

Organizational Factors Influencing Good Governance Application of Thai Higher Education Institutions

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Abstract

The purposes of this research were: (1) to study organizational factors of Thai Higher Education Institutions; (2) to study good governance application of Thai Higher Education Institutions; (3) to find a relationship between organizational factors and good governance application of Thai Higher Education Institutions; and (4) to analyze organizational factors influencing good governance application of Thai Higher Education Institutions. The samples used in this study were 350 employees working in Thai Higher Education Institutions in Bangkok and suburban areas. The instrument used to collect data was a research questionnaire. Statistics used in this research consisted of percentage, mean, standard deviation, Pearson Product Moment Correlation and Multiple Regression Analysis (MRA). The research results showed that: 1) The opinions of respondents towards organizational factors of Thai Higher Education Institutions, in total, were at a high level. In particular, an organizational culture was perceived at the highest level, followed by organizational leadership and organizational structure; 2) Good governance application of Thai Higher Education Institutions, in total, was perceived at a high level. In particular, accountability had the highest mean value, followed by participation, virtue, rule of law, economy, and transparency; 3) Organizational factors were positively related to good governance application of Thai Higher Education Institutions; and 4) Organizational factors had a significant influence on good governance application of Thai Higher Education Institutions at the .01 level of statistical significance. Organizational leadership had the highest influence on good governance application of Thai Higher Education Institutions, followed organizational culture and organizational structure respectively.

Keywords: Organizational Factors, Organizational Leadership, Good Governance, Thai Higher Education Institutions.

INTRODUCTION

Higher education institutions are the organizations that offer post-secondary education with great emphasis on development of knowledge, skill, ability, ethics and social responsibility of students and encourage students to develop a new body of knowledge, and adjust themselves to work and live a good life among the changing environments (Channuwong, 2008; Siripap et al., 2021). The Office of The Higher Education Commission (2007) stated that study at higher education level is the important mechanism to develop the quality of people in the country. Therefore, it is necessary to improve higher education institutions by building knowledge and innovation in order to increase competitive capability of the country based on the philosophy of sufficiency economy i.e. reasonableness, moderation and self-immunity at both national and universal level. This will lead to sustainable development of the organization and community based on academic freedom and systematic unity using good governance as mechanism and driving force through higher education institutions network. Bangbon et al. (2024) and Srisa-an (1975) stated that university education is a post-secondary education with priority on higher academia and profession. Higher education adheres to the three principles i.e. academic excellence, academic autonomy and academic freedom. Therefore, good governance is the considered as the most important factor in driving Thai Higher Education Institutions to reach their goals and objectives.

Good governance is the most important idea and principle in managing both organizational and national levels. It is believed that if Thailand applies good governance in public and private sectors, it will lead to

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sustainable prosperity, fostering justice in the social, economic and political aspects. Channuwong (2018) stated that good governance is a significant concept in contemporary governance and administration, driven by globalization and a shift towards emphasizing efficiency and effectiveness hand in hand. This stimulates government and private agencies to aim for well-managed organizations. In terms of political development, it aims to empower employees to work for great benefits of the organizations. Therefore, business conducts or performing public duties without considering societal, public, and environmental issues is no longer viable. Upholding good governance is a matter of importance for all sectors, and many organizations are increasingly implementing good governance to increase their long-term sustainability.

Currently, many countries still face long standing challenges that hinder genuine good governance implementation. These include a lack of care from administrators, organizational structures that do not facilitate the application of good governance, a culture of corruption, influential groups, and vested interests seeking to maintain the status quo. The international organizations also play an important role in promoting good governance and reforming state organizations, for example, the World Bank has a role in managing and controlling public expenditure, and reforming the government financial systems. In addition, the World Bank emphasizes and assists Thailand in matters related to good governance, it also contributes to improving criteria for agricultural assistance and updating relevant regulations (Channuwong, 2018, Piyasilo, 2011)

The researchers believe that organizational factors, comprising organizational leadership, organizational structure, and organizational culture, are the most important factors which can drive good governance application in Thai Higher Education Institutions. This is because in each organization, managers hold decision-making power and strategic planning responsibilities to guide the organization. If administrators exhibit good leadership qualities and prioritize good governance by acting as a good example, and establish operational systems ensuring that all employees adhere to good governance application, the organization will be able to fully and effectively implement good governance. In addition, organizational structure and culture are also important to improve good governance application in the organization. This is because organizational structure involves dividing tasks into categories with defined lines of authority to control work and coordinate efforts to achieve organizational goals and objectives. Organizational culture encompasses values, beliefs, opinions, informal practices, and unofficial rules established to control employee behavior and define patterns of interaction within and outside the organization. Therefore, the researchers are interested in conducting this research to find a relationship between organizational factors and good governance application of Thai Higher Education Institutions.

Research Objectives

To study organizational factors of Thai Higher Education Institutions

To study good governance application of Thai Higher Education Institutions

To find a relationship between organizational factors and good governance application of Thai Higher Education Institutions

To analyze organizational factors influencing good governance application of Thai Higher Education Institutions

Research Questions

How do university personnel perceive organizational factors of Thai Higher Education Institutions?

How do university personnel perceive good governance application of Thai Higher Education Institutions?

What is a relationship between organizational factors and good governance application of Thai Higher Education Institutions?

What are the organizational factors that have an influence on good governance application of Thai Higher Education Institutions?

Research Hypothesis

H1: Organizational factors are related to the good governance application of Thai Higher Education Institutions.

H2: Organizational factors have an impact on the good governance application of Thai Higher Education Institutions.

Conceptual Framework

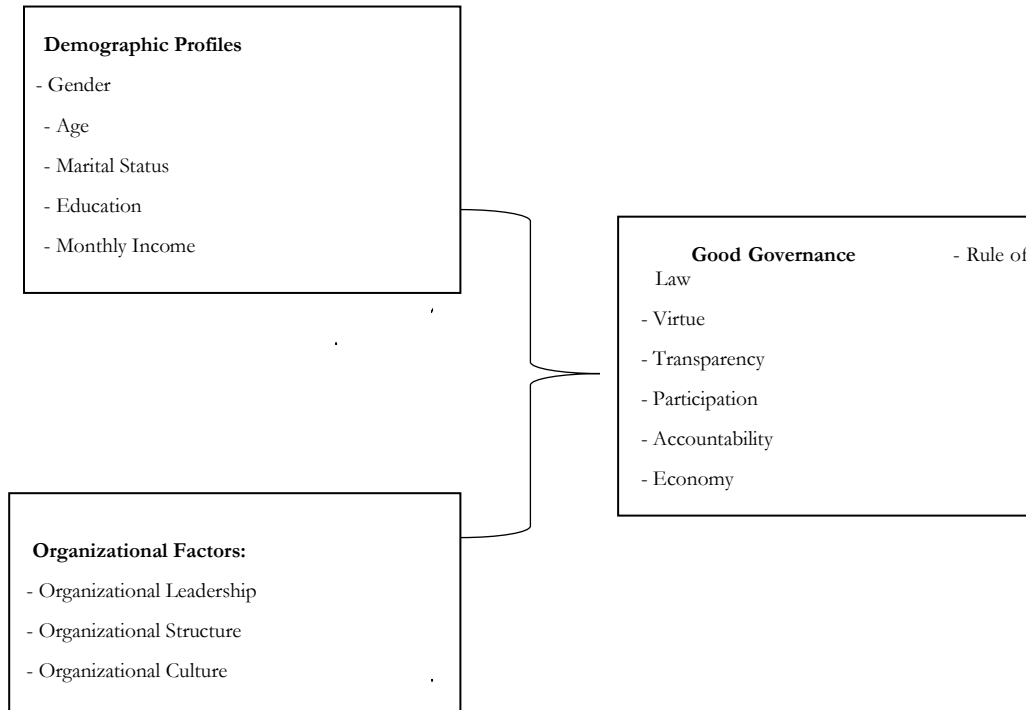


Fig 1. Research Framework

REVIEW OF LITERATURE

Organizational leadership is a relationship of power and authority between administrators and subordinates, and between leaders and followers. Leaders express their power to influence individuals in the organization to work for achieving organizational goals (Peter, 2001). Organizational leadership can be defined as the administrative approach that leaders use to guide, motivate and encourage employees to work for productivity, profitability and growth of the organization (Tokar, 2020; Thongoum & Channuwong, 2024). Organizational leadership is a use of management power to inspire employees' motivation to work for the growth and development of the company (Stogdill & Coons, 1957; Fry, 2003). Organizational leadership has the greatest influence on employees' psychological empowerment, self-determination, motivation and inspiration to work for organizational growth. Excellent leaders inspire subordinates to dedicate their efforts to work for the success of the organization. Moreover, they meet the necessary requirements in the working process to achieve the goals of the organization (Obiwuru et al., 2011; Schermuly et al., 2022). In addition, Suvin et al (2024) described that good leaders encourage subordinates to follow the basic virtues and ethics such as honesty, integrity, responsibility, loving kindness, compassion, generosity, unity and harmony among each individual and support the dynamic learning process of employees for sustainable organization development.

Organizational structure can be defined as a mechanism which links and co-ordinates individuals with their roles, duties, responsibility, authority and power in the organization (Liao et al., 2011). Organizational structure is a framework of the relationships between the components of tasks, duties, responsibilities and scope of authority of people in the organization (Ahmady et al., 2016; Ali et al., 2018). Organizational structure is a method of organizing and dividing organizational activities, coordinating the activities of work factors and controlling the member's actions in order to work for achieving organizational goals and objectives (Daft, 2010; Anitha, 2014).

Organizational culture is considered as a core value that directs and guides the appropriate actions and behaviors of administrators and employees in the corporation. Organizational culture defines the proper and acceptable ways and principles for employees to behave within the organization. Because organizational culture means the ways people think, act and behave, therefore, it has a direct impact on employees' attitude and behavior such as dressing, working process, communication, action, and routine job of employees in the company (Wong, 2020; Akpa et al., 2021). If employees have the same culture, norm and value as the organization, they can increase more performance and productivity, and drive the organization to achieve organizational goals (Gregory et al., 2009; Shahzad et al., 2012). In addition, organizational culture is positively related to organizational performance. A good organizational culture focusing on unity and harmony, employee commitment, creativity, responsibility, life-long learning, self-sacrifice, customer service and employees' gentleness and courtesy will increase productivity and work performance of the organization (Aboramadan et al., 2020; Lumsutthi et al., 2024).

In Thailand, good governance has evolved into a widely accepted concept endorsed as a foundation for democratic society. This idea has been widely discussed and advocated. An exemplary embodiment of this is the Constitution of the Kingdom of Thailand of 2540 B.E., which enshrined various provisions related to good governance. If the concept of good governance is earnestly practical, it will enable the Thai citizen to participate in decision-making, scrutinize and investigate the government actions by the public and relevant organizations, and ensure fairness and trustworthiness in the government's management system both domestically and internationally. Furthermore, it can lead to a reduction of corruption that is considered as a chronic problem in the country for a long period of time. To determine whether good governance has been effectively implemented, conducting a research is necessary to provide a systematic and reliable knowledge. Currently, many organizations are attempting to apply good governance to enhance the efficiency and effectiveness of their operations. However, there has been insufficient research on the factors influencing the implementation of good governance, and there were no reports on the problems, obstacles, weaknesses, and strengths of good governance application in practice (Channuwong, 2024; Uwonno, 1999). It is imperative to conduct research to gain systematic and reliable knowledge to improve good governance application in the organization. Currently, many organizations are attempting to apply good governance to enhance the efficiency and effectiveness of their operations. However, there has been insufficient research on the factors influencing good governance application, and there are no reports on the problems, obstacles, weaknesses, and strengths of good governance application in practice. Channuwong et al. (2024) and Chalatlou (2017) stated that conducting a research to gain systematic and reliable knowledge is necessary to improve good governance application in the organizations because there are no reports on the problems, obstacles, weaknesses, and strengths of good governance application. According to Burikun and Sitthikamjon, good governance is the criterion for effective and efficient management based on proper regulations and transparency in operations. Good governance provides opportunities for personnel to participate in expressing their opinions and offering beneficial suggestions in management, taking responsibility for actions, and managing resources efficiently. According to Wongmajarapinya et al. (2024) and Uwanano (1999), good governance is the concept of efficient and effective management for sustainable development. Good governance is based on correctness, fairness, emphasizing staff participation, transparency, fair and impartial regulations, and adhering to moral principles, including honesty, integrity, diligence, perseverance, and discipline.

Thai Higher Education Institutions have to fulfill their four missions and duties i.e. teaching and learning to produce favorable graduates, conducting research to create new body of knowledge, providing academic

service to build a good relationship with the communities and societies, and maintaining arts and cultures to conserve Thai heritage for the present and next generations (Ministry of Education of Thailand, 2011; Royal Thai Government Gazette, 2003). Producing graduates focuses on teaching students to have knowledge, skill, capability, ethics and social responsibility so that they can apply knowledge gained from higher education institutions to develop their life quality, the community and society they are living in. Conducting research focuses on applying systematic approaches to find facts and create a new body of knowledge based on the previous researches, concepts and theories. Academic service means performing academic activities for the benefits of the community to strengthen the society and build a good relationship with the community. Conservation of culture means performing activities that help to preserve the Thai arts and culture in order to create unity, harmony and preserve cultural heritage of the Thai people (Achava-amrung, 2003; Office of the Higher Education Commission, 2016). Therefore, administrators' leadership of the institutions is considered as the key factor leading to achieve these goals and objectives. The educational administrators should encourage lecturers and employees to work with great effort, creative idea, and enthusiasm. Thai Higher Education Institutions should provide academic services to the community in order to build a good relationship between each university and community. In addition, Thai Higher Education Institutions should help to maintain and conserve Thai arts and cultures in order to create pride and dignity to the Thai people (Bangbon et al., 2023; Channuwong, 2018; Siripap et al., 2021). Suwannachat et al. (2019) stated that Thai higher educations must fulfill the four main missions and duties: producing graduates with high quality to serve the needs of employers, conducting researches to create a new body of knowledge, providing academic service to help strengthen the society, and maintaining Thai arts and culture to exist in the Thai society forever. The universities should integrate the four core missions in harmony such as allowing students to participate in conducting research with professors, bringing knowledge gained from research into teaching, encouraging students to provide academic service with professor, and supporting students to create projects and activities to conserve Thai arts and culture as well as folk wisdom.

METHODOLOGY

This research is a quantitative study, and the researchers utilized a questionnaire as a tool for data collection. The scopes of the study are as follows:

Scope of Populations and Samples

The populations and sample group used in this research are employees working in the selected five public and five private universities located in Bangkok and suburban areas with a total of 15,210 individuals. This includes 9,760 academic staff and 5,450 support staff. The researchers used the Taro Yamane formula to calculate the sample size, resulting in a sample group of 392 individuals.

Scope of Content

The scope of content covers both independent and dependent variable. Independent variable is organizational factors (ORF) which comprised of organizational leadership (ORL) organizational structure (ORS) and organizational culture (ORC). Dependent variable is good governance (GG) which comprised of rule of law (RUL), virtue (VIR), transparency (TRA), participation (PAR), accountability (ACC) and economy (ECO)

Instrument Used for Data Collection

The instrument used for data collection in this research is a research questionnaire. To create a questionnaire, the researchers studied various concepts and theories from documents and relevant researches and articles. These were then used to develop the research questionnaire, which consists of three parts structured as follows: Part 1 consisted of multiple-choice questions regarding the personal information of the respondents, including gender, age, marital status, education, and monthly income. Part 2 consisted of Five Likert Scale questions regarding organizational factors, which included organizational leadership (ORL), organizational structure (ORS), and organizational culture (ORC) with a total of 9 questions. Part 3 consisted of Five Likert

Scale questions regarding good governance principles which included rule of law, virtue, transparency, participation, accountability, and economy with a total of 24 items.

Criteria for Interpreting Data

The researchers analyzed quantitative data obtained from the Likert Scale questionnaire. The criteria used for interpreting the questionnaire are as follows:

- 5: Strongly Agree
- 4: Agree
- 3: Neutral
- 2: Disagree
- 1: Strongly Disagree

The criteria used to interpret the mean value were as follows:

- 4.21-5.00 = Strongly agree
- 3.41-4.20 = Agree
- 2.61-3.40 = Neutral
- 1.81-2.60 = Disagree
- 1.00-1.80 = Strongly Disagree

Content Validity and Reliability Test

The research questionnaires were checked by three research scholars in order to find the content validity using Item Objective Congruence Index (IOC), and the IOC value of 0.97 was obtained, which was sufficient enough to conduct this study.

The researchers have conducted a try-out by distributing the research questionnaires to 30 people who were not the samples in this study in order to find the reliability value of the questionnaire, and the reliability value of 0.96 was obtained.

The researchers have corrected the research questionnaire according to the comments and suggestions of research scholars before distribution to the targeted samples.

Data Collection

The researchers had distributed 392 research questionnaires to the targeted samples during January 10 to March 31, 2024, and 356 questionnaires were returned which can be calculated as 90.81 percent. Convenience sampling was applied in this study.

The researchers have checked the rightness and completion of the research questionnaires before conducting statistical analysis.

Statistical Methods Used for Data Analysis

The researchers utilized both descriptive and inferential statistics to analyze data and test hypotheses. The statistical methods used are outlined as follows:

Frequency and percentage were used to analyze personal information of respondents from the questionnaire.

Mean and standard deviation were used to analyze organizational factors and good governance application of Thai Higher Education Institutions.

Pearson Product Moment Correlation was used to analyze a relationship between organizational factors and good governance application of Thai Higher Education Institutions.

Multiple Regression Analysis (MRA) was used to analyze the influence of organizational factors on good governance application of Thai Higher Education Institutions.

RESULTS

The majority of participants were male with 196 persons or 55.05%, followed by female with 160 persons or 44.94%. The largest age group was between 36-45 years old with 141 persons or 39.60%, followed by age group between 46-55 years old with 71 persons or 19.91%, age group between 26-36 years old with 59 persons or 16.57%, age group more than 56 years old with 49 or 13.76%, and age group of 25 years old and below with 35 persons or 9.83%. Most of the participants were single with 176 persons or 49.43%, followed by married with 153 persons or 42.97%, divorced with 14 persons or 3.93%, and widowed with 12 persons or 3.37%. Most of participants graduated master’s degree with 177 persons or 49.71%, followed by doctoral degree with 153 persons or 42.98%, and bachelor’s degree with 26 persons or 7.90%. The largest group of participants received monthly income between 25,001- 35,000 Thai Baht (\$757-1,006) or 46.35%, followed by monthly income between 35,001 – 45,000 Thai Baht with 94 persons or 26.4%, monthly income between 15,001 – 25,000 Thai Baht with 83 persons or 23.31 and monthly income more than 45,000 Thai Baht with 14 persons or 9.93% (Table 1).

Table 1 Demographic Profile of Respondents (n = 356)

Profile	Category	Frequency	Percent
Gender	Male	196	55.05
	Female	160	44.94
Age	< 25 years	35	9.83
	26 – 35 years	59	16.57
	36 – 45 years	141	39.60
	46 – 55 years	71	19.94
	>56 years	49	13.76
Marital status	Single	176	49.43
	Married	153	42.97
	Divorced	14	3.93
	Widowed	12	3.37
Education	Bachelor’s Degree	26	7.90
	Master’s degree	177	49.71
	Doctoral Degree	153	42.98
Monthly Income	15,001 – 25,000 Thai Baht	83	23.31
	25,001 – 35,000 Thai Baht	165	46.35
	35,001 – 45,000 Thai Baht	94	26.4
	>45,000 Thai Baht	14	9.93
	Total	356	100.0

Statistical Analysis on Organizational Factors of Thai Higher Education Institutions

The research results showed that that respondents' opinions regarding the overall organizational factors of Thai Higher Education Institutions overall were at a high level ($M = 3.68, SD = 0.93$). In particular, it is found that organizational culture had the highest mean score ($M = 4.10, SD = 0.91$), followed by organizational leadership ($M = 3.50, SD = 0.93$), and organizational structure ($M = 3.45, SD = 0.94$) respectively (Table 2).

Table 2 Organizational Factors of Thai Higher Education Institutions

Organizational Factors	<i>M</i>	<i>SD</i>	Interpret	Order
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1. Organizational leadership.	3.45	0.93	High	2
2. Organizational Structure.	3.50	0.94	High	3
3. Organizational Culture.	4.10	0.91	High	1
Overall	3.68	0.93	High	

Statistical Analysis on Good Governance Application of Thai Higher Education Institutions

The research results showed that respondents' opinions regarding the overall good governance application of Thai Higher Education Institutions were at a high level ($M = 3.47$, $SD = 0.90$). In particular, it is found that accountability had the highest mean score ($M = 3.65$, $SD = 0.94$), followed by participation ($M = 3.51$, $SD = 0.89$), virtue ($M = 3.48$, $SD = 0.90$), rule of law ($M = 3.43$, $SD = 0.91$), economy, ($M = 3.41$, $SD = 0.92$), and transparency ($M = 3.35$, $SD = 0.94$) respectively (Table 3).

Table 3 Good Governance Application of Thai Higher Education Institutions

Good Governance	\bar{x}	S.D.	Interpret	Order
1. Rule of Law	3.43	0.91	High	4
2. Virtue	3.48	0.90	High	3
3. Transparency	3.35	0.94	Moderate	6
4. Participation	3.51	0.89	High	2
5. Accountability	3.65	0.86	High	1
6. Economy	3.41	0.92	High	5
Overall	3.47	0.90	High	

A Relationship between Organizational Factors of and Good Governance Application of Thai Higher Education Institutions

The research results showed that the correlation coefficients of organizational factors comprising of organizational leadership (ORL), organizational structure (ORS) and organizational culture (ORC), were positive, which means that all three variables are related to each other in the same direction at the .01 level of significance. The internal correlation coefficients ranged from .435 to .538, which organizational leadership (ORL) had the highest relationship with organizational culture (ORC). In addition, the correlation coefficient between organizational factors (ORF) and good governance application of Thai Higher Education Institutions was statistically significant at the .01 level with a correlation ranged from .559 to .715, and organizational leadership (ORL) had the highest relationship with good governance (GOG) of higher education institutions (Table 4).

Table 4 Correlation Coefficients between Organizational Factors and Good Governance Application of Thai Higher Education Institutions

Variables	ORL	ORS	ORC	GOG	
ORL	1	.435**	.538**	.715**	

Organizational Factors Influencing Good Governance Application of Thai Higher Education Institutions

ORS		1	.469**	.559**	
ORC			1	.698**	
GOG				1	

** The important statistical implication at the .01 level.

The Influence of Organizational factors on Good Governance Application in Thai Higher Education Institutions.

The research results using Multiple Regression Analysis (MRA) in the form of Enter Method showed that the components of organizational factors had an influence on good governance application of Thai Higher Education Institutions at a statistically significance of .01 level ($F = 185.784$ and $p = .000$). The results of statistical analysis can be interpreted that organizational factors had an influence on good governance application of Thai higher education at 78.6% (Adjusted $R^2 = 0.786$), whereas the rest 21.4% was the results of other factors which were studied in this research. The variables of organizational factors can be ranked from higher to lower as follows: organizational leadership (Beta = .596, $p < .01$), organizational culture (Beta = .465, $p < .01$), and organizational structure (Beta = .385, $p < .05$).

The components of organizational factors influencing the good governance application of Thai Higher Education Institutions can be written in raw scores as follows:

$$\text{Good Governance Application} = .338 (\text{Constant}) + .586 (\text{Organizational leadership}) + .458 (\text{Organizational Culture}) + .345 (\text{Organizational Structure}).$$

The components of organizational factors influencing the good governance application of Thai Higher Education Institutions can be written in standardized scores follows:

$$\text{Good Governance Application} = .596 (\text{Organizational leadership}) + .465 (\text{Organizational Culture}) + .385 (\text{Organizational Structure}) \text{ (Table 5)}.$$

Table 5: The Components of Organizational Factors Influencing Good Governance Application in Thai Higher Education Institutions

Variables	Good Governance				p
	b	SE	β	T	
Constant	.338	.095		3.478*	.000
Organizational leadership (ORI)	.586	.061	.596	2.045*	.000
Organizational Structure (ORS)	.345	.058	.385	.156*	.003
Organizational Culture (ORC)	.458	.052	.465	2.949*	.000
$R^2 =$.780			$F =$	185.784*
Adjust $R^2 =$.786	SE =	.395	$P =$.000

*Significant at the .01 level

DISCUSSION

The research findings showed that respondents' perceptions regarding organizational factors of Thai Higher Education Institutions, in overall, were at a high level. In particular, it is found that organizational culture had the highest average score, followed by organizational leadership and organizational structure. The results of this research are relevant to the studies of Siripap et al. (2021) and Sornwaree (2021) who asserted that organizational culture is crucial in influencing the behavior of individuals and groups within an organization. This influence stems from the objectives set within the organizational culture. In addition, Shahzad et al., (2012) and Samipak (2014) found a relationship between organizational culture and job satisfaction employees. Therefore, organizational culture affects the happiness and work performance of employees.

Regarding respondents' opinions on good governance application of Thai Higher Education Institutions, the overall perceptions were at a high level. In particular it is found that accountability is ranked at the highest level, followed by participation, virtue, rule of law, economy, and transparency, respectively. It is argued that Thai Higher Education Institutions prioritize the principle of accountability, set clear goals, roles, and responsibilities for their institutions and staff, and support staff awareness and accountability for assigned tasks. This aligns with the research of Piyasilo (2011), who found that employees and the public have positive views on municipal governance based on good governance application in Phrae Municipality, Phrae Province, with employees taking responsibility for their duties, caring about issues that arise, and being ready to address them. Leaders demonstrate courage to accept responsibility for their actions and do not solely blame subordinates for mistakes. As for the principle of transparency, it is found to have the lowest average score, indicating that Thai Higher Education Institutions may have transparency issues in management, procurement, or staff recruitment, which have been chronic problems for many decades. Thai Higher Education Institutions should therefore develop transparent working processes as Khwanmuang (2005) stated that firmly adhering to the principle of transparency creates trust both internally and externally by improving organizational mechanisms for transparency, clear work processes, regulatory standards, and openly accessible and verifiable information, making it easy and convenient for staff to access information.

The coefficient correlation between organizational factors and good governance application of Thai Higher Education Institutions was statistically significant at the .01 level with correlation coefficients ranging from .559 to .715, which organizational leadership had the highest relationship with good governance application of Thai Higher Education Institutions. It can be discussed that the organizational leadership is related to the application of university good governance in Thailand. If administrators are good people with morals and good governance, adhere to rules, regulations, and laws, it will lead to the effective good governance application for university in Thailand. However, if the university administrators do not adhere to morality and ethics, lack fairness and justice, and seek personal gain, it will result in unethical operation within the university.

The results of the data analysis using Multiple Regression Analysis (MRA) in the form of Enter Method showed that organizational factors had an influence on good governance application of Thai Higher Education Institutions at a statistically significance of 0.01 level ($F = 185.784$ and $p\text{-value} = .000$). Organizational factors influencing good governance application of Thai Higher Education Institutions can be ranked from higher to lower according to their influence as follows: organizational leadership, organizational culture and organizational structure. It can be interpreted that the organizational leadership had the most significant influence on the good governance application of Thai Higher Education Institutions. Therefore, Thai Higher Education Institutions must have a rigorous screening and selection process for competent and ethical administrators to ensure effective leadership. This aligns with the principles of moral leadership outlined by Chalatlton (2017) and Channuwong (2018), which found that good leaders must adhere to the four principles of moral leadership as follows: Compassion: Having genuine empathy, love, and goodwill towards others. Generosity: Showing sympathy, understanding, assisting, and aiding others. Joyfulness: Being delighted, admiring, and expressing happiness when others do well or succeed. Equanimity: Maintaining neutrality, fairness, upholding justice, being impartial, and free from bias. This includes not being swayed by love, hate, fear, or delusion. The organizational leadership is significantly important for promoting and fostering ethical principles, morality, and integrity within the organization. The organizational leadership plays a crucial role in promoting and fostering ethical principles, morals, and values within the organization. This is consistent with the studies of Niamsiri (2017) and Weerawong and Channuwong (2024) who found that good leaders must be knowledgeable, honest, transparent, have a good attitude, adhere to ethical principles, care about the collective well-being, take social responsibility, possess emotional intelligence, have good interpersonal relationships, be enthusiastic, have a strong work ethic, manage professionally, possess management and communication skills, inspire others, be receptive to change, listen to feedback from all sides, have strong physical and mental health, be visionary, be contemporary, have creative thinking, work proactively, have flexible thinking, uphold justice, and show kindness to subordinates.

CONCLUSION

The research results showed that that respondents' opinions regarding the organizational factors of Thai Higher Education Institutions, in overall, were at a high level. In particular, organizational culture had the highest mean value, followed by organizational leadership and organizational structure. Respondents' opinions regarding the organizational factors of Thai Higher Education Institutions, in overall, were at a high level. Respondents' opinions regarding overall good governance application of Thai Higher Education Institutions were at a high level. In particular, accountability had the highest mean score, followed by participation, virtue, rule of law, economy and transparency. The research results using Multiple Regression Analysis (MRA) in the form of Enter Method showed that the components of organizational factors had an influence good governance application of Thai Higher Education Institutions at a statistically significance of .01 level ($F = 185.784$ and $p\text{-value} = .000$). The results of statistical analysis can be interpreted that organizational factors had an influence on good governance application of Thai higher education at 78.6% (Adjusted $R^2 = 0.786$), whereas the rest 21.4% was the results of other factors which were studied in this research. They can be ranked from higher to lower as organizational leadership, organizational culture and organizational structure respectively.

New Body of Knowledge Gained from this Study

Based on the research findings, the researchers gained the new body of knowledge related to organizational factors influencing good governance application of Thai higher education institutions. This new body of knowledge can be presented that organizational leadership is the center of change in good governance implementation, followed by culture and structure. These organizational factors have a significant influence on good governance application, which lead to the accomplishment of tasks and responsibility of staff from top-line to bottom-line level to work for achieving organizational goals and objectives of Thai higher education institutions (Figure 2).

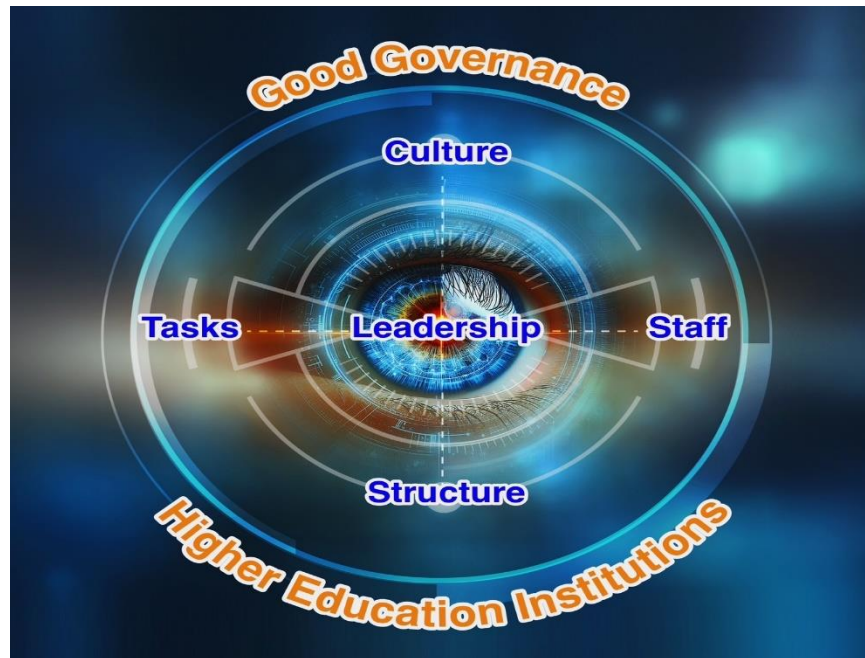


Fig 2. The Model of Organizational Factors Influencing Good Governance Application of Thai Higher Education Institutions

Recommendations from this Research

The university Administrators must possess important attributes such as knowledge, skills, vision, creativity, and empathy towards subordinates, as well as adherence to ethical principles and moral values.

The organizational structure should be developed to create an environment conducive to communication and collaboration among staff, facilitating knowledge exchange and feedback for improvement.

The organizational culture should be created to foster appropriate values and behaviors, such as love, solidarity, creativity, and readiness to practice ethical principles, moral values, and ethical conduct.

Thai Higher Education Institutions should implement a rigorous selection process to appoint administrators who possess ethics, morals, and a commitment to good governance. This will ensure efficient management and successful achievement of the university's objectives.

Thai Higher Education Institutions should consider restructuring their management and work processes to decentralize decision-making power, allowing staff to participate in decision-making processes. This will propel the university forward collectively.

Thai Higher Education Institutions should rigorously apply good governance, including the rule of law, virtue, transparency, participation, accountability, and economy. This should serve as a guideline for the sustainable development of Thai Higher Education Institutions.

Thai Higher Education Institutions should establish regulations and rules that adhere to the rule of law. These regulations should be fair, accepted by all stakeholders, and equally and consistently enforced.

Recommendations for Future Research

There should be a comparative study to compare the factors influencing good governance application of Thai Higher Education Institutions with those in overseas. This will serve as a guideline for promoting good governance application in Thai Higher Education Institutions and abroad.

There should be a study on organizational leadership to find the leadership style that is suitable for managing and driving Thai Higher Education Institutions to reach their goals.

Future research should be conducted to explore the differences between organizational cultures of Thai Higher Education Institutions and those in other countries to identify weaknesses and strengths for improving performance of each university.

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