



Strategies for the Administration of High-Performance Schools under the Phitsanulok Primary Educational Service Area Office 3

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Abstract

This study objectives to (1) examine the priority needs for school administration toward becoming high-performance organizations and to analyze the internal environment of schools under the Phitsanulok Primary Educational Service Area Office 3. (2) analyze the external environment influencing school management toward becoming a high-performance organization under the same jurisdiction and (3) develop and validate strategies for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3. The research methodology consisted of three phases. First, a needs assessment was conducted to examine school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3, involving 310 participants. The collected data were analyzed using the Modified Priority Needs Index ($PNI_{modified}$) to identify strengths and weaknesses. Subsequently, in-depth interviews were conducted with five experts, and the data were analyzed using content analysis to identify opportunities and threats. Based on these findings, a draft set of strategies and implementation guidelines was developed through SWOT analysis. Finally, the appropriateness of the proposed strategies and implementation guidelines was assessed through a focus group discussion with five experts.

The findings indicated that (1) the overall modified Priority Needs Index ($PNI_{modified}$) for school management toward becoming a high-performance organization was 0.189. By dimension, organizational leadership exhibited the highest priority need, representing a key weakness (seven indicators), whereas customer and stakeholder focus exhibited the lowest priority need, representing a strength (four indicators). (2) The external environmental analysis identified 15 opportunities and 17 threats affecting

school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3. (3) The proposed strategies comprised 6 strategies with 22 implementation guidelines. These strategies are expected to strengthen school administration and support the concrete and sustainable development of schools toward becoming high-performance organizations.

Keywords: High-performance Organization, School Management, Strategies

Introduction

In the contemporary era, the world is experiencing discontinuous and accelerated change driven by globalization, digital technologies, and the new wave of industrial transformation. These shifts compel education systems across countries to rapidly adapt in terms of learning management, administrative and governance models, and the role of schools as a central mechanism for developing a workforce that can support national development. Accordingly, schools must strengthen their managerial capacity to enhance effectiveness and to respond systematically to continuously evolving challenges.

In Thailand, the education system continues to face persistent challenges related to both quality and equity. National educational competitiveness remains constrained, while demographic transitions and rising societal expectations place increasing pressure on both the state and schools to improve management effectiveness (Piyachat et al., 2025). These challenges are consistent with findings from studies on teaching and learning management in Thailand, which have identified several critical issues. These include an overloaded curriculum with limited connections to real-life contexts; learning processes that continue to emphasize rote memorization and examination-oriented instruction rather than analytical thinking and problem-solving; and substantial differences among teachers in terms of expertise, motivation of learners, and assessment practices that are not aligned with learning objectives. In addition, many students continue to experience difficulties in basic literacy, particularly in reading and writing, while disparities in educational resources and learning opportunities remain significant. Furthermore, the education system has often focused primarily on high-achieving students, thereby providing insufficient support for learners with diverse needs. Furthermore, many school administrators lack strong instructional leadership. They are often unable to devote their full attention to school administration because they are required to implement newly introduced policies, even when such policies may not align with the specific contexts of their schools. As a result, they have limited opportunities to develop contextually appropriate approaches of their own. These conditions have

contributed to low student achievement, inadequate thinking and knowledge-application skills, and a range of broader social consequences (Office of the Education Council, 2020).

Therefore, schools represent a critical unit of change that must improve educational processes to ensure quality, advance a learning society, and develop learners with desirable characteristics. Thailand must drive education reform at the school level so that schools can develop human resources capable of advancing the nation toward stability, prosperity, and sustainability (Office of the Education Council, Ministry of Education, 2017). One approach that directly addresses this need is transforming school management toward a High-Performance Organization (HPO). An HPO refers to an organization with the capacity to adapt and respond to both internal and external pressures, where personnel demonstrate satisfaction and commitment to success, and organizational operations consistently achieve goals with high efficiency (Yaemkanchanawat et al., 2024). Becoming an HPO supports sustained progress toward long-term objectives, enables the organization to navigate change, and enhances the achievement of high-performance outcomes (Teebuaban et al., 2024). For the Phitsanulok Primary Educational Service Area Office 3, the results of the National Test (NT) for Grade 3 students and the Ordinary National Educational Test (O-NET) for Grade 6 and Grade 9 students in the 2023 academic year revealed that the area's overall mean scores were lower than the national average (Phitsanulok Primary Educational Service Area Office 3, 2024). This situation can be attributed to the diverse contexts of schools under its jurisdiction, which vary considerably in terms of school size, resources, personnel, and readiness. Consequently, school administrators have not yet been able to drive educational quality improvement across the area in a sufficiently comprehensive and systematic manner. This reflects the reality that many schools continue to face constraints in both administrative management and efforts to enhance student quality. Although previous studies have examined the components of high-performance organizations and the factors influencing their effectiveness, there remains a lack of context-specific strategic development that integrates needs assessment, external environmental analysis, and expert validation to produce practical guidelines for schools at the educational service area level. This gap is particularly evident in areas with mixed urban, rural, and remote contexts, where resource limitations, educational inequality, and rapid social and technological changes present significant challenges. Therefore, this study investigates strategies for school administration toward becoming high-performance organizations that are aligned with empirical data and the specific context of the area, with the aim of proposing guidelines to enhance the quality of school administration in a sustainable manner.

Research objectives

1. To examine the priority needs for school administration toward becoming high-performance organizations and to analyze the internal environment of schools under the Phitsanulok Primary Educational Service Area Office 3.

2. To analyze the external environment influencing school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

3. To develop and validate strategies for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Conceptual framework

In the study on strategies for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3, the researcher integrated concepts of the strategic planning process, priority needs assessment, internal environmental analysis based on priority needs, and external environmental analysis. Strategic issues were then formulated through a SWOT matrix analysis. Subsequently, the conceptual framework of school management and high-performance organizations proposed by Phomarak et al. (2024), Gunhalila et al. (2024), Strategy and Planning Division, Office of the Permanent Secretary, Ministry of Public Health (2023), Watidphan and Rattanasiraprapha (2022), Bunon et al. (2021), Watidphan (2021), Thanathamnan (2018), Sukplang et al. (2017), Intong (2017), Waal (as cited in Charoenchai et al. (2022) was adopted as the principal framework for the present study.

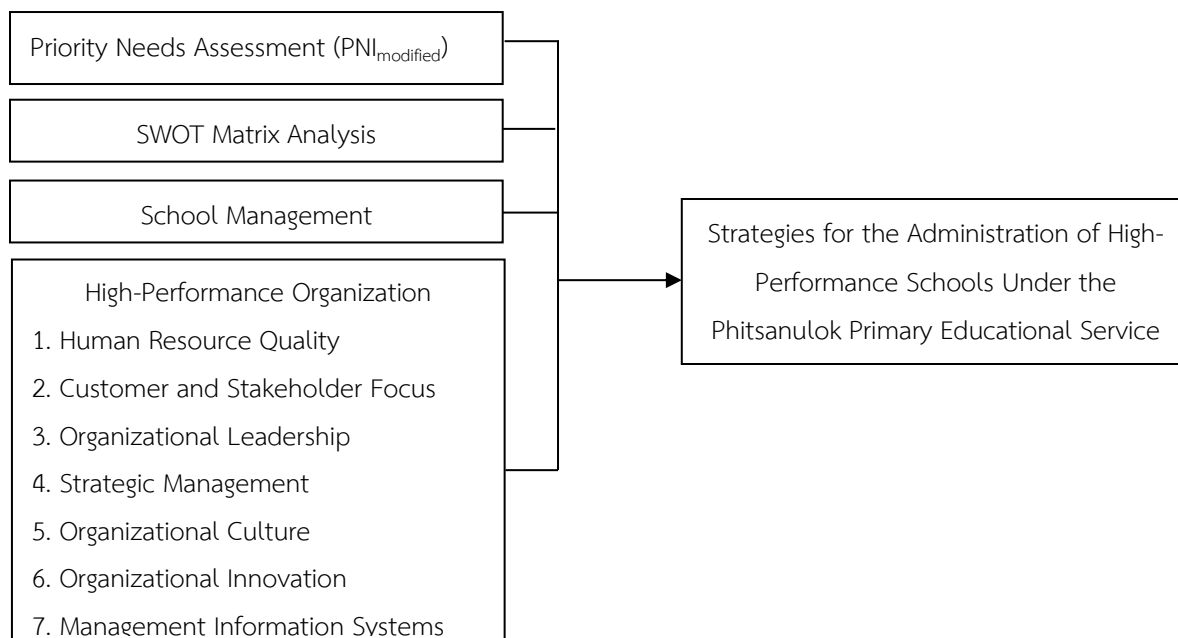


Figure 1 Conceptual framework

Methodology

Phase 1 : Priority needs assessment and internal environmental analysis of school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Phase 1.1: Priority needs assessment

In Phase 1.1, the researcher examined the priority needs for school management toward becoming a high-performance organization in schools under the Primary Educational Service Area Office Phitsanulok Area 3.

Sample

The sample consisted of 310 teachers and school administrators under the Phitsanulok Primary Educational Service Area Office 3 in the 2025 academic year. Stratified sampling was employed, using school districts within the jurisdiction as strata for categorizing teachers and administrators.

Instrument

The researcher employed a questionnaire on the priority needs for school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3 as the data collection instrument. The reliability analysis indicated that the questionnaire had a reliability coefficient of 0.967.

Data collection

The questionnaires were administered both in person and online. A total of 310 questionnaires were returned, representing a 100% response rate, and were subsequently analyzed.

Data analysis

Data were analyzed using frequency, percentage, mean (M), and standard deviation (SD). Priority needs were computed using the modified Priority Needs Index ($PNI_{modified}$). The $PNI_{modified}$ results were then rank-ordered to identify priority needs for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Phase 1.2: Internal environmental analysis

In Phase 1.2, the $PNI_{modified}$ values derived from Phase 1.1 were used to analyze the internal environment by classifying indicators as strengths or weaknesses. The researcher divided the $PNI_{modified}$ values into two groups using the midpoint between the maximum and minimum values ($(\max PNI_{modified} + \min PNI_{modified})/2$), which served as the average threshold.

Strengths: indicators with $PNI_{modified}$ values less than or equal to the midpoint.

Weaknesses: indicators with $PNI_{modified}$ values greater than the midpoint.

Phase 2: External environmental analysis of school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Key informants

Key informants were five experts selected through purposive sampling, all of whom were directly involved in school administration.

Instrument

Data were collected using a semi-structured interview protocol that had been revised in accordance with the advisor's recommendations prior to being administered to the key informants. The interview focused on identifying opportunities and threats.

Data collection

Interviews were conducted by appointment in two formats (1) face-to-face interviews and (2) remote interviews via telephone or online meeting platforms.

Data analysis

Interview data were analyzed using content analysis to derive opportunities and threats related to school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Phase 3: Strategy development and validation for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3

Phase 3.1: Strategy drafting

The researcher developed strategies for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3 by applying the TOWS matrix to formulate strategies and corresponding implementation approaches/procedures.

Phase 3.2: Strategy validation

The drafted strategies were reviewed for appropriateness by five educational experts, purposively selected and organized into two groups. A focus group discussion was conducted to examine the appropriateness of the proposed strategies.

Research results

- 1. Priority needs for school management toward becoming a high-performance organization and internal environmental analysis under the Primary Educational Service Area Office Phitsanulok Area 3.**

Table 1 Presents the mean, standard deviation, current state, desirable state, and priority needs index for school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3 at the overall level.

Components of High- Performance Organizations	current state			desirable state			PNI _{modified}	Priority Needs Ranking
	M	SD	results	M	SD	results		
1. Human Resource Quality	3.93	0.78	High	4.64	0.57	Highest	0.181	5
2. Customer and Stakeholder Focus	4.06	0.73	High	4.67	0.50	Highest	0.150	7
3. Organizational Leadership	3.92	0.81	High	4.76	0.44	Highest	0.214	1
4. Strategic Management	3.91	0.81	High	4.72	0.46	Highest	0.207	2
5. Organizational Culture	4.02	0.71	High	4.71	0.48	Highest	0.172	6
6. Organizational Innovation	3.88	0.71	High	4.66	0.51	Highest	0.201	4
7. Management Information Systems	3.87	0.76	High	4.65	0.49	Highest	0.202	3
Total	3.94	0.77	High	4.69	0.50	Highest	0.189	

Table 1, the assessment of the priority needs for school administration toward becoming high-performance organizations revealed that, at the overall level, the Modified Priority Needs Index (PNI_{modified}) was 0.189. When considered by dimension, organizational leadership exhibited the highest priority needs index (PNI_{modified} = 0.214), whereas customer and stakeholder focus showed the lowest priority needs index (PNI_{modified} = 0.150).

Based on the classification of HPO related dimensions as internal strengths and weaknesses, the dimension with the lowest PNI_{modified} customer and stakeholder focus was identified as a strength, whereas the dimension with the highest PNI_{modified} organizational leadership was identified as a weakness.

Table 2 Strengths and Weaknesses of School Administration toward Becoming High-Performance Organizations under the Phitsanulok Primary Educational Service Area Office 3.

Components of High-Performance Organizations	Internal Environmental Issues
Customer and Stakeholder Focus	Strengths (S) 1. The school provides opportunities for students, parents, community members, and relevant stakeholders to participate in determining the school's goals, vision, and operational directions. 2. The school promotes communication and listens to opinions, suggestions, and complaints to continuously improve service quality. 3. The school fosters positive relationships among personnel, students, parents, community members, and relevant stakeholders. 4. The school provides communication channels that are accessible, transparent, and verifiable.
Organizational Leadership	Weaknesses (W) 1. Administrators do not employ diverse leadership approaches appropriate to different situations. 2. Administrators do not establish the organizational direction based on participatory principles. 3. Administrators do not communicate effectively to build shared understanding of the organization's vision, values, and goals. 4. Administrators do not sufficiently promote ethics and a learning-conducive environment. 5. Administrators do not sufficiently motivate and support teachers and personnel to fully demonstrate their potential and collaboratively drive the organization toward sustainability. 6. Administrators do not effectively lead positive change within the school. 7. Administrators do not appropriately integrate technology and innovation into management practices.

2. External environmental analysis of school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

Table 3 Summary of the interview findings on the external environment of school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3, based on interviews with five experts.

External Environment	Summary of Interview Findings on the External Environment
Opportunities (O)	
Social and Cultural Factors	1. Schools, parents, and communities maintain positive relationships characterized by kindness, support, and strong collaboration. 2. Parents have become increasingly aware of the importance of education. 3. A highly competitive society encourages students, teachers, and schools to continuously improve themselves. 4. Society places greater emphasis on equity, diversity, and lifelong learning, thereby creating broader opportunities for individuals to access education.
Technological Factors	5. Technology has become increasingly advanced and diverse. 6. The government continues to provide budgetary support for the procurement of equipment and educational technologies.
Economic Factors	7. Parents and communities provide support in both financial and non-financial forms. 8. Schools are given opportunities to collaborate with the business sector and local communities in developing vocational curricula and labor market-responsive learning. 9. The private sector and local agencies support education through corporate social responsibility (CSR) initiatives and scholarships. 10. Resources are mobilized from network partners to improve infrastructure and learning resources.
Political and Legal Factors	11. The government places importance on improving educational quality and enhancing management efficiency. 12. Multiple development policies have been introduced to support schools.

External Environment	Summary of Interview Findings on the External Environment
	13. There is a clear direction for educational development. 14. Political change can serve as a positive driving force that prevents the education system and schools from becoming stagnant. 15. Decentralization to educational institutions has enabled schools to gain greater autonomy in determining administrative approaches responsive to local contexts.
Threats (T)	
Social and Cultural Factors	1. Students from broken families are at high risk of dropping out of the education system. 2. Some parents do not have sufficient time to care for and supervise their children. 3. Declining birth rates and increasing migration to urban schools have resulted in decreased student enrollment in the area. 4. Excessive use of technology has negatively affected students' emotional resilience and moral development. 5. Community participation is inconsistent, and some parents and community members still perceive schooling as solely the responsibility of teachers. 6. Differences in opinions within communities create challenges for school operations. 7. Drug-related problems remain a significant concern.
Technological Factors	8. Inequality in access to information technology persists in remote areas. 9. Equipment is insufficient, and internet connectivity remains unstable.
Economic Factors	10. Many students' families have moderate to low socioeconomic status. 11. High inflation has increased the cost of living. 12. There are limitations in budget allocation and financial resources. 13. Support from network partners lacks continuity, and private-sector support through corporate social responsibility (CSR) often depends on the economic conditions of the organizations involved.
Political and Legal Factors	14. Government policies change frequently and lack continuity. 15. The allocated budget is insufficient to support the intended development goals.

External Environment	Summary of Interview Findings on the External Environment
	16. Frequent changes of ministers or short-lived governments affect policy stability.
	17. Limitations in school-level decision-making authority, due to the need for approval from supervising agencies, often delay implementation.

3. Strategy development for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

The strategy development resulted in six strategies with corresponding implementation guidelines:

Strategy 1 Enhance stakeholder participation in direction-setting, identity building, and school quality assurance. (S1,O1,O2,O11,O12,O13,O15)

- 1) Promote stakeholder participation in monitoring and assuring the quality of school management.
- 2) Clarify the roles of parents and communities and support consistent participation.
- 3) Organize diverse forums/activities enabling administrators, teachers, parents, communities, and students to jointly set directions, define school identity, and develop operational plans.
- 4) Report participation outcomes and express appreciation to supporters to strengthen morale and sustain collaboration.

Strategy 2 Strengthen conflict management through proactive, transparent, and accountable communication. (S1,S4,S2,T5,T6)

- 1) Reduce conflict through participatory processes and verifiable communication.
- 2) Develop accessible two-way communication systems for feedback, suggestions, and complaints, with appropriate responses.
- 3) Develop communication skills, deep listening, and mediation/negotiation competencies.

Strategy 3 Mobilize and manage educational resources efficiently, transparently, and accountably. (W5,W7,T12,T15)

- 1) Survey and update an inventory of school educational resources.
- 2) Prioritize needs and allocate resources in alignment with core school missions.
- 3) Allocate budgets and resources efficiently, transparently, and accountably.
- 4) Mobilize educational resources through collaborative networks.
- 5) Regularly monitor, evaluate, and report resource utilization.

Strategy 4 Strengthen proactive student support systems and build digital resilience. (S1,S3,T1,T2,T7,T10)

- 1) Establish proactive student support systems through networks of parents, communities, and relevant stakeholders.
- 2) Organize activities that strengthen learners' morality and ethics.
- 3) Build digital resilience and ethical technology use in collaboration with parents, communities, and stakeholders.

Strategy 5 Develop leadership and strengthen workforce capacity. (W1,O11,O12)

- 1) Provide training/activities to develop administrators' and staff members' essential skills aligned with contextual needs.
- 2) Promote learning and experience-sharing with experts and experienced practitioners.
- 3) Strengthen work motivation among teachers and educational personnel.
- 4) Promote continuous professional development.

Strategy 6 Integrate technology and innovation to enhance management efficiency and decision making. (W7,O5,O6,O10,O15)

- 1) Apply technology for data management and monitoring of implementation progress.
- 2) Develop management information systems to support administrators' decision-making.
- 3) Improve decision-making and operational processes to increase flexibility and agility.

Conclusion

1. Priority needs for school management toward becoming a high-performance organization and internal environmental analysis under the Primary Educational Service Area Office Phitsanulok Area 3.

The findings on the priority needs for school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3 indicated that the dimension with the highest Priority Needs Index was organizational leadership, which was identified as a weakness. This is because leadership constitutes a core component that determines the direction of administration, decision-making, resource mobilization, and the translation of policy into practice at the school level. If school administrators lack strategic leadership, change management capability, and the ability to build collaboration with personnel and network partners, efforts to transform schools into high-performance organizations are unlikely to be fully effective. This issue is particularly relevant in the context of the Phitsanulok Primary Educational Service Area Office 3, where substantial contextual

differences exist between urban and rural schools. Such conditions require leadership that is sufficiently flexible and context-sensitive to manage complex challenges effectively. This finding is consistent with Makoe and Olcott (2021), who, in their study *Leadership for Development: Re-shaping Higher Education Futures and Sustainability in Africa*, found that educational leaders play a crucial role in shaping vision, designing strategy, managing change, and enabling organizations to respond to structural and technological challenges. When leadership is weak and lacks a clear vision, educational organizations are unlikely to enhance their capacity or effectively build a high-quality educational future.

By contrast, the dimension with the lowest Priority Needs Index was customer and stakeholder focus, which was identified as a strength. This may be attributed to the fact that schools still possess important social capital, particularly in their relationships with parents, communities, and network partners, which can serve as a strategic foundation for school administration. This strength can therefore be utilized as a mechanism to address the weakness in organizational leadership. In particular, school administrators may draw upon stakeholder participation to support vision formulation, communicate organizational goals, mobilize resources, and monitor performance more effectively. This interpretation is consistent with the findings of Alam (2015) in the study *Effect of Community Factors on Primary School Learners' Achievement in Rural Bangladesh*, which reported that community-related factors, such as financial status, environment, educational level, communication, and community support for schools, are significant determinants of students' academic achievement. These findings suggest that strong parental and community support constitutes an important structural strength that can significantly contribute to improving educational quality.

2. External environmental analysis of school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3.

The analysis of the external environment of school administration toward becoming high-performance organizations under the Phitsanulok Primary Educational Service Area Office 3 revealed that schools have greater opportunities to determine administrative approaches that respond to their local contexts. This indicates that schools operate in an environment relatively conducive to their development as high-performance organizations. Such conditions are reflected in the potential for resource mobilization, collaboration with network partners, and strong support from communities and parents through labor, financial contributions, and participation in educational activities, along with supportive policy frameworks that provide clear directions for educational development. However, external threats arise from the interaction of social, economic, technological, and policy-related factors, which create ongoing challenges for school development. Although schools possess strong social capital

and collaborative networks, the external context remains complex and dynamic. Therefore, school administration requires flexible and contextually appropriate strategies that effectively integrate policy implementation, resource mobilization, and internal school management. This finding is consistent with the report of the Equitable Education Fund (2024), which noted that Thailand's rural socioeconomic structure places many children at greater educational risk than those in urban areas.

3. Strategy development for school management toward becoming a high-performance organization under the Primary Educational Service Area Office Phitsanulok Area 3

3.1 Strategy 1 Enhance stakeholder participation in direction-setting, identity building, and school quality assurance, comprising four implementation guidelines. This is because many schools under the Phitsanulok Primary Educational Service Area Office 3 are located in semi-rural and rural contexts, where schools maintain relatively close relationships with their communities. As a result, school administration cannot rely solely on the roles of administrators or teachers; rather, it requires the active engagement of parents, communities, school boards, local leaders, and network partners. Their participation in determining the school's direction, shaping an identity aligned with the community context, and jointly monitoring and evaluating the quality of educational management constitutes an important form of social capital for driving school quality improvement. This finding is consistent with Suwanthong (2025), who found that alignment toward common goals is facilitated by leadership that emphasizes public-sector management quality criteria and actively promotes participation from all stakeholder groups.

3.2 Strategy 2 Strengthen conflict management through proactive, transparent, and accountable communication. This is because schools under the Phitsanulok Primary Educational Service Area Office 3 are situated in communities characterized by close interpersonal relationships. In such a context, conflict management is not merely an administrative task but also a means of maintaining balanced relationships between schools and their communities. Internal conflict is therefore a critical issue, as it affects the continuity of school operations, the quality of decision-making, and the level of trust within the organization. If schools lack communication mechanisms that are transparent, clear, and accountable, differing opinions may escalate into distrust, factionalism, and resistance to change. These conditions may become significant obstacles to the development of schools as high-performance organizations. This finding is consistent with Chumchit and Monthaisong (2024), who proposed conflict management approaches for school administrators in the digital era based on good governance, communication competence, mediation skills, and the strategic use of technology. Their approach also

emphasizes transparent information disclosure through multiple communication channels to ensure accountability and to cultivate a culture of transparency.

3.3 Strategy 3 Mobilize and manage educational resources efficiently, transparently, and accountably. This is because schools under the Phitsanulok Primary Educational Service Area Office 3 differ considerably in terms of school size, number of teachers, readiness of physical facilities, technological capacity, and access to external resources. Consequently, resource management should not follow a uniform approach for all schools; rather, it should take into account the specific needs and contextual conditions of each institution. This requires school administrators to possess the capacity to allocate, utilize, and mobilize resources transparently in ways that directly address the actual problems and needs of their schools. This finding is consistent with Krutluang and Chaowachai (2025), who found that resource management was rated at a high level and showed a statistically significant positive relationship with high-performance organization characteristics.

3.4 Strategy 4 Strengthen proactive student support systems and build digital resilience. This is because, within the context of the Phitsanulok Primary Educational Service Area Office 3, a number of schools are located in areas where students differ substantially in terms of socioeconomic status, family conditions, access to technology, and learning opportunities. Therefore, student support and assistance must be implemented alongside efforts to enhance academic quality. If learners do not receive support that corresponds to their actual problems and needs, schools will be unable to develop into high-performance organizations. This finding is consistent with Sagchaiwujtana et al. (2023), who highlighted student support as a key component and emphasized student-centered learning, digital and media literacy, as well as the development of morality and ethics.

3.5 Strategy 5 Develop leadership and strengthen workforce capacity. This is because the strategy is directly linked to the research finding that organizational leadership represented the highest priority need among schools under the Phitsanulok Primary Educational Service Area Office 3. Transforming schools into high-performance organizations requires the development of administrators' leadership capacity, as well as the continuous enhancement of teachers' and personnel's capabilities, since each school faces different challenges in terms of student quality, resources, personnel, and technological readiness. This finding is consistent with Phupaichitkul and Noichun (2024), who found that visionary and change-oriented leadership, openness to feedback, teamwork, respect for all members, and the ability to inspire and motivate personnel are critical conditions that enable individuals to perform at their full potential within high-performing schools.

3.6 Strategy 6 Integrate technology and innovation to enhance management efficiency and decision making. This is because enhancing school management to keep pace with change in the digital era is particularly important in a context where schools differ in terms of infrastructure readiness and the digital competencies of their personnel. The integration of technology and innovation therefore serves as a means of improving administrative systems by reducing repetitive workloads, increasing the speed and accuracy of information, and supporting more effective decision-making. It can also help mitigate limitations related to distance and contextual differences among schools. This finding is consistent with Ouncharoen et al. (2023), who found that high-performing organizations require flexibility and the integration of information technology to facilitate work processes and support management decision making.

Recommendations

Recommendations for practical implementation

1. School administrators should apply the findings on the internal and external environments, as well as the proposed strategies, as evidence to guide school direction-setting, strategic planning, and the design of programs and activities aimed at strengthening school management toward becoming high-performance organizations.

Recommendations for further research

1. The proposed strategies should be implemented and examined through pilot implementation or action research in order to assess their feasibility and effectiveness in authentic school contexts.
2. Further studies should investigate the success factors influencing school management toward becoming high-performance organizations in order to explain enabling conditions and inform more targeted support measures.

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