

Strategies for Creating a Positive Organizational Culture to Enhance the
Management Competency of Quality Schools in Primary Schools
Under the Office of the Basic Education Commission,
Chaiyaphum Province

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Abstract

This study aimed to (1) examine the current and desired conditions of positive organizational culture in primary schools and identify priority development needs; (2) analyze conceptual linkages among positive organizational culture, strategic leadership practices, and administrative competencies; (3) develop a strategic framework for fostering positive organizational culture; (4) evaluate the quality of the proposed framework; and (5) investigate its preliminary effectiveness in enhancing administrative competencies. A Research and Development (R&D) approach was employed across five phases: needs assessment, conceptual synthesis, framework development, expert validation, and pilot implementation. Data in Phase I were collected from 249 school administrators and analyzed using descriptive statistics and the Modified Priority Needs Index (PNI_modified). The framework was evaluated by nine experts. Phase V adopted a one-group pretest-posttest design with 33 administrators, and data were analyzed using paired-samples t-tests and effect size estimation.

The findings indicated a substantial gap between current ($M = 2.63$) and desired conditions ($M = 4.47$) of positive organizational culture, reflecting a high priority for development ($PNI = 0.70$). The developed framework was rated highly across all evaluation criteria. The pilot implementation showed statistically significant improvements in administrative competencies ($p < .01$), with effect sizes ranging from large to very large. These findings suggest that the proposed framework may support improvements in administrative competencies through the integration of strategic leadership practices and positive organizational culture. However, the results should be interpreted with caution due to the one-group design, reliance on self-reported measures, and short-term implementation. Further research using more rigorous designs and multi-source evaluation is recommended.

Keywords: Positive organizational culture, Strategic leadership, Administrative competencies, R&D, Primary schools

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Introduction

In an era of rapid technological advancement and global socio-economic transformation, educational systems are required to adapt to increasingly complex and dynamic environments. Schools are no longer viewed solely as institutions for knowledge transmission but as adaptive learning organizations capable of continuous development. Within this context, educational leadership and organizational culture have emerged as critical determinants of school effectiveness and sustainable improvement (Leithwood et al., 2021; OECD, 2021). Organizational culture, in particular, functions as a foundational mechanism that shapes shared values, beliefs, and norms, thereby influencing collective behavior and institutional performance (Schein & Schein, 2021). In school settings, a positive organizational culture fosters trust, collaboration, and professional learning, which are essential for strengthening teacher capacity and supporting effective reform implementation (Berkovich & Eyal, 2023).

Recent research further highlights the central role of strategic leadership in translating cultural values into effective organizational practices. Leadership processes such as vision building, participatory decision-making, collaborative learning, and continuous evaluation have been shown to significantly enhance school climate and organizational outcomes (Day et al., 2020; Liu et al., 2024). These practices operate as key mechanisms through which leaders shape and sustain positive organizational cultures. Consequently, the integration of leadership and culture has become a focal point in contemporary educational research, emphasizing the need for coherent strategies that align leadership actions with cultural development.

In Thailand, educational reform has increasingly emphasized the development of school leadership and organizational capacity to improve educational quality and equity. The National Education Development Plan (2022–2037) identifies leadership development, collaborative learning cultures, and participatory management as key strategies for sustainable improvement (Office of the Education Council, 2022). However, despite strong policy directions, many schools continue to face challenges in translating these principles into practice. Empirical observations in primary schools, particularly in provincial contexts, reveal persistent issues such as fragmented administrative practices, limited collaboration among staff, and insufficient integration of strategic leadership into school management. These challenges indicate a gap between policy expectations and practical implementation at the school level.

From a theoretical perspective, positive organizational culture and strategic leadership are closely interconnected constructs that jointly influence administrative competency and school effectiveness. Drawing on organizational culture theory and contemporary leadership frameworks, this study conceptualizes positive organizational culture through key dimensions including shared vision, trust and collaboration, supportive work climate, recognition, and continuous learning. Strategic leadership is operationalized through practices such as vision alignment, capacity building, participatory management, and performance monitoring. Integrating these perspectives provides a comprehensive lens for understanding how leadership practices can systematically shape organizational culture and enhance administrative outcomes.

Despite the expanding body of literature on organizational culture and educational leadership, most prior studies remain descriptive or correlational, with limited emphasis on developing and empirically testing integrated strategic frameworks. This gap is particularly evident in the context of Thai primary education, where

context-specific and actionable models are still lacking. Therefore, this study adopts a Research and Development (R&D) approach to design, validate, and evaluate a strategic framework for fostering positive organizational culture to enhance administrative competency in primary schools. By combining theoretical synthesis with empirical validation, this study contributes both to the advancement of knowledge and to practical applications in educational administration.

Research Objectives

1. To examine the current and desired conditions of positive organizational culture in primary schools and to identify priority needs for development using the Modified Priority Needs Index (PNI).
2. To analyze the linkages among positive organizational culture, enhanced school functioning and effectiveness, and strategic leadership practices as a conceptual foundation for strategy development.
3. To develop a strategic framework for fostering positive organizational culture to enhance administrative competencies in primary schools.
4. To evaluate the accuracy and appropriateness of the proposed strategic framework as assessed by experts.
5. To examine the effectiveness of the developed strategy in enhancing administrative competencies in quality primary schools.

Literature Review

1. Positive Organizational Culture

Positive organizational culture is widely recognized as a significant factor influencing school effectiveness, organizational learning, and sustainable school improvement. Organizational culture shapes shared values, beliefs, norms, and patterns of behavior that guide interactions and practices within educational institutions (Schein, 2017). In school contexts, positive organizational culture promotes collaboration, trust, professional learning, and collective responsibility, which contribute to improved organizational performance and educational quality (Deal & Peterson, 2016; MacNeil et al., 2009). Collaborative and adaptive organizational cultures are considered essential for enhancing institutional effectiveness and supporting continuous improvement. Positive school culture also encourages participation, shared commitment, and organizational flexibility, enabling schools to respond effectively to educational change and emerging challenges (Cameron & Quinn, 2011). In addition, relational trust has been identified as a core component of positive organizational culture because it strengthens communication, teamwork, professional commitment, and collaborative problem-solving among school members (Bryk & Schneider, 2003). Trust-based relationships further support collaborative leadership and organizational coherence within schools, particularly in professional learning environments (Edwards-Groves & Grootenboer, 2021).

Although previous studies have confirmed the importance of organizational culture for school improvement, much of the existing research remains descriptive or correlational in nature. Limited attention has been given to the development of context-responsive strategic frameworks that translate organizational culture into actionable leadership practices for enhancing administrative competency in primary schools. This limitation highlights the need for integrated approaches that connect positive organizational culture with strategic leadership and organizational development.

2. Strategic Leadership and School Effectiveness

Strategic leadership is increasingly viewed as a critical mechanism for improving school effectiveness and strengthening organizational capacity. Contemporary leadership perspectives emphasize the importance of shared vision, participatory management, collaboration, and continuous improvement rather than relying solely on traditional administrative control (Leithwood et al., 2021). Effective leadership practices contribute to teacher collaboration, professional learning, and organizational development, which subsequently improve school performance and institutional effectiveness (Day et al., 2020). Leadership practices that support organizational learning, knowledge sharing, and reflective practice have also been found to strengthen collaborative culture and improve school effectiveness. Strategic leadership encourages school members to engage in collective learning processes, professional dialogue, and continuous organizational improvement (Liu et al., 2024). Furthermore, adaptive and distributed leadership approaches help schools develop institutional resilience and respond effectively to rapidly changing educational environments (Fullan, 2020; Harris & Jones, 2020). However, leadership effectiveness does not operate independently from organizational conditions. Trust, collaboration, and shared values function as important cultural mechanisms through which leadership practices influence organizational outcomes and school improvement processes (Bryk & Schneider, 2003). Despite the growing body of research on educational leadership, relatively few studies have integrated strategic leadership and organizational culture into a coherent framework specifically designed to enhance administrative competency in primary school settings.

3. Conceptual Alignment

This study conceptualizes positive organizational culture as a dynamic organizational mechanism that supports administrative competency and school effectiveness through strategic leadership practices. The framework integrates five dimensions of positive organizational culture, including shared values and beliefs, constructive communication, trust and mutual support, positive work climate, and recognition and engagement. These cultural dimensions are operationalized through corresponding strategic leadership practices, including shared vision development, trust-based leadership, participatory management, collaborative communication, and continuous organizational evaluation. The framework reflects the reciprocal relationship between leadership and organizational culture, in which leadership practices shape organizational culture while organizational culture simultaneously influences leadership effectiveness and

institutional performance (Schein, 2017; Leithwood et al., 2021). Accordingly, this study provides a context-responsive framework that translates abstract cultural concepts into measurable and actionable strategies for enhancing administrative competency and strengthening school effectiveness in Thai primary schools.

Research Framework

The conceptual framework illustrates the relationships among the key variables in this study. Positive organizational culture serves as the foundational factor that supports the development of strategic leadership practices within schools. These leadership practices enhance administrative competencies, which subsequently contribute to improving overall school effectiveness.

1. Research Framework

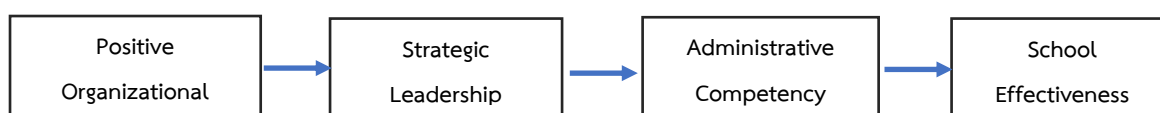


Figure 1 Research Framework

2. Research Process of the Study

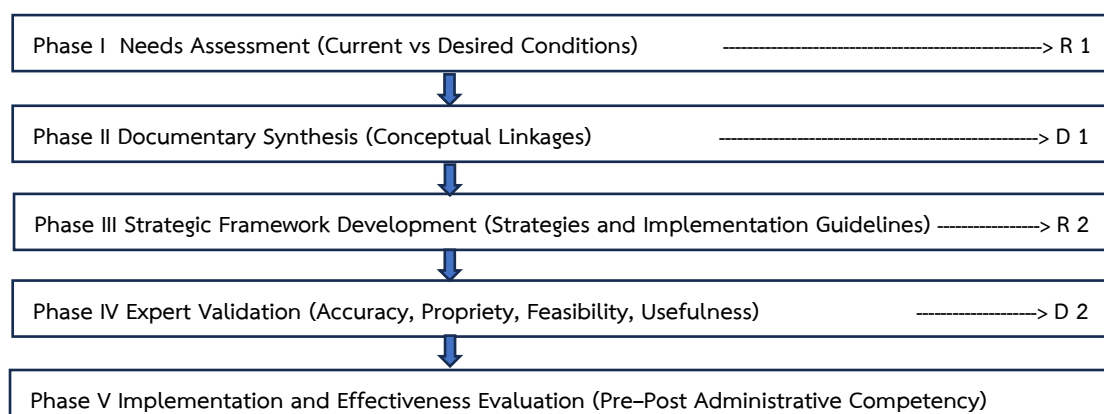


Figure 2 Research Process

Research Methodology

This study employed a Research and Development (R&D) approach consisting of five phases: needs assessment, conceptual synthesis, framework development, expert validation, and implementation with effectiveness evaluation.

Phase I: Needs Assessment

The first phase aimed to examine the current and desired conditions of positive organizational culture in primary schools and to identify priority development needs. Data were collected from 249 school administrators under the Office of the Basic Education Commission in Chaiyaphum Province, selected through stratified random sampling based on service area size from a population of 683 administrators. A structured questionnaire was used to assess both current and desired conditions, consisting of demographic items and a five-point Likert scale. Content validity was confirmed by experts (IOC = 0.80–1.00). The instrument was pilot-tested with 30 participants, and item discrimination, analyzed using corrected item-total correlation, ranged from 0.381 to 0.855 for current conditions and from 0.640 to 0.975 for desired conditions, exceeding the critical value of 0.361 (Phusee-orn, 2013). Reliability was high, with Cronbach's alpha coefficients ranging from 0.948 to 0.982 (Srisa-ard, 2017). Data were analyzed using mean, standard deviation, and the Modified Priority Needs Index (PNI_modified) to determine development priorities.

Phase II: Conceptual Linkage Analysis

This phase involved a systematic synthesis of 15 national and international studies (2016–2025) related to organizational culture and educational leadership. A structured content analysis approach was applied, including open coding, axial coding, and thematic integration. The analysis resulted in the identification of five dimensions of positive organizational culture and five strategic leadership practices. These constructs were derived through systematic comparison across sources, ensuring both theoretical grounding and contextual relevance.

Phase III: Strategic Framework Development

Based on the findings from Phases I and II, a strategic framework was developed to promote positive organizational culture in primary schools. The framework comprised five strategic leadership practices, ten core strategies, and corresponding implementation guidelines. The development process emphasized alignment between theoretical concepts and practical application.

Phase IV: Expert Validation

The developed framework was evaluated by nine experts in educational administration and leadership using purposive sampling. The evaluation focused on four criteria: accuracy, propriety, feasibility, and usefulness. A structured rating scale was employed, with content validity confirmed (IOC = 0.80–1.00). Data were analyzed using mean and standard deviation to determine the level of appropriateness of the framework.

Phase V: Implementation and Effectiveness Evaluation

The final phase involved implementing the framework with 33 school administrators using a quasi-experimental one-group pretest–posttest design. Participants were selected through purposive sampling based on readiness and contextual suitability. The implementation was conducted over 15 weeks and included workshops, coaching, collaborative planning, and reflective activities. Administrative competency was measured using a 30-item questionnaire with high reliability ($\alpha = 0.97$). Data were analyzed using paired-samples t-tests to examine differences between pretest and posttest scores. Effect size was calculated using Cohen's d to determine the magnitude of change, with interpretation based on standard criteria (small = 0.20, medium = 0.50, large = 0.80) (Cohen, 1988). Given the one-group design, causal inferences should be interpreted with caution. Ethical considerations were strictly observed, including voluntary participation, informed consent, and confidentiality.

Research Results

Phase I: Current Conditions, Desired Conditions, and Priority Needs

The results of the analysis of current and desired conditions and priority needs for positive organizational culture are presented in Table 1.

Table 1 Current Conditions, Desired Conditions, and Priority Needs for Developing Positive Organizational Culture in Primary Schools: Overall and by Dimension

Variables / Dimensions	Current Condition			Desired Condition			PNI modified	Priority Needs
	M	S.D.	level	M	S.D.	level		
1. Shared Values & Beliefs	2.68	0.62	moderate	4.45	0.35	high	0.65	4
2. Constructive Communication	2.68	0.63	moderate	4.38	0.39	high	0.64	5
3. Trust and Mutual Support	2.66	0.51	moderate	4.42	0.32	high	0.66	3
4. Positive Work Climate	2.53	0.55	moderate	4.56	0.28	highest	0.80	1
5. Recognition and Engagement	2.61	0.63	moderate	4.53	0.31	highest	0.74	2
Overall	2.63	0.39	moderate	4.47	0.30	high	0.70	-

As shown in Table 1, the overall level of the current conditions was rated at a moderate level, while the desired conditions were rated at a high level. The Modified Priority Needs Index (PNI = 0.70) indicates a substantial need for the development of positive organizational culture in primary schools. When examined by dimension, the priority needs requiring urgent development were ranked as follows: (1) Positive Work Climate, (2) Recognition and Engagement, and (3) Trust and Mutual Support.

Phase II: Conceptual Linkages Among Culture, School Effectiveness, and Leadership

The conceptual linkages among positive organizational culture, school effectiveness, and strategic leadership practices are presented in Table 2.

Table 2 summarizes the conceptual alignment between cultural dimensions and corresponding leadership practices.

Positive Organizational Culture	Enhanced School Functioning and Effectiveness	Strategic Leadership Practices
1. Shared Values & Beliefs	1. Planning and Goal Setting	1. Developing a shared school vision and common goals
2. Constructive Communication	2. Leadership and Decision-Making	2. Strengthening trust-based leadership
3. Trust and Mutual Support	3. Resource and Budget Management	3. Developing effective resource management systems
4. Positive Work Climate	4. Communication and Coordination	4. Enhancing communication and teamwork
5. Recognition and Engagement	5. Organizational Evaluation and Development	5. Promoting continuous evaluation and development

Table 2 shows that the five strategic leadership practices function as key integrative mechanisms linking positive organizational culture to enhanced school functioning and effectiveness. Each practice operationalizes

core cultural dimensions into specific administrative domains, thereby providing a coherent strategic foundation for developing actionable strategies and implementation guidelines that strengthen overall school performance.

Phase III: Development of the Strategic Framework

The strategic framework was developed based on the integration of findings from the needs assessment and conceptual synthesis. It is designed to systematically foster positive organizational culture and enhance administrative competencies in primary schools.

Table 3 presents the developed framework, consisting of five strategic leadership practices, ten core strategies, and thirty implementation guidelines.

Strategic Leadership Practices/ Dimension	Core strategies	Implementation Guidelines
1. Developing a shared school vision and common goals grounded in positive organizational values	1.1 Fostering shared understanding and collective commitment to the school vision and common goals	1) Conduct structured professional workshops to cultivate shared understanding between school administrators and teachers. 2) Systematically review and align the school vision with the socio-cultural and community context. 3) Communicate the school vision and strategic goals consistently through institutional activities and internal communication platforms.
	1.2 Integrating positive organizational values into the school development planning process	4) Clearly articulate and institutionalize the school's core organizational values. 5) Align organizational values with the school quality development and improvement plans. 6) Utilize organizational values as a guiding framework for decision-making and problem-solving processes.
2. Strengthening leadership and decision-making through a trust-based organizational culture	2.1 Enhancing positive leadership capacities among school administrators	7) Provide systematic professional development and coaching programs focused on positive and ethical leadership. 8) Encourage school administrators to model integrity, ethical conduct, and moral responsibility. 9) Apply reflective leadership practices to support continuous leadership growth and self-improvement.
	2.2 Promoting participatory and inclusive decision-making processes	10) Establish cross-functional working groups comprising teachers and personnel from multiple departments. 11) Create psychologically safe environments that encourage open expression of ideas and professional dialogue. 12) Incorporate data, feedback, and perspectives from key stakeholders to inform evidence-based decision-making.
3. Developing efficient, transparent, and accountable	3.1 Managing resources based on principles of cost-effectiveness and	13) Conduct systematic needs assessments to identify school resource priorities. 14) Plan and allocate budgets in a transparent, accountable, and auditable manner.

Strategic Leadership Practices/ Dimension	Core strategies	Implementation Guidelines
resource and budget management systems	stakeholder participation	15) Monitor, evaluate, and report resource utilization outcomes on a regular basis.
	3.2 Aligning resource allocation with student learning quality outcomes	16) Allocate resources strategically to directly support instructional improvement and learning quality. 17) Invest in instructional media, educational innovations, and digital technologies that enhance teaching and learning. 18) Evaluate the effectiveness and value of resource utilization in relation to student learning outcomes.
4. Enhancing creative, open, and effective internal communication and coordination	4.1 Developing an open, systematic, and constructive internal communication system	19) Utilize diverse and context-appropriate communication channels to ensure effective information dissemination. 20) Establish clear, formalized communication protocols and guidelines. 21) Minimize information redundancy, distortion, and miscommunication within the organization.
	4.2 Promoting teamwork and cross-departmental collaboration	22) Facilitate collaborative professional learning activities, such as Professional Learning Communities (PLCs). 23) Encourage systematic knowledge sharing across subject areas and functional units. 24) Strengthen internal networks to support sustained collaboration and collective problem-solving.
5. Promoting continuous organizational evaluation and development through participatory approaches	5.1 Developing an evaluation system oriented toward organizational learning and improvement	25) Utilize evaluation findings as reflective feedback to inform continuous improvement efforts. 26) Promote self-assessment practices among teachers and school administrators. 27) Reduce the use of evaluation as a control-oriented or punitive mechanism.
	5.2 Cultivating a sustainable organizational learning and development culture	28) Encourage organizational learning from both successful practices and implementation challenges. 29) Organize structured forums for sharing best practices and lessons learned. 30) Develop institutional guidelines or operational manuals tailored to the specific school context.

Table 3 presents a comprehensive strategic framework comprising five strategic leadership practices, ten core strategies, and thirty implementation guidelines. The framework operationalizes positive organizational culture through integrated leadership, resource management, communication, and participatory evaluation mechanisms aimed at enhancing administrative competencies in primary schools.

Phase IV: Expert Validation of the Strategic Framework

The results of the expert evaluation of the strategic framework are presented in Table 4.

Table 4 Results of the Expert Evaluation of the Strategic Framework in Terms of Accuracy, Propriety, Feasibility, and Usefulness (n = 9 Experts)

Core strategies	Accuracy		Propriety		Feasibility		Usefulness	
	M (S.D.)	Level	M (S.D.)	Level	M (S.D.)	Level	M (S.D.)	Level
1. Fostering shared understanding and collective commitment to the school vision and common goals	4.56 (0.53)	Highest	4.33 (0.50)	High	4.22 (0.67)	High	4.67 (0.50)	Highest
2. Integrating positive organizational values into the school development planning process	4.44 (0.53)	High	4.78 (0.44)	Highest	4.56 (0.53)	Highest	4.44 (0.53)	High
3. Enhancing positive leadership capacities among school administrators	4.67 (0.50)	Highest	3.89 (0.60)	High	4.33 (0.71)	High	4.78 (0.44)	Highest
4. Promoting participatory and inclusive decision-making processes	4.22 (0.44)	High	4.33 (0.50)	High	4.67 (0.50)	Highest	4.22 (0.83)	High
5. Managing resources based on principles of cost-effectiveness and stakeholder participation	4.56 (0.53)	Highest	4.67 (0.71)	Highest	4.44 (0.53)	High	4.78 (0.44)	Highest
6. Aligning resource allocation with student learning quality outcomes	4.44 (0.53)	High	4.67 (0.50)	Highest	4.33 (0.71)	High	4.44 (0.53)	High
7. Developing an open, systematic, and constructive internal communication system	4.33 (0.50)	High	4.22 (0.44)	High	4.44 (0.53)	High	4.67 (0.50)	Highest
8. Promoting teamwork and cross-departmental collaboration	4.56 (0.53)	Highest	4.22 (0.83)	High	4.78 (0.44)	Highest	4.56 (0.73)	Highest
9. Developing an evaluation system oriented toward organizational learning and improvement	4.11 (0.78)	High	4.33 (0.50)	High	4.56 (0.53)	Highest	4.44 (0.53)	High
10. Cultivating a sustainable organizational learning and development culture	4.44 (0.53)	High	4.33 (0.50)	High	4.44 (0.53)	High	4.56 (0.73)	Highest
Overall	4.43 (0.37)	High	4.38 (0.28)	High	4.48 (0.22)	High	4.56 (0.29)	Highest

As shown in Table 4, the overall evaluation of the strategic framework was at a high to highest level across all dimensions. Usefulness received the highest rating (M = 4.56, S.D. = 0.29), followed by feasibility (M = 4.48, S.D. = 0.22), accuracy (M = 4.43, S.D. = 0.37), and propriety (M = 4.38, S.D. = 0.28). These findings indicate that the framework is appropriate, practical, and highly applicable in primary school contexts.

Phase V: Effectiveness of Strategy Implementation

The results of the pre- and post-implementation comparison of administrative competency are presented in Table 5.

Table 5 Presents the results of the pre- and post-implementation evaluation across five strategic leadership practices and overall administrative competency.

Strategic Leadership Practices	Pre-Implementation			Post-Implementation			t	P-value
	Mean	S.D.	Level	Mean	S.D.	Level		
1. Developing a shared school vision and common goals grounded in positive organizational values	3.39	0.70	Moderate	4.45	0.51	High	7.368**	.000
2. Strengthening leadership and decision-making through a trust-based organizational culture	3.88	0.78	High	4.55	0.51	Highest	4.927**	.000
3. Developing efficient, transparent, and accountable resource and budget management systems	3.91	0.81	High	4.52	0.57	Highest	3.488**	.001
4. Enhancing creative, open, and effective internal communication and coordination	3.94	0.83	High	4.52	0.51	Highest	4.177**	.000
5. Promoting continuous organizational evaluation and development through participatory approaches	3.85	0.76	High	4.45	0.51	High	4.211**	.000
Overall	3.79	0.70	High	4.50	0.40	High	5.546**	.000

** p < .01

The results in Table 5 indicate that administrative competency improved across all dimensions after the implementation. The overall mean score increased from 3.79 (S.D. = 0.70) to 4.50 (S.D. = 0.40). Paired-samples t-tests indicated statistically significant differences in all dimensions ($p < .01$), reflecting consistent improvement following the intervention. However, given the one-group pretest–posttest design, the results should be interpreted with caution, as the observed changes cannot be attributed solely to the intervention.

Table 6 Presents the effect size analysis (Cohen's d), indicating substantial practical improvement in administrative competency.

Dimension	d	Interpretation
1. Vision & Goals	1.77	Very large
2. Trust-based Leadership	1.04	Large
3. Resource Management	0.87	Large
4. Communication	0.85	Large
5. Organizational Development	0.95	Large
Overall	1.25	Very large

As shown in Table 6, effect sizes ranged from large to very large ($d = 0.85\text{--}1.77$), with an overall effect size of $d = 1.25$, indicating substantial improvement in administrative competency following the implementation. However, these results should be interpreted with caution due to the use of self-reported measures and the absence of a control group. Therefore, the findings reflect preliminary effectiveness rather than definitive causal impact.

Discussion

1. Current and Desired Conditions and Priority Needs for Positive Organizational Culture

The findings revealed that the current level of positive organizational culture in primary schools was moderate, whereas the desired level was high, indicating a substantial development need. The highest priority dimensions were positive work climate, recognition and engagement, and trust and mutual support. This reflects a clear gap between existing practices and administrators' expectations for a more supportive and collaborative organizational environment. From a theoretical perspective, organizational culture functions as a system of shared values and norms that shape behavior and institutional practices (Schein & Schein, 2021). In educational contexts, positive organizational culture is strongly associated with trust, collaboration, and professional commitment, which are essential for effective school functioning. The moderate level observed in this study suggests that although foundational elements of a supportive culture are present, they may not yet be sufficiently embedded to produce consistent organizational outcomes.

These findings are consistent with prior research indicating that school culture significantly influences teacher engagement, organizational commitment, and instructional quality (Hallinger & Kulophas, 2020; Nguyen et al., 2022). In particular, relational trust and collaborative practices have been identified as key drivers of school effectiveness and innovation capacity. The observed gap between current and desired conditions may be explained by contextual constraints, including policy demands, accountability pressures, and limited resources, which can restrict administrators' ability to systematically develop organizational culture. This underscores the need for strategic leadership interventions that explicitly prioritize cultural development as a central mechanism for enhancing administrative competency and school improvement.

2. Conceptual Linkages among Positive Organizational Culture, Strategic Leadership Practices, Administrative Competency, and School Effectiveness

The findings demonstrate clear interrelationships among positive organizational culture, strategic leadership practices, administrative competency, and school effectiveness. Strategic leadership emerged as a key mechanism through which school leaders shape organizational culture and translate it into improved administrative performance and outcomes. This is consistent with leadership theories emphasizing the role of leaders in articulating shared vision, aligning resources, and fostering collaborative environments that support continuous improvement (Day et al., 2020; Leithwood et al., 2021; Yaakob, 2025).

Empirical evidence further indicates that leadership practices influence school culture by promoting trust, collaboration, and shared responsibility (Harris & Jones, 2020). These conditions enhance motivation and professional commitment, which in turn contribute to administrative effectiveness. However, the relationship between leadership and organizational culture is dynamic rather than linear. Organizational culture also shapes leadership practices by establishing norms and expectations that guide decision-making (Schein & Schein, 2021). Therefore, the proposed model should be understood as a reciprocal system, highlighting the need to integrate leadership development with cultural transformation to achieve sustainable school improvement.

3. Development of the Strategic Framework for Positive Organizational Culture

The strategic framework developed in this study comprises five strategic leadership practices, ten core strategies, and thirty implementation guidelines aimed at systematically fostering positive organizational culture in primary schools. The framework integrates key theoretical perspectives from organizational culture, strategic

leadership, and school effectiveness. This integrative approach is consistent with contemporary views that effective school improvement requires alignment between leadership capacity, collaborative culture, and organizational learning (Fullan, 2020). By combining leadership practices with concrete strategies, the framework provides a structured mechanism for translating cultural concepts into actionable practices.

In addition, the framework reflects both structural and relational dimensions of school organizations, as emphasized in recent international research (OECD, 2021). Structural elements provide strategic direction, while relational elements—such as trust, recognition, and collaboration—support sustained improvement and organizational effectiveness. However, the application of the framework may vary depending on contextual factors, including policy environments and institutional capacity. Therefore, its effectiveness depends on appropriate contextual adaptation and active stakeholder engagement.

4. Effectiveness of the Strategic Framework Implementation

The findings demonstrated a significant improvement in administrative competency following the implementation of the strategic framework, indicating that structured leadership interventions can effectively enhance leadership capacity and school management practices. This is consistent with prior research highlighting the role of leadership development and strategic initiatives in improving school performance (Nguyen et al., 2022; OECD, 2021). The large to very large effect sizes (overall Cohen's $d = 1.25$) further suggest substantial practical improvement. This supports the view that integrating positive organizational culture with strategic leadership practices—such as shared vision, trust, participation, and continuous development—can strengthen both individual competencies and organizational capacity. These findings are aligned with theoretical perspectives emphasizing the role of organizational culture and leadership in shaping institutional effectiveness (Schein, 2017; Leithwood et al., 2021; Fullan, 2020).

The strong effect may be attributed to the integrative and context-responsive design of the framework, which was systematically developed and refined through an R&D approach (McKenney & Reeves, 2019). The combination of structured strategies, participatory processes, and continuous support likely contributed to the observed improvements within a relatively short implementation period. However, the findings should be interpreted with caution. Leadership development and cultural transformation are long-term processes, and the use of a one-group pretest–posttest design limits causal inference. Sustained impact depends on the extent to which the implemented practices are embedded in organizational routines over time. Overall, the results provide empirical support for the effectiveness of the proposed framework and highlight its potential as a practical model for enhancing administrative competency and promoting positive organizational culture in primary schools.

New Knowledge Contribution

This study contributes to the advancement of knowledge in educational leadership and organizational development in three significant ways

1. Culture–Leadership Integration as a Mechanism-Based Model; This study moves beyond conventional views that treat organizational culture as a static contextual factor by proposing a mechanism-based

model in which positive organizational culture operates as a dynamic driver of administrative competency. The model explicates how culture is activated and translated through specific strategic leadership practices, thereby offering a process-oriented explanation that extends existing descriptive and correlational research.

2. Context-Responsive and Empirically Validated Strategic Framework; Unlike prior studies that often propose generalized models, this research develops and validates a context-sensitive strategic framework grounded in the realities of primary schools in Thailand, particularly in resource-constrained and rural contexts. The integration of needs assessment, expert validation, and pilot implementation strengthens the framework's ecological validity and practical applicability, addressing a critical gap in context-specific educational leadership models.

3. Operationalization of Organizational Culture into Measurable and Actionable Constructs; The study advances the field by systematically transforming abstract dimensions of positive organizational culture into empirically measurable variables, strategic domains, and implementation guidelines. This operationalization enables both rigorous empirical assessment and practical application, effectively bridging the long-standing gap between theoretical constructs and administrative practice in educational settings.

Suggestions

1. Suggestions for implementing the findings of the study

1.1 The strategic framework should be integrated into school development plans to systematically enhance administrative competency and positive organizational culture.

1.2 School administrators can apply the framework as a practical guideline for strengthening leadership practices, particularly in fostering trust, collaboration, and shared vision.

1.3 Clear indicators and monitoring mechanisms should be established to support continuous evaluation and sustainable improvement.

2. Suggestions for further research

2.1 Future studies should extend this framework to diverse educational contexts to enhance its generalizability.

2.2 More rigorous research designs with comparison groups are recommended to strengthen causal inference.

2.3 Longitudinal research is needed to examine the sustainability of the framework's impact over time.

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