A Confirmatory Factor Analysis of the Quality Culture for Extra-large Secondary Schools in the Northeast Region of Thailand

Onkanya Meethong[1], Nuchwana Luanganggoon[2*], Chiranan Wachrakul[3], Keow Ngang Tang[4]

Abstract

This research aimed to investigate the factors and indicators of quality culture for secondary school with extra-large school size in the northeast region of Thailand. The researchers employed a mixed-mode design. They conceptualized quality culture factors and indicators by analyzing documents and previous studies, followed by a survey of 380 respondents with the purpose of testing the goodness of fit of the identified factors and indicators of quality culture with the empirical data. The findings revealed a total of 14 indicators derived from the five factors in a quality culture model and they were found parallel to the empirical data.

Keywords: *Extra-Large School Size, Factors, Indicators, Quality Culture Model.*

Introduction

A quality culture model refers to the set of beliefs, values, attitudes, and behaviors within a school organization that collectively shape its approach to quality management (Stephens & Roszak, 2021). Stephens and Roszak (2021) emphasized the importance of quality culture throughout all levels of the school organization, in terms of promoting a commitment to continuous improvement and customer satisfaction. Some key factors have been included by past researchers in a quality culture model, such as leadership commitment, student focus, teacher involvement, continuous improvement, process approach, data driven decision making, risk management, clear communication, and learning organization (Sattler & Sonntag, 2018).

According to Hildesheim and Sonntag (2020), a quality culture is crucial to school management because of several reasons such as it creates a positive and effective environment that contributes to the overall success of the school. They further highlighted that a quality culture can foster an atmosphere where students feel supported, motivated, and engaged in the learning process. This, in turn, enhances the overall learning environment. Moreover, teachers also play a vital role in the quality of education. In other words, a positive school culture supports teacher morale, job satisfaction, and professional development. When teachers are motivated and feel valued, they are more likely to deliver high-quality instruction (Sattler & Sonntag, 2018). Another important factor of quality culture for extra-large secondary schools is effective communication. According to Tang (2020), a quality culture can promote open and effective communication among all stakeholders, including teachers, students, parents, and school administrators. This is because clear communication can assist in understanding expectations, addressing concerns, and fostering a collaborative educational community (Tang, 2020).

[1] Faculty of Education, Khon Kaen University, 40002 Khon Kaen, Thailand
[2] Faculty of Education, Khon Kaen University, 40002 Khon Kaen, Thailand
[3] Faculty of Education, Khon Kaen University, 40002 Khon Kaen, Thailand
[4] Graduate School of Education, Nilai University, 71800 Nilai, Negeri Sembilan, Malaysia

Martusewicz and Wierzbic (2018) stated that a quality culture encourages a mindset of continuous improvement. Schools that embrace a culture of ongoing assessment and reflection are better equipped to identify areas that need enhancement and implement positive changes to improve overall performance. The quality culture of secondary school instills a sense of accountability and responsibility among all members of the school community. This includes teachers, school administrators, students, and parents. Clear expectations and accountability mechanisms contribute to a more effective and efficient educational system (Stephens & Roszak, 2021).

Student success and well-being can be an important factor in a quality culture. Normally, a quality culture prioritizes the well-being of students and focuses on their holistic development. Quality culture considers not only academic achievement but also the social, emotional, and physical well-being of students, fostering an environment where every student can thrive (Hildesheim & Sonntag, 2020). Schools are an integral part of the community. A quality culture promotes community engagement and involvement, creating a collaborative relationship between the school and its surrounding community. This collaboration can lead to additional resources, support, and a sense of shared responsibility (Thawinkarn et al., 2018).

In the dynamic field of education, adaptability is crucial. A quality culture promotes flexibility and a willingness to embrace change when needed. This adaptability is essential for keeping the school relevant and responsive to evolving educational needs (Thawinkarn et al., 2018). In short, a quality culture in school management is foundational for creating a positive and effective learning environment. It contributes to the overall success and well-being of students, teachers, and the entire school community.

In Thailand, secondary schools are commonly referred to as "high schools" and typically cater to students in grades 7 to 12. The size of a secondary school can vary based on factors such as location, urban or rural setting, and population density in the region. There are four types of school sizes in Thailand, namely extra-large, large, medium, and small sizes. Extra-large schools, in particular, school administrators often face challenges related to managing a large number of students, teachers, and administrative staff besides they have to coordinate activities and resources. Therefore, communication and management become more complex (Thisopha, et al., 2023). Moreover, teachers may have a problem providing personalized attention to each student and becomes challenging in extra-large schools. This involves tailoring education to individual needs and addressing specific learning may be more difficult, so-called student focus. Student focus refers to prioritizing student needs and satisfaction is crucial in order to understand and meet student requirements should be a central focus of the quality culture in school organization (Stephens & Roszak, 2021).

Hildesheim and Sonntag (2020) defined leadership commitment as top-level management who should demonstrate a commitment to quality by setting clear expectations, allocating resources, and actively participating in quality initiatives. In addition, school administrators have to maintain and expand the necessary infrastructure and facilities to accommodate a large student population. This can be a significant challenge because it includes classrooms, laboratories, sports facilities, and administrative spaces. With a large number of stakeholders, there is an increased risk of communication breakdowns. This causes important information to not reach all relevant parties efficiently (Tang, 2020). On top of that, building strong teacher-student relationships can be more challenging in extra-large schools. Students may feel lost in the crowd, and teachers might struggle to connect with each student individually. Moreover, balancing the need for standardization in extra-large schools with the desire for diversity and individuality can be a delicate task. Maintaining a sense of community while respecting individual differences is crucial (Thisopha, et al., 2023). Larger school organizations often involve more bureaucracy which can slow down decision-making processes. This may affect the school's ability to respond quickly to changes or challenges.

Materials and Methods

Research Design

A mixed-mode research design by integrating document analysis and surveys allowed the researchers to benefit from the strengths of both qualitative and quantitative approaches, leading to a more comprehensive and grounded understanding of quality culture factors and their relationships (Creswell & Plano Clark, 2011). In the first phase of this research, the researchers conducted a thorough document analysis to analyze relevant literature, reports, policies, and other documents to identify existing theories, frameworks, and key factors associated with quality culture. This document analysis would help the researchers develop a theoretical foundation for the quality culture model (Morgan, 2022). The researchers screened and selected relevant documents to determine their relevance to their first research objective, namely the identification of quality culture factors and indicators. Subsequently, the researchers obtained the full text of potentially relevant documents for a more thorough evaluation (Morgan, 2022).

In the second phase, the researchers employed a survey research design to collect data from a specific group of school administrators and teachers from secondary schools with extra-large size in the northeast region of Thailand through the administration of a questionnaire (Gay et al., 2009). The researchers employed online surveys to ensure appropriate data collection procedures were followed to maintain data quality and minimize biases. A key strength associated with surveys is to enable standardization of data collection, ensuring that all respondents received the same set of questions and response options. This consistency allows for easier comparison and analysis of data across school administrators and teachers for researchers to test the structural construction between experimental examination and the hypothetical theory of quantitative relationships concerning experimental data. The relationships were represented by path coefficients or deterioration between the quality culture factors and their indicators (Lavrakas, 2008).

Population and Sampling

A multi-stage sampling technique to select samples for the second phase from the population of all secondary schools with extra-large size in the northeast region of Thailand. This sampling technique was used because the population is large and geographically dispersed (Hair et al., 2013). The multi-stage sampling involves dividing the population into smaller clusters, selecting a sample from each cluster, and then selecting a sample from within each selected cluster using Yamane's (1970) formula at a 95% confidence interval.

Firstly, the researchers divided the population into five regions typically based on geographical and administrative boundaries. Secondly, a subset of clusters was randomly selected from the population, that was a province. The number of clusters selected depended on the desired sample size and the sampling method chosen was a simple random sampling technique. Thirdly, systematic sampling was employed within each selected cluster depending on the extra-large school size. The number of samples within each cluster was proportional to the cluster size, depending on the school size.

At the final stage, the research population was comprised of school administrators and teachers from 18 provinces in northeast region of Thailand. All the secondary schools with extra-large size are under the supervision of the Basic Education Commission in Thailand. The researchers employed Becker and Ismail's (2016) rule of thumb to formulate an adequate sample size (N). The identified sample size was recognized as the presence of classified practice in reaching an adequate probability of the requisite findings include model convergence, statistical precision and statistical power for particular confirmatory

factor analysis (CFA)with empirical data. Since the sub-group were school administrators and teachers, the researchers selected school administrator and teacher by proportionate from 143 secondary schools, making up a total of 380 samples consisting of 12 school administrators and 368 teachers. The survey was steered to evaluate the factors and indicators of the quality culture model. Table 1 presents the distribution of the population and sample group.

Table 1: Distribution of Population and Sample Groups.

Province	Number of Schools	Population		Samples		Total
		Adminis-Trator	Teacher	Adminis-Trator	Teacher	
Kalasin	5	25	949	0	16	16
Khon Kaen	12	60	1917	1	32	33
Roi Et	9	45	1343	1	23	24
Mahasarakham	8	40	1218	1	20	21
Chaiyaphum	6	30	1015	1	17	18
Nakhon Ratchasima	17	85	2884	1	48	49
Buriram	12	60	1825	1	31	32
Surin	11	55	1497	1	25	26
Sisaket	8	40	1354	1	23	24
Yasothon	4	20	55	0	9	9
Ubon Ratchathani	9	45	1575	1	26	27
Amnat Charoen	2	10	296	0	5	6
Bueng Kan	6	30	653	1	11	12
Loei	3	15	503	0	8	8
Nong Bua Lamphu	3	15	482	0	8	8
Nong Khai	3	15	476	0	8	8
Udon Thani	11	55	1529	1	26	27
Nakhon Phanom	5	25	635	0	11	11
Ang Thong	1	5	112	0	2	2
Sakon Nakhon	8	40	1072	1	18	19
Total	143	715	21900	12	368	380

Research Procedures

The researchers began their research through determination of factors and indicators of quality culture as a specialized concentrate of their document analysis. Relevant documents included academic papers, research articles, industry standards, codes of conduct, organizational policies, legal framework, and professional guidelines were analyzed to address the subject of quality culture within their chosen scope. After that, the researchers read each document, highlighted, and annotated relevant sections. They paid attention to the key factors and indicators that were explicitly mentioned or implicitly implied within the text. After the researchers analyzed the annotated documents, they identified themes or recurring elements related to quality culture. Moreover, the researchers looked for patterns, concepts, principles, and practices that emerged across multiple documents. These themes provided insights into factors and indicators of quality culture.

After the first phase, the researchers conducted a survey mainly to investigate the relationships between variables and test the theoretical quality culture model. The second phase was applied to identify factors

and indicators of quality culture derived from the document analysis in the first phase. The researchers conceptualized the model by developing a theoretical framework that represents the factors and indicators of quality culture. This framework should be based on the existing literature from the first phase. Then, the researchers defined the latent constructs (factors) and their corresponding observed indicators (refer to Figure 1). Quantitative data on the variables included in the model were collected using a questionnaire in order to capture information related to quality culture. This was to ensure that the data collected would be aligned with the identified factors and indicators.

Then, the researchers constructed a measurement model that specifies the relationships between the latent constructs and their observed indicators. This step was used to ensure the selected indicators adequately measure their corresponding factors. Once the measurement model was established, the researchers specified the relationships between the latent constructs. In other words, the researchers determined the relationships between the factors based on the theoretical framework. The structural model represents the causal relationships between the factors of quality culture (Hair et al., 2013).

Research Instrument and Data Analysis

Field notes were the research instrument for document analysis to determine the factors and indicators of quality culture. The researchers started each field note by recording essential details about the documents the researchers were analyzing them. The document details include information such as the title, author, date, source, and any relevant contextual information. This helps in identifying and referencing the document later (Gay et al., 2009). The researchers summarized the content of the field notes to provide an overview of the document's content. The researchers identified the main themes, arguments, or ideas that related to quality culture presented in the documents. This was followed by noting any key findings, evidence, or examples that support the document's central message (Gay et al., 2009).

In the second phase, a questionnaire that includes a total of 47 closed items as a research instrument to collect quantitative data. The closed items were clear, concise, and appropriately worded to elicit the desired information that fit into five pre-determined factors and 14 indicators from the results of the first phase. A continuous five-choice Likert scale was used to assess 380 respondents' perceptions of quality culture practice. There were six sections with a total of 47 items consisting of four items about demographic information and 43 items about five factors of quality culture.

Section A collects basic demographic data about the respondents, namely age, gender, educational level, and working experience. The demographic information helps the researchers understand the characteristics of the sample population and analyze how different factors might influence their response. This is followed by Section B to Section F which was particularly designed by the researchers to obtain data about the quality leadership, continuous development, human resource development, teamwork to create quality, and personnel values, respectively. The contents of the questionnaire from Section B to Section F are as follows: Section B consists of three quality leadership indicators (9 items), namely quality vision, commitment to quality, and quality communication. Section C consists of three continuous development indicators (10 items), namely continuous development of quality assurance, operational process improvement, and using evaluation results for development. Section D consists of three human resource development indicators (8 items), namely personnel development, motivation,

and performance appraisal. Section E is comprised of three teamwork to create quality indicators (10 items), namely personnel participation, strengthening good relationships, and clearly defining responsibilities. Section F is comprised of two personnel values indicators (6 items), namely shared confidence and common work practices.

Content analysis was the methodology used to systematically analyze and interpret qualitative data, that was text documents obtained from the first phase to identify patterns, themes, and relationships within the data (Kibiswa, 2019). Firstly, the researchers developed a coding scheme, which was a set of codes that captured different aspects of the content within the documents. The coding scheme should be aligned with the research objective and provide a systematic framework for analyzing the qualitative data. Codes could be predetermined (priori codes) or emerge during the analysis (emergent codes). Secondly, the researchers read and examined each document, systematically applying the coding scheme to identify and assign relevant codes to specific sections, passages, or themes within the text. This process involved systematically categorizing the content based on the coding scheme. Finally, the researchers organized and analyzed the coded data. This could involve creating tables to display the distribution of codes across documents or comparing codes within and across different documents (Kibiswa, 2019).

The researchers employed structural equation modelling (SEM) to analyze quantitative data for developing a quality culture model. The use of SEM software was to estimate the parameters of the quality culture model based on the collected data. The estimation process involved iterative calculations to find the best-fitting model that minimized the discrepancy between the observed data and the model's implied covariance structure (Hair et al., 2013). Then, the researchers assessed model fit by evaluating the goodness-of-fit of the estimated model. The goodness-of-fit of the estimated model was examined using various fit indices such as the chi-square test, Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA). These common fit indices indicate how well the model fits the data and whether the model is acceptable (Hair et al., 2013).

Findings and Discussion

Identification of Quality Culture Factors and Indicators

The initial findings of document analysis revealed that there are five factors of quality culture: (i) quality leadership; (ii) continuous development; (iii) human resource development; (iv) teamwork to create quality, and (v) personnel values. Moreover, the document analysis findings indicated that there are 14 indicators of derived from the five factors with regard to fitting the Thai context. The findings of the document analysis are demonstrated in Figure 1 below.

After the researchers discussed with the experts in educational measurement and evaluation, they suggested determining a cut-off point as a mean score of more than 3.00 and less than 20 percent as the coefficient of scattering (CV), to create those indicators on the foundation of previous studies related to the quality culture. The findings showed that all the factors and indicators of quality culture are fulfilling the conditions because the mean scores are more than 3.00 and CV values are less than 20%. If we arranged the factors of quality culture showed that the highest mean score was quality leadership ($\bar{x}$ = 4.20; *SD* = 0.29). This was followed by continuous development ($\bar{x}$ = 4.18; *SD* = 0.74), human resource management ($\bar{x}$ = 4.15; *SD* = 0.69), and teamwork to create quality ($\bar{x}$ = 4.14; *SD* = 0.76), in that order. The personnel values was found to be the least capacity ($\bar{x}$ = 4.07; *SD* = 0.75), as illustrated in Table 2.

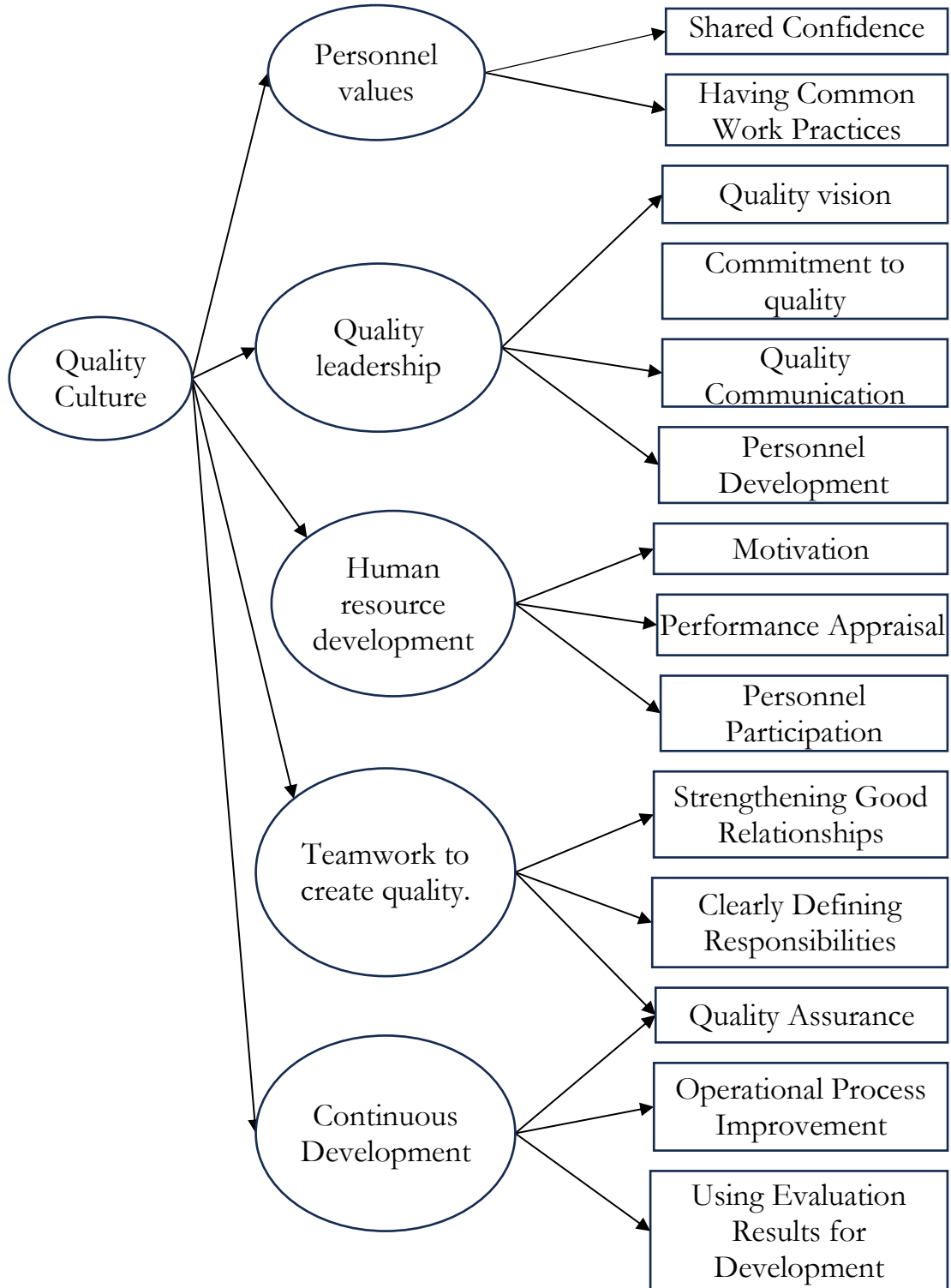**Figure 1:** Factors and Indicators of Quality Culture Model.

Table 2: Identification of Factors and their Indicators of Quality Culture.

Factors	Indicators	Mean	Std. Dev	CV
Quality Leadership	Quality vision (QL1)	4.06	0.69	17.15
	Commitment to quality (QL2)	4.25	0.59	13.88
	Quality communication (QL3)	4.28	0.71	16.76
	Total	**4.20**	**0.66**	**15.71**
Continuous development	Quality assurance (CD1)	4.29	0.76	17.71
	Work process improvement (CD2)	4.08	0.78	19.11
	Using evaluation results for development (CD3)	4.16	0.69	16.59
	Total	**4.18**	**0.74**	**17.70**
Human resource development	Personnel development (HR1)	4.24	0.74	17.45
	Motivation (HR2)	4.07	0.73	18.05
	Performance appraisal (HR3)	4.13	0.59	14.29
	Total	**4.15**	**0.69**	**16.63**
Teamwork to create quality	Personnel participation (TQ1)	4.11	0.73	17.82
	Strengthening good relationships (TQ2)	4.12	0.81	19.66
	Clearly defining responsibilities (TQ3)	4.18	0.74	17.82
	Total	**4.14**	**0.76**	**18.36**
Personnel values	Mutual confidence (PV1)	4.01	0.75	18.70
	Common practice (PV2)	4.12	0.75	18.28
	Total	**4.07**	**0.75**	**18.43**

A quality culture model was then developed by the researchers which representing the identified five factors and 14 indicators through arranging them in a logical manner to reflect their interrelationships. Hence, this model would provide a comprehensive and structured overview of the ethical considerations relevant to quality culture within the researchers' selected scope. The findings of Pearson correlation coefficients were utilized to measure the linear relationships between pairs of 14 indicators.

Table 3 elucidates the findings of intercorrelation between the 14 indicators of quality culture indicating that there are positive correlations for all associations between pairs of 14 indicators. This implies that as one indicator increases, the other tends to increase too. In addition, the magnitude of the correlation coefficients ranged from 0.442 to 0.791 revealing the strengths of the associations from moderate to strong, with values closer to 1 representing a stronger correlation and all the associations are statistically significant at 0.01 level. On top of that, findings also showed that the association between the personnel participation indicator (TQ1) and performance appraisal indicator (HR3) ($r = .791$; $r<.01$) was the highest magnitude of the correlation coefficient. On the other hand, the lowest magnitude of the correlation coefficient was the motivation indicator (HR2) and commitment to quality indicator (QL2) ($r = .442$; $p<0.01$), as shown in Table 3.

Table 3: Intercorrelations Findings of Identifying Indicators of Quality Culture.

	QL1	QL2	QL3	CD1	CD2	CD3	HR1	HR2	HR3	TQ1	TQ2	TQ3	PV1	PV2
QL1	1.00	.660**	.719**	.757**	.716**	.776**	.598**	.567**	.756**	.639**	.774**	.694**	.573**	.602**
QL2		1.00	.727**	.526**	.627**	.695**	.652**	.442**	.783**	.624**	.560**	.504**	.689**	.595**
QL3			1.00	.768**	.789**	.706**	.775**	.651**	.740**	.768**	.721**	.779**	.676**	.740**
CD1				1.00	.708**	.756**	.667**	.608**	.705**	.729**	.790**	.746**	.535**	.685**
CD2					1.00	.739**	.643**	.601**	.782**	.738**	.716**	.728**	.627**	.777**
CD3						1.00	.610**	.568**	.734**	.785**	.766**	.679**	.595**	.646**
HR1							1.00	.632**	.743**	.770**	.656**	.712**	.687**	.717**
HR2								1.00	.632**	.782**	.469**	.697**	.658**	.739**
HR3									1.00	.791**	.692**	.624**	.735**	.725**
TQ1										1.00	.638**	.717**	.683**	.770**
TQ2											1.00	.786**	.469**	.579**
TQ3												.1.00	.559**	.701**
PV1													1	.708**
PV2														1

**Correlation coefficient is significant at the 0.01 level (2-tailed)

The Goodness of Fit of the Quality Culture Factors and Indicators with Empirical Data

The researcher sought to obtain estimates of the parameters of the quality culture model by validating the identified factors and their factor loading. Factor loading in the context of Confirmatory Factor Analysis (CFA) was used to analyze the standardized regression coefficients that represent the strength and direction of the relationships between observed variables (indicators) and latent factors. Therefore, CFA was used by researchers to assess the quality culture model and test the construct validity of a theoretical model.

The factor loadings indicate how much of the variation in each observed variable is explained by the corresponding latent factor. As a result, the higher magnitude of a factor loading indicates a stronger relationship between the latent factor and observed variable as the magnitude of a factor loading ranges from 0 to 1. The co-variance with the quality culture factors ranged from 63.30 to 96.10 percent. The factor with the highest factor loading value is quality leadership (QL). This is followed by continuous development (CD), human resource development (HR), and teamwork to create quality (TQ). The factor that has the least capacity for factor loading value is personnel values (PV). Therefore, the researchers concluded that all the key factors are important constructs of quality culture for school administrators of secondary schools with extra-large size. The researchers looked for values above a certain threshold, such as 0.3, to assess the significance of factor loading. Table 4 illustrates the findings of CFA for key factors of quality culture.

Table 4: The Findings of CFA for Key Factors of Quality Culture.

Factors	Factor Loading			R^2
	β	S.E.	t	
Quality leadership (QL)	0.980	0.008	123.332	0.961
Continuous development (CD)	0.978	0.005	194.292	0.956
Human resource development (HR)	0.970	0.009	110.015	0.941
Teamwork to create quality (TQ)	0.954	0.006	155.473	0.910
Personnel values (PV)	0.796	0.024	32.826	0.633

In addition, findings of the co-variance with the quality culture indicators are found in the range of 49.50 to 93.50 percent. As shown in Table 5, the factor loading of all the quality culture indicators ranges from 0.439 to 0.810 and is statistically significant at 0.01. Therefore, the researchers concluded that all the identified indicators are considered essential constructs for the quality culture model.

**Table 5**: The Findings of CFA for Key Indicators of Quality Culture.

Indicators	Factor Loading			R^2	Coefficient of Score (FS)
	β	S.E.	t		
Quality leadership (QL)					
Quality vision (QL1)	0.575	0.028	20.580	0.721	0.090
Commitment to quality (QL2)	0.439	0.025	17.277	0.576	0.266
Quality communication (QL3)	0.601	0.023	25.561	0.935	0.047
Continuous development (CD)					
Quality assurance (CD1)	0.674	0.028	24.453	0.886	0.076
Operational process improvement (CD2)	0.795	0.031	25.289	0.918	0.309
Using evaluation results for development (CD3)	0.564	0.029	19.207	0.672	0.348
Human resource development (HR)					
Personnel development (HR1)	0.671	0.034	20.009	0.708	0.019
Motivation (HR2)	0.609	0.039	15.587	0.495	0.054
Performance appraisal (HR3)	0.510	0.024	21.381	0.762	0.216
Teamwork to create quality (TQ)					
Personnel participation (TQ1)	0.635	0.026	24.877	0.915	0.689
Strengthening good relationships (TQ2)	0.810	0.037	21.843	0.792	0.692
Clearly defining responsibilities (TQ3)	0.602	0.028	21.177	0.750	0.010
Personnel values (PV)					
Shared confidence (PV1)	0.654	0.030	21.502	0.785	0.159
Having common work practice (PV2)	0.633	0.028	22.496	0.834	0.254

The researchers considered several fit indices of SEM to evaluate the goodness of fit in this quality culture model to establish whether, overall, the model is acceptable. As a result, the researchers would typically compare the obtained values to commonly accepted threshold values to interpret the fit indices. Some widely used fit indices include the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR) were used to provide information on how well the model fits the data, the degree of model misspecification, and the amount of unexplained variance.

The researchers took into account the following criterion for acceptance threshold values to interpret the fit indices. Firstly, CFI and TLI values greater than 0.90 or 0.95 indicate a reasonably good model fit (Diamantopoulos & Siguaw, 2000). Secondly, RMSEA values below 0.08 or 0.06 suggest an acceptable fit (Hu & Bentler, 1999). Finally, SRMR values below 0.08 are often considered indicative of a good fit (Byrne, 1998; Diamantopoulos & Siguaw, 2000). The quantitative result showed that the quality culture model has a goodness of fit with the obtained data of $\chi^2 = 26.613$, df = 19, $\chi^2/df = 1.400$, p-value = 0.1140, RMSEA = 0.032, SRMR = 0.018, CFI = 0.999, TLI = 0.996.

Even though the chi-square (χ^2) is the standard statistic to assess the overall fit of the model to the data, it is practically impossible not to reject the null hypothesis while large samples were used, according to Jöreskog and Sörbom (1993). Therefore, the researchers concluded that the quality culture model agreed with the empirical data. Thus, the quality culture model was accepted, and the researchers could establish whether specific paths were significant as elucidated in Figure 2.

Figure 2. Quality Culture Model for Extra-large Secondary Schools in Thailand
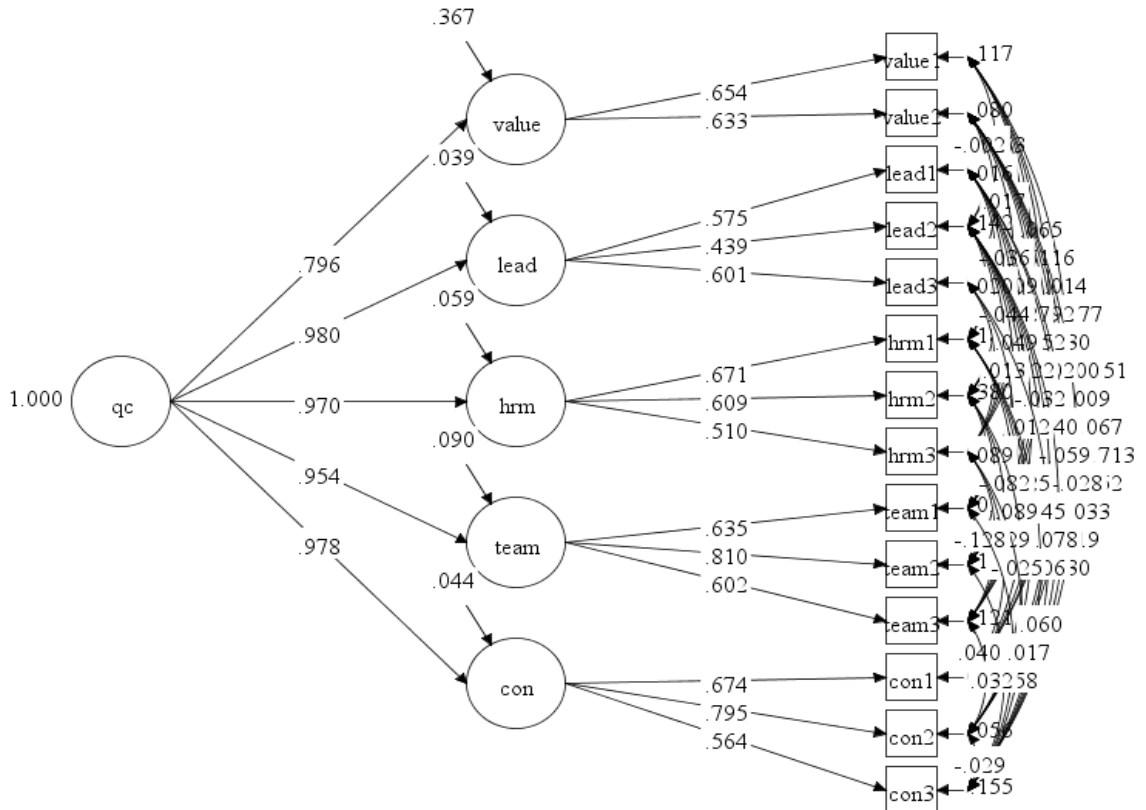
Conclusion

The main finding of this research is proposing and testing a model relating quality culture with its five key factors and 14 indicators. To address these challenges and leverage cultural strengths, extra-large schools in Thailand may need quality leadership, robust communication strategies, and a commitment to adaptability and inclusivity. Therefore, it is important for this quality culture model in assisting secondary school administrators to be aware of both the challenges and cultural nuances to create a positive and effective learning environment (Stephens & Roszak, 2021). In conclusion, the specifies of a quality culture model may vary based on the educational industry, school size, and other factors. Following this line of reasoning, while a school administrator adopts a quality culture model, he or she has to involve a comprehensive and on-going commitment from all levels of a school organization.

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