Monterrey
Mexico
([Profile](#))

Dr. Edmealem Temesgen Ebstu

Arba Minch University
Ethiopia
([Profile](#))

Dr. Gaurav Kumar Gupta

Youngstown State University
USA
([Profile](#))

Dr. ABID Sabrina

Mascara University
Algeria
([Profile](#))

Dr. Gurinder Kaur

Delaware Valley University
USA
([Profile](#))

Dr. Vuk Mirčetić

Faculty of Applied
Management, Economics
and Finance (MEF)
Serbia
([Profile](#))

Dr. Guowei Fan

Yuncheng Vocational and
Technical University
China
([Profile](#))

Dr. Akoramurthy.B

National Institute of
Technology Puducherry
India
([Profile](#))

Dr. Juan Carlos Silva Jarquin

Autonomous University of
Querétaro
Mexico
([Profile](#))

Dr. Md. Dulal Hosen

Green University of
Bangladesh
Bangladesh
([Profile](#))

Dr. Meer Bernard Bunde

Taraba State University
Nigeria
([Profile](#))

Dr. Feras Al Adday Alkhalil

University of Kalamoon
Syria
([Profile](#))

สำนักงาน
SR
(อัมก สหชัย)

Dr. Manuel José Cabral dos Santos Reis

University of Trás-os-Montes
e Alto Douro
Portugal
([Profile](#))

Dr. Ilenia Tinebra

University of Palermo
Italy
([Profile](#))

Dr. Otmane SOUHAR

Chouaib Doukkali University
Morocco
([Profile](#))

Dr. Fahad Khan

Saveetha Institute of Medical
and Technical Sciences
India
([Profile](#))

Dr. Iryna Fediv

Lviv State University of Life
Safety
Ukraine
([Profile](#))

Dr. Konstantinos Mastrothanasis

National and Kapodistrian
University of Athens
Greece
([Profile](#))

Dr. Mohamed Zakaria El-Sayed

Gulf Medical University
UAE
([Profile](#))

Dr. José Duarte da Rocha Santos

ISCAP, Polytechnic of Porto
Portugal
([Profile](#))

Dr. Kadhim Fadhil Kadhim

University of Basrah
Iraq
([Profile](#))

Dr. Samia DAAS

University of Batna 2
Algeria
([Profile](#))

Dr. Rahim Zahedi

University of Tehran
Iran
([Profile](#))

Dr. Paulo Jorge Pereira da Costa Afonso

CESPU
Portugal
([Profile](#))

Dr. Omar LANCHAVA

Georgian Technical
University
Georgia
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. น.ส.ดร.)

Dr. Safiya Mukhtar Alshibani

Princess Nourah Bint
Abdulrahman University
Saudi Arabia
([Profile](#))

Dr. Shahidul Islam
University of Arkansas
USA
([Profile](#))

Dr. Florian Mandija
CNRS
France
([Profile](#))

Dr. B M Thosini Kumarika
University of Kelaniya
Sri Lanka
([Profile](#))

Dr. Mireille Serhan
University of Balamand
Lebanon
([Profile](#))

Dr. Omar BOUBKER
Abdelmalek Essaadi
University
Morocco
([Profile](#))

**Dr. Ahmed Abdellatif
Hamed IBRAHIM**
AASTMT
Egypt
([Profile](#))

**Dr. Gatkul Narayan
Raosaheb**
Mahatma Phule Krishi
Vidyapeeth
India
([Profile](#))

Dr. Manucheh Farajzadeh
Tarbiat Modares University
Iran
([Profile](#))

Dr. Jiangmin Ding
Pusan National University
South Korea
([Profile](#))

Dr. Kuo-Yu Tsai
Feng Chia University
Taiwan
([Profile](#))

Dr. Shulei Bi
Budapest University of
Economics and Business
Hungary
([Profile](#))

**Dr. Mohamed Hussein
Hegazy**
British University in Egypt
Egypt
([Profile](#))

Dr. Yusuf Ramadana
State University of Makassar
Indonesia
([Profile](#))

Dr. Aureliano C. Malheiro
University of Trás-os-Montes
e Alto Douro
Portugal
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ศรีสุขมัย)

Dr. R Pramod

Amrita Vishwa
Vidyapeetham
India
([Profile](#))

Dr. Angelos Papadopoulos

University of Ioannina
Greece
([Profile](#))

Dr. Josiana A. Vaz

Instituto Politécnico de
Bragança
Portugal
([Profile](#))

Dr. Marcelo Gonçalves Trentin

Federal University of
Technology - Paraná
Brazil
([Profile](#))

Dr. Shankha Shubhra Goswami

Abacus Institute of
Engineering and
Management
India
([Profile](#))

Dr. Sultan A Almelhes

Islamic University of
Madinah
Saudi Arabia
([Profile](#))

Dr. Rajivini Jeyasiri

Wayamba University of Sri
Lanka
Sri Lanka
([Profile](#))

Dr. Behrooz Johari

Zanjan University of Medical
Sciences
Iran
([Profile](#))

Dr. Ramin Zibaseresht

Maritime University of Imam
Khomeini
Iran
([Profile](#))

Dr. Md. Golam Kibria

Noakhali Science and
Technology University
Bangladesh
([Profile](#))

Dr. Adewirli Putra

Syedza Saintika University
Indonesia
([Profile](#))

Dr. Shashi Kant Gupta

Eudoxia Research University
USA
([Profile](#))

Dr. Dimitris Papadopoulos

University of Patras
Greece
([Profile](#))

Dr. Güney Gürsel

Konya Food and Agriculture
University
Turkey
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Chulhyun Jeon

National Institute of Forest
Science, Korea Forest Service
South Korea
([Profile](#))

Dr. Habil Andrea Bencsik

University of Pannonia
Hungary
([Profile](#))

Dr. Adnen El-Amraoui

University of Artois
France
([Profile](#))

**Dr. Gebreselema
Gebreyohannes**

Mekelle University
Ethiopia
([Profile](#))

Dr. Simon Stephen Mshelia

Federal University Gashua
Nigeria
([Profile](#))

Dr. Stefano Benni

University of Bologna
Italy
([Profile](#))

Dr. Naveen Kumar

Chandigarh University
India
([Profile](#))

Dr. Oveis Farzay

Politecnico di Torino
Italy
([Profile](#))

Dr. Syahril Syahril

Bandung State Polytechnic
of Indonesia
Indonesia
([Profile](#))

Dr. Erika Župerkienė

Klaipeda University
Lithuania
([Profile](#))

Dr. Sang Van Vu

Vietnam National University
Vietnam
([Profile](#))

Dr. Asem El Sayed Metawa

Al-Azhar University
Egypt
([Profile](#))

Dr. Sana Tabassum

Chongqing Medical
University
China
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพก ชะไข่มขัย)

**Dr. Panitsidis G.
Konstandinos**

University of Western
Macedonia
Greece
([Profile](#))

Dr. Samia Hoque

Khwaja Yunus Ali Medical
College & Hospital
Bangladesh
([Profile](#))

Dr. Gozde Yildiz

University of Siena
Italy
([Profile](#))

Dr. Feng Yi

Kyonggi University
South Korea
([Profile](#))

Dr. Ramy Ahmed Fouad

Suez University
Egypt
([Profile](#))

Dr. Jukdao Potisaen

Rajabhat Mahasarakham
University
Thailand
([Profile](#))

Dr. Saif M. Hassan

University of Hilla
Iraq
([Profile](#))

Dr. Richard Agustin

Cebu Technological
University
Philippines
([Profile](#))

Dr. Rajan L. Wankhade

Government Polytechnic
Bramhapuri
India
([Profile](#))

Dr. Haykel Marouani

University of Monastir
Tunisia
([Profile](#))

**Dr. Elrasheed Ismail
Mohommoud Zayid**

University of Bisha
Saudi Arabia
([Profile](#))

Dr. Rza Bashirov

Eastern Mediterranean
University
Cyprus
([Profile](#))

Dr. Chivon Choeung

National Polytechnic
Institute of Cambodia
Cambodia
([Profile](#))

Dr. Walid Khalilia

Al Istiqlal University
Palestine
([Profile](#))

Dr. Gregorius Airlangga

Atma Jaya Catholic University
of Indonesia
Indonesia
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. ชัยวัฒน์)

Dr. Shweta Bhandari

Independent Researcher
([Profile](#))

Dr. Samiron Sana

Khulna University
Bangladesh
([Profile](#))

Dr. Marconi Roberto Gabriel

"Aurel Vlaicu" University of
Arad
Romania
([Profile](#))

Dr. Caius-Calin Miuta

"Aurel Vlaicu" University of
Arad
Romania
([Profile](#))

Dr. Iman Saffarian

Ahvaz Azad University
Iran
([Profile](#))

Dr. Abeer F. Alkhwalidi

Mutah University
Jordan
([Profile](#))

Dr. Mahesh Chandra

Adesh University
India
([Profile](#))

Dr. Ritika Malik

Bharati Vidyapeeth
University
India
([Profile](#))

Dr. Vandana Prasad

The West Bengal National
University of Juridical
Sciences
India
([Profile](#))

Dr. Ahmed Seddek Abdelsamie

German University in Cairo
Egypt
([Profile](#))

Dr. Ir. Gustaf Oematan

Nusa Cendana University
Indonesia
([Profile](#))

Dr. Abdelkader ZARROUK

Mohammed V University
Morocco
([Profile](#))

Dr. A. Ann Romalt

Ponjesly College of
Engineering
India
([Profile](#))

ศาสตราจารย์
ดร.
(อภิพล นิธิไพศาล)

**Dr. Masoud
Valinejadshoubi**
Concordia University
Canada
([Profile](#))

Dr. Ambika Nand Jha
Sharda University
India
([Profile](#))

Dr. Saurabh Gangola
Graphic Era University
India
([Profile](#))

Dr. Oussama OUESLATI
Higher School of Agriculture
of Kef
Tunisia
([Profile](#))

**Dr. Mohamed Z. Sayed-
Ahmed**
Jazan University
Saudi Arabia
([Profile](#))

Dr. Seyed Hossein Hashemi
University of Regina
Canada
([Profile](#))

Dr. Zulkaif Ahmed Saqib
Shenzhen Technology
University
China
([Profile](#))

Dr. Manuel Macías Borrego
Universidad Rey Juan Carlos
Spain
([Profile](#))

Dr. Mudasir A. Dar
Jiangsu University
China
([Profile](#))

Dr. Flavio Bertini
University of Parma
Italy
([Profile](#))

Dr. Abdul Waheed
University of Management
and Technology
Pakistan
([Profile](#))

Dr. Mahmoud Elmarzouky
University of St Andrews
UK
([Profile](#))

**Dr. Abdulmoseen Segun
Giwa**
Nanchang Institute of
Science & Technology
China
([Profile](#))

Dr. Enrica Vecchi
University of Cagliari
Italy
([Profile](#))

ศาสตราจารย์
ดร.
(อัมก ชะยะมชัย)

Dr. Mario Pavone

University of Catania
Italy
([Profile](#))

Dr. Bamidele Victor Ayodele

Universiti Teknologi PETRONAS
Malaysia
([Profile](#))

Dr. Andrea Piroddi

University of Bologna
Italy
([Profile](#))

Dr. Rubim Santos

Polytechnic of Porto
Portugal
([Profile](#))

Dr. Marco Roccetti

University of Bologna
Italy
([Profile](#))

Dr. Azizollah Khormali

Gonbad Kavous University
Iran
([Profile](#))

Dr. Prabhu K. Halakatti

Rajiv Gandhi University
India
([Profile](#))

Dr. Md Enamul Hoque

Military Institute of Science and Technology
Bangladesh
([Profile](#))

Dr. Sumi Das

Gauhati University
India
([Profile](#))

Dr. Jose Juang Tri Atmojo

Pelita Harapan University
Indonesia
([Profile](#))

Dr. Lejla Jelovica

University of Rijeka
Croatia
([Profile](#))

Dr. Ahmed Abed Gatea

University of Wasit
Iraq
([Profile](#))

Dr. Shaista Noor

Teesside University
UK
([Profile](#))

Dr. Petronela Anca Onache

National Institute for Research and Development
Romania
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร นิลนิรันดร์)

Dr. Enrico Rosa

Fondazione Policlinico
Universitario A. Gemelli
IRCCS
Italy
([Profile](#))

Dr. Gregory Lucenko

Oleksandr Dovzhenko
Hlukhiv National
Pedagogical University
Ukraine
([Profile](#))

Dr. Abdelhamid M. Ahmed

Qatar University
Qatar
([Profile](#))

Dr. Nima Rezazadeh

University of Campania
Italy
([Profile](#))

Dr. Indra Cahaya Tresna

Airlangga University
Indonesia
([Profile](#))

Dr. Davide Di Palma

University of Campania
Italy
([Profile](#))

Dr. Giovanna Lucrezia Costa

University of Messina
Italy
([Profile](#))

Dr. Saulo Henrique Weber

Pontifícia Universidade
Católica do Paraná
Brazil
([Profile](#))

Dr. Raimundas Lelešius

Lithuanian University of
Health Sciences
Lithuania
([Profile](#))

Dr. Shankar M Bakkannavar

Kasturba Medical College
India
([Profile](#))

Dr. Wael Korani

University of North Texas
USA
([Profile](#))

Dr. Ivan Grgić

University of Slavonski Brod
Croatia
([Profile](#))

Dr. Ertürk ERDAĞI

Istanbul Medeniyet
University
Turkey
([Profile](#))

Dr. Daniel O. Oyeniran

University of Alabama
USA
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร อภัยมัย)

**Dr. Rami Mustafa A
Mohammad**

Imam Abdulrahman Bin
Faisal University
Saudi Arabia
([Profile](#))

Dr. Ankur Das

Gauhati University
India
([Profile](#))

Dr. Upendra Kumar

Indian Institute of
Information Technology
Allahabad
India
([Profile](#))

Dr. Gnana Sanga Mithra S

Vinayaka Mission's Research
Foundation
India
([Profile](#))

**Dr. Naveenkumar
Anbalagan**

Sona College of Technology
India
([Profile](#))

**Dr. Vivek Harsukhbhai
Ramanandi**

SPB Physiotherapy College
India
([Profile](#))

**Dr. Shyam Sundar
Domakonda**

University of North Texas
USA
([Profile](#))

Dr. Rossella Mattea Quinto

European University of
Rome
Italy
([Profile](#))

**Dr. Marco Javier Suárez
Baró**

UPTC
Colombia
([Profile](#))

Dr. Chawki Djeddi

Larbi Tebessi University
Algeria
([Profile](#))

Dr. Yogeesh N

Government First Grade
College
India
([Profile](#))

Dr. Annamaria Passantino

University of Messina
Italy
([Profile](#))

Dr. Marco Siino

University of Catania
Italy
([Profile](#))

Dr. Isaac Agholor

University of Mpumalanga
South Africa
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะเอมรัมย์)

Dr. Ir. Endah Murtiana Sari

Universitas Sains Indonesia
Indonesia
([Profile](#))

Dr. Md Nagib Mahfuz Sunny

Children's Clinic of Michigan
USA
([Profile](#))

Dr. Umurdin Dalabaev

University of World Economy
and Diplomacy
Uzbekistan
([Profile](#))

Dr. Angela Fiamingo

University of Catania
Italy
([Profile](#))

Dr. Mohamed Samy Abd Elhamid Elkharadly

Kafr Elsheikh University
Egypt
([Profile](#))

Dr. Gulnara Fataliyeva

Institute of Economics
Azerbaijan
([Profile](#))

Dr. Giuseppe Murdaca

University of Genoa
Italy
([Profile](#))

Dr. Kiran Chandrakant Mahajan

Savitribai Phule Pune
University
India
([Profile](#))

Dr. Najja K. Baptist

University of Arkansas
USA
([Profile](#))

Dr. Arnas Majumder

University of Cagliari
Italy
([Profile](#))

Dr. Deepak Sharma

Bayer US
USA
([Profile](#))

Dr. Supreeth S

REVA University
India
([Profile](#))

Dr. Dharan Bharti

University of Bologna
Italy
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Zainab Hamid Mohson

Middle Technical University
Iraq
([Profile](#))

Dr. Patricia Arnaiz-Castro

Universidad de Las Palmas
de Gran Canaria
Spain
([Profile](#))

Dr. Sweta Sahoo

Siksha 'O' Anusandhan
University
India
([Profile](#))

Dr. Dace Medne

Riga Technical University
Latvia
([Profile](#))

Dr. Aykut Fatih Güven

Yalova University
Turkey
([Profile](#))

Dr. Ram Prabodh Yadav

Tribhuvan University
Nepal
([Profile](#))

Dr. Xian Gao

Auburn University
USA
([Profile](#))

Dr. Nguyen Manh Cuong

Berlin School of Business
and Innovation
Germany
([Profile](#))

Dr. Luis Alberto Olivera Montenegro

Universidad San Ignacio de
Loyola
Peru
([Profile](#))

Dr. Ulfat Amin

Islamic University of Science
and Technology
India
([Profile](#))

Dr. Mahmoud Salah Elhadidy

National Research Institute
of Astronomy and
Geophysics
Egypt
([Profile](#))

Dr. Gajanan Uttam Patil

Shri Sant Gadge Baba
College of Engineering
India
([Profile](#))

Dr. Carlo Bianca

Paris-Panthéon-Assas
University
France
([Profile](#))

Dr. Ahmad B. Malkawi

Al-Balqa Applied University
Jordan
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. ชัยวัฒน์)

Dr. Gergely Gosztanyi

Eötvös Loránd University
Hungary
([Profile](#))

Dr. Kristian Đokić

University of Osijek
Croatia
([Profile](#))

Dr. Luca Guarnera

University of Catania
Italy
([Profile](#))

Dr. Mohit Tiwari

Bharati Vidyapeeth's College
of Engineering
India
([Profile](#))

Dr. Akinwale John Faniyi

Global Health Insights and
Education
Nigeria
([Profile](#))

Dr. Ahmet H. Ertaş

Bursa Technical University
Turkey
([Profile](#))

Dr. Mohammad Hossein Khanjani

University of Jiroft
Iran
([Profile](#))

Dr. Xiangling Hu

Grand Valley State University
USA
([Profile](#))

Dr. Md. Faisal-E-Alam

Begum Rokeya University
Bangladesh
([Profile](#))

Dr. Omid Mahdiah

University of Zanjan
Iran
([Profile](#))

Dr. Eric Hitimana

University of Rwanda
Rwanda
([Profile](#))

Dr. Fatih Pala

Oltu Science and Art Center
Turkey
([Profile](#))

Dr. Amir Romdhani

University of Jendouba
Tunisia
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. ส.อ.พ.ค.)

Dr. Prerna Khati

Mangalyatan University
India
([Profile](#))

Dr. Mahyar Kamali Saraji

Vilnius University
Lithuania
([Profile](#))

Dr. Geeta Sandeep Nadella

University of the
Cumberlands
USA
([Profile](#))

Dr. Yachana Mishra

Lovely Professional
University
India
([Profile](#))

Dr. Amira Elnokaly

University of Lincoln
UK
([Profile](#))

Dr. Saeed N. Asiri

Sattam bin Abdulaziz
University
Saudi Arabia
([Profile](#))

Dr. Rachit Jain

Rajasthan Technical
University
India
([Profile](#))

Dr. Ali Mohammed Saadi

Northern Technical
University
Iraq
([Profile](#))

Dr. Shireen Mudhafar Ali Alkhalil

University of Baghdad
Iraq
([Profile](#))

Dr. Araya Gautam

Queen Margaret University
UK
([Profile](#))

Dr. Mustafa Aydin

Van Yuzuncu Yil University
Turkey
([Profile](#))

Dr. Aminurrashid Noordin

Universiti Teknikal Malaysia
Melaka
Malaysia
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะนิมชัย)

Dr. Xiaojun Tan

Northwestern Polytechnical
University
China
([Profile](#))

Dr. Abhishek Sharma

Institute of Health &
Management
Australia
([Profile](#))

Dr. Kuo-Chien Liao

Chaoyang University of
Technology
Taiwan
([Profile](#))

**Dr. Roseline Oluwaseun
Ogundokun**

Landmark University
Nigeria
([Profile](#))

**Dr. Mohammad Taleb
Noori**

Universitas Dian
Nuswantoro
Indonesia
([Profile](#))

Dr. Hin Lyhour

Royal University of
Agriculture
Cambodia
([Profile](#))

**Dr. Siddhantkumar
Vasant Rao Wadmare**

Dr. D.Y. Patil Vidyapeeth
India
([Profile](#))

Dr. Tjahjo Adiprabowo

Langlangbuana University
Indonesia
([Profile](#))

Dr. Yu Wang

Nanjing University of Posts
and Telecommunications
China
([Profile](#))

Dr. Cheolwoo Park

Pusan National University
South Korea
([Profile](#))

Dr. Worapat Prachasilchai

Chiang Mai University
Thailand
([Profile](#))

Dr. Mochamad Soelton

Mercu Buana University
Indonesia
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ก. วรวัฒน์)

**Dr. Aydin Mohammed
Saeed Abboud**
University of Telafer
Iraq
([Profile](#))

Dr. Zeyad Ali Ismaeel
University of Kufa
Iraq
([Profile](#))

Dr. E. N. Ganesh
Veltech Multitech Dr.
Rangarajan Dr. Sakunthala
Engineering College
India
([Profile](#))

**Dr. Kalyan Devappa
Bamane**
D. Y. Patil College of
Engineering
India
([Profile](#))

Dr. Mansoor Fateh
Shahrood University of
Technology
Iran
([Profile](#))

Dr. Haoping Wang
Nanjing University of Science
and Technology
China
([Profile](#))

Dr. Ran Zhao
Zhongyuan University of
Technology
China
([Profile](#))

Dr. Silviu-Ionuț Borș
Research and Development
Station for Cattle Breeding
Dancu
Romania
([Profile](#))

Dr. Amit Nautiyal
Shivalik College of
Engineering
India
([Profile](#))

Dr. Christian M. Sabando
Central Philippines State
University
Philippines
([Profile](#))

Dr. Yasir Nawaz
Nanjing Normal University
China
([Profile](#))

Dr. Yeonwoo Lee
Mokpo National University
South Korea
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. ชัยวัฒน์)

**Dr. Boyka Zdravkova
Malcheva**
University of Forestry
Bulgaria
([Profile](#))

Dr. Nitendra Kumar
Amity University
India
([Profile](#))

Dr. Samar Thapa
Free University of Bozen-
Bolzano
Italy
([Profile](#))

Dr. Javeria Umber
Government College
University
Pakistan
([Profile](#))

Dr. Jitendra Singh Yadav
National Institute of
Technology Kurukshetra
India
([Profile](#))

Dr. Sajad Rezvani
Shahrood University of
Technology
Iran
([Profile](#))

Dr. Faramarz Asanjarani
University of Isfahan
Iran
([Profile](#))

Dr. Ababay Ketema Worku
Bahir Dar University
Ethiopia
([Profile](#))

**Dr. Ishbaev Khalbay
Dzhangirovich**
National University of
Uzbekistan
Uzbekistan
([Profile](#))

Dr. Mortaza Ojaghlou
Istanbul Aydın University
Turkey
([Profile](#))

Dr. C. Padma Prabha
Sri Ramachandra Institute of
Higher Education and
Research
India
([Profile](#))

Dr. Rajesh G M
Kumaguru Institute of
Agriculture
India
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชัยวัฒน์)

Dr. Osser Gyongyi

"Aurel Vlaicu" University of
Arad
Romania
([Profile](#))

Dr. Eman Attia

University of Business and
Technology
Saudi Arabia
([Profile](#))

Dr. Vijay Kumar

Indira Gandhi University
India
([Profile](#))

Dr. Emmanuel A. Onsay

Partido State University
Philippines
([Profile](#))

Dr. Ivana Štimac Grandić

University of Rijeka
Croatia
([Profile](#))

Dr. Manish Kumar Dubey

Chandigarh University
India
([Profile](#))

Dr. Umberto Dello Iacono

University of Campania "L.
Vanvitelli"
Italy
([Profile](#))

Dr. Gazala Afreen Khan

Dubai Medical University
UAE
([Profile](#))

Dr. Mehmet Özgür Çelik

Mersin University
Turkey
([Profile](#))

Dr. Girish H

Manipal Academy of Higher
Education
India
([Profile](#))

Dr. Kamil Szezerda

KOMAG Institute of Mining
Technology
Poland
([Profile](#))

Dr. Yury Marakhouski

Belarusian State Medical
University
Belarus
([Profile](#))

ศาสตราจารย์
ดร.
(อัมภก ชะนิมชัย)

Dr. Dagne Walle Girma

Haramaya University
Ethiopia
([Profile](#))

Dr. Bartolomeo Trentadue

Politecnico di Bari
Italy
([Profile](#))

Dr. Kshetrimayum Birla Singh

Manipur University
India
([Profile](#))

Dr. Basavaraj Patil

R V University
India
([Profile](#))

Dr. Sreekeshava K S

Jyothy Institute of
Technology
India
([Profile](#))

Dr. Elham Shamsi

Amirkabir University of
Technology
Iran
([Profile](#))

Dr. B. Omkar Lakshmi Jagan

Vignan's Institute of
Information Technology
India
([Profile](#))

Dr. Muayed Khaleel Ibrahim

University of Baghdad
Iraq
([Profile](#))

Dr. Ehab AlShamaileh

The University of Jordan
Jordan
([Profile](#))

Dr. Andesikuteb Yakubu Ali

Bingham University
Nigeria
([Profile](#))

Dr. Ekaterina Chytilová

VSTE
Czech Republic
([Profile](#))

Dr. Nishant Raj Kapoor

Academy of Scientific and
Innovative Research
India
([Profile](#))

ศาสตราจารย์

SR

(อีพก ระยอง)

Dr. Niranjana Devkota

Policy Research Institute
Nepal
([Profile](#))

Dr. Shanmugaraja P

Sona College of Technology
India
([Profile](#))

Dr. Vasudeo P. Zambare

Balaji Enzyme and Chemical
Pvt Ltd
India
([Profile](#))

Dr. Ahmed Abubakar Aliyu

Kaduna State University
Nigeria
([Profile](#))

Dr. Vahid Shafaie

Széchenyi István University
Hungary
([Profile](#))

Dr. Yangchun (Koke) Li

Zhejiang University of
Technology
China
([Profile](#))

Dr. Eduardo Piedrafita

Universidad San Jorge
Spain
([Profile](#))

Dr. AYIKPA Kacoutchy Jean

Université Virtuelle de Côte
d'Ivoire
Ivory Coast
([Profile](#))

**Dr. Pandya Vandit
Bipinbhai**

Vedant Science College
India
([Profile](#))

Dr. Maria Rizzo

University of Messina
Italy
([Profile](#))

Dr. Savitha Rangasamy

Technological University
Dublin
Ireland
([Profile](#))

**Dr. Brindha Priyadarshini
Jeyaraman**

Singapore Management
University
Singapore
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะนิมชัย)

Dr. Mauro Di Stasi

University of Pisa
Italy
([Profile](#))

Dr. Ángel Rodríguez-Pallas

University of A Coruña
Spain
([Profile](#))

Dr. Wen-Jer Chang

National Taiwan Ocean
University
Taiwan
([Profile](#))

Dr. Şuayip Yüzbaşı

Bartın University
Turkey
([Profile](#))

**Dr. P. Veeresh Babu**

Gokaraju Rangaraju College
of Pharmacy
India
([Profile](#))

Dr. Roohollah Safarpour

Shahid Beheshti University
of Medical Sciences
Iran
([Profile](#))

Dr. Fikre Belay Tekulu

Adigrat University
Ethiopia
([Profile](#))

Dr. Vishal Kumar

Pacific Northwest National
Laboratory
USA
([Profile](#))

Dr. Isaac Oluseun Adejumo

University of Ibadan
Nigeria
([Profile](#))

Dr. M M Bagali

Dayananda Sagar University
India
([Profile](#))

Dr. Sakhi Aggrawal

Purdue University
USA
([Profile](#))

Dr. Mohammad Mehdi Hosseini

Shahrood Branch, IA-
university
Iran
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. ชัยวัฒน์)

Dr. Ogagaoghene Uzezi Idhalama
Ambrose Alli University
Nigeria
([Profile](#))

Dr. Laoufi Abdessalam
University of Tlemcen
Algeria
([Profile](#))

Dr. Rupali Dhara Mitra
Swami Vivekananda
University
India
([Profile](#))

Dr. Hira Rafi
Northwestern University
USA
([Profile](#))

Dr. Nafel Dogdu
Akdeniz University
Turkey
([Profile](#))

Dr. Ya Wen
University of Cambridge
UK
([Profile](#))

Dr. Dorcas Folasade Oyebo
National Louis University
USA
([Profile](#))

Dr. Osman Şahin
Bursa Teknik Üniversitesi
Turkey
([Profile](#))

Dr. Beenish Khalid
National University of
Sciences and Technology
Pakistan
([Profile](#))

Dr. Boshra Ismail Arnout
King Khalid University
Saudi Arabia
([Profile](#))

Dr. Emmanuel Opoku Antwi
Accra Technical University
Ghana
([Profile](#))

Dr. Vinod Kumar
G D Goenka University
India
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะไข่มขวัญ)

Dr. A. Vasantharaj

Kalaigarkarunanidhi
Institute of Technology
India
([Profile](#))

Dr. Aaron N. Mangrobang

Pangasinan State University
Philippines
([Profile](#))

Dr. Muhammad Shahzad Nazir

Huaiyin Institute of
Technology
China
([Profile](#))

Dr. Seyed Matin Malakouti

Amirkabir University of
Technology
Iran
([Profile](#))

Dr. Koushik Yetukuri

Chalapathi Institute of
Pharmaceutical Sciences
India
([Profile](#))

Dr. Yuxin Bian

University of Hong Kong
China
([Profile](#))

Dr. Lakhvinder Kaur

Manav Rachna International
Institute
India
([Profile](#))

Dr. Rajeswari Vellaiswamy

Anna University
India
([Profile](#))

Dr. Roberto G. Sagge Jr.

West Visayas State University
Philippines
([Profile](#))

Dr. Hadji Riheb

University Farhat Abbas
Algeria
([Profile](#))

Dr. Almuthanna K. Alkaraki

Yarmouk University
Jordan
([Profile](#))

Dr. Vipin Venugopal

Amrita Vishwa
Vidyapeetham
India
([Profile](#))

Dr. S. Uma

Hindusthan College of
Engineering
India
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะนิษฐา)

Dr. Bhabajyoti Saikia

Assam down town University
India
([Profile](#))

Dr. Zainab Hamid Mohson

Middle Technical University
Iraq
([Profile](#))

Azadeh Moosavi

Universiti Putra Malaysia
Malaysia
([Profile](#))

Dr. Venkataramana Arangi

Andhra University
India
([Profile](#))

Dr. S. Nallusamy

Jadavpur University
India
([Profile](#))

**Dr. Seetharama
Mithanthaya**

J S Ayurveda Mahavidyalaya
India
([Profile](#))

Dr. Jingzong Yang

Baoshan University
China
([Profile](#))

Dr. Mohammad Suhail

Samarkand State University
Uzbekistan
([Profile](#))

Dr. Kudratjon Zohirov

Karshi State Technical
University
Uzbekistan
([Profile](#))

**Dr. Rahul Bhagwatprasad
Brahmbhatt**

SSR Group
USA
([Profile](#))

Dr. Sedigheh Bahmyari

Shiraz University of Medical
Sciences
Iran
([Profile](#))

**Dr. Alejandro Regalado
Mendez**

Universidad del Mar
Mexico
([Profile](#))

**Dr. Rakesh Krishnarao
Kadu**

Ramdeobaba University
India
([Profile](#))

**Dr. Samuel Kwame
Amoako Asirifi**

University for Development
Studies
Ghana
([Profile](#))

Dr. Mehdi Abedi-Varaki

Center for Physical Science
and Technology
Lithuania
([Profile](#))

ศาสตราจารย์
SS
(อัมพก สยามชัย)

Dr. Yunus Doğan

Firat University
Turkey
([Profile](#))

Dr. Asgarali Bouyer

Azarbaijan Shahid Madani
University
Iran
([Profile](#))

Dr. Ayse Kaplan

University of Anadolu
Turkey
([Profile](#))

Dr. Jagroop Singh

Government Medical College
India
([Profile](#))

Dr. MERABTI Salem

University of Khemis Miliana
Algeria
([Profile](#))

Dr. Shree Om Bade

University of North Dakota
USA
([Profile](#))

Dr. Malini S

Anna University
India
([Profile](#))

Dr. Nikolaos Panagiotou

Aristotle University of
Thessaloniki
Greece
([Profile](#))

Dr. Saeedeh Senemari

Imam Khomeini
International University
Iran
([Profile](#))

Dr. Muhammad Faisal Javed

Ghulam Ishaq Khan Institute
Pakistan
([Profile](#))

Dr. Ahmed Kehinde USMAN

Comenius University
Slovakia
([Profile](#))

Dr. Paolo Lorenzo Ferrara

University of Chieti-Pescara
Italy
([Profile](#))

Dr. Luís Quinta-Nova

Polytechnic University of
Castelo Branco
Portugal
([Profile](#))

Dr. Fidelis Abam

University of Calabar
Nigeria
([Profile](#))

ศาสตราจารย์
SS
(อัมพก นิชัยมณี)

Dr. Nourhan Badwei Thabet

Ain Shams University
Egypt
([Profile](#))

Dr. Mehmet MERDAN

Gümüşhane University
Turkey
([Profile](#))

Dr. Jamshid Pirgazi

University of Science and
Technology of Behshahr
Iran
([Profile](#))

Dr. Alexandre Morais Nunes

Universidade de Lisboa
Portugal
([Profile](#))

Dr. Karishma Tiwari

Chandigarh University
India
([Profile](#))

Dr. Omar Isam AL Mrayat

Amman Arab University
Jordan
([Profile](#))

Dr. Hsien-Yuan Lane

China Medical University
Taiwan
([Profile](#))

Dr. Aslıhan Esringü

Atatürk University
Turkey
([Profile](#))

Dr. Muhammad Saidu Aliero

Monash University
Malaysia
([Profile](#))

Dr. Katarzyna Rzycka-Szczupak

Poznań University of Life
Sciences
Poland
([Profile](#))

Dr. Valentino Tascione

University "G. d'Annunzio"
of Chieti-Pescara
Italy
([Profile](#))

Dr. Rustam Abirov

Institute of Mechanics and
Seismic Stability
Uzbekistan
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพก ระเษมชัย)

**Dr. Uttam Prasad
Panigrahy**

Assam down town University
India
([Profile](#))

Dr. Ahmad Sala

Zagazig University
Egypt
([Profile](#))

Dr. Nagaraju Gajjela

SR University
India
([Profile](#))

**Dr. Akadet
Chaichanavichakit**

Mahidol University
Thailand
([Profile](#))

**Dr. Kalani
Hettiarachchilage**

College of Staten Island
USA
([Profile](#))

Dr. Chelliah Koventhan

National Taiwan Normal
University
Taiwan
([Profile](#))

Dr. Glauco Chisci

University of Siena
Italy
([Profile](#))

Dr. Faleke Michael Olaoye

Landmark University
Nigeria
([Profile](#))



Make Submission

ศาสตราจารย์
ดร.
(อัมพร ชะไข่มขวัญ)

Dr. Lucia Della Spina

Mediterranea University of
Reggio Calabria
Italy
([Profile](#))

Dr. Olena Mykhailovska

University of Future
Transformation
Ukraine
([Profile](#))

Dr. Mahsa Kavousi

Islamic Azad University
Iran
([Profile](#))

Dr. Aydan Turanli

Istanbul Technical University
Turkey
([Profile](#))

Dr. Jinan Jader Msad

Al-Furat Al-Awsat Technical
University
Iraq
([Profile](#))

Dr. Hemant Kasturiwale

Mumbai University
India
([Profile](#))

Dr. Jefry Winner G

SRM Medical College and
Research Institute
India
([Profile](#))

Dr. Ganesh Waghmare

MIT Art, Design and
Technology University
India
([Profile](#))

Dr. May Newisar

University of Leeds
UK
([Profile](#))

Dr. Degi János

University of Life Sciences
King Mihai I
Romania
([Profile](#))

พิจารณาถูกต้อง
SS
(อัมพร ชะไข่มขวัญ)

Dr. Mauro Lenzi

Lagoon Ecology and
Aquaculture Laboratory
Italy
([Profile](#))

**Dr. Jose María Fernández-
Rico Urgoiti**

Universidad Pontificia
Comillas
Spain
([Profile](#))

**Dr. Francisco Javier
Villalobos Piña**

TecNm / Instituto
Tecnológico de
Aguascalientes
Mexico
([Profile](#))

Dr. Salvador V. Briones Ii

Partido State University
Philippines
([Profile](#))

Dr. Sukhum Sankaewthong

Rajamangala University of
Technology Thanyaburi
Thailand
([Profile](#))

Dr. Zongwen Xia

Mahidol University
Thailand
([Profile](#))

Dr. Esmaeil Mehraeen

Khalkhal University of
Medical Sciences
Iran
([Profile](#))

Dr. Ihab Khaled Magableh

Arab Planning Institute
Kuwait
([Profile](#))

สำนักงานส่งเสริม
การค้าระหว่างประเทศ

SR
(อัมพร ชัยวัฒน์)

**Dr. Ayate Dipika
Purushottam**

Kerala Forest Research
Institute
India
([Profile](#))

Dr. Anıl İlkem Aslan

Manisa Celal Bayar
University
Turkey
([Profile](#))

Dr. Saman Rashidi

University of Tehran
Iran
([Profile](#))

Dr. Daniel Dasig Jr

De La Salle University-
Dasmariñas
Philippines
([Profile](#))

Dr. Samsuri

Universitas Sumatera Utara
Indonesia
([Profile](#))

Dr. Eli Irawati

Institut Seni Indonesia
Yogyakarta
Indonesia
([Profile](#))

Dr. Anmar Salih

Wright State University
USA
([Profile](#))

Dr. Nicolae Pop

Romanian Academy
Romania
([Profile](#))

0.2

2024
CiteScore

3rd percentile

Powered by  Scopus

สำนักงาน
SS
(อำนวยการ
วิจัย)

Dr. Sergey I. Ivashov

Remote Sensing Laboratory
Russia
([Profile](#))

Dr. Aseel Shaalan Abbas Al-Kanani

Al-Mustansiriya University
Iraq
([Profile](#))

Dr. Marcela Souto Castro

Instituto Politécnico de
Setúbal
Portugal
([Profile](#))

Dr. S. SaiGanesh

Dayananda Sagar University
India
([Profile](#))

Dr. Paulo José Cumbane

ISCTEM
Mozambique
([Profile](#))

Dr. Hilal Ahmad Ganie

Govt. Boys Degree College
India
([Profile](#))

Dr. Michał Marcin Bakalarz

Kielce University of
Technology
Poland
([Profile](#))

Dr. Zoubida Lounis

Université Mohammed Ben
Ahmed
Algeria
([Profile](#))

Dr. Sdaeq H. Lafta

University of Technology
Iraq
([Profile](#))

Dr. Hayat Semlali

Cadi Ayyad University
Morocco
([Profile](#))

ศาสตราจารย์
ดร.
(อ.ดร. น.ส.ดร.)

Dr. Sebastian Leal-Arenas

University of Pittsburgh
USA
([Profile](#))

Dr. Kaihan Lin

Guangdong Polytechnic
Normal University
China
([Profile](#))

Dr. Manoj P. K.

Cochin University of Science
and Technology
India
([Profile](#))

Dr. José Manuel Nieto Jalil

Tecnológico de Monterrey
Mexico
([Profile](#))

Dr. Joni Kutu' Kampilong

Universitas Kristen
Indonesia Tomohon
Indonesia
([Profile](#))

Dr. Sulakshya Gaur

Mahindra University
India
([Profile](#))

Dr. Mariam Janjaria

The University of Georgia
Georgia
([Profile](#))

Dr. Panagiotis Vlamos

Ionian University
Greece
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร นิลชัยมัย)

Dr. Abbas Kasoob Jarallah

Tikrit University
Iraq
([Profile](#))

Dr. Mohd Nazish Khan

Samarkand State University
Uzbekistan
([Profile](#))

Dr. Mohammad Mahdi Heidari

Iran University of Medical Sciences
Iran
([Profile](#))

Dr. Shaden Ahmad Masadeh

Imam Abdulrahman Bin Faisal University
Saudi Arabia
([Profile](#))

Dr. Nurgün Gençel

Bartın University
Turkey
([Profile](#))

Dr. Moosa Sajed

Azarbaijan Shahid Madani University
Iran
([Profile](#))

Dr. Moses Moyo

Rhodes University
South Africa
([Profile](#))

Dr. Sara Manuela de Sousa Ferreira da Cruz

University of Porto
Portugal
([Profile](#))

ศาสตราจารย์

SS
(อัมภก ชะนิมชัย)

Dr. Santiago Ramírez-López

Universidad Peruana Unión
Peru
([Profile](#))

Dr. Ogechukwu Jude Igboke

North Dakota State
University
USA
([Profile](#))

Dr. Setiawan Kasim

Patria Artha University
Indonesia
([Profile](#))

Dr. Spyridon Doukakis

Ionian University
Greece
([Profile](#))

Dr. Eugenia Rossi di Schio

University of Bologna
Italy
([Profile](#))

Dr. Deepika Jegan Mohan

Sona College of Technology
India
([Profile](#))

Dr. Abdulkadir Mohammed

Mattu University
Ethiopia
([Profile](#))

Dr. Khurram Khalil

University of Missouri
USA
([Profile](#))

Dr. Ravindu Kahandawa

Massey University
New Zealand
([Profile](#))

Dr. Miguel Angel Guevara Lopez

Setúbal Polytechnic
University
Portugal
([Profile](#))

ศาสตราจารย์
ดร.
(อัมพร ชะนิษฐ)

Dr. Eric Awere

Cape Coast Technical
University
Ghana
([Profile](#))

**Dr. Feliks Anggia Binsar
Kristian Panjaitan**

Universitas Halu Oleo
Indonesia
([Profile](#))

Dr. Violetta K. Kytinou

Democritus University of
Thrace
Greece
([Profile](#))

Dr. Wajiha Manzoor

Comsats University of
Islamabad
Pakistan
([Profile](#))

**Dr. Alfonso Garcia de la
Vega**

Universidad Autónoma de
Madrid
Spain
([Profile](#))

**Dr. Riyadh Rahef Nuiiaa
Alogaili**

Wasit University
Iraq
([Profile](#))

**Dr. Antonio Daniel García-
Rojas**

University of Huelva
Spain
([Profile](#))

**Dr. Asrat Mekonnen
Gobachew**

Lancaster University
U.K.
([Profile](#))

Dr. Kyriaki I. Kafka

National and Kapodistrian
University of Athens
Greece
([Profile](#))

**Dr. Rajanand Patnaik
Narasipuram**

Eaton India Innovation
Center
India
([Profile](#))

Dr. Pavan Kumar

VIT Bhopal University
India
([Profile](#))

Dr. Kemal Cek

International University
Cyprus
([Profile](#))

Dr. Mohamed Aly Hassaan

National Institute of
Oceanography and Fisheries
Egypt
([Profile](#))

Dr. Ali Hadi Abdulwahid

Southern Technical
University
Iraq
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ค. น.ช.ม.ส.)

Dr. Zdenka Gyurák**Babel'ová**

Slovak University of
Technology in Bratislava
Slovakia
([Profile](#))

Dr. IVeta Markova

University of Zilina
Slovakia
([Profile](#))

Dr. Fatma MABROUK

Princess Nourah bint
Abdulrahman University,
Saudi Arabia
([Profile](#))

Dr. Otilia Manta

Romanian-American
University
Romania
([Profile](#))

Dr. Amron Amron

Jenderal Soedirman
University
Indonesia
([Profile](#))

Dr. Kamil Mucha

AGH University of Kraków
Poland
([Profile](#))

Dr. Mohamed I. Abu El-Sebah

Electronics Research
Institute
Egypt
([Profile](#))

Dr. Farman Wali

Northwest Agriculture and
Forestry University
China
([Profile](#))

Dr. Jerónimo García-Fernández

Universidad de Sevilla
Spain
([Profile](#))

Dr. Arkan Kh Shahr SABONCHI

Imam Ja'afar Al-Sadiq
University
Iraq
([Profile](#))

Dr. Jose Lazaro Amaro-Mellado

University of Seville
Spain
([Profile](#))

Dr. Yaser Mohammadi

Bu-Ali Sina University
Iran
([Profile](#))

Dr. Maria Luisa Gómez-Jiménez

Malaga University
Spain
([Profile](#))

ศาสตราจารย์
ดร.
(อ.พ.ก. น.ชัยมลัย)

Dr. Fateh Mebarek-Oudina

University of Skikda
Algeria
([Profile](#))

Dr. Kholik Kholik

Universitas Pendidikan
Mandalika
Indonesia
([Profile](#))

Dr. Darko Božanić

University of Defence in
Belgrade
Serbia
([Profile](#))

Dr. Zehra Edis

Ajman University
UAE

Dr. Adnan Khan Niazi

University of Agriculture
Pakistan

**Dr. Samir Haj Bloukh**

Ajman University
UAE

Dr. M Rajajeyakumar

Chennai Medical College
Hospital & Research Center
India

Dr. Chirag R Shah

Mumbai University
India

Dr. Francisco Torrens

University Institute of
Molecular Science
Spain

Dr. Peter Onneken

Institute of Diet and Health
Germany

Dr. Heather Soleil Lonczak

University of Washington -
Harborview Medical Center
USA

ศาสตราจารย์

SR

(อัมพร นิชัยมชัย)

Dr. Katarzyna Kirsz
Agricultural University
Poland

Dr. Manoj Single
Reading Hospital
USA

Dr. Mohammed A Alnafea
King Saud University
Kingdom Saudi Arabia

Dr. Wan Azelee Wan Abu Bakar
University of Technology
Malaysia



Dr. Fei Peng
Sun-yat-sen University
China

Dr. D'Angelo Gianni
University of Salerno
Italy

Dr. Ephraim Suhir
Portland State University
USA

Dr. Hari Mohan Srivastava
University of Victoria
Canada

Dr. Hongyuan Zhao
Henan Institute of Science
and Technology
China

Dr. Tang Wai Kwong
The Chinese University of
Hong Kong
Hong Kong

Dr. Li-Pin Kao
University of Queensland
Australia

Dr. Serdal PAMUK
Kocaeli University
Turkey

ศาสตราจารย์
ดร.
(อัมพร ชะไข่มรั้ง)

Dr. Jacinta A OparaUniversity of Maiduguri
Nigeria**Dr. Jagatpati Tah**Jadavpur University
India**Dr. Abhijit Mitra**Techno India University
India**Dr. James M Ruiz**School of Public Affairs
USA**Dr. Rahul A Hajare**Pune University
India**Edelweiss Applied Science
and Technology**

Q3

Multidisciplinary

best quartile

SJR 2024

0.18

powered by scimagojr.com



ศาสตราจารย์

 (อธิการบดี)

Focus & scopes

Submission

[Instructions for Authors](#)[Editor Guidelines](#)[Reviewer Guidelines](#)[Publication ethics](#)[Plagiarism Policy](#)[Editorial team](#)[Indexing](#)

Our Journals

**Journal of Contemporary Research in
Business, Economics and Finance**

**Contemporary Research in
Education and English Language Teaching**

ศาสตราจารย์
ดร.
(อัมพร สนิทมนต์)



 **Contact Info**

editor@learning-gate.com

For all editorial matters, including decisions on acceptance/rejection and publication status updates.

submissions@learning-gate.com

For submission difficulties, submitting papers via email, and checking submission status.

formatting@learning-gate.com

For assistance with formatting and template-related issues (authors only).

board@learning-gate.com

To request to join or be removed from the editorial board.

support@learning-gate.com

For technical issues or general queries related to the journal website.

This is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License



Licensed under  a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).

ศาสตราจารย์
ดร.
(อัมพร นิชัยมณี)

[Register](#)[Login](#)

1

[Home](#) / [Archives](#) / Vol. 9 No. 9 (2025)

Vol. 9 No. 9 (2025)

Articles

Moderating effect of risk management committee on the relationship between financial risk and profitability of listed insurance companies in Nigeria

10.55214/2576-8484.v9i9.9765

1-15

Ibrahim Mallam Fali, Francis Idiege Ahakiri, Egu Usang Inah, Ogar-Abang John Oyong, Mbu-Ogar, Geraldine Banku, Inyang, Inyang Ochi, Emori, Enya Gabriel, Oboh John Ogenyi, Lawal Suleiman Gbenga, Nelly Raphael Imong, Okoi, Innocent Obeten

PDF



Read Statistic: 540

Examining the grade 12 life science educators' integration of technology for teaching grade 12 life science curriculum: A case study

10.55214/2576-8484.v9i9.9766

16-26

Miss Arantxa Deidre Barnard, Mpipo Zipporah Sedio

PDF



Read Statistic: 281

Empowerment of health cadres through digital education to enhance knowledge, attitudes, self-efficacy, and behavior of exclusive breastfeeding mothers

10.55214/2576-8484.v9i9.9767

27-40

Sri Mintarsih, Sri Mulyani, Tri Rejeki Andayani, Sumardiyono Sumardiyono, Anisa Laksita Ulfaviani

PDF



Read Statistic: 243

ศาสตราจารย์

SR

(อัมพร ชัยวัฒน์)

The role of faculty development in mediating the relationship between consultative management style and student learning outcomes in Cambodia's public higher education

 10.55214/2576-8484.v9i9.10163

 1573-1584

Piseth Holl, Dhakir Abbas Ali

 PDF



Read Statistic: 38



The mediating role of self-efficacy in the relationship between ICT competency and learning outcomes in Cambodian public universities

 10.55214/2576-8484.v9i9.10164

 1585-1599

Chanbopheak Nguon, Dhakir Abbas Ali

 PDF



Read Statistic: 45

Converging heutagogy, M-learning, and AI for sustainable language education: A fuzzy Delphi study

 10.55214/2576-8484.v9i9.10167

 1600-1608

Nurul Aisyah Kamrozzaman

 PDF



Read Statistic: 29

Key factors influencing work readiness in generation Z: A comparative study between future gen-Z workers and employer perspectives

 10.55214/2576-8484.v9i9.10169

 1609-1630


Ampol Chayomchai

 PDF



Read Statistic: 32

Airborne pollutants from landfills and their health effects on scavengers and nearby communities: A scoping review

 10.55214/2576-8484.v9i9.10170

 1631-1651

Sri Damayanty, Lalu Muhammad Saleh, Anwar Mallongi, Nur Nasry Noor, Anwar Daud, Darmawansyah Darmawansyah

 PDF



Read Statistic: 35

សំណេរក្នុងការសិក្សា

 (ឧបនាយករដ្ឋមន្ត្រី)

Organizational resource perception and teachers' digital competence in higher education: The mediating role of teacher agency

Key factors influencing work readiness in generation Z: A comparative study between future gen-Z workers and employer perspectives

 Ampol Chayomchai^{1*}

¹Phetchabun Rajabhat University, Faculty of Management Science, Thailand; ampol.cha@pcru.ac.th (A.C.).

Abstract: This study is a mixed-methods study, with both quantitative and qualitative research. The quantitative research studies the important factors influencing the work readiness of Generation Z in Thailand. While the qualitative research studies employers in both the business and public sectors. The important variables in the study, according to the conceptual framework, are attitude, proactiveness, knowledge, intelligence skill, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. The data collection in the quantitative research uses questionnaires from 400 Generation Z throughout Thailand and analyzes the statistics using the partial least squares – structural equation modeling analysis. The qualitative research uses semi-structured interviews from 40 employers and analyzes the content to find conclusions. The results found that key factors influencing work readiness of Generation Z include attitude, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. The findings from employers revealed that five factors affecting work readiness are technology skill, learning skill, attitude, work motivation, and knowledge. When comparing research results from both students and employers, the key findings were that four factors were considered to influence work readiness included technology skill, learning skill, attitude, and work motivation.

Keywords: *Attitude, Learning skill, Technology skill, Work motivation, Work readiness*

1. Introduction

This study aims to study the comparative perspectives of employers and future graduates, which will be useful for planning education and training, as well as understanding the management of human resources in the present and the future. In addition, studying the issue of readiness for work is very useful for organizations and graduates who will be employed in the future because studies have found that if we are not ready for work, it will result in a higher resignation rate and affect the stress of those who will be employed in the organization in the future [1]. The changes in the world in many ways are affecting the need for new skills for employees in public and private organizations. Scholars have proposed the concept of preparing for the future of the workforce with a focus on 21st century skills such as critical thinking skills, communication skills, problem-solving skill, creativity and innovation skills, understanding different perspectives, teamwork and leadership skills, technology skill, and learning skill [2-5]. While educational organizations and employers are interested in learning systems or processes that aim to increase learner engagement and enthusiasm in order to achieve outcomes that meet organizational expectations and create readiness for future employment [6]. Therefore, education plays an important role in the development of knowledge, skills, attitudes, and values in individuals that will create individuals who can contribute to society in the future [3].

Human resource management, whether in the business or government sectors, always finds mention of the problems of new graduates entering the labor market. Currently, the problems of new Generation Z graduates around the world are being mentioned. Generation Z's desire to work in new and different ways has made it difficult for executives and human resources to manage and retain this generation, for

example [7]. Also, working in a multi-generational environment requires an understanding of the differences and needs of these generations in order to plan and manage human resources in the organization to achieve the organization's goals. Young people entering the labor market for the first time often encounter anxiety and expectations from themselves and their organizations [8]. Therefore, being well prepared in many areas such as necessary knowledge and skills is a good opportunity for Generation Z to get the job they want [7].

Generation Z will be the next generation that will be another important force driving the organization. It is a challenge for executives to understand the needs of this generation [9]. The needs and expectations of this generation are therefore important for creating an understanding of the organization, which the management and human resources must understand in order to use the results in planning the management of Generation Z in the future [6, 7]. In general, Generation Z exhibits distinct work patterns characterized by multitasking and enhanced efficiency. As the inaugural generation with unprecedented global connectivity, they possess the potential to revolutionize organizational structures through their adept use of technology and seamless access to information. This innovative approach to work is likely to facilitate knowledge acquisition and significantly improve workplace efficiency [9]. Work readiness is therefore an important issue in understanding Generation Z in terms of various factors that affect readiness for work after graduation or after becoming a graduate.

Past studies that studied factors affecting readiness for work concluded research results on various important factors that affect readiness for work, such as knowledge, abilities, attitudes, skills, experiences, work motivation, personality, learning, emotional intelligence. Educational institutions that are responsible for producing graduates according to the needs of employers must pay attention to the characteristics and needs of the generation that is studying in the institution. Therefore, educational institutions at the higher education level, both business and government sectors, must create a teaching and learning management system that focuses on important factors that will affect readiness for work in the future.

Therefore, researchers are interested in studying important factors affecting readiness for work of Generation Z in Thailand by comparing the perspectives of employers and those who are about to enter the labor market in the future. To use the research results to create policies, strategies and activities of various educational institutions in order to produce graduates who are ready to work in a changing environment and can meet the needs of future workers or employers.

2. Research Objectives

1. To study the level of work readiness and important factors affecting the work readiness of Generation Z in Thailand
2. To study the effects of important factors on the work readiness of Generation Z in Thailand
3. To compare the perspectives of Generation Z students or graduates and employers on factors affecting their readiness to work in Thailand.

3. Literature Review

3.1. Work Readiness Concept

Work readiness is the preparation for future employment, which is the readiness according to the expectations of the employer in various job positions [1, 2]. Another meaning is work readiness reflects the provision of students with the necessary skills to be successful in their future employment, which is the initial phase of entry into a career or working life for students in higher education [10]. Also, this readiness is a matter of showing the characteristics that will lead to success in work both in terms of work effectiveness and future career advancement [1, 11, 12]. Numerous related factors are considered within this framework, including skills, competencies, accountability, adaptability, flexibility, self-awareness, and personal development [12, 13]. In addition, the ability to work is an indicator in evaluating educational institutions in all countries around the world. Examples of factors affecting job readiness include social intelligence, work ability, personal characteristics, etc. [14]. Previous studies

have identified several key factors associated with job readiness, including individual traits, organizational understanding, job competence, social intelligence, work responsibility, and ability to work with others [15, 16]. Therefore, recruiting from fresh graduates is a human resource strategy of the organization to consider skills and characteristics to make it believable that the graduates who are hired will be able to work successfully [16].

3.2. Generation Z

The new generation entering the labor market is Generation Z, which is born between 1995 and 2012 [9]. Some reports revealed that Generation Z were born between 1995 and 2010 [7, 8]. This generation Z is considered the new generation that will enter the labor market and influence the workplace in the future [9]. This generation has different characteristics from other generations, including (1) technology orientation: This generation thinks that technology is a part of life that must be used every day because this generation was born in an era of modern technology. They use various information in life from using social media; (2) speed focus (more than accuracy) due to being born in an era of fast and modern technology, high-speed internet systems, and instantaneous communication of various data; (3) emphasize society focus: This generation wants to work in a job that provides both work success and social benefits. They want to work with organizations that also emphasize social responsibility; and (4) goals orientation and self-development: This generation needs clarity of work goals from their supervisors and needs training to create opportunities for growth in the workplace [9]. Generation Z is poised to emerge as a significant driving force within organizations. Consequently, it presents a challenge for executives to comprehend the unique needs of this generation.

3.3. Key factors Influencing Work Readiness

3.3.1. Attitude

By definition, attitude is a psychological response and evaluation of a person, event, or thing, which can be positive or negative. It consists of important components such as thoughts, emotions, cognitions, and behaviors [17]. From a work perspective, attitude is one of the important factors that reflect a person's readiness to work, such as a positive view of oneself, understanding one's strengths and weaknesses, accepting criticism, being punctual, having self-confidence, and being able to adapt to new things well [13]. Graduates from higher education must be individuals who have positive thoughts, are optimistic, respectful of others, are humble, honest, sincere, curious, and are committed individuals [15, 16]. Previous studies have found that self-esteem attitudes influence the development of career readiness among higher education students Oblinad, et al. [10]. Prifti [18] study stated that attitudes in terms of self-efficacy will affect academic success, which will ultimately lead to future job readiness. This is consistent with Alhadabi and Karpinski [19] study, which indicated that self-efficacy perception influences University students' academic success, which in turn affects their future work readiness. In addition, the study of Fitriyana, et al. [20] found that attitude, particularly self-confidence and self-efficacy, had a significant influence on work readiness. The researchers believe that the attitude of graduates in higher education is important and is one factor affecting the work readiness of graduates. Therefore, this study hypothesizes that:

H. Attitude has a positive effect on the work readiness of Generation Z people.

3.3.2. Proactiveness

In today's dynamic and increasingly decentralized work context, proactive behavior has become a very important factor for successful organizational performance [21-23]. A proactiveness describes individuals who continuously seek improved methods for accomplishing tasks [23]. Proactiveness behavior is the initiative to improve or change the current situation or to create a new situation that involves challenging the status quo [22, 23]. Proactive personality is important for work ability, such as self-confidence, good time management, and proper task prioritization [24]. Having a proactive

personality is an important part that reflects the work readiness with the organization that employs graduates Caballero and Walker [11]. Jiang, et al. [23] study indicated that individuals with proactive behaviors are more likely to seek personal growth in terms of personal development and career readiness, which means that graduates with proactive behaviors are more likely to be ready for employment. This is consistent with Pratama, et al. [25] study, which concluded that proactiveness behaviour had a significant influence on work performance and career success. It means that graduates from higher education must have proactiveness behaviors that will affect their work readiness in organizations that must adapt to the rapidly changing and ever-changing context. Therefore, this research is based on the following hypothesis:

H₂ Proactiveness has a positive effect on the work readiness of Generation Z people.

3.3.3. Knowledge

Education is important for having correct and sufficient knowledge for life, especially applying knowledge to one's career. Knowledge from education is therefore important for preparing graduates in higher education to be ready for future employment [26]. Graduation is the first priority of consideration, which may include educational success measured by other factors [11]. Graduates' knowledge from teaching in educational institutions must include both basic work knowledge and knowledge that promotes the development of various skills in order to work effectively [15]. The study of Nooplong, et al. [27] stated that knowledge, especially the ability to apply knowledge to work creatively, is an essential skill to prepare graduates. Meanwhile Wong, et al. [28] studied graduates from Malaysia and found that knowledge had an influence on the work readiness of the graduates. This is consistent with Yang, et al. [1] who found that knowledge was an important factor in the work readiness of nursing graduates. The researcher believes that in order to have skills and experiences that are beneficial to the workplace, students in higher education must first have the correct and sufficient knowledge, and then these things will happen and lead to readiness to graduate and work successfully. Therefore, the researcher has set the following hypothesis:

H₃ Knowledge has a positive effect on the work readiness of Generation Z people.

3.3.4. Intelligence Skill

Intellectual skills refer to the ability to analyze situations and use knowledge and understanding of concepts, principles, theories, and processes to think analytically and solve problems when faced with new and unexpected situations. These skills will occur in graduates through expressions of systematic thinking, rational thinking, and critical thinking [27]. This intellectual ability is the ability of learners to think at a higher level that teachers must develop in the learning process. High-level thinking includes analytical thinking, critical thinking, creativity, rational thinking, and scientific thinking. Graduates must demonstrate intellectual skills that are ready to work successfully, such as logical thinking, creativity, problem-solving skills, analytical or research skills, etc. [11, 15, 26]. That means intellectual skills are important and affect the work readiness of graduates in higher education [24]. The study of Nooplong, et al. [27] clearly stated that intellectual skills are necessary skills to prepare graduates in accordance with the framework for developing the quality of graduate production. This is consistent with Nurlaela, et al. [26] study indicated that one of the internal factors affecting work readiness is the individual's intellectual skills. The researcher believes that students in higher education must have intellectual skills that will lead to effective job readiness and success in future work. Therefore, the hypothesis that the researcher set on this issue is:

H₄ Intelligence skill has a positive effect on the work readiness of Generation Z people.

3.3.5. Technology Skill

As today's world is driven by modern technology, workers need to have the knowledge and skills to utilize such technology to achieve higher productivity [5]. Information and technology competence is an important part that reflects graduates' work readiness [11, 29]. A study by Kerdpanya and

Chimmani [30] found that some students' technology skills still need further development to be in line with the current labor market. The researchers recommend continuous development of students' technology skills so that students are ready for work both now and in the future. While research by Silpanilman, et al. [29] studied using qualitative research by conducting in-depth interviews with experts from Rajabhat Universities in Thailand. It was found that technology skills are important for students to enter the labor market and they must have skills that are consistent with their future lives and work, as the world changes towards the world of technology and digital. Therefore, the researchers believe that students must have technological skills for work readiness, including understanding various technologies, being able to manage information well, being able to manage knowledge, being able to analyze and synthesize information correctly in order to use the results to solve problems at work, and being able to present information using appropriate information technology formats. Therefore, this study also hypothesizes that:

H₅ Technology skill has a positive effect on the work readiness of Generation Z people.

3.3.6. Learning Skill

Learning skills is a broad term used to describe a range of skills required to acquire new knowledge and skills, particularly within the framework of formal learning [31]. Learning skills require the four Cs: critical thinking, creative thinking, collaboration, and communication. Therefore, creating an atmosphere and process that promotes learning is very important for the development of learning skills [4]. Students need to be open to new learning processes, especially self-development, which is important for future employment [6, 16]. A study by Alhadabi and Karpinski [19] found that creating a good learning atmosphere for university students that affects self-confidence will influence the academic success of this group of students, which learning in such an atmosphere influences the future work readiness of university students. Also, Prifti [18] study concluded that learning through technology that supports the learning process will have a significant impact on the learner's learning success, including learner satisfaction. In addition, Chowdhury [32] study found that learning skill through work-integrated learning processes resulted in the creation of graduates who are ready to work. Previous studies pointed out that organizing activities to create learning for students must be carried out with an emphasis on student participation [33]. The researcher believes that students' learning skills play an important role in the work readiness of graduates from colleges or universities to work. Therefore, this research hypothesizes that:

H₆ Learning skill has a positive effect on the work readiness of Generation Z people.

3.3.7. Work Motivation

Motivation is a complex process that describes the intensity, direction, and perseverance of an individual's efforts to achieve a certain goal [17]. In another meaning, motivation may mean the combination of internal and external driving forces that result in work effort and create direction, intensity, and individual effort to accomplish something [34]. In terms of work, motivation is a very important factor in achieving the expected goals. Motivation can come from many sources, and it can be financial or non-financial [17]. Therefore, organizational executives need to focus on the motivation of their personnel in the organization. Graduates who have something to like are those who understand the organization and clearly understand the forms and practices of the work environment [24]. In addition, graduates who are motivated to work will demonstrate a desire to enter the world of work, have hope, and a positive attitude Akbar, et al. [15]. Fauzan, et al. [35] study found that students' work motivation has a clear influence on their work readiness, which is very important for students' future entry into the labor market. This is consistent with the study of Setyadi, et al. [36] who found that work motivation resulting from work practices or training during university studies significantly affected students' work readiness. Therefore, this study also raises the hypothesis that:

H₇ Work motivation has a positive effect on the work readiness of Generation Z people.

3.3.8. Integrity

Integrity is an important virtue in preparing graduates in higher education to enter the labor market effectively and be able to work in various types of organizations [27]. A study by Pawanna [37] that studied morality and ethics in undergraduate students in Thailand found that there are 6 important virtues: discipline, responsibility, honesty, sacrifice, patience, and sufficiency. The results of this study clearly indicated that having a high level of integrity is related to better academic achievement, which is consistent with the study by Muenrak and Chairuang [38] who identified the integrity of Thai students as consisting of 6 aspects: discipline, responsibility, honesty, sacrifice, patience and respect. While the study of Katanyutanon and Rattanasuwannachai [39] that studied the development of integrity in Thai students found that the integrity that can be developed the most is diligence, patience, moderation and gratitude. The study of Muenrak and Chairuang [38] that studied the morality and ethics of Thai vocational students found that integrity is an important factor in preparing students for the labor market, such as discipline, responsibility in work, etc. The researchers believe that the integrity of graduates that affects their success in higher education certainly affects their work readiness in the early career of graduates. Therefore, this study suggests that:

H₅ Integrity has a positive effect on the work readiness of Generation Z people.

3.3.9. Emotional Quotient

Emotional quotient or emotional intelligence is related to the ability of an individual to understand others in the social context in which they live in a way that allows them to recognize differences in emotional reactions and use this awareness to influence others by controlling their emotions well [40, 41]. A global survey found that emotional quotient is two of the three most important skills for effective work in various positions in various companies Coronado-Maldonado and Benítez-Márquez [40]. Pholrak [42] stated that emotional quotient can be developed in many ways, such as developing from the teaching process, developing from being a good role model, including the use of art to enhance emotional intelligence in the form of stress therapy, releasing stressful emotions, and relaxing emotions well. This shows that new graduates who are ready to work must be those who have the ability to manage stress, have stress tolerance, have self-awareness and self-confidence, and have the ability to get along well with others [11, 16, 43]. The study by Masole and van Dyk [44] found that emotional quotient had a significant effect on the work readiness of students in South Africa. This is consistent with Wong, et al. [28] study of graduates from Malaysia revealed that emotional quotient, especially in terms of stress management and teamwork, has an influence on work readiness of them. Also, Yang, et al. [1] study clearly indicated that empathy, a component of emotional quotient, had a significant influence on the work readiness of nursing graduates in China. The researcher believes that the emotional quotient of graduates has an influence on the readiness to work at the beginning of the graduates' careers. Therefore, this research hypothesizes that:

H₆ Emotional quotient has a positive effect on the work readiness of Generation Z people.

3.3.10. Social Quotient

Social quotient, or social intelligence, is a process of understanding the behavior of others and dealing with those behaviors well, reflecting a deep understanding of the social world [45]. By definition, social quotient refers to the behavior that individuals adapt and interact with in society, which is very important in the work context, such as communication skills, teamwork, and cooperation with others [16, 24]. This social skill is considered an important part of showing the work readiness after graduating from higher education [11]. The study of Nooplong, et al. [27] concluded that or social skills especially interpersonal relationship are essential skills that are crucial in creating work readiness of graduates in the work life. This is consistent with Wong, et al. [28] study found that social quotient of graduates in Malaysia has an influence on the work readiness of graduates who are about to graduate and work. In summary, social quotient is considered an important social skill that will affect the readiness of new graduates to work, such as adapting to unfamiliar cultures, listening and

responding to others with respect, and being patient in dealing with others [13]. The researcher believes that having social quotient in graduates has a significant impact on the work readiness of graduates. Therefore, this study also hypothesizes that:

H₁₀: Social quotient has a positive effect on the work readiness of Generation Z people.

3.4. Research Framework

After a comprehensive review of the previous literature and research on work preparedness, as presented at the beginning of this article, the researcher developed the conceptual framework for this study, illustrated in Figure 1.

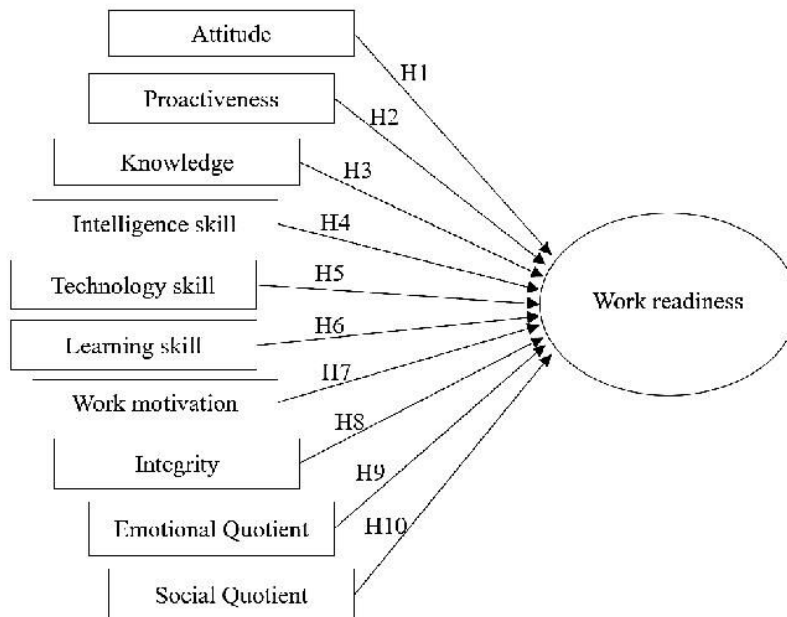


Figure 1.
Research Framework.

4. Research Methodology

This research is a mixed-method research. The first step is a quantitative research on Generation Z who will enter the future labor market, followed by a qualitative research that focuses on employers who employ graduates.

4.1. Quantitative Research

4.1.1. Population and Sample

The population is Generation Z in Thailand who are studying at the college and/or university level. Statistics from the Ministry of Higher Education, Science, Research and Innovation of Thailand in 2023 found that there were 1,657,410 students registered in the Ministry's system from both public and private higher education institutions [46]. Therefore, the sample size calculation will use the unknown population formula. The sample will be calculated using Taro Yamane's sample size calculation formula with an error level of 5%, resulting in a sample size of 400 people. Therefore, the researcher will collect data from 400 questionnaires by dividing the data collection into quotas in four regions of Thailand. Therefore, 100 questionnaires per region must be collected.

4.1.2. Measurement Scale

The questionnaire was developed from a review of literature and research on variables related to work readiness. It consisted of two main parts: Part 1 was a question about the general information of the respondents, and Part 2 was a question about important variables in the research, including attitude, proactiveness, knowledge, intelligence skill, technology skill, learning skill, work motivation, integrity, emotional quotient, social quotient, and work readiness. The number of questions about the variables in the conceptual framework is 52 items. The questions use a 5-point Likert scale format, where one score means the least agreement and five score means the most agreement. The details of the questionnaire are shown in Table 1. After the questionnaire was developed, the researcher checked the validity of the questionnaire using the Item-objective congruence (IOC) method using 3 experts. The result of the validity examination was equal to 1, which is considered appropriate [47]. After that, the researcher checked the reliability using the Cronbach's alpha statistic with a standard value of 0.7. It was found that every variable had a value greater than 0.7. This result indicates that the questionnaire has a good level of confidence which can be used to collect data [48].

Table 1.

Source and reliability of the key variables in the questionnaire.

Variables	Items	Sources	Reliability
Attitude	5	Akbar, et al. [15] and Cabrera [13]	0.744
Proactiveness	5	Sagita, et al. [24]	0.909
Knowledge	4	Cabrera [13]	0.844
Intelligence skill	4	Akbar, et al. [15]	0.923
Technology skill	4	Silpanilman, et al. [29]	0.950
Learning skill	4	Caballero, et al. [16]	0.803
Work motivation	4	Riwayati and Santoso [43]	0.876
Integrity	5	Pawanna [37]	0.863
Emotional quotient	4	Riwayati and Santoso [43]	0.835
Social quotient	4	Sagita, et al. [24]	0.821
Work readiness	9	Riwayati and Santoso [43]	0.897

4.1.3. Data Collection

The quantitative research data collection was conducted by using a multi-stage sampling method. In the first step, Thailand was divided into 4 regions: the North, the Central, the South, and the Northeast. After that, data was collected using a quota sampling method using 100 questionnaires per region, totaling 400 questionnaires. The purposive sampling method was used to collect data by sending questionnaires online. Sending questionnaires online to collect data is an opportunity for respondents to decide for themselves whether or not to participate in this study. Data collection was conducted by sending questionnaires through various social media, such as Facebook and LINE chat.

4.1.2 Statistical analysis

The statistical analysis of this study was conducted by the researcher in two parts. The first part was the descriptive statistical analysis, including frequency, percentage, mean, and standard deviation. For the mean, the researcher interpreted the results using the following five criteria: An average of 4.21–5.00 was considered to be at the highest level; an average of 3.41–4.20 was considered to be at a high level; an average of 2.61–3.40 was considered to be at a moderate level; an average of 1.81–2.60 is considered to be at a low level; and an average of 1.00–1.80 is considered to be at the least level. The second part of the statistical analysis was the inferential statistical analysis, in which the researcher used structural equation modeling to test the research hypothesis. The researcher chose to use Partial-least square (PLS-SEM) structural equation analysis to test the influence of the path between the variables in the conceptual framework of the research.

4.2. Qualitative Research

4.2.1. Targeted Informants

The population of the qualitative research is the employers who will hire graduates from colleges or universities in the future. Qualitative research scholars recommend a sample size of informants between 20 and 30 people [49]. The researcher selected 20 informants from the government sector and 20 informants from the business sector, totaling 40 people. The criteria for selecting informants will be based on positions related to human resource management, including senior executives, business owners, managers, supervisors, and human resource departments. In addition, the researcher will use the criterion of at least 5 years of experience in personnel management.

4.2.2. Data Collection

Data collection in qualitative research was conducted by the researcher using semi-structured interviews. The interview forms were prepared in advance for the important issues of this study. The interview process involved both face-to-face and telephone interviews, depending on the convenience of the informants, as some of the informants were in remote provinces. The researcher attempted to collect data covering many areas of Thailand.

4.2.3. Content Analysis

The researcher conducted a triangulation process prior to data analysis using the researcher, research assistants, and key data documents. Qualitative data analysis was conducted using content analysis to summarize key points from the informants. The conclusions of the qualitative analysis were then combined with the quantitative research results to compare the perspectives of Generation Z workers who will work in the future and employers who employ graduates.

4.3. Ethical Approval for Human Research

The research project, questionnaires, and interview form have been considered and approved by human research ethics from the Human Research Ethics Committee of Phetchabun Rajabhat University of Thailand, which received certification number PCRU-REC NO. 006/66.

5. Research Results

5.1. Quantitative Research Results

5.1.1. Descriptive Analysis of Participants

From the data received from 400 research participants, the results in Table 2 show that the majority of respondents were female at 69.3 percent, followed by male at 28.7 percent and LGBTQ+ at 2 percent, respectively.

ศาสตราจารย์
ดร.
(อ.ดร. นิตยา น้อย)

Table 2.

Data analysis of the participants.

Variables		Frequencies	Percent
Gender	Male	115	28.7
	Female	277	69.3
	LGBTQ+	8	2.0
Age	18 years-old	4	1.0
	19 years-old	49	12.3
	20 years-old	74	18.5
	21 years-old	93	23.2
	22 years-old	119	29.7
	23 years-old	47	11.8
	24 years-old or above	14	3.5
Accommodation	Living in a dormitory or living alone	180	45.0
	Living with parents	176	44.0
	Living with relatives	44	11.0
Part-time jobs	Yes	219	54.8
	No	181	45.2
Income per month	Below 151 USD	280	70.0
	151 – 300 USD	88	22.0
	301 – 450 USD	23	5.7
	451 USD or above	9	2.3

The age of the majority of respondents was 22 years old at 29.7 percent, followed by 21 years old at 23.2 percent and 20 years old at 18.5 percent, respectively. This age range of Generation Z in Thailand is mostly students in their final year of university studies. The research also found that 45 percent of students live alone or in dormitories and 44 percent live with their parents. In terms of part-time work, 54.8 percent of students have part-time jobs to earn extra income for their studies and life. In addition, the research found that the majority of the respondents, 70 percent, had a monthly income of less than 151 US dollars, followed by 22 percent who had a monthly income of 151-300 US dollars.

5.1.2. Statistical Analysis of Key Variables

The results of the analysis of the opinion levels related to the key variables of the research are shown in Table 3.

Table 3.

Statistical analysis of the key variables.

Variables	Means	Standard Deviation	Interpretation
Attitude	4.66	0.42	Highest level
Proactiveness	4.28	0.62	Highest level
Knowledge	4.05	0.68	High level
Intelligence skill	4.11	0.68	High level
Technology skill	4.22	0.64	Highest level
Learning skill	4.25	0.62	Highest level
Work motivation	4.43	0.59	Highest level
Integrity	4.43	0.60	Highest level
Emotional quotient	4.31	0.64	Highest level
Social quotient	4.33	0.71	Highest level
Work readiness	4.39	0.58	Highest level

The research results found that most of the variables with the highest opinion levels were attitude, proactiveness, technological skill, learning skill, work motivation, integrity, emotional quotient, social quotient, and work readiness. The knowledge and intellectual skill variables had high levels of opinions. When considering the standard deviation of all variables, they were considered to be at a good level with no problems with data distribution.

5.1.3. Measurement Model Assessment

Before assessing the influence of the paths in the structural equation model, the researcher first evaluates the measurement model to test the validity and reliability of the latent variables and the relationships between the variables in the model, which will ensure the validity and appropriateness of the model and the results of the analysis in the next section. The results of the study's measurement model analysis are shown in Tables 4 and 5.

Table 4.

Construct loadings and reliability of measurement model.

Constructs	Items	Loadings	Cronbach's Alpha	Composite reliability	Average Variance Extracted
Attitude	Att1	0.715	0.760	0.764	0.511
	Att2	0.681			
	Att3	0.734			
	Att4	0.665			
	Att5	0.772			
Proactiveness	Pro1	0.751	0.857	0.864	0.636
	Pro2	0.772			
	Pro3	0.822			
	Pro4	0.830			
	Pro5	0.810			
Knowledge	Km1	0.846	0.844	0.853	0.681
	Km2	0.770			
	Km3	0.864			
	Km4	0.819			
Intelligence skill	Intel1	0.859	0.846	0.849	0.684
	Intel2	0.778			
	Intel3	0.829			
	Intel4	0.841			
Technology skill	Tech1	0.763	0.853	0.860	0.696
	Tech2	0.881			
	Tech3	0.895			
	Tech4	0.791			
Learning skill	Lea1	0.796	0.799	0.799	0.625
	Lea2	0.778			
	Lea3	0.750			
	Lea4	0.834			
Work motivation	Mot1	0.787	0.766	0.775	0.589
	Mot2	0.781			
	Mot3	0.813			
	Mot4	0.681			
Integrity	Ing1	0.765	0.874	0.875	0.666
	Ing2	0.800			
	Ing3	0.817			
	Ing4	0.862			
	Ing5	0.834			
Emotional quotient	Eq1	0.858	0.783	0.789	0.610
	Eq2	0.782			
	Eq3	0.679			
	Eq4	0.794			
Social quotient	Sq1	0.863	0.889	0.890	0.751
	Sq2	0.886			
	Sq3	0.865			
	Sq4	0.852			
Work readiness	Rd1	0.805	0.928	0.929	0.635
	Rd2	0.824			
	Rd3	0.812			

	Rd4	0.814			
	Rd5	0.787			
	Rd6	0.814			
	Rd7	0.760			
	Rd8	0.760			
	Rd9	0.793			

From the results of the measurement model analysis in Table 4, the researcher tested three important statistical values in all variables: Cronbach's alpha, Composite reliability, and Average variance extracted (AVE). The researcher used standard values to assess the reliability of the measurement model at 0.7 for alpha and Composite reliability and at 0.5 for AVE [50]. The results of the analysis show that all statistical values of all variables in the measurement model pass the reliability criteria. Therefore, it can be concluded that the research model is valid and suitable for analyzing the influence of different paths in the structural equation model in the next step.

Table 5.

Discriminant validity (Fornell-Larcker Criterion).

Contracts	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Emotional Quotient (1)	0.781										
Integrity (2)	0.710	0.816									
Intelligence skill (3)	0.641	0.599	0.827								
Work motivation (4)	0.723	0.673	0.658	0.767							
Proactiveness (5)	0.667	0.601	0.729	0.654	0.797						
Social Quotient (6)	0.753	0.665	0.651	0.661	0.689	0.867					
Technology skill (7)	0.547	0.568	0.650	0.611	0.622	0.541	0.835				
Attitude (8)	0.551	0.558	0.496	0.557	0.662	0.541	0.412	0.715			
Knowledge (9)	0.608	0.534	0.811	0.615	0.693	0.596	0.582	0.451	0.825		
Learning skill (10)	0.709	0.683	0.729	0.752	0.696	0.730	0.623	0.513	0.681	0.797	
Work readiness (11)	0.778	0.731	0.728	0.756	0.736	0.778	0.661	0.605	0.671	0.791	0.790

The results of the discriminant validity analysis of the measurement model are shown in Table 5. The validity is considered from the fact that each statistical value in each column must be less than the top value of the column (shown in bold at the top of the column) [51]. The results of the analysis show that the measurement model of this research has appropriate discriminant validity and it can be concluded that the analysis of the influence of the path in the research model can be conducted appropriately in the next step.

5.1.4. Structural Model Assessment

The results of the structural equation model analysis are shown in Figure 2 and Tables 6, and 7. This analysis is used to test and conclude the results of the study's hypothesis.

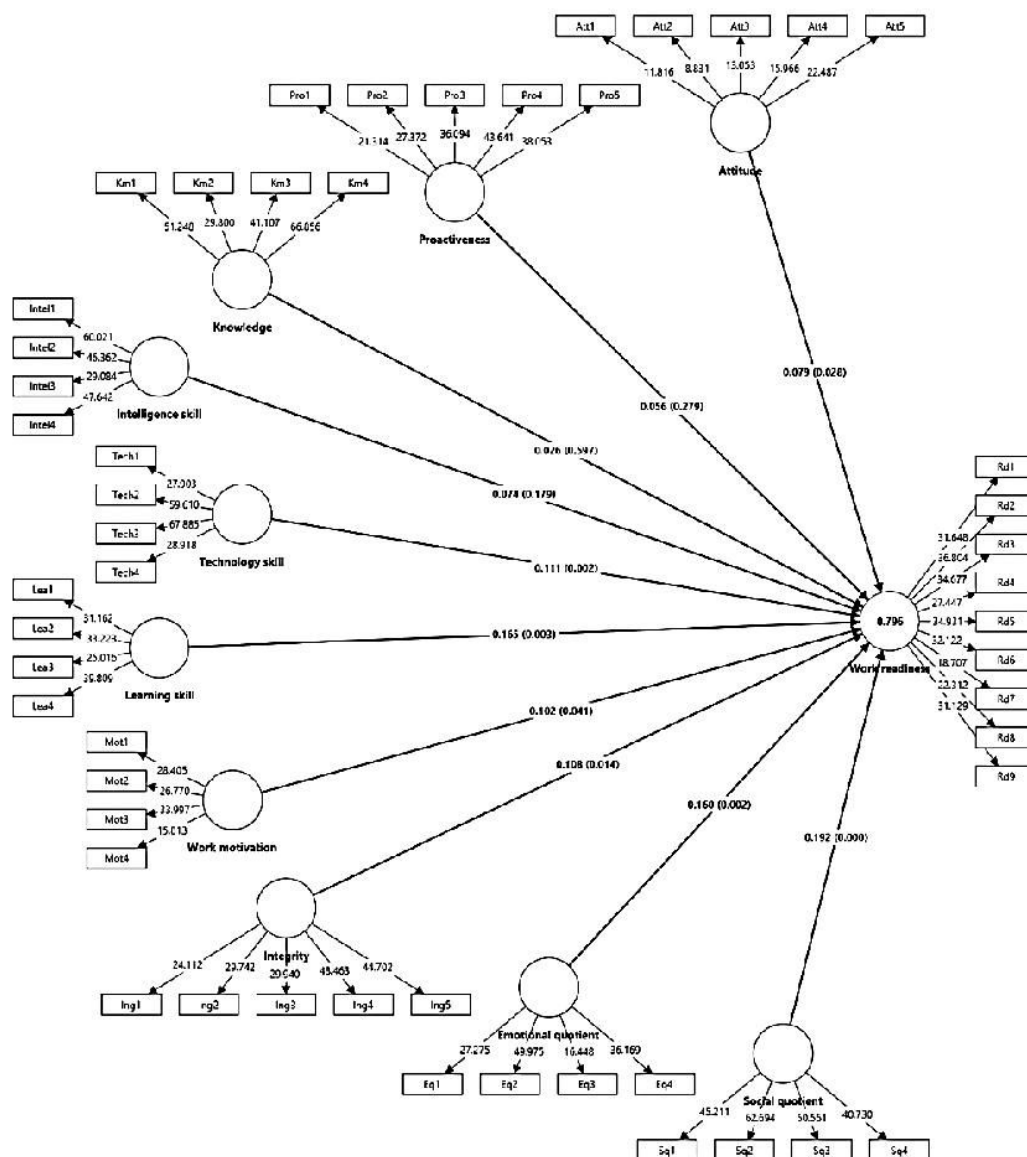


Figure 2.

Final structural model.

Note: The numbers on the paths between the circles indicate the influence of the independent variable on the dependent variable. The numbers in parentheses are statistical significance values.

ศาสตราจารย์
ดร.
(อัมพร นิชัยมัย)

Table 6.

Path effects of Structural model.

Paths	Effects	t-value	P value
Attitude -> Work readiness (H1)	0.079	2.193	0.028*
Proactiveness -> Work readiness (H2)	0.056	1.083	0.279
Knowledge -> Work readiness (H3)	0.026	0.529	0.597
Intelligence skill -> Work readiness (H4)	0.074	1.344	0.179
Technology skill -> Work readiness (H5)	0.111	3.032	0.002**
Learning skill -> Work readiness (H6)	0.165	2.977	0.003**
Work motivation -> Work readiness (H7)	0.102	2.042	0.041*
Integrity -> Work readiness (H8)	0.108	2.461	0.014*
Emotional quotient -> Work readiness (H9)	0.160	3.139	0.002**
Social quotient -> Work readiness (H10)	0.192	3.634	0.000***

Note: *, **, *** means the statistical significance at .05, .01, and .001 level.

From Figure 2 and Table 6, it shows the influence of the paths between important variables in the conceptual framework of the research. The research results found that important variables that influence the readiness to work of Generation Z of Thailand are attitude, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. The top 5 most influential variables are social quotient, learning skill, emotional quotient, technology skill, and integrity. The results of the research indicate that Hypotheses 1, 6, 7, 8, 9, and 10 (H1, H6, H7, H8, H9, and H10) are supported, while Hypotheses 2,3 and 4 (H2, H3, and H4) are rejected.

Table 7.

Coefficient of Determination.

Dependent variable	Coefficient of determination (R ²)	Adjusted R ²
Work readiness	0.796	0.790

Table 7 shows the results of the analysis of the coefficient of determination to explain the influence of the independent variables that can explain the variance of the dependent variables. The analysis results found that all the independent variables that are important factors can explain the variance of work readiness by 79.6 percent.

5.2. Qualitative Research Results

In qualitative analysis, the researcher will analyze the content obtained from interviews with employers from both the public and business sectors.

ศาสตราจารย์
ดร.
(อัมพร นิธิไพรมย์)

Table 8.

Results from the targeted informants in the business sector.

Id	Sex	Age	Type	Position	Perspective on factors affecting the work readiness*									
					Att.	Pro.	Kno.	Intl.	Tec.	Lea.	Mot.	Intg.	EQ	SQ
1	M	60	B	Exec.	✓			✓			✓	✓		
2	M	59	B	Exec.	✓				✓		✓	✓		✓
3	F	57	B	Exec.	✓		✓		✓	✓	✓		✓	
4	M	57	B	Owner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	F	56	B	Owner	✓	✓	✓		✓	✓	✓	✓	✓	
6	M	56	B	Manag.		✓			✓	✓	✓		✓	✓
7	F	55	B	Owner	✓						✓		✓	
8	F	52	B	Owner	✓				✓	✓	✓			✓
9	M	52	B	Exec.					✓	✓				
10	M	51	B	Exec.			✓	✓	✓					
11	M	50	B	Exec.	✓				✓	✓			✓	
12	M	50	B	Exec.	✓				✓	✓				
13	M	50	B	Exec.	✓	✓			✓	✓		✓	✓	✓
14	F	49	B	Owner	✓	✓			✓	✓				
15	F	48	B	HR	✓	✓			✓					
16	M	47	B	Exec.	✓		✓	✓	✓	✓	✓			
17	M	47	B	HR	✓				✓	✓			✓	
18	M	46	B	HR	✓		✓			✓			✓	
19	L+	44	B	HR			✓	✓	✓					
20	F	41	B	Head			✓		✓	✓		✓		
Total count number					15	6	8	5	17	14	9	6	9	5
Total count %					75	30	40	25	85	70	45	30	45	25
Rank					2	6	5	7	1	3	4	6	4	7

Note: Id = the number of the interviewee; M = Male; F = Female; L+ = LGBTQ+; Age in years; B = Business sector; Exec. = Executive level; Manag. = Manag. = Manager; HR = Human Resources; Att.= Attitude; Pro. = Proactiveness; Kno. = Knowledge; Intl. = Intelligence skill; Tec. = Technology skill; Lea. = Learning skill; Mot. = Work motivation; Intg. = Integrity; EQ = Emotional quotient; and SQ = Social quotient.

Table 8 is the analysis result from interviews with employers in the business sector. It was found that overall the most important factor affecting work readiness was technology skills, followed by attitude, learning skills, work motivation, and emotional intelligence, respectively. When considering from the perspective of senior executives and business owners, the most important factor affecting work readiness was technology skills and the attitude of graduates. When comparing male and female employers, it was found that male employers prioritized technology skills most, followed by attitude and learning skills. Female employers prioritized technology skills and attitude as the most important factors. An interesting point is that senior corporate employers (those in their fifties and above) tend to place more importance on emotional quotient, social quotient, and integrity than younger employers.

กัญญก้อง

 (อัมภก ชัยวัฒน์)

Table 9.

Results from the targeted informants in the government sector.

Id	Sex	Age	Type	Position	Perspective on factors affecting the work readiness									
					Att.	Pro.	Kno.	Intl.	Tec.	Lea.	Mot.	Intg.	EQ	SQ
21	M	65	G	Exec.					✓	✓				
22	M	58	G	Head	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23	M	58	G	Exec.	✓		✓		✓					
24	M	56	G	Head	✓	✓			✓	✓				
25	F	53	G	Head	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26	F	52	G	Head	✓		✓		✓			✓	✓	✓
27	M	52	G	Head	✓						✓			
28	F	52	G	Exec.		✓			✓	✓				
29	M	51	G	Exec.	✓	✓		✓	✓	✓	✓	✓		
30	M	50	G	Head			✓		✓	✓				
31	F	49	G	Head					✓	✓			✓	
32	F	47	G	Head			✓			✓	✓			
33	F	47	G	Head					✓	✓	✓			
34	F	47	G	Head	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
35	F	47	G	Exec.						✓	✓		✓	
36	F	45	G	HR					✓		✓			
37	L+	45	G	HR					✓	✓	✓			
38	F	45	G	Head					✓					
39	F	44	G	Head	✓	✓	✓	✓	✓	✓	✓	✓		
40	F	41	G	Head	✓		✓			✓	✓			
Total count number					10	7	9	5	16	15	12	6	6	4
Total count %					50	35	45	25	80	75	60	30	30	20
Rank					4	6	5	8	1	2	3	7	7	9

Note: Id = the number of the interviewee; M = Male; F = Female; L+ = LGBTQ+; Age in years; G = Government sector; Exec. = Executive level; Manag. = Manager; HR = Human Resources; Att. = Attitude; Pro. = Proactiveness; Kno. = Knowledge; Intl. = Intelligence skill; Tec. = Technology skill; Lea. = Learning skill; Mot. = Work motivation; Intg. = Integrity; EQ = Emotional quotient; and SQ = Social quotient.

Table 9 shows the qualitative analysis results for public sector employers, who are primarily executives and senior managers. The research found that the most important factor affecting work readiness among government employers was technology skills, which was the same opinion as employers in the business sector, followed by learning skills, work motivation, attitude, and knowledge, respectively. When considering only senior executives (aged 50 and above), it was found that technology skills ranked first, followed by learning skills, attitude, and proactive personality, respectively. Male employers in the public sector viewed technology skills as the most important factor influencing work readiness, followed by learning skills and attitude, respectively. Meanwhile, female employers in the public sector equally ranked technology skills and learning skills as the most important factors influencing Generation Z graduates' work readiness.

Table 10.

Results from the targeted informants in both sectors.

Factors	Frequencies	Percentage	Ranking
Attitude	25	62.5	3
Proactiveness	13	32.5	7
Knowledge	17	42.5	5
Intelligence skill	10	25.0	9
Technology skill	33	82.5	1
Learning skill	29	72.5	2
Work motivation	21	52.5	4
Integrity	12	30.0	8
Emotional quotient	15	37.5	6
Social quotient	9	22.5	10

The overall findings of both business and public sector employers in Thailand on the work readiness of Generation Z graduates are presented in Table 10. The results show that the top five most important factors influencing work readiness are technology skills, learning skills, attitude, work motivation, and knowledge, respectively.

An example of an interview confirming the importance of technology skills for work readiness is a senior business executive (No. 2, male, 59 years old) who stated, "*The new generation of graduates entering the workforce, which is Generation Z today, must have technology skills to support future work environments that will require modern technologies such as artificial intelligence or specialized programs that various departments within the organization can use to enhance competitiveness.*" Another senior government executive (No. 21, male, 65 years old) stated, "*The new generation of graduates (Generation Z) who are about to enter the workforce must be technologically proficient in order to effectively use artificial intelligence and achieve organizational goals.*" Learning skills are also a crucial skill for work readiness. A business owner (No. 8, female, 52 years old) stated, "*Learning skills are a crucial skill for future careers. Generation Z graduates must possess these skills, which are highly sought after by businesses because business competition is constantly changing. Consistent learning is crucial to winning in the business game.*" A senior government executive (No. 24, male, 56 years old) stated, "*Higher education institutions must create processes that equip students with the learning skills to effectively graduate and employ them as organizations require.*" The third most important skill is Generation Z graduates' attitude, which affects their work readiness from the perspective of employers. Business owners (No. 7, female, 55 years old) and human resource managers (No. 17, male, 47 years old) shared the same view that "*The attitude of new graduates (Generation Z) is important in assessing work readiness in a business organization because that attitude will determine that individual's behavior in the workplace. Competitive businesses need to employ workers with positive attitudes, perseverance, and attitudes that promote teamwork to win.*" This is consistent with a government executive (No. 27, male, 52 years old) who stated that "*Workers' attitudes significantly affect their work success and growth in the organization. Generation Z graduates entering the workforce must develop their own attitudes, including personal attitudes, such as positive attitudes, and attitudes related to teamwork.*"

However, the remaining seven skills are also considered crucial to Generation Z graduates' work readiness: motivation, knowledge, emotional quotient, proactive personality, integrity, intellectual skills, and social intelligence. Employers also suggest other important skills, including communication skills, particularly in foreign languages, and volunteerism, essential for promoting social and community development.

6. Discussion

The first part of the discussion deals with the results of the study on work readiness and key factors that have been reviewed in the literature to influence work readiness included attitude, proactiveness, knowledge, intellectual skill, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. The study found that nine factors ranked highest among Generation Z students: work readiness, attitude, proactiveness, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. The other two dimensions, knowledge and intellectual skill, ranked lower than the others. This indicates that Generation Z students still believe they need further development in these two dimensions. However, the factors with the highest scores reflect Thai Generation Z students' confidence in their readiness to work, believing that they possess the essential skills, positive attitudes, ethical values, and emotional and social intelligence to truly work in organizations in the future.

The second part is a discussion of the quantitative study results on factors affecting work readiness. A study of Generation Z students on factors affecting work readiness in Thailand found seven key factors that significantly impact Generation Z's work readiness included attitude, technology skill, learning skill, work motivation, integrity, emotional quotient, and social quotient. Although no influence was found on the other three factors, namely proactiveness, knowledge, and intellectual skill,

all seven key factors significantly and reliably influenced Generation Z's work readiness. The finding that attitudes significantly affect job readiness in Generation Z is consistent with previous studies, which indicated that attitudes such as self-efficacy and self-confidence influence educational success, which in turn affects future employment after graduation or work readiness [19, 20]. Meanwhile, the study on technological skills confirms that these skills significantly impact Generation Z's work readiness. This finding is consistent with past studies, which found that technological skills are important for entering the labor market and also important for students' future employment [29, 30]. Therefore, students must recognize their importance and develop themselves to have sufficient technological skills to create work readiness according to the needs of the labor market. Furthermore, the research clearly indicates that learning skills significantly influence Generation Z's work readiness. This finding is consistent with the previous studies, which concluded that learning skills, particularly those derived from work-integrated learning processes, contribute to the creation of job-ready graduates [18, 32]. This research also found that Generation Z's work motivation influenced their readiness to work upon graduation. This is consistent with past studies, which concluded that work motivation influenced their readiness to work [35, 36]. The final two factors that this study found to influence Generation Z's work readiness were emotional quotient and social quotient. This finding is consistent with the past studies, which indicated that emotional intelligence significantly impacted work readiness [1, 43]. In addition, it is consistent with the studies that revealed that social skill is an essential factor for the work readiness of graduates [27, 28].

The next section discusses the results of qualitative research from interviews with employers in both Thailand business and government sectors. The findings found that the top factors affecting work readiness were technology skill, learning skill, attitude, work motivation, and knowledge, respectively. These findings reflect the perspectives and ideas of executives in the Thai business and public sectors, reflecting their needs and criteria for considering new personnel entering their organizations. These factors therefore determine whether graduates from Thai educational institutions will find jobs and meet the expectations of employers in both the business and public sectors. These findings are consistent with several previous studies that clearly identify five key factors that influence work readiness [1, 5, 18, 20, 28, 30, 35]. However, if we look further at senior business executives, we also found that another important factor affecting work readiness is emotional quotient. This is consistent with the previous studies, which clearly indicated that emotional quotient impacts work readiness, particularly stress management, which directly impacts work performance [28, 40]. These findings, expressed by senior executives, suggest that long-standing executives with diverse work experiences may perceive emotional intelligence as crucial to work readiness, enabling them to achieve both successful work and a balanced work-life balance.

The final section is a discussion of the comparative results of student and employer perspectives. When comparing the findings of both Generation Z students and employers, four key factors were found to be common influencing work readiness included technology skill, learning skill, attitude, and work motivation. This comparison reveals both similar and contrasting perspectives. The four factors that influence work readiness are shared by employers and Generation Z workers entering the workforce. A crucial factor is technological skills [5, 30]. This is not surprising, given the rapid development of technology in the world, particularly in the area of artificial intelligence. If Generation Z students lack these skills, they will certainly not be able to work in businesses or the public sector. Another important factor, consistent with other skills, is learning skills. Those with learning skills tend to perform consistently well despite changing organizational factors. In reality, organizations must constantly adapt due to external factors (such as technology, society, and politics). Therefore, learning skills are crucial to work readiness [32]. Work attitude and motivation are also linked to other skills. Those with positive attitudes (such as positive thinking, self-reliance, and teamwork) and strong motivation to work will be more prepared and able to achieve their goals [20, 36]. However, employers continue to prioritize the knowledge graduates need to be ready for the future work. This research is consistent with the past studies, which found that knowledge is a key foundation for other essential

skills, such as technological skills and is a crucial factor in work readiness [1, 5, 27]. In terms of competency, knowledge is a crucial component of competency that will enable people to be ready to perform any job within an organization. This is concerning as Thai Generation Z students still view knowledge and intellectual skill as being lower than other factors and requiring further development. Therefore, to align with employers' expectations and perspectives, students should focus on acquiring knowledge specifically related to their future careers. This knowledge, both directly related to the job itself and indirectly related to the job, is essential for successful job preparation and fulfillment of employer expectations.

7. Conclusion and Recommendation

This study aims to examine key factors influencing the work readiness of Generation Z in Thailand, which will be used as policies and strategies for human resource management for both business and public sector organizations. A study from both Generation Z students and employers found that there are eight key factors that influence Generation Z's work readiness in Thailand: technology skills, learning skills, attitude, work motivation, knowledge, integrity, emotional quotient, and social quotient. Meanwhile, four key factors are common to both the future Gen Z workforce and employers including technology skills, learning skills, attitude, and work motivation. These results, which are considered new findings of this study, are shown in Figure 3.

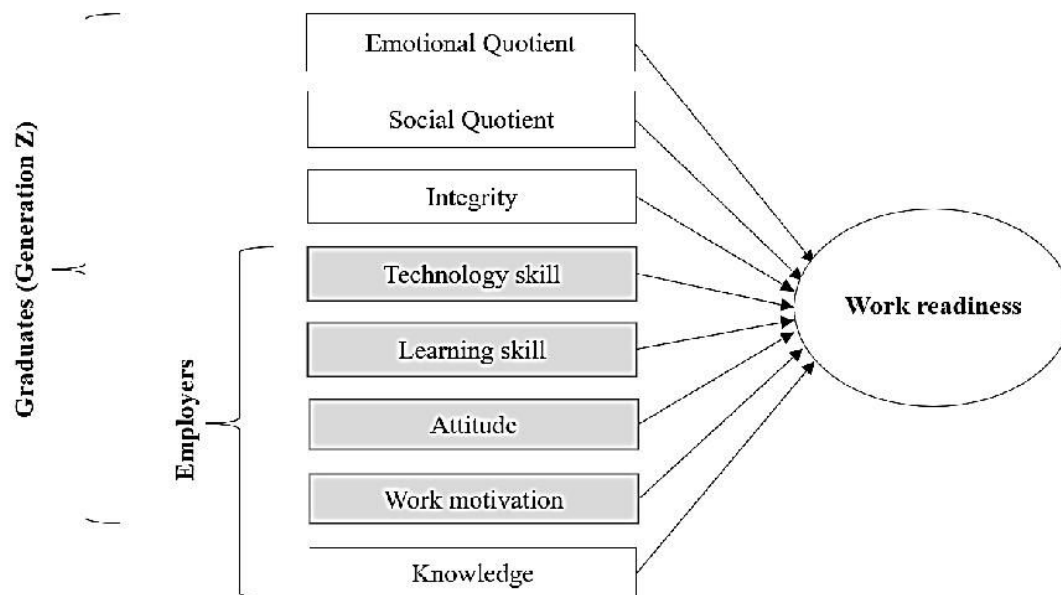


Figure 3.

Key factors affecting Generation Z Graduates' work readiness in both Gen Z and employer perspectives.

If we were to summarize the overall results of this research, we would find that all factors found to influence work readiness are related to the definition of competency, which consists of three components: knowledge, skills, and attributes such as attitude. The competencies summarized from the new findings of this research are considered important competencies for creating work readiness for Generation Z students, including knowledge, technology skill, learning skill, work motivation, emotional quotient, social quotient, the right attitude, and integrity.

The recommendations for implementation of this research's new findings are relevant to educational institutions, particularly higher education institutions in both the public and private sectors. Developing

key institutional outputs—graduates entering the workforce—requires an understanding of the factors influencing graduates' work readiness. Understanding these factors will lead to the development of appropriate policies, strategies, and activities for developing graduates ready for employment in a constantly changing world and a generational shift between learners and educators. This understanding will ultimately contribute to the success of creating a quality workforce for national development in both business and government organizations. Furthermore, Generation Z individuals themselves, who will benefit from this research, need to understand the perspectives and needs of their future employers in order to plan their own development and ensure successful employment readiness in the future.

For further research based on this study, the researchers suggest that scholars should prioritize the study's new model, which derives from the findings of this study. This will determine whether graduates who possess all the factors outlined in this model are truly successful in their organizations. Furthermore, they should investigate whether other factors influence graduates' work success, using this model as a basis for their studies.

Transparency:

The author confirms that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Copyright:

© 2025 by the author. This open-access article is distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

References

- [1] H. Yang, L. Yang, L. Chen, J. Liu, S. Cui, and L. Zhang, "Exploring work readiness: A qualitative descriptive study of self-perceptions among new graduate nurses," *Heliyon*, vol. 10, no. 7, p. e28507, 2024. <https://doi.org/10.1016/j.heliyon.2024.e28507>
- [2] S. Abdullah, M. M. M. Al-Dubai, and A. A. M. Ateik, "A theoretical review of work readiness Malaysia," *International Journal of Progressive Research in Engineering Management and Science*, vol. 4, no. 6, pp. 193–204, 2024.
- [3] E. Avdiu, E. Bektashi, and B. Gollopeni, "Learning skills for the future—implementing the 21st-century learning," *Multidisciplinary Science Journal*, vol. 7, no. 1, pp. 2025011–2025011, 2025.
- [4] S. Fourtane, "21st century skills: Preparing students for future workforce needs," 2022. <https://www.fierce-network.com/leadership/21st-century-skills-preparing-students-future-workforce-needs>. [Accessed December 5, 2022]
- [5] P. Tripathy, "5 must-have 21st-century skills to prepare for the future of work," 2023. <https://nationalskillnetwork.in/5-must-have-21st-century-skills-to-prepare-for-the-future-of-work/>. [Accessed August 1, 2023]
- [6] A. L. Leal-Rodriguez and G. Albort-Morant, "Promoting innovative experiential learning practices to improve academic performance: Empirical evidence from a Spanish Business School," *Journal of Innovation & Knowledge*, vol. 4, no. 2, pp. 97–103, 2019. <https://doi.org/10.1016/j.jik.2017.12.001>
- [7] N. D. Racolta-Paina and R. D. Irini, "Generation Z in the workplace through the lenses of human resource professionals—A qualitative study," *Calitatea*, vol. 22, no. 183, pp. 78–85, 2021.
- [8] T. A. Lev, "Generation Z: Characteristics and challenges to entering the world of work," *Cross-Cultural Management Journal*, vol. 23, no. 1, pp. 107–115, 2021.
- [9] P. Chompukum and N. Chakrapeesirisuk, "Factors affecting job satisfaction and motivation: A case comparison of Generation Y and Generation Z in Bangkok," *Chulalongkorn Business Review*, vol. 42, no. 3, pp. 1–18, 2020.
- [10] R. L. Oblinad, S. Y. Caliboso, J. R. Cablay, N. C. M. Ochoa, and R. P. Calapan, "Level of work readiness and its relationship to self-esteem of college of education students in Lyceum of Alabang AY 2022–2023," *Psychology and Education: A Multidisciplinary Journal*, vol. 13, pp. 464–473, 2023.
- [11] C. L. Caballero and A. Walker, "Work readiness in graduate recruitment and selection: A review of current assessment methods," *Journal of Teaching and Learning for Graduate Employability*, vol. 1, no. 1, pp. 13–25, 2010.
- [12] R. Fenech, P. Baguant, and I. Abdelwahed, "Work readiness across various specializations," *Academic Journal of Interdisciplinary Studies*, vol. 9, no. 4, pp. 86–92, 2020.
- [13] W. C. Cabrera, "Development and validation of work readiness assessment scale for home economics graduates," *International Journal of Economics Development Research*, vol. 1, no. 2, pp. 70–109, 2020.

- [14] S. S. A. Abuhussain *et al.*, "Work readiness scale for pharmacy interns and graduates: A cross-sectional study," *Saudi Pharmaceutical Journal*, vol. 29, no. 9, pp. 976-980, 2021. <https://doi.org/10.1016/j.jsps.2021.07.018>
- [15] T. N. Akbar, U. Surahman, and I. Susanti, "Factors affecting work readiness of grade XII students program modelling and information design skills building (DPIB) SMK Negeri 5 Bandung," in *6th UPI International Conference on TVET 2020 (TVET 2020)* (pp. 207-211). Atlantis Press, 2021.
- [16] C. L. Caballero, A. Walker, and M. Fuller-Tyszkiewicz, "The Work Readiness Scale (WRS): Developing a measure to assess work readiness in college graduates," *Journal of Teaching and Learning for Graduate Employability*, vol. 2, no. 1, pp. 41-54, 2011.
- [17] S. P. Robins and T. A. Judge, *Organizational behavior*. England: Pearson Education, 2017.
- [18] R. Prifti, "Self-efficacy and student satisfaction in the context of blended learning courses," *Open Learning: The Journal of Open, Distance and e-Learning*, vol. 37, no. 2, pp. 111-125, 2022. <https://doi.org/10.1080/02680513.2020.1755642>
- [19] A. Alhadabi and A. C. Karpinski, "Grit, self-efficacy, achievement orientation goals, and academic performance in University students," *International Journal of Adolescence and Youth*, vol. 25, no. 1, pp. 519-535, 2020. <https://doi.org/10.1080/02673843.2019.1679202>
- [20] A. N. Fitriyana, K. Kurjono, and B. Santoso, "The influence of self-efficacy on students' work readiness," *Jurnal Konseling Pendidikan Islam*, vol. 2, no. 2, pp. 233-238, 2021.
- [21] F. Belschak and D. D. Hartog, "Being proactive at work—blessing or bane?," *The Psychologist*, vol. 23, no. 11, pp. 886-889, 2010.
- [22] J. M. Crant, "Proactive behavior in organizations," *Journal of Management*, vol. 26, no. 3, pp. 435-462, 2000. <https://doi.org/10.1177/014920630002600304>
- [23] Z. Jiang, Y. Wang, W. Li, K. Z. Peng, and C. H. Wu, "Career proactivity: A bibliometric literature review and a future research agenda," *Applied Psychology*, vol. 72, no. 1, pp. 144-184, 2023. <https://doi.org/10.1111/apps.12442>
- [24] M. P. Sagita, A. E. Hami, and Z. R. Hinduan, "Development of Indonesian work readiness scale on fresh graduate in Indonesia," *Jurnal Psikologi*, vol. 19, no. 3, pp. 297-314, 2020.
- [25] A. S. Pratama, A. R. Sridadi, A. Eliyana, R. D. Anggraini, and N. L. M. Kamil, "A systematic Review of proactive work behavior: Future research recommendation," *The Journal of Behavioral Science*, vol. 18, no. 2, pp. 136-151, 2023.
- [26] S. Nurlaela, Kurjono, and Rasto, "Determinants of work-readiness," *Advances in Economics Business and Management Research*, vol. 161, pp. 119-205, 2021.
- [27] K. Nooplong, S. Meebua, and L. Nilkan, "A study of the desirable characteristics of graduates in the field of creative culture management, Nakhon Si Thammarat Rajabhat University," *Journal of Nakhon Si Thammarat Rajabhat University*, vol. 10, pp. 190-200, 2018.
- [28] W. J. Wong, R. F. Lee, L. Y. Chong, S. W. H. Lee, and W. M. Lau, "Work readiness of pharmacy graduates: An exploratory study," *Exploratory Research in Clinical and Social Pharmacy*, vol. 13, p. 100389, 2024. <https://doi.org/10.1016/j.jrcsop.2023.100389>
- [29] A. Silpanilman, T. Arirat, S. Chinjo, and P. Phromsakha Na Sakonnakhon, "A study of information technology skills of undergraduate students in the Northeastern Rajabhat Universities," in *Proceedings of the 1st National Conference on Technology and Innovation Management. Maha Sarakham Rajabhat University, Thailand*, 2015.
- [30] M. Kerdpanya and S. Chimmani, "Guidelines for student development according to the information technology competency standards framework at Suvarnabhumi University of Technology," *Journal of Rajabhat Krungkao*, vol. 6, no. 1, pp. 73-80, 2019.
- [31] S. Higgins, V. Baumfield, and E. Hall, "Learning skills and the development of learning capabilities," Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London, 2007.
- [32] F. Chowdhury, "Work integrated learning at tertiary level to enhance graduate employability in Bangladesh," *International Journal of Higher Education*, vol. 9, no. 4, pp. 61-68, 2020. <https://doi.org/10.5430/ijhe.v9n4p61>
- [33] P. Pitharakorn, N. Rungnoey, and W. Chinglek, "Learning outcomes using projects as a base for creative work skills, intellectual skills, numerical analysis skills, communication, and the use of information technology of nursing students," *Journal of Prachomklao College of Nursing, Phetchaburi Province*, vol. 4, no. 3, pp. 164-176, 2021.
- [34] J. Colquitt, J. LePine, and M. Wesson, *Organizational behavior*. New York: McGraw Hill, 2023.
- [35] A. Fauzan, M. B. Triyono, R. A. P. Hardiyanta, R. W. Daryono, and S. Arifah, "The effect of internship and work motivation on students' work readiness in vocational education: PLS-SEM approach," *Journal of Innovation in Educational and Cultural Research*, vol. 4, no. 1, pp. 26-34, 2023. <https://doi.org/10.46843/jiecr.v4i1.413>
- [36] M. Setyadi, M. Triyono, and R. Daryono, "The influence of industrial work practices and workshop infrastructure facilities on work readiness of students," in *Journal of Physics Conference Series (Vol. 1833, No. 1, p. 012029)*. IOP Publishing, 2021.
- [37] P. Pawanna, "A study of morality and ethics of physical education institute students," *Journal of Humanities and Social Sciences, Udon Thani Rajabhat University*, vol. 9, no. 1, pp. 149-162, 2020.
- [38] W. Muenrak and N. Chairuang, "Morality and ethics of students at Phromkiri Vocational College, Nakhon Si Thammarat Vocational Education," *Journal of Graduate School, Phichitthanon*, vol. 9, no. 2, pp. 53-61, 2014.