A Qualitative Study of Ethical Change Management Affecting Teacher Satisfaction and School Performance: A Case Study of Secondary Schools in Krabi, Thailand

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ABSTRACT

This study aims to explain the essence of ethical change management affecting teacher satisfaction and school performance. A purposive sampling of six teachers from three schools in Krabi, Thailand, was selected. The data were analysed using content analysis and the NVIVO software program. The results show that the schools face ethical issues, such as assessment methods and ethical dilemmas. Human resource management (HRM) in school is needed to coordinate ethical culture and ethical change with teachers in the best possible way. School's success depends on its change management capacity to an ethical culture. School leaders should try best management practices. Analysis alone, however, cannot guarantee the success of a transition process in the school. Ethical change management could help school administrators understand ethical decisions and the relationship between HRM, ethics, goal, teacher satisfaction, and school performance outcomes. Human resource analysis includes SWOT analysis, mission-vision, strategies, and ethical culture goals related to enhancing ethical change management, teacher satisfaction and school performance. Ethical change management will improve teacher satisfaction and turn it into good performance. The implication could help all organisations to increase ethical culture and develop employee satisfaction and organisational performance in any sector.

KEYWORDS: *Ethical Change Management, Teacher Satisfaction, School Performance, Qualitative Study, Thailand*

1. INTRODUCTION

1.1. Background of the Study

Considering the growing complexity of education, quality leadership is recognised as a critical component of successful school performance (Elrehail et al., 2018). Besides, the strategic leadership of ethical behaviour in an organisation cannot be ignored (Llopis et al., 2007; Thomas et al., 2004). Executives must accept that their leadership presence and behaviours will rarely if ever, have a neutral moral impact. Executives have great power as leaders shift members' ethics consciousness positively and negatively. Rather than being left to chance, this power to serve as ethics leaders must be used to create a social context in which positive self-regulation of ethical behaviour becomes a clear and compelling organisational norm and ethically regularly to all people (Thomas et al., 2004; Siripipatthanakul, 2021). Ethical leadership is one of the most important aspects of organisational change because followers must trust the integrity of their leaders (Kuenzi et al., 2020; Qing et al., 2020; Sharif & Scandura, 2014). Besides, organisations must go beyond general statements of ethics and evaluate the ethical values of leaders and their actions to determine whether they are compatible with the organisation's and its stakeholders' larger interests. It necessitates an understanding of ethics in both policy and practice and the ethical foundations of various approaches to leadership and change (Burnes & By,

2012; Kennett-Hensel & Payne, 2018). Furthermore, by engaging in, supporting, and rewarding ethical behaviour, organisational leaders can positively influence employee satisfaction and organisational performance (Koh & Boo, 2001; Romi et al., 2020). Therefore, the importance of ethical change management and satisfaction and performance outcomes are critical to explore. This study identifies the importance of ethical change management and the outcomes of teacher satisfaction and school performance in secondary schools in Krabi, Thailand.

1.2. Research Objective
This study aims to explain the importance of ethical change management and its outcome on teacher satisfaction and school performance in secondary schools in Krabi, Thailand.

1.3. Research Question
Why is ethical change management important, and whether it affects teacher satisfaction and secondary school performance in Krabi, Thailand?

2. LITERATURE REVIEW
2.1. Ethical Change Management
Ethics includes distinguishing between what is right and wrong. Change involves a simple policy change, a procedural change, a personnel shift, the organisational change, or anything subject to change from its previous state (Kennett-Hensel & Payne, 2018). Change management is the process of constantly renewing an organisation's direction, structure, and capabilities to achieve its goals (Moran & Brightman, 2001). Ethical management refers to corporate management that achieves economic objectives and legal responsibilities and fulfils the ethical expectations imposed by social and legal norms in business (Constantinescu & Kaptein, 2020). Ethical leadership is a type of value-based leadership that greatly assists leaders in balancing their roles. Therefore, ethical change management will assist leaders or top management to understand the issues and the relationship between human resource management, the organisation's ethical culture, and positive performance and outcomes (Vikaramana et al., 2020; Siripipatthanakul, 2021). The ethical change management in this study comprises eight steps as follows.

2.1.1. Increase Urgency of Ethical Change
A sense of urgency among the organisation's executives regarding fair human rights issues is essential. The organisation's workplace sexual harassment is an important consideration. The leader establishes an ethical framework within the organisation. Workers can be educated about the potentially harmful consequences of unethical behaviour through these activities while also being reminded of the benefits of ethical behaviour. Leaders must establish an ethical culture to aid their work efficiency and foster more productive relationships with colleagues, shareholders, and the public (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.2. Build Ethical Guiding Team
The executives create a steering team with the help of many key players: the top leaders will initiate change. The executives build an organisation's ethical culture by avoiding human rights problems of low pay, involuntary layoff, physical violence, child labour and sexual harassment. All members are handled with respect according to labour law, international standards, values of human rights, and equality. The organisation must explain all members' job descriptions and the policies for ethical cultures (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.3. Ethical Vision Creation
Executives create an ethical culture vision: of an ethical change management organisation and are intolerant of unethical behaviour. The goal focuses on ethical practices, and a technique is to employ change management. The behaviour measurements are a primary indicator of ethical culture at all levels. The vision and strategy go beyond all members typically found in the strategic plan, which all must follow to accomplish its ethics goals (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.4. Communicate the Ethical Change Vision
The executives communicate the change vision to their members about ethical standards and efficient ways of expressing ideas through training programs. Learning programs help members understand how to make their moral decisions and encourage ethics to address ethical issues in human rights and equality for all. A successful vision is communicating to all members about the commitment to treating anyone in fair pay, reasonable care for equality and diversity, and fair compensation. Communication comes in all channels and methods. Sometimes, significant changes come from walking the talk or a training program. To change its ethical culture, all members must communicate the moral vision to anyone avoiding unethical behaviours (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.5. Empower Employees for Ethical Broad-Based Action
The executives inspire all members by seriously taking ethical change management. The safest way is to address the issue before a decision-making process. They lead by unlocking barriers to moral change and showing the importance of evolving ethical culture.

Employ properly investing in enforcement and investigating work. Members work efficiently; change management may have less pressure to compromise standards and report more misconduct. Moreover, promoting risk-taking unconventional ideas and activities and empowering members for broad-based action in ethics (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.6. Creating Ethical Short-Term Wins

The team must realise that establishing an ethical culture takes time. The executives need the uninterrupted time block to discuss the problems before deciding and ensure that short-term performance is kept high in morale and make visible performance improvement planning to create an ethical culture. A high performer who behaves unethically is an example of the most significant challenges to an ethical culture. If the leaders take the ethical culture seriously, the stakeholders will trust the organisation. It is critical always to recognise and reward members involved in improvement as role models (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.7. Shift More Ethical Change

All members must remember that attempts to change systems, structures, and policies that do not fit the vision may fail as executives see initial success if the organisation is changed. Sustaining an ethical culture necessitates a leader's constant oversight of all members at all levels, including hiring, promoting, and developing personnel. It is critical to seek new ethical issues to shift to ethical culture and remember that anyone who needs to move closer to an ethical culture should do so (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

2.1.8. Making Ethical Culture Stick

The guiding team consistently links new ethical behaviours and organisational success. It is critical to strengthen the ethics framework by integrating those improvements into recruiting, socialisation, and assessment activities in human resources systems. Considering ethics as important as skills for all members is essential. Furthermore, it is critical to train all in work on ethics once they have been recruiting and build the means to ensure that ethical culture develops and leads to success and reputation. All ethical issues, including human rights, inequality, unfair assessment, workplace sexual harassment, etc., have now been turned into a solid ethical framework that is a new ethical change management model (Nash, 1981; Kotter, 2007; Hill, 2013; Campbell, 2008; Bramwell, 2016).

Table 1: Kotter's 8-Step Change Model and Ethical Change Process

Kotter's 8-Step Change Model (Kotter, 2007)	Ethical Change Process (Modified from Kotter, 2007)
1. Create Urgency	➤ Examining market and competitive advantage ➤ Identifying potential crises and major opportunities
2. Form a Powerful Coalition	➤ Assembling a coalition with enough power to lead the drive to ethical change ➤ Encourage group to collaborate as a team
3. Create a Vision for Change	➤ Create a vision to help direct the effort to ethical change ➤ Developing strategies to achieve the vision
4. Communicate the Vision	➤ Using all channels to communicate the new vision and strategies of ethical change ➤ Teaching ethical behaviours by leading coalition examples
5. Remove Obstacles	➤ Unlocking barriers to ethical change ➤ Changing processes or structure that weaken the vision seriously ➤ Promoting risk-taking unconventional ideas, activities, and actions
6. Create Short-Term Wins	➤ Visible performance improvement planning ➤ Allow the ethical changes ➤ Recognition and rewarding of employees involve in improvement

7. Build on the Change	➤ Changing systems, structures, and policies that do not fit the vision with increased credibility ➤ Hiring, promoting, and developing personnel capable of implementing the vision ➤ Reinvigorate the process with new projects, new problems, and agents for change
8. Anchor the Changes in Corporate Culture	➤ Articulating the links between new ethical behaviours and company success ➤ Build the means to ensure ethical culture development and succession

2.2. Teacher Satisfaction

Satisfaction refers to a person's feelings of disappointment or pleasure after comparing a product or service's perceived outcome to their expectations (Munusamy et al., 2010). Dissatisfaction occurs when the persons' experience falls short of their expectations. On the other hand, people are satisfied if they meet their expectations (Siripipatthanakul & Nyen Vui, 2021; Siripipatthanakul & Sixl-Daniell, 2021). Moreover, satisfaction has several dimensions, including management satisfaction, colleague satisfaction, job satisfaction, physical environment satisfaction, and salary and other material benefits satisfaction (Küskü, 2001). Teacher satisfaction refers to teachers' affective reactions to their work or teaching role (Skaalvik & Skaalvik, 2011). Teacher job satisfaction has numerous important and far-reaching implications. It contributes to teacher well-being because satisfied teachers are less prone to stress and burnout (Skaalvik & Skaalvik, 2011; Toropova et al., 2021). Furthermore, satisfied teachers provide higher instructional quality and better learning support to their students, improving student and school performance (Holzberger et al., 2013; Kunter et al., 2013; Toropova et al., 2021). Therefore, teacher satisfaction is an individual's feelings of disappointment or pleasure regarding ethical change management in the school.

2.3. School Performance

To assess an organisation's success, the organisation's performance must be evaluated. Performance can be quantified by comparing actual performance to the desired outcome (Kaewnaknaew et al., 2022; Limsangpetch et al., 2022). The concept of the high-performance school has been established as a new educational mission. The principles of the associated new education system are based on learning achievement, collective goal setting, collaboration, and shared values and visions, with the school's working processes based on strong teamwork and on teaching and learning processes that are associated with evaluation (Sitthisomjin et al., 2020).

Furthermore, effective school leadership plays a significant role in the learning process, school leadership style, and school performance (Gultom et al., 2021). Good school performance depends on good governance and a better leadership style of the school director because professional leadership of school directors can increase the possibility of enhanced performance and the achievement of a high-quality educational system (Gultom et al., 2021; Saleem et al., 2017). Therefore, school performance is assessing a school's success by comparing actual performance to the desired outcome.

3. RESEARCH METHODOLOGY
3.1. Research Strategy

The purposes of qualitative research are to investigate every context in which people or groups make decisions and act and explain why that specific observed phenomenon occurred in that way. The qualitative approach includes four primary research steps: question design, data collection, data analysis, and report writing (Tong-On et al., 2021; Limna et al., 2021). In this study, the qualitative approach was used as a research strategy. In-depth interviews were conducted to clarify the importance of ethical change management and the outcomes of teacher satisfaction and school performance in Krabi, Thailand. Semi-structured interviews were employed in a data collection process from six teachers in secondary schools in Krabi, Thailand.

3.2. Population and Sample

Purposive sampling involves the researchers using expertise to select the most useful sample. It is often used in qualitative research. The objective is to gain detailed knowledge about a specific phenomenon or population (Tong-On et al., 2021; Siripipatthanakul & Bhandar, 2021). The sample of this study consisted of six key informants who were secondary school teachers in Krabi, Thailand. The data was collected through purposive sampling. The criteria of participants include: 1) the participants are secondary school teachers in Krabi, Thailand, 2) the participants have experience in teaching for over two years, and 3)

the participants have perceptions about ethical culture in their schools.

3.3. Data Collection

The researchers reviewed the secondary data (documentary method) for appropriate key survey questions through in-depth interviews to accomplish the primary data results. The survey interview questions are shown as follows.

Q1: What are your thoughts on increasing the urgency of ethical change? How does the school director encourage an ethical framework in school?

Q2: What are your thoughts on building an ethical guiding team in the school? How does the school director build a school's team on encouraging ethical culture?

Q3: What are your thoughts on ethical vision creation? How does everyone think about the vision and strategy to accomplish the goals of ethics?

Q4: What are your thoughts on the school's communicating the ethical change vision? How does a developing program help anyone to understand ethics?

Q5: What are your thoughts on empowering the ethical broad-based action in the school? How does the school director empower the ethical movement?

Q6: What are your thoughts on creating short-term ethical wins? Do you think the teachers should be rewarded?

Q7: What are your thoughts on shifting to more ethical change in the school? Is developing personnel and promotion based on ethics essential, and why?

Q8: What are your thoughts on making ethical culture stick? Do you think your ethical culture in your school is effective, and why?

Q9: Are you satisfied with the teacher performance evaluation, and why? Do the measurements depend on ethics?

Q10: What are your thoughts on the relationship between ethical change management, teacher satisfaction and school performance?

3.4. Data Analysis

The respondents in this study were teachers in three secondary schools in Krabi, Thailand. Three males and three females were selected through purposive sampling. Content analysis is a quantitative method for describing and quantifying specific phenomena by making valid inferences from verbal, visual, or written data systematically and objectively (Limna et al., 2022; Salem et al., 2022). Therefore, this qualitative study performed the content analysis

method and the NVIVO Trial Version (a qualitative approach software) to analyse the qualitative data through in-depth online and face-to-face interviews.

4. RESULTS

4.1. Respondents' Demographics

Six teachers from three secondary schools in Krabi, Thailand, participated in this study. Three females were 28 years old, 32 years old, and 28 years old, respectively, and three males were 32 years old, 33 years old, and 31 years old, respectively. The participants had over two years of teaching experience in schools and had perceptions about ethical culture in their school.

4.2. Content Analysis

Theme 1: Increase Urgency of Ethical Change

Referring to the interviews, all the purposive teachers agreed that increasing the urgency of ethical change in schools is essential. School directors must establish an ethical culture to improve the schools' efficiency and foster more productive relationships with teachers, shareholders, and the public.

"Well, it is important to increase the urgency of ethical change in this school. The school's mission and vision, in my opinion, are created based on ethical decisions. On the other hand, the management team should focus on implementing them in the school as it should be. For example, during the COVID-19 pandemic, we must teach online. Most students are not ready, and they do not concentrate. Most of them failed the tests. Teachers must do hard work to ensure that students pass the course." – Respondent 1: a 28-year-old female, interviewed at 10:30 p.m. on February 19th, 2022.

"Increasing the urgency of ethical change, in my opinion, is very important. From my experience, the school director supports ethics in school. There were frameworks for teachers to follow, which, to me, was good. However, during COVID-19, we must work mostly online and other stuff. The rules that teachers must follow up with students to make sure they will pass a course sound good. But if they fail, they must send extra work for the higher scores. I understand that it is tough during the pandemic, but there should be some ways that we can do better for students." – Respondent 2: a 32-year-old female, interviewed at 07:00 p.m. on February 20th, 2022.

Theme 2: Build Ethical Guiding Team

Referring to the interviews, every teacher agreed that building an ethical guiding team is important. The roles and responsibilities of all teachers and the

policies for ethical cultures must be explained by the school directors or school management to understand the schools' ethical cultures.

> "I am not sure if there is an ethical guiding team in this school. The management team should pay attention to individuals and groups equally." – Respondent 2: a 32-year-old female, interviewed at 07:00 p.m. on February 20th, 2022.

> "Building an ethical guiding team is important, but I am not sure there is an ethical guiding team in this school. A teacher's work is overloaded, whether teaching or other stuff, like a meeting. The management team should pay attention to individuals and groups equally." – Respondent 4: a 36-year-old male, interviewed at 09:30 a.m on February 22nd, 2022.

Theme 3: Ethical Vision Creation
Referring to the interviews, every teacher agreed that ethical vision creation in schools is critical. The school directors should create an ethical culture vision and strategy to show how the school does and is intolerant of unethical behaviour. The goal focuses on ethical practices, and a technique is to employ change management.

> "It is an excellent idea to have ethical vision creation as not all the vision and strategy go beyond all teachers and students. The ethics from the management is not directly presented, but it is already embedded in the professional ethics of teachers." – Respondent 1: a 28-year-old female, interviewed at 10:30 p.m. on February 19th, 2022.

> "It is a great idea to create ethical visions as it is essential for the school. The school does have an ethical vision, but it is hard to ensure everyone follows an ethical vision and strategy. Therefore, it is challenging for the management team to work on it and implement them effectively." – Respondent 5: a 35-year-old male, interviewed at 10:30 p.m. on February 23rd, 2022.

Theme 4: Communicate the Ethical Change Vision
Referring to the interviews, every teacher agreed that communicating the ethical change vision is important. The school directors should communicate the change vision to teachers about, for example, ethical standards and efficient ways of expressing the idea. A successful vision communicates to all teachers the commitment to treating everyone fairly, providing reasonable care for equality and diversity, and fair compensation.

> "Communicating the ethical change vision, in my opinion, is important and necessary. Well, there are many projects from the school directors. Some of them are effectively used, but some of them need more effort, which, to me, is understandable." – Respondent 2: a 32-year-old female, interviewed at 07:00 p.m. on February 20th, 2022.

> "In my opinion, it is challenging to communicate the ethical change vision. Ethics are something about feeling right or wrong, so I would say it depends on who you communicate with. Therefore, to communicate the ethical change vision, the management must work hard to make sure everyone is all on the same page." – Respondent 3: a 28-year-old female, interviewed at 07:00 p.m. on February 21st, 2022.

Theme 5: Empower Employees for Ethical Broad-Based Action
Referring to the interviews, every teacher agreed that empowering employees for ethical broad-based action is important. The school directors should inspire the teachers by taking ethical change management seriously.

> "Yes, the school director does empower a broad-based ethical movement, as well as indicate the importance of ethical culture. However, some of the management teams do not become prominent. The management team needs to be on the same page." – Respondent 3: a 28-year-old female, interviewed at 07:00 p.m. on February 21st, 2022.

> "Effective delegation is important. In my opinion, the school director empowers a broad-based ethical movement. He works by doing. He knows who should do which tasks. So, for me, he does a good job on this." – Respondent 6: a 39-year-old male, interviewed at 06:30 p.m. on February 24th, 2022.

Theme 6: Creating Ethical Short-Term Wins
Referring to the interviews, every teacher agreed that creating short-term ethical wins is necessary. The teachers must realise that establishing an ethical culture takes time. The school directors also need the uninterrupted time block to discuss the problems before deciding and ensure that short-term performance is kept high in morale and make visible performance improvement planning to create an ethical culture.

> "Creating short-term ethical wins is necessary. Yes, the school director should reward the teachers. It does not always mean money or things, but a sincere compliment. The teachers

would be happy, which could encourage the teachers and improve school performance." – Respondent 1: a 28-year-old female, interviewed at 10:30 a.m. on February 19th, 2022.

"I think it's critical to achieve short-term ethical victories. Teachers should be encouraged with positive feedback, and the school director seems to do so. It does not have to be rewarded but rather a genuine compliment. Teachers would be delighted, which would motivate them and improve school performance. Positive words would encourage teachers to perform well." – Respondent 4: a 36-year-old male, interviewed at 09:30 a.m. on February 22nd, 2022.

Theme 7: Shift More Ethical Change
Referring to the interviews, every teacher agreed that shifting to more ethical change is important. The teachers should recognise the attempts changing to fail as the school directors may see initial success if the schools are changed.

"Yes, I think more ethical change is necessary, in a better way. The hiring promotion and developing personnel must be based on ethical decisions, for 100 per cent. The ethical issues happen if getting a promotion to anyone with bias." – Respondent 3: a 28-year-old female, interviewed at 07:00 p.m. on February 21st, 2022.

"Personnel hiring, promotion, and development must all be based entirely on ethical decisions. Anyone wants to get appropriately paid and better promotions, too. So, these things must be based entirely on ethical decisions." – Respondent 4: a 36-year-old male, interviewed at 09:30 a.m. on February 22nd, 2022.

Theme 8: Making Ethical Culture Stick
Referring to the interviews, every teacher agreed that making ethical culture stick is important. Furthermore, it is critical to strengthen the ethics framework by integrating those improvements into recruiting, socialisation, and assessment activities in human resources systems. Considering ethics as important as skills for the teachers is essential.

"Yes, I completely agree that making ethical culture stick is very important. In my opinion, teachers would look at top management, which includes the school director, to understand what behaviour is acceptable. The management should be a role model to make the ethical culture stick." – Respondent 2: a 32-year-old female, interviewed at 07:00 p.m. on February 20th, 2022.

"Yes, making ethical culture stick is important. I think a long-term plan would be effective for the school. Honesty, respect, fairness, and whatever fits the school should be considered to develop clear ethical values and make ethical culture stick." – Respondent 6: a 39-year-old male, interviewed at 06:30 p.m. on February 24th, 2022.

Theme 9: Ethical Change Management, Teacher Satisfaction and School Performance
Referring to the interviews, every teacher agreed that there is a relationship between ethical change management and its outcome of teacher satisfaction and school performance in secondary schools in Krabi, Thailand.

"I completely agree that ethical change management is critical in every school, including every organisation, which can increase teacher satisfaction. Having a clear and effective ethical model in the school would be great so that every teacher can work effectively. By doing that, I am sure the school performance will be just great." – Respondent 3: a 28-year-old female, interviewed at 07:00 p.m. on February 21st, 2022.

"Ethical change management, teacher satisfaction and school performance are important and related. If there is ethical change management in the school, the teachers will be satisfied and happy. If the teachers, they will perform well, and the school performance will be good." – Respondent 5: a 35-year-old male, interviewed at 10:30 p.m. on February 23rd, 2022.

5. DISCUSSION AND CONCLUSION
5.1. Discussion
Ethical change management is important, and it affects teacher satisfaction and school performance. The finding supported the previous research of Koh & Boo (2001) and Romi et al. (2020) that engaging in, supporting, rewarding, ethical behaviour and organisational leaders can positively influence staff satisfaction and organisational performance. School directors can positively influence teacher satisfaction and performance by encouraging, supporting, and rewarding ethical behaviour. The findings also support Nash (1981), Kotter (2007), Hill (2013), Campbell (2008), Bramwell (2016) that it is critical to emphasise the ethical change in the schools through the school's mission and vision based on ethical decisions. On the other hand, if the management team is not as focused as it should be on implementation in the school, it is a moral issue. Online learning during

the COVID-19 pandemic causes most students to be unprepared and lack concentration. Most of the students failed the tests. Teachers must work diligently to ensure that students complete the course. Communicating the vision for ethical change is critical and necessary. The school directors are involved in a variety of projects. It is critical to develop an ethical guiding team. Whether teaching or other duties, a teacher's workload is excessive, such as attending meetings. Individuals and groups should receive equal attention from the management team. The respondents believe that more ethical change is required, but more positively. Personnel hiring, promotion, and development must be based on ethical principles without bias evaluation. It is critical to establish an ethical culture. All administrators and teachers would determine what constitutes acceptable ethical behaviour. Management should serve as a role model to ensure that the ethical culture is ingrained. Therefore, ethical change management is related to teacher satisfaction and school performance. Teachers will be satisfied and happy if there is ethical change management in the school. If teachers perform well, the school's performance will also improve. Thus, the change management model integrated with ethics to be ethical change management in this study confirmed the practical theory of Kotter (2007).

5.2. Conclusions
The findings indicate that schools resolve ethical dilemmas involving assessment procedures and unethical decisions. Human resource management (HRM) is necessary to ensure the best possible development of ethical culture and change among all leaders, educators, and teachers. The school's success is contingent upon its ability to transition to an ethical culture. School administrators and directors should promote sound management practices. However, analysis cannot ensure the success of a transition process on its own. Ethical change management may assist school administrators in gaining a better understanding of ethical culture and the relationship between human resource management, ethics, the goal of teacher satisfaction, and the outcome of school performance. SWOT analysis, mission-vision statements, strategies, and goals for an ethical culture all have the potential to enhance ethical change management, teacher satisfaction, and school performance. As a result, ethical change management will increase teacher satisfaction and improve school performance.

5.3. Research Implication
The implication could help school administrators implement appropriate strategies to increase ethical cultures in schools and improve teacher satisfaction and good performance in the school. Furthermore, the implications could assist all organisations in any sector in increasing ethical culture, developing employee satisfaction, and improving organisational performance.

5.4. Limitations and Recommendations
The limitation throughout the study is the respondents were secondary school teachers in Krabi. Only one province may not be a good representation of Thailand. The recommendation is to expand more areas and sample further. Furthermore, a quantitative study should be considered.

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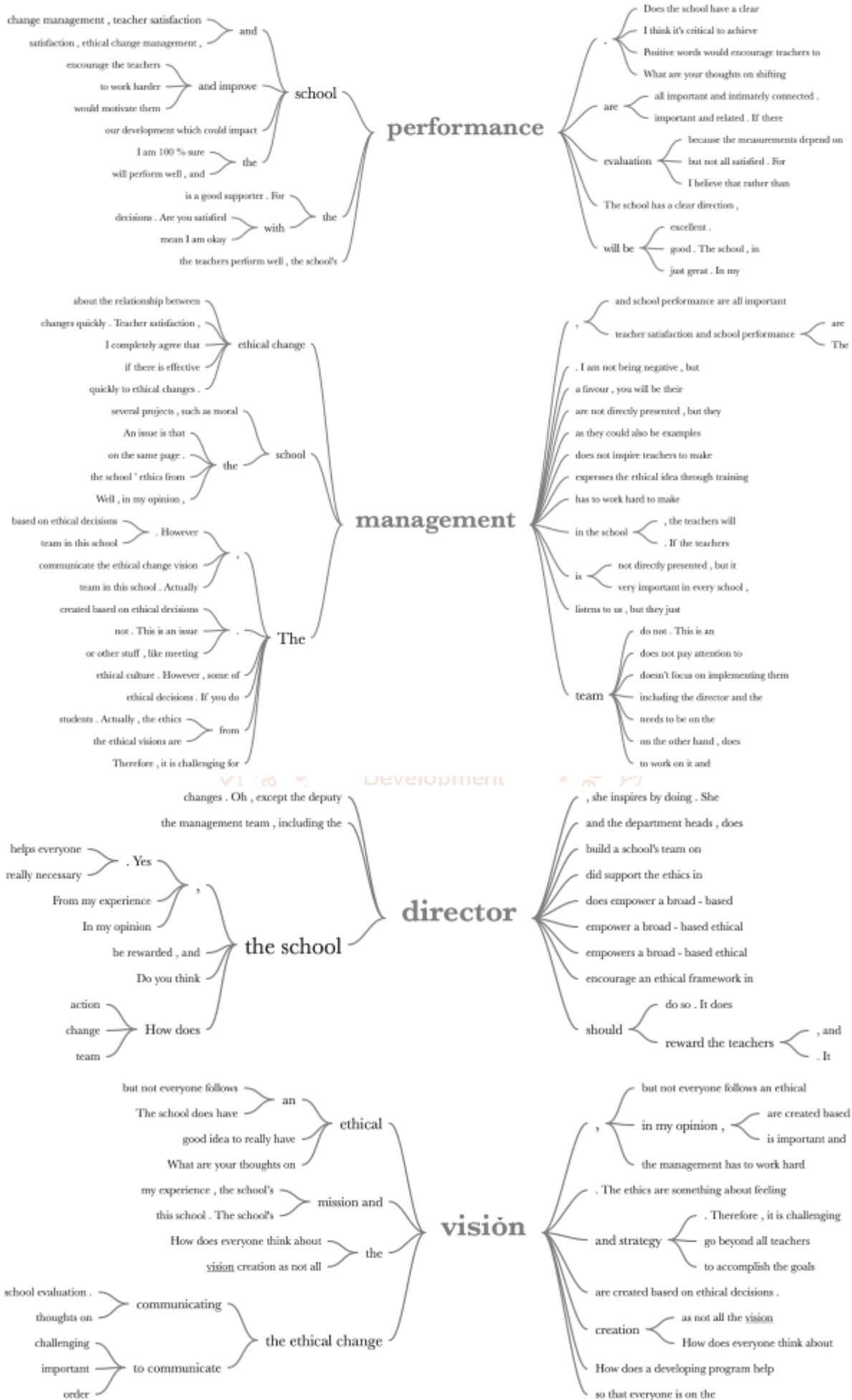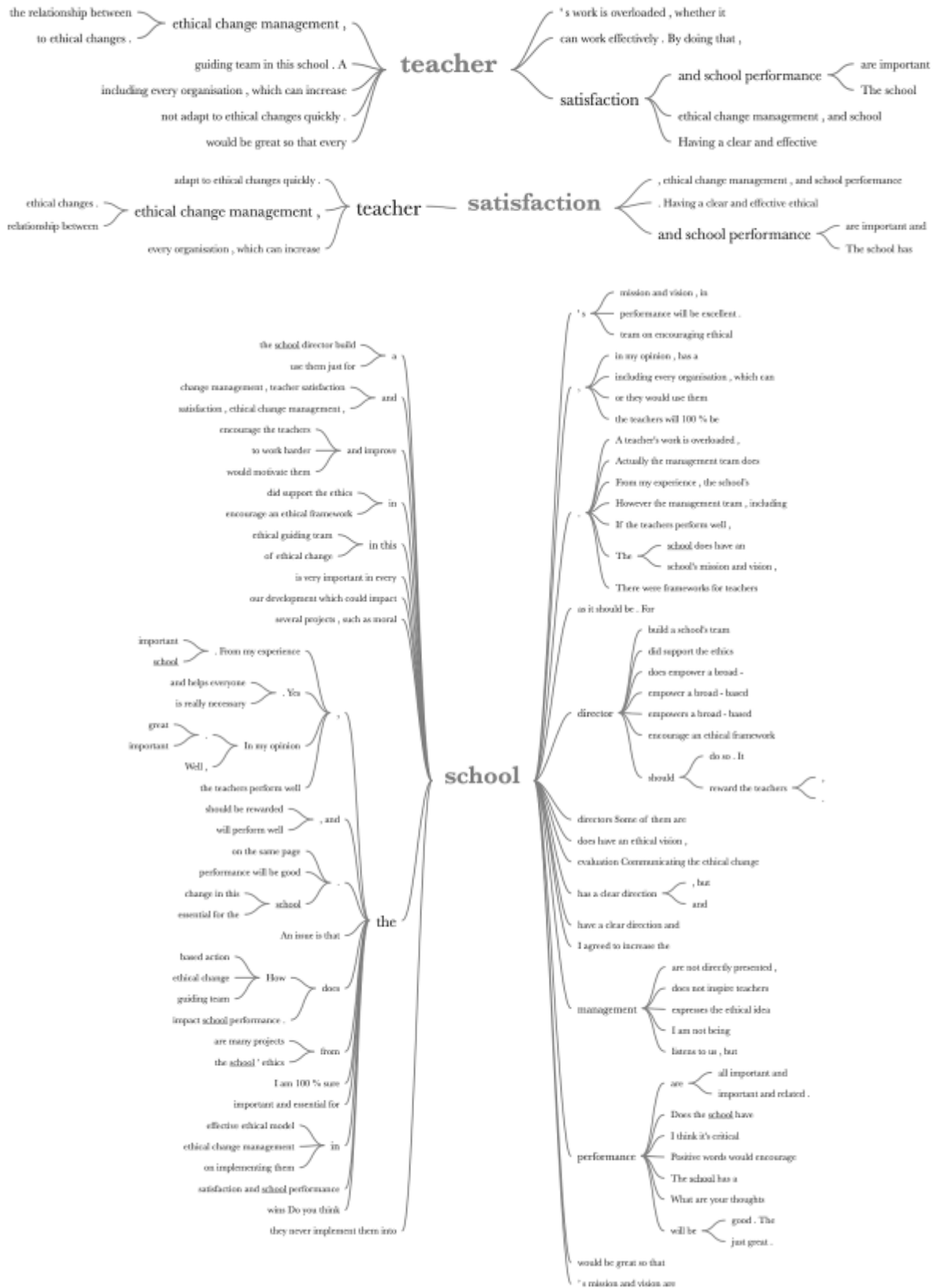
APPENDIX

Word Cloud

Explore

urgency of ethical change	school director	measurements	empowering employees for ...	development
teacher satisfaction	relationship	ethical vision creation		
			delegation	creating short-term ethical ...
teacher	performance evaluation	ethical vision creation		
shifting to more ethical change	performance	ethical changes		
			an ethical guiding team	

Hierarchy Chart – Tree Map

Text Search – Word Tree