THE CAUSAL RELATIONSHIP MODEL OF ETHICAL LEADERSHIP ACCORDING TO THE PRINCIPLES OF UNIVERSAL GOODNESS OF ADMINISTRATORS OF EDUCATIONAL INSTITUTIONS UNDER THE OFFICE OF PHRA NAKHON SI AYUTTHAYA SECONDARY EDUCATIONAL SERVICE AREA

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Abstract

The purposes of this research were 1) to study causal factors of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, 2) to develop and validate the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, and 3) to evaluate the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area. Multiphase mixed methods research was designed and divided into 2 phases. Phase 1 conduct equal and parallel qualitative and quantitative research and which divided into 2 parts; Part 1, using qualitative research with an in-depth interview of 12 key informants related to educational administration and universal goodness using semi-structured analysis and data was analyzed by content analysis. Part 2 using quantitative research by survey 255 samples and two-stage random sampling. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and the hypothesis testing was to validate the model. Phase 2 using qualitative research by focus group discussion with 9 experts from purposive sampling. Data was analyzed by analytic induction, and evaluated the developed model by using content validity index. Results showed that

1) Results of the study of causal factors of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, it was found that the factors showing a causal relationship to the ethical leadership of educational institution administrators consisted of 5 factors: 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership. 2) The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institution under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area that was developed, it has factors that are important factors and have causal relationships. The results that will lead to ethical leadership of educational

institution administrators include 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership, fit with empirical data. (Chi-square = 229.49, df = 133, p = .056, GFI = .950, AGFI = .955, RMR = .027), accounting for the variation in ethical leadership for 91.90 percent. In addition, it was also found that principles of universal goodness and justice were mediators in this developed model. 3) The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area was evaluated by focus group discussion and found that all factors were appropriate. Results of content validity index showed that the developed model was appropriate, accurate, possible to practice, and can be used for utilization. Knowledge of this research can be summarized as JUPLC MODEL.

Keywords: Causal Relationship Model, Ethical Leadership, Universal Goodness, Ministry of Finance

1. INTRODUCTION

Thailand faces challenges from globalization and advancements in science and technology, and from the circumstances and changes in population structure, environment, economic, social and political progress, there has been prosperity and the flow of global cultural trends that blend with local cultures, resulting in lifestyle changes attitude belief interpersonal relations, learning and consuming in various forms, such as using online media for shopping and various transactions, exchanging knowledge and interactions with each other through online social networks without needing to know each other's identities, consumption of multiple media channels during the same period. As a result, Thai people have unlimited access to information. The creation of contemporary culture, society [1] and overall economic conditions, expensive products, high labor costs, which occur in almost all-important institutions of society. The domination of materialism and authoritarianism due to the unlimited expansion of capitalism that flows into Thai society, make money, play a role in people's lives and wealth becomes the goal of life. When society allows money to be the king, it creates many evil businesses. This causes the failure of social institutions such as families, communities, temples and schools to weaken, and unable to perform his duties with strength any longer, a divorce occurred. Family divisions are on the rise, causing separation from parents and cannot be a role model in educating their children. [2] All of these things affect the education system. This is the main mechanism for developing human resources which is the foundation of national development. The education system must therefore be adjusted to meet and support such challenges. In addition, the education system itself has many problems arising from the quality system and standards of education provision, rules, regulations, and improper management including the implementation of education that does not respond to the country's development goals. It has affected Thai educational institutions to the point of causing problems with corruption, such as administrators or teachers, who is a government official with a professional license and lacks morality and ethics, executives as leaders of organizations therefore,

need to reform themselves, and changing the organization towards success according to the goals set, especially school administrators play an important role in providing quality education. There is reformation of educational institution administration to have standards throughout the system. Educational institution administrators must use knowledge and ability to manage the educational institution, and results in educational institutions having standards and good quality affects the development of educational quality educational resources must be managed effectively having a duty to supervise, follow up, and supervise operations. So that educational institutions have standards and students can live quality lives. [3]

However, in the current Thai society, there is a wide debate on the choice between ethical executives and talented executives. It is not strange that the majority of society wants executives who have both qualities, that is, talented and good. But in reality, such perfect qualities are not found in executives. It was also found that most executives have outstanding qualifications in ability or academics rather than morality and ethics in creating educational personnel in the teaching profession. Therefore, efforts are being made to raise the level of the teaching profession by specifying that teachers or educational institution administrators must have a professional license. But in reality, you will find that the teacher or educational institution administrator will have knowledge and ability focused on academics but it does not reflect morality and ethics, neglecting basic morality and ethics. Therefore, it results in behavior that violates the ethics of teaching professionals [4]. From the case of an offense committed by an educational institution administrator or an educational professional. The teacher's council has established professional standards for educational institution administrators. It has been defined as professional ethics based on behavior patterns according to professional ethics to compile behaviors that are examples of conduct, consisting of desired behaviors and undesirable behavior. This is aimed at making educational institution administrators efficient. "Be a good person in professional service. Give educational institution administrators dignity and dignity with rules and standards of ethics is important and necessary for every profession, every institution, and agency because it is the anchor that controls conduct with goodness". Educational institution administrators, in addition to having behaviors that demonstrate the efficiency of educational administration. Things that must go hand in hand with leadership are morality and ethics [5] or what is called ethical leadership, which is a basic morality for educational institution administrators and must have professional ethics Have knowledge and morality Focus on developing and strengthening people's potential. There is a strategy for educational institution administration having leadership potential with a sustainable executive spirit, encourage students to develop correct learning, skills, and good habits, pursue roles and responsibilities to the best of your ability and with sincerity, must behave as a good example physically, verbally, and mentally, must not behave in a manner that is hostile to the physical, intellectual, mental, emotional, and social development of students without asking for or accepting benefits from the abuse of position including having public conscience ready to do benefits for the public. Educational institution administrators are a profession that is very important in developing the ideas of children and youth in society and must have awareness of morality, ethics, and professional ethics to be a good role model for children and youth and are proudly

aware of their roles and responsibilities in the educational institution administrator profession including being ashamed to behave badly. Because a person who will be a teacher must be a good person, have faith in the profession, ready to practice the educational profession in accordance with professional standards and professional ethics. Therefore, educational institution administrators, there should be ethical leadership by applying the principles of morality and ethics and ethics in the management of educational institution administrators to use in self-development and to encourage teachers and students in educational institutions to have morality and ethics as the basis for living a quality life. and have happiness in everyday life [6] Phrarajbhavanajarn (Phadet Dattajivo) analyzed and synthesized the five principles of universal goodness, which include cleanliness, orderliness, politeness, and punctuality, and concentration by integrating knowledge from the five precepts, consisting of not killing, not stealing, not engaging in sexual misconduct, not lying and not drinking alcoholic beverages to be used in developing basic human morality and ethics and promoting the maintenance of the 5 precepts in Thai society to be happy. It is a basic characteristic that every human being must have. It is training and training oneself until good habits are formed in daily life can be used to develop oneself to have quality and develop society to flourish by living together happily. This is the way of Buddhists who use it as a basis for developing themselves and others. [7] As Phra Sariputta said in the Patisampithamagga, "Sīla is the intention, the determination to abstain from bodily corruption, 3 types, that is, not killing living beings, not stealing, not engaging in sexual misconduct and 4 types of dishonest speech: not telling lies, not speaking harsh words, not speaking slanderously. Do not talk nonsense" [8] is the principle of physical human development by training in morality, that is, practicing honest behavior in body, speech, and maintaining discipline; living well in society, perform social duties and responsibilities correctly. It is to control behavior in expressing yourself in which a person must control all external behavior, that is, Sīla refers to normal physical and verbal conduct. It is the intention of one who abstains from killing animals from theft from sexual misconduct from lying and from the use of intoxicants, namely liquor, which are causes of carelessness, development using the principles of precepts, that is, purifying the body and speech, is considered the primary basis for human development according to the principles of Buddhism regarding abstaining from all evil. [9] In addition to being the principle in promoting the maintenance of the 5 precepts of educational institution administrators which creates ethical leadership. It can also be applied to prevent and solve management problems in the well-being of educational institutions in various situations. Educational institution administrators are therefore extremely important persons in educational institutions in being good role models who will lead educational institutions to be efficient and successful having important leadership qualities. "Be a person of learning and have sincerity in managing educational institutions effectively using knowledge and expertise in applying various techniques, methods, theories and principles." A variety of things are integrated to adapt to educational management to suit the situation have principles of good governance [10] and ethical leadership, that is, be knowledgeable educational institution administrators, creative ideas, diligence and patience be fair There is sacrifice, a lot of responsibility have trust responsible. "Be honest, respectful, and have good human relations, and should apply the five universal

principles of goodness, namely cleanliness, orderliness, politeness, and punctuality and concentration. Let's develop, adapt and integrate in the development of ourselves, teachers and students in educational institutions in order to maximize the benefits of management." This will ensure that personnel in educational institutions have a good basic quality of life and enable educational institutions to cope and cooperate with various measures of government agencies and other agencies, effectively whether it is hygiene, personnel development in terms of teaching and learning or other developments. In addition, when the principles of universal goodness are applied regularly, they can develop into the morality of the practitioners.

From the reasons mentioned above, the researcher is therefore interested in studying the causal relationship equation model of ethical leadership according to the principles of universal goodness of school administrators under the Ayutthaya Secondary Educational Service Area Office. It will study variables or factors that promote ethical leadership, including ethical leadership, principles of universal goodness, executive characteristics professional characteristics, justice, to serve as a guideline for developing the ethical leadership of educational institution administrators in the present era.

2. RESEARCH OBJECTIVES

The purposes of this research were 1) to study causal factors of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, 2) to develop and validate the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, and 3) to evaluate the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area.

3. RESEARCH METHOD

Multiphase mixed methods research was designed and divided into 2 phases; Phase 1, conduct equal and parallel qualitative and quantitative research and which divided into 2 parts; Part 1, using qualitative research with an in-depth interview of 12 key informants related to educational administration and universal goodness using semi-structured analysis and data was analyzed by content analysis. Part 2, using quantitative research by survey 255 samples and two-stage random sampling. Data were analyzed by using descriptive statistics, Pearson's Correlation Coefficient and the hypothesis testing was to validate the model. Phase 2, using qualitative research by focus group discussion with 9 experts from purposive sampling. Data was analyzed by analytic induction, and evaluated the developed model by using content validity index.

4. RESEARCH RESULTS

Results showed that 1) results of the study of causal factors of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, it was found that the factors showing a causal relationship to the ethical leadership of educational institution administrators consisted of 5 factors: 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership. 2) The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institution under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area that was developed, it has factors that are important factors and have causal relationships. The results that will lead to ethical leadership of educational institution administrators include 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership, fit with empirical data. (Chi-square = 229.49, df = 133, p = .056, GFI = .950, AGFI = .955, RMR = .027), accounting for the variation in ethical leadership for 91.90 percent. In addition, it was also found that principles of universal goodness and justice were mediators in this developed model. 3) The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area was evaluated by focus group discussion and found that all factors were appropriate. Results of content validity index showed that the developed model was appropriate, accurate, possible to practice, and can be used for utilization.

5. DISCUSSION

5.1 Discussion issue regarding the causal components of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area.

Results from a study of the causal components of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area, from the questions used in interviews with educational institution administrators, experts in educational administration and experts in international goodness, consisting of 5 elements: 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership. The above elements are appropriate to be used in developing the ethical leadership of educational institution administrators. It is a quality or leadership characteristic of educational institution administrators which is behavior that expresses morality and ethics as the basis of the heart, able to inspire and guide artistically to allow other people to carry out activities in a way that builds relationships. They must comply with the rules, regulations and rules of society. It creates confidence and faith, taking into account the interests of the organization as the main focus and can be used to develop ethical leadership among school administrators, consisting of trust, responsibility, honesty and respect are consistent with the

research of Khamphon Kongtoey, who studied "The Elements and Developed Indicators of Ethical Leadership of Educational Administrators in Schools under Bangkok." The results of the research found that 1) Components of ethical leadership of educational institution administrators in schools under Bangkok have 5 components, consisting of 1) Expression of trust, which is the behavior of educational institution administrators in performing their duties with honesty, loyalty, honor and self-respect, 2) Expression of justice is the behavior that shows school administrators performing their duties by making decisions in a systematic way with impartiality and making decisions with accuracy, 3) Expression of respect is the behavior of educational institution administrators in performing their duties with honor, dignity, politeness, and acceptance of others, 4) Expression of responsibility is the behavior expressed by educational institution administrators in performing their duties with verifiable responsibility, striving for excellence and have self-control, and 5) Expression of honesty is the behavior of educational institution administrators in performing their duties by disclosing true information. There is transparency in work. "Be honest with others dealing honestly with others and not being a crooked person" who deceives others [11] is consistent with the research of Banjaporn Yaemlamoon who has conducted research on "Causal Factors Affecting the Ethical Management of Administrators of Secondary Educational Institutions in the Eastern Region under the Office of the Basic Education Commission." The research results found that ethical management of administrators of secondary educational institutions in the eastern region under the Office of the Basic Education Commission overall and each aspect is at a high level. When considering each aspect arranged in order from highest to lowest, trustworthiness is that executives are not crooked and deceitful and are sincere to others. There is clarity in working, treat others honestly and share truthful information. The aspect of respect is that executives do not judge others by just looking at their personalities and expressions that appear from the outside. In terms of morality and ethics, executives feel aware of good things, that is inside the mind of another person in terms of justice, executives demonstrate the process of achieving fairness in a step-by-step manner. The aspect of responsibility is that the executives are role models in matters of responsibility, and do not assign fault to other people or work groups and accept responsibility when mistakes have occurred respectively. [12]

5.2 Discussion issue regarding the development and validation of the causal relationship model for ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area.

From the results of developing and examining the validity of the causal relationship model for ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area. The results of data analysis found that a causal relationship model for ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area created and developed consistent with empirical data, it was found that the justice component has a direct influence on ethical leadership. Justice is therefore an important basis of ethical leadership

and a characteristic that shows respect for the rights of others in their humanity by treating other people equally regarding rights, freedom, citizenship and opportunities in various fields are accurate, impartial, impartial, honest, and fair legal within the component, there are 3 variables, consisting of process decision making neutrality and no bias, and making decisions with accuracy and appropriateness which is consistent with the research of Nookrai Machek, who has conducted research on "Developing Ethical Leadership in Educational Institution Administrators Under the Office of the Basic Education Commission." Ethical leadership in educational institution administrators has been discussed in terms of the expression of justice, which is the behavior of educational institution administrators who show that they are the ones performing their duties; 1) Decision making using the correct process is the behavior that expresses the administrators of the educational institution expressed that in order to achieve fairness there must be a process for finding information that is neutral, open and impartial. Information is gathered for decision making. The information obtained must be accurate. Moreover, before making a decision, the results of conflicts that will occur in the future must be taken into account, 2) Decision making with neutrality is the behavior expressed by the administrators of the educational institution that shows fairness in the decision that "You must make decisions with neutrality, without bias in judging things, you must have reason, not taking biases or personal preferences into the decision." And most importantly, you must not take into account your own party and must be fair to all parties, 3) Making decisions with correctness; it is the behavior expressed by the administrators of the educational institution that shows fairness in the matter of correctness in decision making. There must be an impartial process and errors that occur must be corrected immediately without letting go, ignoring things that are wrong and taking advantage of others or not focusing only on their own benefits [13], which is consistent with the research of Yata Karunakarn, who studied the development of indicators of ethical leadership behavior of female administrators in secondary schools in Thailand, said that with justice is behavior of honesty, fairness, righteousness, legality, and follow the rules and traditions in the correct way, consisting of: 1) Deciding with correctness is the behavior expressed by the administrators of the educational institution that expresses justice in the matter of correctness in deciding that justice will occur and must be corrected. Error gives immediate correctness includes correctness that does not take advantage of others or does not take personal advantage and make decisions using impartial reasoning equally with everyone. 2) Decision making with equality is the equality of everyone in receiving basic rights according to human rights principles and the fourth factor for survival. There is equality in social and political opportunities. They will not be excluded from various activities of society and will not be discriminated against because of differences in individual identities or economic and social status, including education. 3) Decision making with neutrality is the behavior expressed by administrators of basic educational institutions that demonstrates fairness in the matter of impartiality in deciding whether. There must be no bias. Must not take into account one's own party and most importantly, must be fair to all parties. As a result of developing indicators of ethical leadership behavior of female administrators in secondary schools in Thailand. It can be measured from 3 main components: 1. Honesty, 2. Responsibility, and 3. Justice. The results of

the test of harmony of the structural relationship model of indicators of ethical leadership behavior of female administrators in secondary schools in Thailand that was created and developed, it was found that the model was consistent with empirical data. [14]

5.3 Discussion issue regarding the evaluation of the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area.

Results from evaluating the causal relationship model of ethical leadership according to the principles of universal good among school administrators under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office, it was found that the content validity index of each assessment item of the causal relationship model of ethical leadership according to the principles of universal good for school administrators under the jurisdiction of the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office and the content validity index of the entire model developed is appropriate accurate. It is possible to practice and can be put to beneficial use. Therefore, it can be said that the model developed here can be integrated and practically used in educational institutions and can be used to develop the ethical leadership of educational institution administrators to have basic morality and ethics Have knowledge and ability and can use it to create good behavior for yourself and educational personnel. This is consistent with the research of Hongsa Wongchampa on "The Model for Developing Ethical Leadership of School Administrators under the Office of the Basic Education Commission in the Northeastern Region" to study the ethical leadership behavior of educational institution administrators, develop a model and examine the appropriateness, correctness, usefulness, and feasibility of the model for developing ethical leadership for educational institution administrators. The results of the research found that ethical leadership of educational institution administrators. There are 5 important behaviors: honesty being a service provider, trust, fairness, and commitment to the organization, model for developing ethical leadership of educational institution administrators under the jurisdiction of the Office of the Basic Education Commission in the Northeast, it was developed is appropriate accurate. It is useful and possible in practice which must bring other aspects of ethics being also used to develop the leadership of educational institution administrators. The results can also be extended to other samples to be useful in strengthening basic morality and ethics for oneself and people in society [15] which is consistent with the research of Chakkraphong Wongpitakkul had done research on "Strategies for Developing Ethical Leadership among Police Cadets in the Upper Northern Region of Thailand." The research results found that ethical components in the development of ethical leadership in police cadets include: 1) Ethics of respect 2) Ethics of service 3) Ethics of justice 4) Ethics of honesty 5) Ethics of cooperation 6) Ethics of law 7) Ethics towards society and 8) Ethics of dedication to duty the element that people expect the most is honesty, including performing duties. "Don't show greed and greed for profits and corruption." They must perform their duties with honesty and integrity, "Do not cheat and do not deceive the people, second is justice," which includes performing duties without harming and not taking advantage of the people. "Perform duties in accordance with laws and regulations with equality and equality. Do not lean towards one side or the other, and services include providing services to the public

with speed and without discrimination. Show polite behavior and humble towards the people who use the service." The results of the evaluation found that overall the strategies for developing ethical leadership among police cadets were appropriate, possibility and the usefulness is at the highest level which passed the evaluation criteria in all aspects. [16]

6. KNOWLEDGE FROM RESEARCH

Knowledge from this research, the researcher gained knowledge from the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area by researching and synthesizing information from books, textbooks, documents, concepts, theories, and research related to ethical leadership, obtain elements that can be used to develop a causal relationship model for ethical leadership according to the principles of universal goodness of school administrators, consisting of leadership characteristics of administrators, professional characteristics of administrators, justice, principles of universal goodness and ethical leadership the details are as follows:

Figure 1 Knowledge from Research (in Thai)
Source: Phra Paiboon Buddhidhajo (Wongwhaen) (2023)

7. RECOMMENDATIONS
A. Recommendation for Policy

1. Government sector, Ministry of Education Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office can be considered for inclusion in research on a causal relationship model of ethical leadership according to the principles of universal goodness of educational institution administrators under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office. It is a new innovation in education and can be used as a guideline in setting policies or guidelines for practice. It is prepared as a curriculum to develop the potential of educational institution administrators throughout the country to develop morality and ethics according to the principles of universal goodness, of administrators of educational institutions under the government sector.

2. Government sector, Ministry of Education Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office able to use research results of causal relationship models of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office to be used in actual workshops with administrators of educational institutions under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office or under other Secondary Educational Service Area Offices throughout the country in order to develop the potential of educational institution administrators to have moral leadership and be a good role model according to the principles of universal goodness.

B. Recommendations for Practices

1. Research on the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area can be applied at the level of educational institution administrators, teachers, students, and personnel in other organizations or in other government and private agencies throughout the country or under other secondary education area offices, under the Ministry of Education, or under Primary Education Area Offices, or under local administrative organizations or private schools throughout the country.

2. Ministry of Education Secondary Educational Service Area Office able to use research results of causal relationship models of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office to create a curriculum and project to develop educational institution administrators with concrete measures and evaluations with awards being given and a certificate of honor honoring educational institution administrators who are models of ethical leadership according to the principles of universal goodness that have been evaluated by a representative of the Ministry of Education or a representative of the Secondary Educational Service Area Office in the area where the administrator of the educational institution belongs.

C. Recommendations for Further Research

1. From this research, there are two external latent variables: leadership characteristics of executives; and professional characteristics of executives that are used as variables to promote ethical leadership for future research, additional variables may be synthesized and selected

variables that are consistent with ethical leadership, such as the atmosphere or environment in educational institutions or organizational culture in order to have complete findings that can be used to further develop educational institutions.

2. From this research, the researcher used a sample group of educational institution administrators under the Phra Nakhon Si Ayutthaya Secondary Educational Service Area Office only. Next research, those interested can adjust the sample group used in the research, such as administrators of educational institutions under the Secondary Educational Service Area Office by expanding the research area in other provinces such as Pathum Thani, Saraburi, Khon Kaen or in other regions in Thailand such as the central region, Northeastern region, Eastern region, and can change the sample in the research, such as students, nurses, soldiers, police, or personnel in other organizations or in other agencies, both public and private, throughout the country in order to know other contexts or new variables that will be used to develop ethical leadership in other samples in the future.

8. CONCLUSION

This research paper studied about the causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area. Results of the study showed that the factors showing a causal relationship to the ethical leadership of educational institution administrators consisted of 5 factors: 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership. The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institution under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area that was developed, it has factors that are important factors and have causal relationships. The results that will lead to ethical leadership of educational institution administrators include 1) leadership characteristics of administrators, 2) professional characteristics of administrators, 3) justice, 4) principles of universal goodness, and 5) ethical leadership, fit with empirical data, accounting for the variation in ethical leadership for 91.90 percent. In addition, it was also found that principles of universal goodness and justice were mediators in this developed model. 3) The causal relationship model of ethical leadership according to the principles of universal goodness of administrators of educational institutions under the Office of Phra Nakhon Si Ayutthaya Secondary Educational Service Area was evaluated by focus group discussion and found that all factors were appropriate. Results of content validity index showed that the developed model was appropriate, accurate, possible to practice, and can be used for utilization.

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