

Leadership of Administrators, Organizational Structure and Organizational Culture Influencing Good Governance Implementation of Thai Higher Education Institutions

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ABSTRACT

The objectives of this research were: (1) to study leadership levels, organizational structure, and organizational culture in Thai higher education institutions; (2) to study these institutions comply with the principles of good governance; (3) to investigate the relationships among leadership, organizational structure, organizational culture, and the practice of good governance in Thai higher education institutions; and (4) to analyze the influence of leadership, organizational structure, and organizational culture on the practice of good governance. The sample consisted of 350 personnel from higher education institutions in Bangkok. Data were collected using a questionnaire. Statistical methods employed included percentage, mean, standard deviation, correlation coefficient, and multiple regression analysis. The findings revealed that: (1) respondents' opinions regarding leadership, organizational structure, and organizational culture in Thai higher education institutions, in overall, were rated at a high level. Among the three factors, organizational structure received the highest mean score, followed by organizational culture and leadership of administrators; (2) the overall practice of good governance in Thai higher education institutions was also rated at a high level. When considering each principle, the principle of accountability had the highest mean score, followed by participation, virtue, rule of law, economy and transparency respectively; (3) leadership, organizational structure, and organizational culture were significantly correlated with the practice of good governance at the .01 level of statistical significance; and (4) leadership, organizational structure, and organizational culture significantly influenced the practice of good governance at the .01 and .05 level of statistical significance. Leadership had the strongest effect on good governance practices, followed by organizational culture and organizational structure respectively.

KEYWORDS: Good governance; quality education; sustainable communities and societies; Thai higher education institutions

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INTRODUCTION

Good governance is one of the most vital principles in administration in order to increase organizational sustainability in the 21st century. It is widely believed that if Thailand were to adopt the good governance principles across the public sector, private enterprises, and society as a whole, the country would achieve sustainable prosperity, along with greater social, economic, and political justice (Tayossyingyong et al., 2025). At the present, good governance has become an essential concept in management and governance, largely as a result of globalization and the growing emphasis on both efficiency and effectiveness. This shift has encouraged governments and organizations to strive toward becoming well-managed institutions (Bureekul, 2003). In terms of political development, there has also been a greater focus on people-centered governance. Consequently, conducting business or carrying out state affairs without regard for society, citizens, and the environment is no longer acceptable. Therefore, the principles of good governance have become imperative for every sector, and many organizations have increasingly adopted these practices (Bangbon et al., 2023). Sithikamjon (2006) explains that good governance is rooted in democratic principles, grounded in legitimate regulations that are universally recognized and applied fairly. It demands transparency in operations, ethical standards and professional integrity, opportunities for participation and constructive feedback, accountability for actions, and the efficient use of resources. This aligns with Khwanmuang (2005), who argues that good governance represents a framework for efficient and effective administration. Good governance seeks to achieve sustainable development through principles of legitimacy and

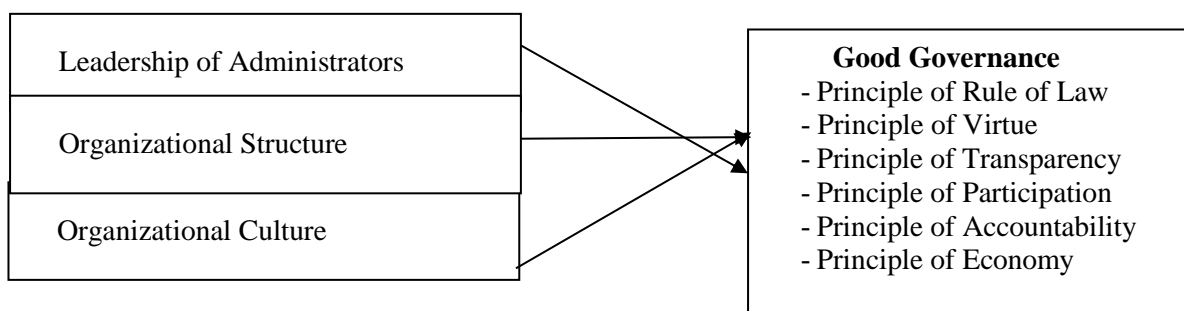
fairness. Key elements include public participation, transparency, equitable and just enforcement of regulations, as well as the cultivation of moral values such as honesty, diligence, perseverance, and discipline. Nevertheless, many countries still face numerous challenges that hinder the realization of genuine good governance. These include neglect by leaders, organizational structures that obstruct its implementation, entrenched patronage systems, and powerful interest groups determined to preserve the status quo. Beyond the efforts of scholars, experts, and stakeholders, international organizations also play a crucial role in promoting good governance and driving public sector reform. For instance, the World Bank has been instrumental not only in supporting Thailand's pursuit of good governance but also in reforming public financial management, modernizing civil service systems, and revising agricultural and regulatory frameworks to ensure greater efficiency and relevance.

In Thailand, good governance has become widely recognized as a principle that supports a democratic society. The concept has been extensively discussed and proposed, with a concrete example being the 1997 Constitution, which included several provisions related to good governance. If this concept were to be implemented seriously, it would encourage greater public participation in decision-making, enable citizens and relevant organizations to oversee government activities, and strengthen fairness and credibility in public administration both domestically and internationally. Moreover, it would help reduce corruption, a chronic problem in the country (Uwanno, 1999). To determine whether the principles of good governance have been effectively applied, systematic and reliable research is required. At present, many organizations have attempted to adopt good governance practices to enhance their efficiency and effectiveness. However, there has been little study of the factors influencing its full implementation, nor comprehensive reporting on the challenges, strengths, and weaknesses of applying good governance in practice (Chaladlon, 2017). Within each organization, leaders hold decision-making authority and play a central role in strategic planning and setting the overall direction. If leaders demonstrate strong leadership, uphold good governance by serving as role models, and establish systems that enable employees to align with governance principles, the organization is more likely to fully and effectively implement good governance (Pansuwong et al., 2023).

Equally important are organizational structure and culture. Organizational structure involves the division of tasks, defined lines of authority, and mechanisms for coordination to achieve institutional objectives. Organizational culture, on the other hand, refers to the values, beliefs, norms, and informal practices that shape employee behavior and guide interactions within the institution and with external stakeholders. When well-designed, both structure and culture foster the effective application of good governance. The researchers consider that leadership, organizational structure, and organizational culture are crucial factors for the successful adoption of good governance in Thai higher education institutions. Therefore, the researchers are interested in conducting this study.

RESEARCH OBJECTIVES

- 1.To examine the levels of leadership, organizational structure, and organizational culture in Thai higher education institutions.
- 2.To assess the extent to which Thai higher education institutions practice good governance.
- 3.To explore the relationship between leadership, organizational structure, and organizational culture, and the practice of good governance in Thai higher education institutions.
- 4.To analyze the leadership, organizational structure, and organizational culture factors that influence the implementation of good governance in Thai higher education institutions.



Research Hypothesis

- 1: The leadership of administrators, organizational structure, and organizational culture are related to the practice of good governance in Thai higher education institutions.
- 2: The leadership of administrators, organizational structure, and organizational culture influence the practice of good governance in Thai higher education institutions.

METHOD

This study employed a quantitative research approach, using a questionnaire as the primary tool for data collection. Details of the study are as follows:

Population and Sample

The population and sample in this study consisted of personnel working in public and private higher education institutions in Bangkok, totaling 15,100 individuals. Of these, 9,750 were academic staff and 5,350 were support staff. Using Yamane's formula for sample size calculation, the researchers obtained a sample of 392 respondents, selected through convenience sampling.

Scope of Location

This research focuses on ten public and private higher education institutions located in Bangkok and its metropolitan area.

Scope of Contents

The contents and variables used in this research included independent and dependent variables: Independent variables consisted of Leadership of Administrators (LEA), Organizational Structure (ORS) and Organizational Culture (ORC). Dependent variable is good governance (GOG) consisting of Rule of Law (RUL), Virtue (VIR), Transparency (TRA), Participation (PAR), Accountability (ACC), and Economy (ECO).

Research Instrument

The instrument used for data collection in this study was a research questionnaire, designed to gather quantitative data. In developing the questionnaire, the researcher reviewed relevant concepts, theories, documents, and prior studies. The questionnaire consisted of closed-ended questions and was structured into three parts as follows:

Part 1: Checklist Questions

This section collected demographic information of respondents, including gender, age, marital status, educational background, monthly income, and years of work experience.

Part 2: Rating Scale Questions

This section measured organizational factors, including Leadership of Administrators, Organizational Structure and Organizational Culture with a total of 24 questions.

Part 3: Rating Scale Questions

This section focused on good governance, covering the following dimensions: 1. Principle of Rule of Law, 2. Principle of Virtue, 3. Principle of Transparency, 4. Principle of Participation, 5. Principle of Accountability, and 6. Principle of Economy with a total of 24 questions.

Criteria for Data Interpretation

For quantitative data analysis, the researchers used responses from a five-point Likert rating scale questionnaire, analyzed with a statistical software package for social sciences. The scoring criteria for the questionnaire were as follows:

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

The interpretation of the mean scores was categorized into five levels:

4.21	–	5.00	=	Highest	Level
3.41	–	4.20	=	High	Level
2.61	–	3.40	=	Moderate	Level
1.81	–	2.60	=	Low	Level
1.00 – 1.80 = Lowest Level					

Development of Research Instrument

The researchers examined both the content validity and reliability of the questionnaire, as follows:

1. Content Validity

Three experts assessed the consistency between the questionnaire items and the research objectives. The Item-Objective Congruence (IOC) index was calculated, yielding an IOC value of 0.96.

2. Reliability

The questionnaire was pilot-tested with 30 respondents, consisting of academic and support staff who were not included in the main study samples. The reliability coefficient (Cronbach's Alpha) for the entire questionnaire was 0.94.

3. Revision of the Questionnaire

Based on the results of the content validation and pilot test, the questionnaire was revised and improved prior to its actual use in the study.

Data Collection

1. Coordination and Administration

The researchers coordinated with administrators and staff members at the selected institutions, who acted as representatives in distributing the questionnaires. Prior to data collection, the researchers explained the objectives and procedures clearly to the staff

and respondents.

2. A total of 392 questionnaires were distributed to the sample group between March 10, 2025, and May 10, 2025. All of these, 350 completed questionnaires were returned, representing a response rate of 89%.

3. The returned questionnaires were checked for accuracy and completeness before being used for data analysis.

Statistical Analysis

Both descriptive and inferential statistics were employed to analyze the data and test the research hypotheses, as follows:

1. Frequency and Percentage were employed to analyze the general demographic information of the respondents.
2. Mean and Standard Deviation were employed to analyze the leadership of administrators, organizational structure, organizational culture, and good governance in Thai higher education institutions.
3. Pearson Correlation Coefficient was employed to examine the relationships between leadership of administrators, organizational structure, organizational culture, and good governance in Thai higher education institutions.
4. Multiple Regression Analysis was conducted to determine the influence of leadership of administrators, organizational structure, and organizational culture on good governance in Thai higher education institutions.

RESEARCH FINDINGS

Part 1: Demographic Files of Participants

The respondents' demographic profile revealed that the majority were male at 60.26 percent, while females accounted for 39.74 percent. In terms of age, the largest group was between 36–45 years at 39.74 percent, followed by 46–55 years at 19.87 percent, 26–35 years at 16.56 percent, over 56 years at 13.90percent, and below 25 years at 9.95 percent. Regarding marital status, 49.67 percent were single, 43.05 percent were married, 3.97 percent were widowed, and 3.31 percent were divorced. Educational attainment indicated that 43.05 percent of respondents held a bachelor's degree, 36.42 percent had qualifications below a bachelor's degree, 13.25 percent held a master's degree, and 7.28 percent had a doctoral degree. Work experience distribution showed that 33.11 percent had 5–15 years of experience, 23.18 percent had less than 5 years, 19.87 percent had 16 – 25 years, 13.25 percent had 26–35 years, and 10.60 percent had gained more than 36 years of experience. In terms of monthly income, the majority earned between 25,001–35,000 baht at 46.36 percent, followed by 15,001–25,000 baht at 23.19percent, 5,000–15,000 baht at 16.56 percent, 35,001–45,000 baht at 9.93 percent, and over 45,000 baht at 3.97 percent.

Part 2: Leadership, Organizational Structure and Organizational Culture of Thai Higher Education Institutions

Table 1 Mean and Standard Deviation of Leadership, Organizational Structure and Organizational Culture of Thai Higher Education Institutions

Factors	\bar{x}	S.D.	Interpretation	Level
1. Leadership of Administrators (LEA)	3.45	0.94	High	3
2. Organizational Structure (ORS)	4.10	0.91	High	1
3. Organizational Culture (ORC)	3.50	0.93	High	2
Total	3.68	0.93	High	

From Table 1, it was found that the overall opinions of the respondents regarding the Leadership of Administrators, Organizational Structure, and Organizational Culture in Thai higher education institutions were at a high level ($\bar{x} = 3.68$, S.D. = 0.93). When considering each aspect, Organizational Structure had the highest mean score (Mean = 4.10, S.D. = 0.91), followed by Organizational Culture (Mean = 3.50, S.D. = 0.93), and Leadership of Administrators (Mean = 3.45, S.D. = 0.94), respectively.

3. Good Governance Implementation of Good Governance Implementation of Thai Higher Education Institutions

Table 2 Mean and Standard Deviation of Good Governance Implementation of Thai Higher Education Institutions

Good Governance	\bar{x}	S.D.	Interpretation	Level
1. Principle of Rule of Law	3.43	0.85	High	4
2. Principle of Virtue	3.48	0.91	High	3
3. Principle of Transparency	3.35	0.92	High	6
4. Principle of Participation	3.51	0.94	High	2
5. Principle of Accountability	3.65	0.93	High	1
6. Principle of Economy	3.41	0.90	High	5
Total	3.47	0.90	High	

From Table 2, it was found that the overall opinions of the respondents in the practice of good governance in Thai higher education institutions were at a high level (Mean = 3.47, S.D. = 0.90). When considering each dimension, the results showed that the principle of accountability had the highest mean score (Mean = 3.65, S.D. = 0.94), followed by principle of participation (Mean = 3.51, S.D. = 0.94), principle of virtue (Mean = 3.48, S.D. = 0.91), principle of rule of law (Mean = 3.43, S.D. = 0.91), principle of economy (Mean = 3.41, S.D. = 0.90), and principle of transparency (Mean = 3.35, S.D. = 0.92) respectively.

4. The Relationship between Leadership, Organizational Structure, Organizational Culture and Good Governance Implementation of Thai Higher Education Institutions

Table 3 The Correlation Coefficient between Leadership, Organizational Structure, Organizational Culture and Good Governance Implementation of Thai Higher Education Institutions

Variables	LEA	ORS	ORC	GOG
LEA	1	.435**	.538**	.715**
ORS		1	.469**	.559**
ORC			1	.698**
GOG				1

** statistically significant at the .01 level

From Table 3, it was found that the intercorrelation coefficients among the three organizational factors—Leadership of Administrators (LEA), Organizational Structure (ORS), and Organizational Culture (ORC)—were all positive, indicating that these variables were correlated in the same direction at the .01 level of statistical significance. The intercorrelation coefficients ranged from .435 to .538, with the highest correlation found between Leadership of Administrators (LEA) and Organizational Culture (ORC). Furthermore, the correlation coefficients between Leadership of Administrators (LEA), Organizational Structure (ORS), and Organizational Culture (ORC) and Good Governance (GOG) in Thai higher education institutions were also statistically significant at the .01 level. The correlation coefficients ranged from .559 to .715, with the strongest correlation observed between Leadership of Administrators (LEA) and Good Governance (GOG).

5. The Influence of Leadership of Administrators, Organizational Structure and Organizational Culture on Good Governance Implementation of Thai Higher Education Institutions

Table 4 Leadership of Administrators, Organizational Structure and Organizational Culture Influencing Good Governance Implementation of Thai Higher Education Institutions

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

*Statistically significant at the .01 level

From Table 4, the results of the multiple regression analysis (Enter method) revealed that, overall, the independent variables—Leadership of Administrators, Organizational Structure, and Organizational Culture—significantly affected Good Governance of Thai higher education institutions at the .01 level of statistical significance (F = 185.784, p = .000). The model accounted for 78.6% of the variance in Good Governance (Adjusted R² = .786), while the remaining 21.4% was explained by other variables which were not taken into account in this study. When considering each variable, the findings showed that all three independent variables had a statistically significant effect on good governance at the .01 level of significance, which can be ranked from highest to lowest as follows: Leadership of Administrators (Beta = .596, p < .01), Organizational Culture (Beta = .465, p < .01), Organizational Structure (Beta = .385, p < .01).

The good governance of Thai higher education institutions can be expressed as a predictive equation in the form of raw scores, ranked from highest to lowest contribution, as follows: Good Governance presented at 0.338 (Constant) + 0.586 (Leadership of Administrators) + 0.458 (Organizational Culture) + 0.345 (Organizational Structure)

Furthermore, the standardized coefficients of leadership, organizational culture, and organizational structure that influence good

governance in Thai higher education institutions can be expressed as a predictive equation in the form of standardized scores, ranked from highest to lowest contribution, as follows:

$$\text{Good Governance} = 0.596 (\text{Leadership of Administrators}) + 0.465 (\text{Organizational Culture}) + 0.385 (\text{Organizational Structure})$$

DISCUSSION

The research findings revealed that the overall opinions of respondents regarding the leadership of administrators, organizational structure, and organizational culture in Thai higher education institutions were at a high level. When examining each aspect, it was found that organizational structure had the highest mean score, followed by organizational culture, and leadership of administrators, respectively. This suggests that an effective organizational structure enhances the efficiency of higher education administration. These findings are consistent with the studies of Siripap et al. (2021) and Srawaree (2021), who argued that organizational structure significantly influences the behavior of individuals and groups within institutions. The influence is rooted in the objectives of control, which are embedded in task design and organizational patterns. Similarly, Ning et al. (2025) and Samipak (2014) found that organizational structure affects employees' job satisfaction and happiness. Specifically, decentralized structures were associated with greater job satisfaction among employees.

The study also found that the overall opinions of respondents on the practice of good governance in Thai higher education institutions were at a high level. In particular, accountability received the highest mean score, followed by participation, virtue, rule of law, economy, and transparency, respectively. This indicates that Thai higher education institutions emphasize accountability by setting clear goals, roles, and responsibilities for both the university and its personnel, thereby encouraging a sense of duty and responsibility. These results are consistent with the research of Piyasiro (2011), who found that personnel and citizens rated accountability highly in the administration of Phrae Municipality. In that study, municipal officials showed responsibility for their duties, attentiveness to problems, and a willingness to correct mistakes, while administrators demonstrated courage in accepting the consequences of their actions rather than shifting blame onto subordinates.

In contrast, transparency was rated the lowest. This suggests that Thai higher education institutions may still face challenges in transparency, particularly in areas such as procurement processes or staff recruitment and appointments, which have been longstanding issues. Therefore, universities should strengthen transparency mechanisms in line with the view of Khwanmuang (2005), who stated that adherence to transparency fosters mutual trust by improving organizational mechanisms, ensuring clear procedures, and establishing accessible, accurate, and verifiable information systems.

The correlation analysis further indicated that the leadership of administrators, organizational structure, and organizational culture were positively and significantly related to good governance in Thai higher education institutions at the .01 level, with correlation coefficients ranging from .559 to .715. The strongest correlation was found between leadership of administrators and good governance. This finding is consistent with a study of Channuwong et al. (2025) who stated that ethical, moral, and law-abiding leaders are crucial in ensuring effective governance. Conversely, poor leadership characterized by bias, injustice, or self-interest undermines the principles of good governance within universities.

Finally, multiple regression analysis (Enter method) showed that the independent variables—leadership of administrators, organizational structure, and organizational culture—significantly predicted good governance in Thai higher education institutions at the .01 level ($F = 185.784$, $p = .000$). Together, these factors explained 78.6% of the variance in good governance (Adjusted $R^2 = 0.786$), while the remaining 21.4% was attributable to other factors not included in the study. Among the predictors, leadership of administrators exerted the strongest influence, followed by organizational culture and organizational structure. This underscores the critical role of leadership in promoting governance within higher education. Accordingly, universities must implement rigorous processes for screening and appointing administrators, ensuring that leaders are virtuous and guided by Buddhist moral principles. Phra Brahmaganabhorn (P.A. Payutto) (2015) emphasized that effective leaders should embody the Four Brahmavihāras: (1) Metta (loving-kindness), goodwill and compassion for others; (2) Karuna (compassion), empathy and willingness to support others; (3) Mudita (sympathetic joy), delighting in the success of others; and (4) Upekkha (equanimity), impartiality and fairness, free from the four biases of love, hatred, fear, and delusion.

These findings are consistent with the work of Damrongsiri et al. (2022), Channuwong et al. (2022) and Niamsiri (2017) and Zafri et al. (2023) who stated that good administrators must possess integrity, transparency, positive attitudes, and a strong commitment to good governance. They should demonstrate social responsibility, emotional maturity, public-mindedness, strong interpersonal skills, enthusiasm, professional management abilities, effective communication, and the capacity to inspire and adapt to change. Ultimately, leadership plays a decisive role in fostering ethics, morality, and good governance within organizations.

CONCLUSION

The overall opinions of the respondents regarding the Leadership of Administrators, Organizational Structure, and Organizational Culture in Thai higher education institutions were at a high level. In particular, Organizational Structure had the highest mean score, followed by Organizational Culture, and Leadership of Administrators respectively.

The overall opinions of the respondents in the practice of good governance in Thai higher education institutions were at a high level. In particular, the results showed that the principle of accountability had the highest mean score, followed by principle of

participation, principle of virtue, principle of rule of law, principle of economy, and principle of transparency respectively.

The correlation coefficients among the three organizational factors—Leadership of Administrators (LEA), Organizational Structure (ORS), and Organizational Culture (ORC)—were all positive, indicating that these variables were correlated in the same direction at the .01 level of statistical significance. The intercorrelation coefficients ranged from .435 to .538, with the highest correlation found between Leadership of Administrators (LEA) and Organizational Culture (ORC). Furthermore, the correlation coefficients between Leadership of Administrators (LEA), Organizational Structure (ORS), and Organizational Culture (ORC) and Good Governance (GOG) in Thai higher education institutions were also statistically significant at the .01 level. The correlation coefficients ranged from .559 to .715, with the strongest correlation observed between Leadership of Administrators (LEA) and Good Governance (GOG).

The results of the Multiple Regression Analysis with Enter Method revealed that, overall, the independent variables—Leadership of Administrators, Organizational Structure, and Organizational Culture—significantly affected Good Governance of Thai higher education institutions at the .01 level of statistical significance ($F = 185.784$, $p = .000$). The model accounted for 78.6% of the variance in Good Governance (Adjusted $R^2 = .786$), while the remaining 21.4% was explained by other variables which were not taken into account in this study. When considering each variable, the findings showed that all three independent variables had a statistically significant effect on good governance at the .01 level of significance, which can be ranked as Leadership of Administrators, Organizational Culture, and Organizational Structure.

RECOMMENDATIONS

Recommendations for Practice

1. Leadership Selection: Higher education institutions should establish processes to select administrators who possess morality, ethics, and a strong commitment to the principles of good governance. Such leadership will enhance administrative efficiency and enable universities to achieve their objectives.
2. Decentralized Administration: Thai higher education institutions should restructure their management and operations to allow greater decentralization. This will enable personnel to participate in decision-making processes, thereby driving the holistic development of the university.
3. Strict Application of Good Governance Principles: Universities should rigorously apply the six principles of good governance—rule of law, virtue, transparency, participation, accountability and economy as guiding frameworks for sustainable institutional development.
4. Rule of Law in Regulations: Higher education institutions should issue rules and regulations in accordance with the rule of law. These regulations should be accurate, fair, widely accepted among personnel, and enforced equally and consistently across all groups.

Recommendations for Future Research

1. Future studies should conduct comparative analyses of factors influencing the implementation of good governance in Thai and international higher education institutions. This will provide a clearer framework for enhancing governance practices.
2. Research should investigate leadership models that are most suitable for administrative practices in Thai higher education institutions.
3. Studies should also explore the differences in organizational culture between Thai and international higher education institutions, in order to identify strengths and weaknesses that can be leveraged to improve institutional performance.

New Body of Knowledge from this Research

Based on the analysis, this study has generated new insights, which can be summarized as follows:

1. Leadership of Administrators: Effective administrators possess knowledge, competence, creativity, vision, accountability and ethics. They should demonstrate problem-solving skills, guide their organizations through crises, and show compassion toward subordinates.
2. Organizational Structure: Organizational structure directly affects both efficiency and employee satisfaction. A well-designed structure should be flat and flexible, enabling smooth communication and collaboration. Such a structure fosters teamwork, knowledge sharing, and inclusive participation, thereby enhancing organizational performance.
3. Organizational Culture: Organizational culture determines values and behaviors within institutions. A positive culture cultivates unity, creativity, enthusiasm, mutual care, and collective responsibility. It should also align with moral principles, ethics, and good governance to ensure that personnel work harmoniously toward shared goals.

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