
Analysis of Resource-Based View Model as a Source of Improvement of Educational Organizations to High-Performance Organizations in Surat Thani's Primary Schools

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Received: 06/04/2025
Accepted: 13/07/2025
Published: 01/09/2025

Volume: 6 Issue: 5

How to cite this paper: Jaroonsanongkit, P., Waichompu, N., Rinthaisong, I. (2025). Analysis of Resource-Based View Model as a Source of Improvement of Educational Organizations to High-Performance Organizations in Surat Thani's Primary Schools. *Journal of Practical Studies in Education*, 6(5), 8-18
DOI: <https://doi.org/10.46809/jpse.v6i5.130>

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Abstract

This research was conducted using Mixed Methods methodology, collecting quantitative data from 380 samples via online questionnaires, and analyzing by using the Structural Equation Model (SEM) along with in-depth interviews with four experts to enhance the completeness of the data. The research results found that the model was very consistent with the empirical data ($\chi^2 = 318.098$, $df = 582$, $p = 1.000$, $\chi^2/df = 0.547$, $GFI = 0.936$, $CFI = 1.000$, $TLI = 1.016$, $RMSEA = 0.000$, $RMR = 0.010$), consisting of eight main components: transformational leadership, organizational culture, management system, organizational structure, reputation and image, relationship with stakeholders, teacher and personnel competence, and high-performance organizations. It was found that teachers and personnel had the highest component weights (0.91-0.92) and transformational leadership had a high level of direct influence on other components ($\beta = 0.86-0.93$). 2) This research also aims to establish guidelines for raising the standard of high-performance organizations that includes developing transformational leadership of executives, creating a strong organizational culture, developing an efficient management system, adjusting the organizational structure to be flexible, building a good reputation and image, developing relationships with stakeholders, and continuously developing the competencies of teachers and personnel. 3) It aims to identify the components of leadership of educational administrators. 4) It also aims to reveal the components of strategic management of administrators, and 5) delineate the causal relationships of leadership and strategic management of administrators. In conclusion, the study results can be used as a guideline to upgrade these organizations to be highly effective organizations in developing primary schools in Surat Thani Province, Thailand.

Keywords: Resource-Based Model, Improvement, Educational Organizations, Primary Schools

1. Introduction

In the digital age, the world is changing rapidly and continuously. The education sector around the world is facing new challenges in adapting to the rapidly developing situation and technology. Technological advancements have affected all dimensions of education, whether it is in teaching, management, or even research and development of various innovations. This change has caused the education system to make many adjustments, such as the introduction of information and communication technology (ICT) in teaching and management of educational organizations. This change has resulted in a complete revision of teaching and learning formats, from classroom learning to learning through digital media (Wangkrirot, 2013). Students and learners can always access knowledge resources, no matter where they are. An effective management system can help increase the organization's competitiveness and enable educational organizations to maintain their leadership in education (Limpstatiyanon, 2015). In a global context, this change has also resulted in the development of educational quality becoming an important agenda at both national and global levels. Education in the 21st century must emphasize the development of important skills such as analytical thinking, problem-solving, creativity, communication, and collaboration. These skills are in demand in the current and future labor market (Trilling & Fadel, 2009). In addition, information resource management in educational organizations is another important factor in developing organizations to be strong.

Information Resource Security

Security management is a complex matter and requires specialized knowledge. Executives must understand the importance of confidentiality and innovation in educational organizations to help organizations effectively respond to the needs of students and society. Human resource development is another important factor in creating an effective educational organization. Training and developing personnel to have the skills needed in the digital age is inevitable. Developing skills in various areas such as digital skills, critical thinking skills, and teamwork skills will help organizations quickly adapt and respond to changes (Trilling & Fadel, 2009). Ultimately, educational organizations that can quickly and effectively adapt to changes in the digital age will be highly competitive and sustainable in the long run (Limpstatiyanon, 2015). Developments in the management of these resources help educational organizations effectively respond to the challenges and needs of society in the digital age.

Thailand shows an average score that is lower than the OECD average, reflecting the challenges in educational development with a wide gap between high and low-ability students. In addition, reading scores have been declining continuously, and students lack data analysis skills. Creating a growth mindset and developing reading skills are important. To improve the quality of education in Thailand, focusing on human resources and school climate will help Thai education compete internationally in the future (Inthachai, 2022). Being a high-performance organization in the context of schools is very important in developing learners' skills and knowledge. It also creates an organizational culture that emphasizes continuous learning and development, which helps personnel and learners in schools to be ready to adapt to rapid changes (Boonsin, 2020). High-performance organizations also emphasize leadership development and the creation of a strong organizational culture.

Educational institutions abroad have shown clear effectiveness, especially in determining organizational development strategies. Grant's (1991) research indicates that the RBV can be used to identify and manage key resources in business organizations to increase competitiveness. In addition, Khoshshima and Noruzi (2017) also pointed out the effectiveness of using the RBV in analyzing the resources and capabilities of educational institutions. Although the RBV has high potential for application in the educational context, its application in Thai educational institutions still has limitations that need to be considered in detail. These limitations often arise from cultural differences and social contexts in Thailand, as well as the complexity of educational resource management in Thai educational institutions. These institutions have limitations in terms of budget and personnel expertise in applying the RBV to develop educational institutions into high-performance organizations. Therefore, the application of the RBV in the Thai context must consider several factors, such as the ability to manage limited resources, developing personnel to be skilled in using resources effectively, and adjusting work processes to be consistent within the context of the educational institution.

Therefore, the researcher sees the importance of the study "Analysis of the influence of resource-based model as a source for upgrading educational organizations to high-performance organizations in primary schools in Surat Thani province" with the main goal of understanding the role of competencies of school administrators. This is essential, especially in terms of transformational leadership, a strategic resource that plays a key role in developing and leading an organization to become a high-performing organization. This will help strengthen the management capabilities of primary schools in Thailand and improve the overall quality of education in the country in order to move forward steadily and sustainably.

1.1. Objectives

The current paper aims to examine the following objectives:

1. To study the analyze the influence of the resource-based model as a source for elevating educational organizations to high-performance organizations
2. To study and synthesize guidelines for elevating educational organizations to high-performance organizations in primary schools in Surat Thani Province

2. Methodology

Research is done on the analysis of the influence of the resource-based model as a source for upgrading educational organizations to high-performance organizations in primary schools in Surat Thani Province. The researcher presents the research results divided into two phases as follows:

2.1. The population

The population used in the research was 449 school administrators in primary schools in Surat Thani Province, 549 people, simple random sampling, 380 people.

2.2. Instruments

The instruments used in the research are 1) The questionnaire that has two parts. The first part asks about the personal information of the informant. The second part asks about opinions. 2) An interview form is used to study from the sample group. Simple random sampling.

2.3. Data Collection

The data collection of the study aims to synthesize documents, concepts, theories, and research related to the influence of the resource-based model as a source for upgrading educational organizations to high-performance organizations. Quantitative Research data is collected from the population and samples. Data is analyzed using statistical methods and followed by Qualitative Research data collection by data collection, analysis and interpretation according to the research objectives.

2.4. Data Analysis

The results of interviews with experts to obtain data that is consistent with guidelines for upgrading educational organizations to high-performance organizations. This is accomplished by using the research conceptual framework obtained from the synthesis of concepts, theories, and related research, and interviewing experts to obtain data consistent with guidelines for upgrading educational organizations to high-performance organizations.

3. Results

The research on the analysis of the influence of the resource-based model as a source of improving educational organizations to high-performance organizations in primary schools in Surat Thani Province aims to analyze the influence of the resource-based model as a source of improving educational organizations to high-performance organization. It further seeks to synthesize the guidelines for improving educational organizations to the level of high -performance organizations. The research was conducted using Mixed Methods, between Quantitative Research and Qualitative Research by Analysis of Resource-Based View Models. These are used as sources of Improvement of Educational Organizations to the level of High- Performance Organizations. Also employed is the Structural Equation Modeling Analysis (SEM), which is an Explanatory Mixed-Methods design. The research began by collecting Quantitative Research data from a sample of 380 people using a questionnaire in the Google Form format. The data was analyzed using statistical methods and followed up by collecting Qualitative Research data from interviews with four experts. The data were collected, analyzed, and interpreted as follows:

The results of the analysis of the influence of the resource-based model as a source of upgrading educational organizations to high-performance organizations found that the examination results of the model's consistency with empirical data showed that the model was consistent at a very good level, considering the chi-square statistic value of 318.098 at .582 degrees of freedom, with a statistical significance value of 1.000. The relative chi-square value (χ^2/df) was 0.547, which was less than 2.00, indicating that the model was consistent with the empirical data. In addition, other fit indexes also showed a good fit, with GFI = 0.936, CFI = 1.000, and TLI = 1.016, which were higher than the specified criteria (>0.90). The RMSEA = 0.000 and RMR = 0.010 were lower than the specified criteria (<0.05). When considering the weight values of the components of the eight latent variables, they were found to be at a high level. The transformational leadership (TL) component had a weight value of an observable variable between 0.85-0.87, while creating inspiration (TL_2) and personal care (TL_4) had the highest weight value of 0.87. The organizational culture (OC) component had a component weight value between 0.90 - 0.91, indicating a strong relationship between the observed variables. In terms of management system (MS) and organization structure (OS), the component weight value was found to be between 0.90 - 0.91 as well, reflecting the importance of all components in management and organizational structure. The components of reputation and organization image (RBI) and relationship with stakeholders (RWS) had high component weight values at almost the same range (0.90 -0.91). Interestingly, the component of teacher and personnel competence (TPC) had the highest component weight value, between 0.91 - 0.92, reflecting the importance of personnel development in upgrading the organization. As for the component of being a high-performance organization (HPO), it had a component weight value between 0.90 - 0.92, indicating the importance of all components in developing towards becoming a high-performance organization. In addition, a positive relationship was found between all latent variables.

The correlation value is between 0.83 - 0.93, reflecting the strong connection between the various components. Also, the measurement error is at a low level, indicating the accuracy of the measurement tools used in the research. In conclusion, the developed model is very consistent with the empirical data. All eight components are important for upgrading educational organizations to become high-performance organizations. In addition, they have a high level of positive relationships with each other, which can be used as a guideline for developing primary schools effectively.

The following is a synthesis of guidelines for elevating educational organizations to become high-performance organizations:

In terms of transformational leadership, it was found that executives must have an accurate knowledge of regulations and management, must be able to inspire and develop personnel individually, and must have a clear vision and shared goals.

In terms of organizational culture, building strong and efficient teams, developing shared values and beliefs, and promoting learning among teachers and educational personnel with continuous development is necessary.

In terms of management systems, information technology should be used for management, an effective evaluation system should be used, and human resource management systems should be developed.

In terms of organizational structure, clear roles and responsibilities should be defined, and flexibility and agility should be provided to decentralize decision-making power.

In terms of organizational reputation and image, organizations must develop a proactive public relations communication system, create a distinctive identity, and maintain educational quality standards.

In terms of relationships with stakeholders, educational institutions must develop an effective inter-organizational communication system by holding regular joint meetings and using a variety of channels. This promotes creating a strong cooperation network through signing MOUs with various agencies, organizing joint activities, and sharing resources. It also facilitates building trust and credibility by keeping promises, operating with transparency, and building confidence through tangible results. They must develop a system for listening to and responding to suggestions quickly and effectively.

In terms of teacher and educational personnel competence, they must develop core competencies of teachers and personnel to have expertise in their profession, and promote competencies in their fields to be consistent with their duties. They must organize a continuous personnel development system through training, study tours, and exchanges of knowledge to create motivation and career advancement, which also developing an effective competency assessment system.

In terms of being a high-performance organization, it must develop leadership at all levels of the organization. It should focus on responding to the needs of learners and stakeholders, create organizational culture and continuously improve, and set clear goals with performance indicators. It must further give importance to systematic development of human resources, create innovations in management and teaching management, develop an effective quality assurance system, and promote the teamwork and participation of all sectors.

The results of the synthesis of documents, concepts, theories, and research related to leadership components of educational administrators found that there were five components and 41 indicators. When Exploratory Analysis (EFA) is implemented according to the preliminary agreement of the statistics of analysis of each component (i.e. Barlet's Test of Sphericity), it must be significant, indicating that the questions are related enough to be analyzed for exploratory components. This can be considered along with the index value of The Kaiser-Mayer-Olkin Measure of Sampling Adequacy (KMO). Significantly, it is a value indicating the appropriateness of the data that should be more than .50. The results of the analysis are as shown in Table 1.

Table 1. Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity Values

Indicator	Kaiser-Mayer-Olkin Measure of			Bartlett's Test	
	Sampling Adequacy: (KMO)			of Sphericity	
	Optimum value	Value obtained from analysis	Chi-Square	Value obtained from analysis	Optimum value
Indicator 41	More than .50	0.889	28999.368	P < .001	P < .05
Indicator	(More than .90 Very good)				

In conclusion, when extracting Factor Extraction and Factor Rotation using Oblique Rotation (which is an acute-angle rotation), and when using the Varimax method, it is considered that the criteria regarding the components must have an Eigen value greater than or equal to 1.0. The variables in each component must also have a Factor Loading value of .50 or more, considering the overall picture of the indicators in each component. This is done by ranking the components and indicators as follows: Component 1, 9 indicators; Component 2, 6 indicators; Component 3, 6 indicators; Component 4, 4 indicators; Component 5, 4 indicators; and Component 6, 4 indicators, respectively. The details of the components and indicators that passed the selection criteria are shown in Table 2.

Table 2. Eigen Values, Percentage of Variance and Cumulative Percentage of Variance of Leadership Components of School Administrators Under the Educational Service Area Group of Inspection Area One

component	Igen Value	Percentage of variance	Cumulative percentage of variance
Cumulative percentage of variance	19.198	49.226	49.226
2. Vision determination	2.569	6.586	55.812
3. Revolutionary thinking for organizational development	2.113	5.418	61.230
4. Promoting a culture of participation in the organization	1.751	4.491	65.721
5. Planning and driving strategy	1.549	3.973	69.694

6. Strategic skills and thinking	1.373	3.520	73.214
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Results of Confirmatory Factor Analysis (CFA) using the Amos program show that when considering the consistency of the measurement model according to the research framework, it was found that the understanding led to effective strategy determination. Also, it further leads to a revolution for organizational development which results in effective planning and strategy implementation.

In preliminary data analysis, Skewness (SK) and Kurtosis (KU) values found that there were observable variables that were distributed as Normal Distribution.

Using the results of the analysis of confirmatory components of leadership of educational administrators, the researcher compared the data with the Fit Indices which is commonly reported for CFA measurement criteria of Cornell University, which details are shown in Table 3.

Table 3. Results of The Overall Model Harmony Analysis after the Component Analysis of the Leadership of School Administrators under the Educational Service Area Group of Inspection Area One

Statistics	Measurement criteria	Analysis results	Analysis results compared to measurement criteria
χ^2/df	$3 \geq$	2.829	Pass
P	$>.05$	000	Pass
RMR	$<.08$	0.009	Pass
TLI	$90. \leq$	0.954	Pass
CFI	$90. \leq$	0.983	Pass
RMSEA	$<.08$	0.055	Pass

$\chi^2 = 534.718, df=189$

From Table 3, the results of the analysis of the components of the leadership indicators of educational administrators, which is the overall measurement model, found that the model was consistent with the empirical data at a good level. It showed that the significance did not meet the criteria for structural equation model analysis, but was acceptable because the chi-square test statistic would have a high value when the sample size was large, resulting in the p value being statistically significant.

From Table 3, the results of the analysis of the components of the leadership indicators of educational administrators, the overall measurement model, found that the model was consistent with the empirical data at a good level, showing that the significance did not meet the criteria for structural equation model analysis, but was acceptable because the chi-square test statistic would have a high value when the sample size was large, resulting in the p value being statistically significant.

Table 4. Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett’s Test of Sphericity for the Analysis of Strategic Management Components of School Administrators

Indicator	Kaiser-Mayer-Olkin Measure of Sampling Adequacy: (KMO)		Bartlett’s Test of Sphericity		Optimum value
	Optimum value	The value obtained from analysis	Chi-Square	The value obtained from analysis	
Indicator 17	More than .50	0.875	11060.348	P < .001	P < .05
Indicator	(More than .90 Very good)				

In conclusion, strategic management of administrators according to the research conceptual framework obtained from the analysis and synthesis of concepts, theories and research respectively, strategic management is effective. It can show the details of the components and indicators that passed the selection criteria as shown in Table 5.

Table 5. Eigen Values, Percentage of Variance and Cumulative Percentage of Variance of the Components of Indicators of Strategic Management of Educational Institution Administrators

component	Igen Value	Percentage of variance	Cumulative percentage of variance
1. Strategy evaluation and control	10.448	61.458	61.458
2. Strategy and goal setting	1.276	7.509	68.967
3. Strategy implementation and monitoring	1.160	6.824	75.791

Using the results of Confirmatory Factor Analysis (CFA), using the Amos program, and when considering the consistency of the measurement model according to the research framework, the implementation of the strategy was found.

In the preliminary data analysis using Skewness (SK) and Kurtosis (KU), it was found that observed variables were distributed as Normal Distribution.

The results of confirmatory factor analysis of strategic management of school administrators, which the researcher has compared with the Fit Indices measurement criteria as commonly reported for CFA, are shown in the details in Table 6.

Table 6. Results of the Overall Measurement Model Harmony Analysis after Analyzing the Strategic Management Components of Educational Administrators

Statistics	Measurement criteria	Analysis results	Analysis results compared to measurement criteria
χ^2/df	$3 \geq$	2.195	Pass
P	$>.05$	000	Pass
RMR	$<.08$	0.004	Pass
TLI	$90. \leq$	0.986	Pass
CFI	$90. \leq$	0.996	Pass
RMSEA	$<.08$	0.045	Pass

$$\chi^2 = 59.253, df=27$$

From Table 6, the results of the analysis of strategic management components of educational administrators in the overall measurement model showed that the model was consistent with the empirical data at a good level, with a comparative fit index (CFI) of 0.996 and an RMSEA value of 0.045. This is despite the fact that the p-value, indicating significance, did not meet the structural equation model analysis criteria.

4. Discussion

The research was conducted using mixed methods research method. The research results can be discussed as follows: The analysis of the influence of the resource-based model as a source of upgrading educational organizations to high-performance organizations consists of eight latent variables and 36 observed variables. The observed variables can be explained in detail as follows: 1) Independent variables are Transformational Leadership, which affects the creation of ideal influence, inspiration, intellectual stimulation and individual care. The influence of the resource-based model as a source of upgrading educational organizations to high-performance organizations consists of Organizational Culture, consisting of five variables which are: shared values and beliefs, internal communication, adaptability, skill and knowledge development, and work atmosphere, Management Systems consists of five variables: educational strategic planning, human resource development, evaluation and monitoring, stakeholder participation, and the use of information technology. Organizational Structure consists of five variables: clarity of roles and responsibilities, communication efficiency, resource support, building a strong organizational culture, and developing personnel potential. Reputation and Brand Image consist of five variables: credibility, quality of educational services, social responsibility, communication and public relations, and the ability to build relationships. Relationships with Stakeholders consists of five variables: inter-organizational communication, creation of collaborative networks, joint skill development, trust and reliability, and response to suggestions. Teachers' and Personne's Competency consisted of two variables: core competencies and line competencies. 2) The dependent variable is the High-performance Organization, consisting of five variables: leadership, customer focus, continuous improvement, results focus, and human resource focus. The results of the structural equation model is an analysis for quality studies.

The influence of the resource-based model in upgrading educational organizations to high-performance organizations is the "Analysis of Resource-Based View Model as a Source of Improvement of Educational Organization to High-performance Organization." The results of the examination of the model's consistency with empirical data showed that the model had a very good consistency, considering the chi-square statistic value of 318.098 at 582 degrees of freedom, with a statistical significance value of 1.000. The relative chi-square value (χ^2/df) was 0.547, which was less than 2.00, indicating that the model was consistent with the empirical data. In addition, other fit indices also showed good fit, with GFI = 0.936, CFI = 1.000, and TLI = 1.016, which were higher than the specified criteria (>0.90). The RMSEA = 0.000 and RMR = 0.010 were lower than the specified criteria (<0.05). The development of the resource-based model is a source for upgrading educational organizations to high-performance organizations. There are many important foundations of theories and concepts. The Resource-Based View Theory of Barney (1991) is the main theory that explains how organizations can create sustainable competitive advantage by relying on resources with four special characteristics: valuable, rare, difficult to imitate, and difficult to replace. In terms of leadership, the transformational leadership theory has four important components: ideological influence, inspiration, intellectual stimulation, and individual consideration (Bass & Avolio, 1994). Core competencies are the foundation of competitive advantage, especially in the context of educational organizations. Important resources are people and knowledge (Hamel & Prahalad, 1996). Nonaka & Takeuchi (1995) presented a knowledge management theory that emphasizes creation, sharing, and use of knowledge effectively. Thus, it emphasizes core competencies, creating a foundation that supports all aspects of the organization's work. Organizational culture indicates the importance of a strong organizational culture for the organization's success (Schein, 2010). From the results of the analysis of the relationship between the variables according to the 11 research hypotheses, the research results are as follows:

Transformational leadership (TL) has a very high level of positive direct influence on organizational culture (OC), with a β value of 0.92. The test results support this hypothesis at a very high level, indicating the important role of transformational leadership in creating and shaping organizational culture in schools. School administrators with transformational leadership can create an organizational culture that emphasizes learning, teamwork, participation, and continuous improvement, which

are important elements in developing educational quality. The high level of influence is consistent with the idea that leaders play an important role in creating and changing organizational culture (Schein, 2010). Transformational leadership, which emphasizes creating a shared vision, inspiring, intellectually stimulating, and emphasizing individuality (Bass, 1994), will help promote school personnel to have values, beliefs, and behaviors that are consistent with the organization's goals. This will lead to the creation of a strong organizational culture that is conducive to the development of educational quality, learning, and participation, which are important elements that enable schools to move towards becoming sustainable high-performance organizations. In line with the Resource Based View (RBV) theory that emphasizes the importance of internal organizational resources in creating competitive advantage, transformational leadership has a very high positive relationship with school effectiveness. It is also consistent with Boonklum (2020) who found that transformational leadership affects school management to be sustainable, especially the creation of an organizational culture that emphasizes participation and self-development. Therefore, it indicates that transformational leadership is an important factor that helps strengthen and sustain organizational culture.

Transformational leadership (TL) has a very high positive direct influence on the management system (MS), with a β value of 0.93. This high influence coefficient indicates that transformational leadership plays an important role in developing an effective management system in primary schools. The analysis results are consistent with the idea that transformational leaders can improve the management system to be effective and responsive to changing needs (Kotter, 1996). Transformational leaders will be able to develop an effective planning, decision-making, communication, and evaluation system, which will lead to improved educational quality. The high level of influence indicates that having strong transformational leadership will have a significant impact on the development of a management system that includes supervision, control, and evaluation. It also includes the concept of school administration in the digital age, which emphasizes the use of technology in teaching and management, and which is something that transformational leaders should focus on in effectively managing resources (Grant, 2020). Transformational leadership helps improve the management system to be flexible and respond to changes quickly. It is linked to the concept of BANNI educational administration that focuses on the management of educational institutions in complex and changing situations (Preamthanathap, 2019). It is consistent with Kocharanon (2019) who found that the development of a school management system to become a high-performance organization requires four main components: input factors, process factors, output factors, and feedback factors. There must be a clear and effective strategic plan. Therefore, transformational leadership is an important factor that helps develop an efficient and modern management system.

Transformational leadership (TL) has a very high direct positive influence on organizational structure (OS) with a β value of 0.92. This high influence coefficient indicates that transformational leadership plays an important role in improving the organizational structure to be appropriate and effective in primary schools in Surat Thani Province. The analysis results are consistent with the idea that transformational leaders can improve the organizational structure to be appropriate and effective (Carroll, 1999). Transformational leaders will be able to improve the organizational structure to be flexible, agile, and able to respond to the need to cope with unpredictable changes. This may require the organizational structure adjustment to be more appropriate. Therefore, changing leaders are an important factor that helps adjust the organizational structure to be appropriate and effective.

Transformational leadership (TL) has a very high positive direct influence on reputation and image (RBI), with a β value of 0.93. This high influence coefficient indicates that transformational leadership plays an important role in building a good reputation and image for primary schools in Surat Thani Province. The analysis results are consistent with the idea that leaders play an important role in building a good reputation and image for the organization (Fombrun, 1996). Transformational leaders can build trust, credibility, and pride for stakeholders. The high level of influence indicates that having strong transformational leadership will have a significant impact on building a good reputation and image. Effective communication can help create understanding and cooperation among personnel within the organization. Building a collaborative network in the digital age, and focusing on building good relationships with stakeholders will have a positive impact on the reputation and image of the school, which is consistent with Dierickx & Cool (1989). These researchers maintained that transformational leadership helps build a good reputation and image for the organization through communication and relationship building with stakeholders. It is also consistent with Sithiphongsakul (2021) who found that the leadership of executives affects the creation of high-performance organizations, especially the creation of a good reputation and image. Transformational leadership is an important factor that helps create a good reputation and image for the organization.

Transformational leadership (TL) has a very high positive direct influence on stakeholder relationships (RWS), with a β value of 0.91. This high influence coefficient indicates that transformational leadership plays an important role in building good relationships with parents, communities, and relevant agencies in primary schools in Surat Thani Province. The analysis results are consistent with the idea that leaders play an important role in building good relationships with parents, communities, and relevant agencies (Freeman, 1984). Transformational leadership helps build good relationships with stakeholders through communication and trust building. It is consistent with Kalasamut (2019) who found that promoting relationships between schools and communities requires leadership that can build cooperation and trust. Therefore, transformational leadership is an important factor in helping to build good relationships with stakeholders.

Transformational leadership (TL) has a very high, positive, direct influence on teacher and personnel competence (TPC), with a β value of 0.93. This high influence coefficient indicates that transformational leadership plays an important role in developing the competence of teachers and educational personnel in primary schools. The analysis results are consistent with the idea that leaders play an important role in developing personnel competence (Yukl, 2010). Transformational leaders can

promote learning, self-development, and continuous improvement. The high influence level indicates that having strong transformational leadership will significantly affect the development of teacher and educational personnel competence and human resource development, as well as covering knowledge, skills, attitudes, and competence in developing teaching innovation. Inspiration has the highest meaning value, followed by intellectual stimulation, which is consistent with Boonklum (2020) who found that transformational leadership, in terms of inspiration, affects the development of teacher and personnel competence. It is also consistent with Krutharoch (2020) who found that transformational leadership is an important factor in developing the competence of administrators and educational personnel, especially in terms of intellectual stimulation and individual potential development. This is because transformational leaders focus on developing personnel's abilities through creating a shared vision, promoting inspiration, and stimulating continuous self-development.

Hypothesis 7: Organizational culture (OC) has a very low positive direct influence on high-performance organizations (HPOs), with a β value of 0.10. However, despite the low influence, the analysis still supports the hypothesis that organizational culture plays an important role in driving organizations to become high-performance organizations. Organizational culture that emphasizes learning and collaboration enables organizations to continuously adapt and develop innovation. The low influence may indicate that not only organizational culture is one of the factors affecting high-performance organizations, but there may be other factors. This is consistent with Chueakphrom, et al. (2022) who found that creating a strong organizational culture is an important factor in developing into a high-performance organization. Buaraphan (2022) found that an organizational culture that emphasizes development and learning affects the ability to become a high-performance organization. This is also consistent with Tansucha (2016) who found that organizational culture is an important factor affecting high-performance organizations, especially in terms of creating an atmosphere of learning and development. Having a strong organizational culture will help create shared values, promote personnel development, and create an atmosphere conducive to continuous learning and development.

The management system (MS) has a very low positive direct influence on high-performance organization (HPO) with $\beta = 0.18$. Although the influence is low, the analysis results still support the hypothesis that an effective management system helps the organization achieve its goals and respond to the needs of the learners. Strategic planning, human resource development, evaluation and stakeholder participation are important elements of the management system that affect the high-performance organization. The low influence may indicate that the management system is only one part of the factors that affect the high-performance organization and there may be other factors that have more influence than the effective management system. These other factors might be strategic planning, resource management, evaluation, and continuous improvement, all of which might play an important role in driving the organization to become a high-performance organization. The concept of educational administration in the digital age emphasizes the importance of using information and communication technology (ICT) in the management process to increase agility, transparency, and efficiency in operations, which is consistent with the characteristics of high-performance organizations that emphasize the use of information and technology in decision-making and planning. The use of modern management techniques, such as risk management, quality management or project management, will help primary schools operate more efficiently. The use of information and communication technology in the management process is applied to create agility, transparency and efficiency in the operation of educational institutions. Consistent with the concept of educational administration in the BANNI era (Brittle, Anxious, Nonlinear, Incomprehensible), this type of administration requires the use of information and communication technology (ICT) in all processes, including academic administration, personnel administration, data management, evaluation, and teaching management (Phromchote, et al., 2021).

Organizational structure (OS) has a very low positive direct influence on high-performance organizations (HPOs) with $\beta = 0.19$. Although the influence is low, the analysis still supports the hypothesis that appropriate organizational structure is important for organizational development. Clarity of roles and responsibilities, communication efficiency, and resource support are important elements of organizational structure that affect high-performance organizations. The low influence may indicate that organizational structure is only one part of the factors affecting high-performance organization. There may be other factors that have more influence than appropriate organizational structure, such as horizontal structure, team structure, or network structure, which play an important role in driving the organization to become a high-performance organization. The concept of educational administration in the BANNI era emphasizes the creation of a flexible and quickly adaptable system to cope with uncertainty and complexity of the situation. This is consistent with the characteristics of high-performance organizations that emphasize continuous adaptation and learning. Efficient resource allocation is the key to achieving organizational goals. Creating a flexible and quickly adaptable system is what drives the organization to achieve its goals and maintain its long-term competitiveness. The concept of an educational administration in the process of change emphasizes the creation of a flexible and appropriate organizational structure for the context. Chiangkul (2016) states that organizational structure is an important element in developing into a high-performance organization. This idea is linked with Sithiphongsakul (2021) who found that an organizational structure with appropriate support for resources and personnel development affects being a high-performance organization. The development and support of resources is an important factor in organizational development because an appropriate organizational structure will help create clarity in roles and responsibilities, effective communication, and appropriate resource allocation.

Stakeholder relationship (RWS) has a low level of positive direct influence on high-performance organizations (HPOs) with $\beta = 0.14$. Although this influence is low, it still supports the hypothesis that a good relationship with stakeholders helps create cooperation, support and exchange of resources. Communication, networking, trust and response to suggestions are important elements of stakeholder relationship that affects high-performance organizations. The low influence may indicate that

relationship with stakeholders is only one part of the factor affecting high-performance organizations. The analysis result is consistent with the hypothesis. Although the overall influence may not be very high, a good relationship with stakeholders is still a factor that should be given importance in organizational development. This should include an in-depth study of the mechanism by which relationships with stakeholders affects high-performance organizations, and to understand the relationship between the two variables more clearly. It should consider the organizational context in studying the relationship between stakeholders and high-performance organizations. Creating competitive advantage by building relationships with stakeholders is an important intangible resource (Barney, 1991). The concept of an educational administration in the process of change emphasizes creating cooperation and exchanging ideas among personnel in the organization. This includes building a collaborative network with stakeholders for organizational development (Chiangkul, 2016). The concept of teacher and educational personnel competence emphasizes building relationships and cooperation with communities for learning management, cooperation with parents, communities and other organizations. The concept of BANNI-era educational administration emphasizes building organizational flexibility and adaptability, and building relationships with stakeholders to cope with change, which is consistent with Thawornkanpachai (2017). This researcher found that building good relationships with stakeholders and building collaborative networks affect the organization's performance. Building relationships with stakeholders is an important factor in developing into a high-performance organization, especially in terms of participation in development and building collaborative networks. This is because good relationships with stakeholders will help create support, cooperation and resource mobilization for organizational development.

Teacher and personnel competence (TPC) has a very high level of positive direct influence on high-performance organizations (HPO) with $\beta = 0.22$. The test results support this hypothesis at a low level. Although this influence is low, it still supports the hypothesis that teacher and educational personnel competence has the highest coefficient of influence in the mediating variable. Teacher and educational personnel competence is important for developing the organization into a high-performance organization. Knowledge, skills, experience, and commitment to self-development of teachers and educational personnel are important elements affecting high-performance organizations. An organizational culture that promotes learning, training and skill development, administrative support, work environment, and performance evaluation are management approaches that focus on human resource development. The ability to develop teaching innovation is also an important factor in creating educational quality and promoting student learning. It may also determine the success of the education system, which was presented by Penrose (1959) and further developed by Barney (1991). This theory emphasizes the internal resources of the organization as an important factor in creating competitive advantage. It is also consistent with McClelland's competency theory (1973) which was further developed by Spencer & Spencer (1993). This theory explains the importance of competencies required for effective work performance. In terms of the concept of teacher and personnel competency development (Chaijit, 2022), the Office of the Basic Education Commission (2010) has defined the framework of competencies required for teachers and educational personnel for the concept of high-performance organizations. These emphasize the importance of developing human resources and personnel competencies in elevating organizations to excellence. All this clearly demonstrates the consistency between the assumptions and the related theories and concepts. These were developed by Hill & Jones (2009) who found that important teacher competencies consisted of five main competencies: personal competency, leadership competency, moral and professional ethics competency, classroom management competency, and learning management competency, all of which directly affect the quality of learners.

The results of the synthesis of guidelines for upgrading educational organizations to high-performance organizations in primary schools in Surat Thani Province was attained from interviews with four experts. It found that transformational leadership requires administrators to have a thorough understanding of regulations and management, and be able to inspire and develop personnel individually, which is consistent with the transformational leadership theory (Bass, 1994). This is consistent with Inthurat & Chansuwan (2017), who found that transformational leadership has a very high positive relationship with school effectiveness. It is also consistent with Ratchanee Boonklum (2020), who found that transformational leadership of school directors affects the sustainability of primary school management. Similarly, Khaiphet (2019) found that organizational culture is one of the important elements of a competent organization to create an organizational image. Further, Kalasamut (2019) found that promoting relationships between schools and communities helps create a good image. These results are consistent with Ngamnet & Pansiri (2023), who found that communication and image factors affect the organization's innovativeness. In addition, in terms of relationships with stakeholders, an effective communication system and a strong cooperation network must be developed. In terms of competence, teachers and educational personnel must be continuously developed through training, study tours, and exchanges of knowledge to gain more experience and skills. In addition to having good leadership skills, school administrators must understand the distribution of resources and funding in schools. To address these imbalances, the study proposes various approaches, such as strengthening teacher training, improving the quality of rural schools, improving education funding, and increasing the efficiency of resource allocation, which is consistent with the research results of Miao, et al. (2025). The results of the study found that: The findings indicate that urban education in Shaanxi Province is significantly more developed than rural education, with disparities in teacher performance, student quality, resource distribution, and funding. Many rural students migrate to urban schools, leaving behind a declining student population. To address these imbalances, the study proposes strategies such as strengthening teacher training, enhancing rural school quality, improving educational funding, and optimizing resource allocation. Expert evaluations confirmed that these strategies are highly adaptable and feasible for promoting balanced and sustainable urban-rural education development.

5. Conclusion

The following conclusions follow the research on the analysis of the influence of resource-based models as sources for upgrading educational organizations to high-performance organizations. The results of the research found that the developed model is very consistent with empirical data. All eight components are important for upgrading the organization. Organizations should set a policy for developing executives and personnel systematically, emphasizing knowledge and understanding of regulations and precise management. They must be able to inspire and develop personnel. They should involve study tours and knowledge exchanges, as well as create motivation and career advancement. Educational institutions must promote the use of technology in management since the use of information technology in management is essential in the present era. They must support the creation of cooperative networks. Creating cooperative networks is an important strategy for mobilizing resources and exchanging knowledge and experience. Cooperation with various agencies should be created through MOUs, joint activities, and resource-sharing. They must develop a communication system which includes developing an effective evaluation and monitoring system. Essentially, an effective evaluation and monitoring system is an important tool for organizational development. Creation of a strong organizational culture is an important foundation for organizational development. It should focus on building a strong team and improving the communication and public relations system. Lastly, effective communication and public relations help create a good image. This research can be used to develop organizations to achieve efficiency in management.

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