**Empowering Leadership of Change Management for Sustainability in High-Performance Educational Organizations**

**ABSTRACT**

Sustainability embeddedness is crucial for the long-term viability of managing in high-performance educational organizations. Organizational leadership is pivotal to defining an organization's culture, driving team morale, and achieving success. This framework sheds light on empowering leadership of change management for sustainability in high-performance educational organizations. The collection of data from participatory action learning, interviews among key informants, and a quantitative survey was conducted using a questionnaire among the sample study. However, empowering leadership of change management includes a vision for creating an organizational future, structures and work processes to support the organizational vision, open communication among the organization's personnel, continuous learning and teamwork effectively, sharing power and participation in operations, and creating an organizational culture for sustainability. All factors for sustainability in high-performance educational organizations are significant. The change management mechanisms in modern corporate management and leading organizational practices, strategic planning, human resource management, process focus, knowledge management, and performance outcome lead to goal achievement in high-performance educational organizations.

**Keywords:** Empowering leadership, change management, sustainability, high-performance, educational organizations.

**1. INTRODUCTION**

The current world, the era of globalization, has changed economics, society, and technology, causing the world's population to become aware of the need to adapt to changes to survive in this highly competitive era. Educational organizations are the same, affected by the changes that have occurred. To develop Thailand to be on par with other civilized countries, it is necessary to create a modern education system with quality that meets the needs of society, including the universality of the knowledge-based economy. While the advancement of science, technology, and communication makes the world society more fluid between cultures, Thailand will have a relationship with the world community based on dignity and equality that makes it competitive, and cooperate with the world community by adjusting the educational management approach to be able to develop people with high competence. (Jedaman P, Singma S, Srichaiwong P, Kenaphoom S., 2023) Therefore, educational organizations that will survive must be organizations that are ready to learn and ready to accept changes. The ability to quickly adapt education leads to strategic management, and under the changes of the 21st century, it has continuously affected educational administration in terms of policy, administration, personnel, budget, resources, and educational quality. (Office of the Permanent Secretary, Ministry of Higher Education, 2023) Effective educational organization administration requires organizational management science to keep up with inevitable changes. Because the world in the 21st century is a highly competitive capitalist system, both in terms of strategic management for change. (Yamsuda, T., 2018) The development of quality educational organizations is crucial to achieving goals successfully. The change and the adjustment of new paradigms in educational organization management must promote continuous change and innovation. (Christopher, P., 2018) Recognizing that change is an opportunity and that everyone in the organization must have the ability to adapt for organizational agility and flexibility, including decentralizing authority and sharing responsibility and decision-making for effective operations.

From the study of the problems in driving towards high-performance organizations of Rajabhat Universities in the central northeastern region, it was found that the organization management must have professional leaders in management, the leaders lack commitment to the objectives of education management, lack of promotion of personnel participation in educational activities, lack of continuous promotion and development of personnel, as well as setting visions and development goals together with personnel and stakeholders related to education, etc. The development of education to be effective and competitive on the world stage, in other words, is the development into a high-performance organization, which is a capable organization, has a clear plan to support various situations, analyzes situations that affect the work from all sides and perspectives that enable the mission to achieve the objectives of effective educational management. (Dararuang, K., 2021) Therefore, continuous quality and management development to create competitiveness, be socially responsible, build trust in the work that develops into a high-performance organization, and has results that reflect success. The educational organization management in the role of organizational leadership for all personnel in the work must be a good example and show a role that supports change, stimulates change to occur, including proactive management that must anticipate and plan appropriately to support various situations that may occur, responsibility, such as considering a unified organizational structure. (Ke, W., & Yu, S. C., 2023) Educational leaders with leadership must review to accommodate change, operational processes that demonstrate management efficiency, and consider new systems to implement in high-potential educational organizations.

Meanwhile, a developing an educational system that is efficient and can compete on the world stage is done by developing toward a high-performance organization, which is a capable organization, has a clear plan to support various situations, and analyzes situations that affect its work from all sides and perspectives that enable it to carry out its missions and achieve its objectives efficiently. (Jedaman, P., Singma, S., Srichaiwong, P., and Kenaphoom, S., 2024) Educational organizations must adapt to increase their competitiveness and drive towards being an educational organization with high performance, through the continuous development of management quality and the creation of competitiveness, having social responsibility, creating trust and confidence in work, and developing into a high-performance organization. (Davies, M. & Buisine, S., 2018) The results reflect the success of sustainability management. Meanwhile, a driving educational quality to success as an important mechanism is that educational organizations must have empowering leadership, in knowledgeable, adhere to the objectives of educational administration, use participation in all aspects of administration, and be knowledgeable and ethical leaders. The determination of vision and development goals, together with all relevant personnel, is the power to drive the organization in the same vision and is ready to work proactively, emphasizing working with cooperation and unity, communicating expectations for everyone to know, and creating intellectual challenges for students, teachers, and personnel. (Critical examination of the new public sector management of HRM, 2023) The educational organization must be created as a learning community, including a good working atmosphere for personnel, and the quality of the educational organization is consistent with the characteristics of a high-performance organization.

A managing of educational organizations in the role of organizational leadership for all personnel in the work department, that is, must be a good example and demonstrate a role that supports change, stimulates change to occur, including proactive management that must anticipate and plan appropriately to support various situations that may arise, responsibility, such as considering a unified organizational structure, a clear and measurable vision, results-oriented management, creating a positive organizational culture, developing the potential of personnel, building partnerships with stakeholders, and adapting and learning new things. (Harianto, E., Teofilus, T., Wahyudono, D. B. K., Menny, A. H., & Azizurrohman, M., 2023) Organization leaders with empowering leadership must be reviewed to support the change, the operating process that shows the efficiency of the management, and the thinking of new systems to use in the implementation of quality and effective education. Empowering leadership of change management in educational organizations and how power is exercised by leaders is pivotal to defining a company's culture, driving team morale, and achieving success. The spectrum of leadership styles, from autocratic to democratic, showcases the varied approaches to harnessing power within an organization, from a clear and measurable vision, results-oriented management, creating a positive organizational culture, developing the potential of personnel, and building partnerships with stakeholders. (Musaigwa, M., 2023) The nuanced relationship between empowering leadership styles and organizational power dynamics is complex, shaping the environment and overall performance of educational organizations. Autocratic leadership might streamline processes but could also dampen creativity and employee satisfaction. (Schmidt, B., Sirén, C., Grichnik, D., & Wincent, J., 2023; Reinventing Leadership, 2024) A participative leadership approach can elevate team morale and encourage innovative thinking by valuing each team member’s input. Educational organization management by leaders with leadership skills, work skills to be able to bring new management processes to manage with quality and efficiency to achieve educational goals successfully.

Hence, empowering leadership fosters an inspiring environment that promotes growth and high engagement, but requires a substantial commitment from the leader to be effective. This framework sheds light on empowering leadership of change management and mechanisms of impact on sustainability in high-performance educational organizations through the main objectives aims to analyze the empowering leadership of change management for sustainability in high-performance educational organizations, analyze the causal relationship of empowering leadership of change management of impact on sustainability in high-performance educational organizations, and analyze the mechanism of impact on sustainability in high-potential educational organizations, this will be useful for those involved in educational management who are working towards becoming a high-performance educational organization, and can use the information obtained in educational management to become a high-performance educational organization effectively.

**2. LITERATURE REVIEWS**

***2.1 Perspective of empowering leadership in change management.***

The exploration of leadership styles and their influence on power dynamics within organizations reveals a complex, yet fascinating, aspect of organizational behavior and management. Leaders, in harnessing the power of trust, inspiration, and empowerment, can navigate the nuances of power dynamics to foster an environment where innovation thrives and teams feel genuinely motivated to achieve their best. (Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., and Ashraf, H. A., 2022) Empowering leadership in change management involves inspiring employees through a strong vision, effective communication, and support. (Alexander, S., & Wakimoto, D. K., 2020) In essence, the effective use of power in the organization, guided by thoughtful leadership, can transform challenges into opportunities, driving the organization's growth and success. Empowered leadership significantly influences change management by a vision for creating an organizational future to provide comprehensive and continuous missions and activities for bringing strategies to action plans in a concrete learning to innovation systematic, and clear, structures and work processes to support the organizational vision to support the organization's vision, strategies and goals, open communication among the organization's personnel that share and transmit information to personnel in the organization comprehensively and continuously, and creating an organizational culture for sustainability from organizational changeability, creating a knowledge-rich for innovation, creating a boundary-less organization, stimulating people to active high performance becoming a great place to work and a value-based organization of personnel in the organization. (Chiang, C. F. and Chen, J., 2020; Musaigwa, M., 2023) It also supports team building, employee development, and cultivates an innovative organizational culture. (Reinventing Leadership, 2024) Empowering leadership is crucial in managing change during crises, as it enhances employees' psychological capital. Empowering leadership into a vision for creating an organizational future to provide comprehensive and continuous missions and activities for bringing strategies to action plans in a concrete learning to innovation systematic, and clear, open communication among the organization's personnel that share and transmit information to personnel in the organization comprehensively and continuously, sharing power and participation in operations from decentralizing the operations to achieve results and be tangible with the integration of cooperation among personnel to enhances organizational commitment during change by providing autonomy and development opportunities. (Harianto, E., Teofilus, T., Wahyudono, D. B. K., Menny, A. H., & Azizurrohman, M., 2023; Jung, K. B., Kang, S. W., and Choi, S. B., 2020) Empowering leadership significantly influences individual readiness to change by enhancing employee engagement. This leadership style fosters a culture of innovation, although the study found that innovation culture does not significantly affect readiness to change. (Kim, M. and Beehr, T. A., 2020) Empowering leadership plays a crucial role in managing organizational change by fostering an environment conducive to adaptation and growth. This leadership style enhances employee engagement, mitigates discomfort associated with change, and builds a resilient organizational culture. Thus, empowering leadership of change management includes a vision for creating an organizational future, structures and work processes to support the organizational vision, open communication among the organization's personnel, continuous learning and teamwork effectively, sharing power and participation in operations, and creating an organizational culture for sustainability (Harianto, E., Teofilus, T., Wahyudono, D. B. K., Menny, A. H., & Azizurrohman, M., 2023; Musaigwa, M., 2023; Jung, K. B., Kang, S. W., and Choi, S. B., 2020; Chiang, C. F. and Chen, J., 2020) that can mitigate discomfort associated with change, ultimately fostering a more committed workforce of impact on sustainability in high-performance educational organizations.

***2.2 Mechanism impact for sustainability in high-performance******educational organizations.***

Sustainable development goals (SDGs) seek to shift the world onto a sustainable and resilient path, ensuring that no one is left behind. The fourth goal of the SDGs aims to ensure inclusive and equitable quality education, promote lifelong learning opportunities for all, and emphasize that global education efforts must give central importance to quality and learning for all. This focuses on access, outcome, and quality to provide equal access to affordable vocational training, eliminate gender and wealth disparities, achieve universal access to quality higher education, and promote lifelong learning opportunities for all. (Office of the Permanent Secretary, Ministry of Higher Education, 2023) Education is a mechanism for developing competencies and the ability to instill ideas in citizens and students, such as an important determinant to competitiveness, which the trend of change was the transition to the “Arab Spring” revolution through using social media to make the 21st century an important issue in determining educational management. (Jedaman, P., Kenaphoom, S., Jongmuanwai, B., & Niyomves, B., 2021) There is a wide-ranging discussion on next-generation skills through the 21st-century skills partnership network. Mechanism of educational organization development to be effective in management for change that will enhance organizational performance to be highly efficient and prepare for future competitiveness. In contrast, the change to an educational organization involves modern corporate management and leading organizational, strategic planning, human resource management, process focus, knowledge management, and performance outcome in a high-performance organization. (A. A. De Waal., 2007; Guo, J., Qiu, Y., and Gan, Y. 2022) The change of organizational structure in the new working format, being an innovative organization, requires the ability of personnel to work efficiently in leading organizational, strategic planning, human resource management, process focus, knowledge management, and performance outcome in a high-performance organization. (Anggreyani, N. M. and Satrya, I. G. H., 2020) Hence, the mechanism of impact on sustainability of modern corporate management and leading organizational practices, strategic planning, human resource management, process focus, knowledge management, and performance outcome (Guo, J., Qiu, Y., and Gan, Y. 2022; Anggreyani, N. M. and Satrya, I. G. H., 2020; A. A. De Waal., 2007) in high-performance educational organizations that can lead to the implementation of the development of education management to achieve sustainable success in the long term to achieve the goals successfully. In this regard, from literature reviews to the 3 main research questions were followed:

1. What is the empowering leadership of change management for sustainability in high-performance educational organizations?
2. How to the causal relationship of empowering leadership of change management have of impact on sustainability in high-performance educational organizations?
3. What are the mechanisms of impact on sustainability in high-performance educational organizations?

**3. MATERIALS AND METHODS**

The research design for a mixed-methods study in a qualitative approach came from the documentary to combine participatory action learning and in-depth interviews with multi-contextual and cultural perspectives. A quantitative approach to a survey by questionnaire to complete the research and provide explanations and conclusions based on the study's findings on empowering leadership of change management for sustainability in high-performance educational organizations.

The participants in the landscape study areas of Rajabhat Universities in the northeastern regions, namely Rajabhat Maha Sarakham, Kalasin Rajabhat, and Roi Et Rajabhat of the 3 Universities, Thailand. Key informants used in the interviews were administrative personnel, teaching personnel, among 10 people from each university, totaling 30 people, who were all selected by purposive sampling. The sample used in the opinion survey was administrative personnel, teaching personnel, and support personnel, totaling 380 people, who were all selected by multi-stage random sampling, which is the determination of the sample size to obtain good representativeness, by considering the appropriate size for analyzing the causal relationship, which is the sample size of not less than 100, and the ratio between the sample unit and the variable should be 20: 1 in data.

The instruments have 3 types as 1) structured interview addressed the empowering leadership of change management, which consisted of 6 interview topics, all concerned with containing questions like - What is the empowering leadership of change management on a vision for creating an organizational future, structures and work processes to support the organizational vision, open communication among the organization's personnel, continuous learning and teamwork effectively, sharing power and participation in operations, and creating an organizational culture for sustainability for sustainability in high-performance educational organizations?, to item of objective congruence of 0.80-1.00, 2) the semi- structured questionnaire addressed the causal relationship of empowering leadership of change management for sustainability in high-performance educational organizations on5- rating scalesto divided into 3 parts such as (1) basic information of the respondent, (2) the questions topics on a vision for creating an organizational future, structures and work processes to support the organizational vision, open communication among the organization's personnel, continuous learning and teamwork effectively, sharing power and participation in operations, and creating an organizational culture for sustainability, and (3) the suggestion, with a confidence value of 0.86, and 3) structured interview addressed the the mechanism of impact on sustainability, which consisted of 6 interview topics, all concerned with containing questions like - What is the mechanism of impact on sustainability of modern corporate management and leading organizational practices, strategic planning, human resource management, process focus, knowledge management, and performance outcome in high-performance educational organizations?, to the item of objective congruence of 0.80-1.00, wherein the data.

Data collection aims to the first step to a synthesizing documentary to obtain basic information on the conceptual framework on issues and components related to empowering leadership of change management comprehensively, participatory action learning, and in-depth interviews by a multi-contextual and cultural perspective, with the interview among 30 key informants of administrative personnel, teaching personnel to collect data from notes, and tape recordings to analyze the empowering leadership of change management for sustainability in high-performance educational organizations in factors to indicators, which is a qualitative research. The second step is to conduct a questionnaire survey among 380 samples of administrative personnel, teaching personnel, and support personnel, collecting data to cover the sample size, and analyzing the causal relationship of empowering leadership of change management for sustainability in high-performance educational organizations, which is a qualitative research process. The third step to participatory action learning, and in-depth interviews by a multi-contextual and cultural perspective, with the interview among 30 key informants of administrative personnel, teaching personnel, to collect data from notes, and tape recordings to analyze the mechanisms of impact on sustainability in high-performance educational organizations in factors to indicators, which is a qualitative research.

Regarding the inquiry methods in data analysis on qualitative data by using the 6-stage, e.g., 1) data collection from conversation notes, audio recordings, is a collection of complete and detailed data that helps the analysis process to be more accurate and comprehensive, 2) transcription, after collecting data in the first step, the data will be transcribed into text that helps to facilitate the analysis work, which is convenient to identify various issues, 3) identifying themes from the data obtained in step 2, which is the search for important issues that will help to see the overall picture of the ideas and directions that the data is pointing to in collecting data effectively, 4) categorizing data according to the issues found, will help to see the connections between various issues, and make the in-depth analysis clearer, 5) data interpretation is the analysis process that clearly links the data obtained from the study that is complete and complete, and 6) conclusion is the summary of the important points obtained from the analysis that is clear and focuses on the most important issues for it to be practically used in the future. Quantitative data by using descriptive statistics, including percentage, mean, and standard deviation, also, the causal relationship analysis by linear structural relationship: LISREL model, can summarize the statistical values ​​used to check the goodness of fit of the model with empirical data.

**Table 1.**

Statistics and criteria are used to consider the consistency and harmony of the model.

|  |  |
| --- | --- |
| **Statistics used for verification.** | **Criteria used for consideration.** |
| Chi-Square: X2  GFI.  AGFI.  SRMR.  RMSEA. | Not statistically significant.  More than 0.90  More than 0.90  Less than 0.50  Less than 0.50 |

**4. THE FINDINGS**

**4.1 Empowering leadership of change management for sustainability in high-performance educational organizations.**

The empowering leadership of change management for sustainability in high-performance educational organizations is summarized in the interviews with participants as follows:

*“.. Empowering leadership inthe management of educational organizations by leaders with leadership skills, work skills to be able to bring in new management processes to manage with quality and efficiency will result in work performance as planned from setting a clear and practicable vision, creating participation and brainstorming of opinions of personnel in all departments, communicating and transferring knowledge to personnel, decentralizing and distributing work to create tangible results, including developing the competencies of personnel that can be applied in work and learning management to students to the fullest potential of each person to create maximum efficiency for achieving educational goals successfully..”*

*“.. Empowering leadership that demonstrates and sets clear values, beliefs and trust, both personal and collective, building unity around shared values ​​and making them visible in everyday life, leading by example in everyday life, e.g., working hard and getting along with subordinates, achieving success gradually and building continuous commitment to the mission, reducing unnecessary steps to focus on the essential steps, working in a streamlined manner..”*

*“.. Empowering leadership must create a vision of the future that communicates standards of excellence, imagine a unique ideal, use intuition and knowledge from past experiences to solve immediate problems, and plan for the future, enlist the cooperation of others by creating something meaningful and a genuine desire of people and stakeholders, and attract them to the collective goal by communicating and making the vision a reality..”*

*“.. Empowering leadership must look for opportunities to bring about change in educational organizations from the status quo to a better one, which is based on key factors such as stimulating intrinsic motivation, balancing actions, using perspectives, eg., external information, experimenting and taking risks, learning from mistakes and successes, managing stress positively, fostering cooperation and mutual trust by developing common goals, finding common solutions, and building trustworthy relationships, mutual trust, empowering personnel, sharing power and information, and enabling personnel to have self-leadership, choice and development of competencies, abilities and tangible support are offered...”*

*“..Having a structured system of processes and practices that are consistent in supporting the organization's vision, direction, strategy, and goals, being responsive to change, and creating organizational opportunities, decentralizing authority and decision-making, and fostering participation, cooperation, and teamwork among the organization's personnel..”*

*“..Vision setting, which includes the organization's purpose, future vision and values, that gives people clarity on goals, creates a culture, values ​​and practices of the organization's people that are consistent and linked to the organization's vision, assure employees that they will be rewarded for achieving their goals, leaders must act to build morale by making their work worthwhile, linking rewards to performance, building trust by setting high expectations for themselves and their employees, and communicating openly throughout the organization, talking to employees, and sharing and transmitting information among employees, which leads to decisions to achieve organizational goals and create value for the organization..”*

*(The interviews: Participants)*

From the interviews with participants, can be summarized on empowering leadership of change management for sustainability in high-performance educational organizations of the 6 factors includes 1) a vision for creating an organizational future, 2) structures and work processes to support the organizational vision, 3) open communication among the organization's personnel, 4) continuous learning and teamwork effectively, 5) sharing power and participation in operations, 6) creating an organizational culture for sustainability into the 27 indicators are shown as Table 2.

**Table 2.**

The factors and indicators of empowering leadership of change management for sustainability in high-performance educational organizations.

|  |  |
| --- | --- |
| **The Factors**. | **The Indicators.** |
| **A vision for creating an organizational future** **(VCOF).** | • Vision consistent with the organization’s core values, challenging and emphasizing self- learning and team development, having clear long-term goals.  • Promoting educational organization culture, building, and innovation, and setting a clear, understandable vision and communicating it to all personnel in the organization to understand the future goals.  • Using communication skills to communicate the vision and inspire the team, and being flexible enough to adapt to changing situations.  • Motivating the team to cooperate in various actions and activities, inspiring personnel, and the team to work towards achieving goals. |
| **Structures and work processes to support the organizational vision (SPOV).** | • Strategy and policy making in defining the clear direction of operations, recognizing the organization's strategies and policies that lead to the achievement of the organization's goals.  • Performance management from planning and processes to ensure that both short-term and long-term goals are achieved, and the results of operations are shared openly with personnel and stakeholders of the organization.  • Human capital management that is flexible and open to innovation, responding to personnel needs.  • Having partners and networks that emphasize participation and cooperation between each other to support the organization's quality operations, and information management into information to effective management. |
| **Open communication among the organization's personnel (OPOP).** | • Open communication throughout the organization, a conversation between personnel that shares and transfers information between personnel, which leads to decisions to achieve organizational goals, and creates value for the organization.  • Building trust that makes personnel feel that their opinions are respected and valued, reducing conflicts and misinterpretations that allow personnel to clearly understand each other's expectations.  • Creating an environment where personnel can give and receive feedback openly and usefully, encouraging and supporting personnel to dare to express their opinions honestly and not be afraid of being criticized.  • Using communication channels that are appropriate for the situation and target group, providing relevant and timely information to personnel through channels that personnel trust.  • Improving work efficiency that can exchange information and learn from each other quickly and effectively to promote teamwork, cooperation, and personnel participation. |
| **Continuous learning and teamwork effectively (CLTE).** | • Commitment to developing organizational capabilities through learning systems, building intellectual capital, and transferring knowledge, creating a learning organization that high-performance organizations must promote, including both individual and organizational learning.  • Continuous learning and teamwork spirit from developing new skills and capabilities, including building good relationships with team members, being open to learning, and seeking new knowledge.  • Stimulating creativity and applying it to work. Clear and open communication helps teams understand each other and work together effectively.  • Creating cooperation for team members, ready to help and support each other in work, where everyone in the team is committed and enthusiastic to achieve common goals. |
| **Sharing power and participation in operations (SPPO).** | • Decentralizing operations to achieve results and be tangible through the integration of cooperation among personnel.  • Decentralizing power and decision-making, participation, cooperation, and teamwork of personnel in the organization.  • Creating potential and space within the organization to focus on and integrate sustainability.  • The roles and responsibilities of personnel include everyone, and create opportunities for everyone to participate in achieving objectives that will drive positive results.  • Giving personnel the right to have a voice and share responsibility in the performance and activities that help increase a sense of ownership and increase work potential. |
| **Creating an organizational culture for sustainability (COCS).** | • Emphasizing communication, participation, and support from all levels within the organization, which focuses on developing both the potential of personnel to be able to adapt to the ever-changing environment.  • Integrating sustainability into the organization's strategies and work processes that communicate the importance of sustainability to personnel and the role of each individual in driving the organization's sustainability.  • Encouraging personnel and stakeholders to participate in planning and implementing results-oriented organizational actions, including supporting sustainability operations.  • Creating the organization's strategy by focusing on adaptability so that the organization can face future challenges and opportunities, encouraging personnel to have opportunities to learn and develop skills related to sustainability.  • Creating partnerships with internal and external stakeholders, disclosing information and performance results transparently, and rewarding personnel and teams with outstanding sustainability performance. |

**4.2 Causal relationship of empowering leadership of change management for sustainability in high-performance educational organizations.**

The causal relationship of empowering leadership of change management for sustainability in high-performance educational organizations on the 6 variables of a vision for creating an organizational future (VCOF), structures and work processes to support the organizational vision (SPOV), open communication among the organization's personnel (OPOP), continuous learning and teamwork effectively (CLTE), sharing power and participation in operations (SPPO), and creating an organizational culture for sustainability (COCS) at the level of high levels (Mean of4.20, Std. of 0.72). The factors with the highest mean values ​​were a vision for creating an organizational future and creating an organizational culture for sustainability (Mean of 4.23, Std. of 0.69), followed by open communication among the organization's personnel (Mean of 4.22, Std. of 0.71), structures and work processes to support the organizational vision and continuous learning and teamwork effectively (Mean of 4.19, Std. of 0.73), and the factors with the lowest mean values ​​were sharing power and participation in operations (Mean of 4.16, Std. of 0.75), respectively. The analysis of Skewness found that the data had negative values ​​between -0.385 and -0.478, indicating that the respondents had higher than average opinions on each variable studied. Kurtosis had values ​​between -0.251 and -0.269 (kurtosis less than 3), indicating that the data were distributed with little curvature and a lot of data dispersion, as shown in Table 3.

**Table 3.**

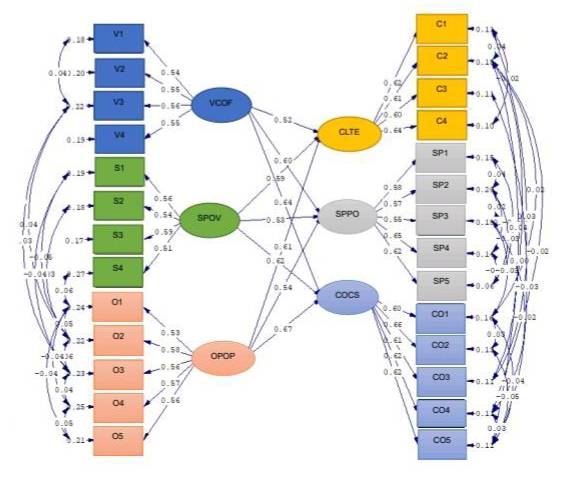
Mean and standard deviation, skewness, kurtosis, and variances in 6 variables.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables.** | **Mean.** | **Std.** | **Skewness.** | **Kurtosis.** | **Variances.** |
| 1. A vision for creating an organizational future (VCOF).  2. Structures and work processes to support the organizational vision (SPOV).  3. Open communication among the organization's personnel (OPOP).  4. Continuous learning and teamwork effectively (CLTE).  5. Sharing power and participation in operations (SPPO).  6. Creating an organizational culture for sustainability (COCS). | 4.23  4.19  4.22  4.19  4.16  4.23 | 0.69  0.73  0.71  0.73  0.75  0.69 | -0.385  -0.443  -0.446  -0.443  -0.478  -0.385 | -0.251  -0.263  -0.259  -0.263  -0.269  -0.251 | 0.263  0.323  0.265  0.323  0.325  0.263 |
| **Totals** | **4.20** | **0.72** |  | | |

And the consistency of the model in the causal relationship of empowering leadership of change management for sustainability in high-performance educational organizations on the 6 variables found that the consistency with the empirical data, considering the fit index value that passed the acceptance criteria, including Chi- square/df of 1.79, is less than 2.00, GFI of 0.91, RMR of 0.034, which is less than 0.90, and RMSEA of 0.049, is less than 0.05. By continuous learning and teamwork effectively, to a positive direct influence from a vision for creating an organizational future of 0.52, sharing power and participation in operations has a positive direct influence from a vision for creating an organizational future of 0.60, and sharing power and participation in operations has a positive direct influence from structures and work processes to support the organizational vision of 0.62, including continuous learning and teamwork effectively was positively influenced directly by open communication among the organization's personnel of 0.61, and creating an organizational culture for sustainability was positively influenced directly by a vision for creating an organizational future of 0.64, sharing power and participation in operations was positively influenced directly by open communication among the organization's personnel of 0.54, respectively, which obtained the total influence that was consistent with the empirical data with statistical significance at the 0.05 level, as shown in Figure 1, and Table 4.

**Figure 1.**

The model in the causal relationship of empowering leadership of change for sustainability in high-performance educational organizations.



Chi-square/df of 1.79, GFI of 0.91, RMR of 0.034, RMSEA of 0.049.

**Table 4.**

Causal influence value of empowering leadership of change management for sustainability in high-performance educational organizations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Internal variables** | **Influences.** | **External variables.** | | |
| Continuous learning and teamwork effectively (CLTE). | Sharing power and participation in operations (SPPO). | Creating an organizational culture for sustainability (COCS). |
| A vision for creating an organizational future (VCOF). | DE  IE  TE | 0.52\*\*  -  0.52\*\* | 0.60\*\*  -  0.60\*\* | 0.64\*\*  -  0.64\*\* |
| Structures and work processes to support the organizational vision (SPOV). | DE  IE  TE | 0.59\*\*  -  0.59\*\* | 0.62\*\*  -  0.62\*\* | 0.62\*\*  -  0.62\*\* |
| Open communication among the organization's personnel (OPOP). | DE  IE  TE | 0.61\*\*  -  0.61\*\* | 0.54\*\*  -  0.54\*\* | 0.67\*\*  -  0.67\*\* |

*\*\*Statistical significance at the 0.05 level.*

**4.3 Mechanisms of impact on sustainability in high-performance educational organizations.**

The mechanisms of impact on sustainability in high-performance educational organizations of the 6 factors include 1) modern corporate management and leading organizational practices, 2) strategic planning, 3) human resource management, 4) process focus, 5) knowledge management, and 6) performance outcome to the indicators as shown in Table 5.

**Table 5.**

The factors and indicators of mechanisms of impact on sustainability in high-performance educational organizations.

|  |  |
| --- | --- |
| **The Factors**. | **The Indicators.** |
| **Modern corporate management and leading organizational practices.** | • The process of operating through the organization's people and resources, by using various technologies, modern methods in the operation, the organization's structure is flexible and can be adjusted to the planned mission, by using sufficient and accurate information, proactive personnel, and systematic teamwork, setting vision, short-term and long-term goals, values ​​and expectations of the organization's performance, emphasizing methods and clear communication, creating an atmosphere that encourages ethical behavior, and good performance, continuous supervision and monitoring of performance, social responsibility, supporting the community to achieve maximum efficiency and effectiveness in work. |
| **Strategic planning.** | • Determining the vision, mission, and setting clear goals, decision-making process to achieve the objectives of the operation, analyzing the environment and considering the strengths, weaknesses, opportunities, and obstacles both inside and outside the organization to determine and create a strategic plan, considering the appropriateness and being able to implement the plan in practice according to the specified plan, taking into account the organizational structure and culture, controlling the strategic plan to have the correct operation to lead to success and create a systematic connection. |
| **Human resource management.** | • Actions related to the organization's personnel to enable them to work successfully according to the organization's objectives, as well as maintain and develop personnel to have a quality of life in their work, support personnel in being interested in and following new knowledge, both academic knowledge and new technological knowledge that can apply the knowledge gained to their work, support personnel to learn new things all the time to have knowledge and ability to manage, solve problems and cope with changing situations effectively. |
| **Process focus.** | • Management to make the operations of all parties systematic, resulting in efficiency in operations, the process of joint planning and designing work processes to lead to systematic operations, defining work processes and important requirements for joint operations, exchanging knowledge in operations among personnel, supporting work resources among personnel to create efficiency in operations, jointly creating appropriate innovations to be used in the work process, evaluating and improving work processes to continuously develop educational management. |
| **Knowledge management.** | • The process of operating and selecting information appropriately for use in operations, checking the accuracy of information with an information collection system, and managing knowledge to use as a database and facilitate its use in operations, analyzing the results of data obtained from the work process to use the results to improve operations, summarizing and reporting the results of operations systematically, and disseminating the results of operations to stakeholders both inside and outside the organization comprehensively and continuously. |
| **Performance outcomes.** | • Management of the evaluation of the organization's performance, and achieving the set objectives in education management, educational curriculum, organizational processes, student focus, people focus, budget, organizational leadership, and governance that meet the objectives to achieve the goals of success. |

**5. DISCUSSION**

The empowering leadership of change management for sustainability in high-performance educational organizations of a vision for creating an organizational future on vision consistent with the organization’s core values, challenging and emphasizing self- learning and team development, and having clear long-term goals, structures and work processes to support the organizational vision in strategy and policy making in defining the clear direction of operations, recognizing the organization's strategies and policies that lead to the achievement of the organization's goals, open communication among the organization's personnel to open communication throughout the organization, a conversation between personnel that shares and transfers information between personnel, which leads to decisions to achieve organizational goals, and creates value for the organization, continuous learning and teamwork effectively for commitment to developing organizational capabilities through learning systems, building intellectual capital, and transferring knowledge, creating a learning organization that high-performance organizations must promote, including both individual and organizational learning, sharing power and participation in operations on decentralizing operations to achieve results and be tangible through the integration of cooperation among personnel, and creating an organizational culture for sustainability in emphasizing communication, participation, and support from all levels within the organization, which focuses on developing both the potential of personnel to be able to adapt to the ever-changing environment. And the causal relationship of empowering leadership of change management has of impact on sustainability in high-performance educational organizations, on the variables to consistent with the empirical data, with statistically significant results at the 0.05 level. However, the empowering leadership plays a crucial role in managing organizational change by fostering an environment conducive to adaptation and growth. (Guzmana, E. V., 2020) A good positive attitude and mindset of a leader will help to enhance achievement motivation and promote a good working atmosphere in the context of organizational leadership. (P. Jedaman, M. Pitchaya-Auckarakhun, 2025) This leadership style enhances employee engagement, mitigates discomfort associated with change, and builds a resilient organizational culture. These empowering leadership styles illustrate the diverse ways power can manifest within organizations, each with its merits and limitations. (Nuntee, S., & Prommuangkun, S., 2024) The choice of style may depend on various factors, including the organization's goals, the nature of the task, and the team's dynamics. Strategic management plays an important role for organizational leaders to be able to effectively direct the organization's operations. (Musaigwa, M.,2023; Anamai, P., Jedaman, P., and Srichaiwong, P., 2024) Thus, the promoting educational organization culture, building, and innovation, and setting a clear, understandable vision and communicating it to all personnel in the organization to understand the future goals, using communication skills to communicate the vision and inspire the team, and being flexible enough to adapt to changing situations and motivating the team to cooperate in various actions and activities, inspiring personnel, and the team to work towards achieving goals. (Pramjeeth, S., & Mutambara, E., 2022) Empowering leadership in change management involves library leaders adopting a participatory management approach, enabling staff to take ownership of the change process, fostering engagement, and ensuring open communication, which collectively enhances the success and sustainability of organizational changes. (Schmidt, B., Sirén, C., Grichnik, D., & Wincent, J., 2023) Continuous learning and teamwork spirit from developing new skills and capabilities, including building good relationships with team members, being open to learning, seeking new knowledge, and integrating sustainability into the organization's strategies and work processes, which communicates the importance of sustainability to personnel and the role of each individual in driving the organization's sustainability. (Harianto, E., Teofilus, T., Wahyudono, D. B. K., Menny, A. H., & Azizurrohman, M., 2023) Empowering leadership in change management involves fostering adaptability, enabling team members, and cultivating a culture ready for change. Leaders must strategically communicate, manage resources effectively, and address resistance to ensure successful transitions.  The key lies in empowering leadership to discern which style best aligns with their organizational goals, team dynamics, of sustainability in high-performance educational organizations as a whole.

The mechanisms of impact on sustainability in high-performance educational organizations include modern corporate management and leading organizational practices of the process of operating through the organization's people and resources, by using various technologies, modern methods in the operation, strategic planning for determining the vision, mission, and setting clear goals, decision-making process to achieve the objectives of the operation, human resource management to actions related to the organization's personnel to enable them to work successfully according to the organization's objectives, as well as maintain and develop personnel to have a quality of life in their work, support personnel in being interested in and following new knowledge, process focus into management to make the operations of all parties systematic, and resulting in efficiency in operations, knowledge management on the process of operating and selecting information appropriately for use in operations and managing knowledge to use as a database and facilitate its use in operations, and performance outcome toward management of the evaluation of the organization's performance, and achieving the set objectives in education management. To be a high-performance educational organization, educational personnel must have knowledge, have a model of thought, have a shared vision, and learn as a team to be effective and achieve goals on the organization's structure is flexible and can be adjusted to the planned mission, by using sufficient and accurate information, proactive personnel, and systematic teamwork, setting vision, short-term and long-term goals, values ​​and expectations of the organization's performance, emphasizing methods and clear communication, creating an atmosphere that encourages ethical behavior, and good performance, continuous supervision and monitoring of performance, social responsibility, supporting the community to achieve maximum efficiency and effectiveness in work. (Guo, J., Qiu, Y., and Gan, Y., 2022) Also, the academic knowledge and new technological knowledge that can apply the knowledge gained to their work, support personnel to learn new things all the time to have knowledge and the ability to manage, solve problems, and cope with changing situations effectively. (Guzeller, C. O. and Celiker, N., 2020) The process of joint planning and designing work processes to lead to systematic operations, defining work processes and important requirements for joint operations, exchanging knowledge in operations among personnel, supporting work resources among personnel to create efficiency in operations, and jointly creating appropriate innovations to be used in the work process. (Mwesigwa, R., Tusiime, I., and Ssekiziyivu, B., 2020; Mertens, W. and Recker, J., 2020) Evaluating and improving work processes to continuously develop educational management. Mechanisms of impact on sustainability in high-performance educational organizations will be very important for the growth and sustainability of educational organizations, where management that focuses on developing human resources, creating a good organizational culture, and having a clear strategy will lead to efficiency.

**6. CONCLUSION**

Organizational leadership is pivotal to defining an organization's culture, driving team morale, and achieving success. The empowering leadership of change management includes a vision for creating an organizational future on vision consistent with the organization’s core values, structures and work processes to support the organizational vision in strategy and policy making in defining the clear direction of operations, open communication among the organization's personnel to open communication throughout the organization, continuous learning and teamwork effectively for commitment to developing organizational capabilities through learning systems, sharing power and participation in operations on decentralizing operations to achieve results and be tangible through the integration of cooperation among personnel, and creating an organizational culture for sustainability in emphasizing communication, participation, and support from all levels within the organization for sustainability in high-performance educational organizations to a positive direct influence with the empirical data at a statistical significance level of 0.05. The mechanisms of impact on sustainability in high-performance educational organizations include modern corporate management and leading organizational practices, strategic planning, human resource management, process focus, knowledge management, and performance outcome, which is an important foundation and guideline that will enable educational organizations to achieve sustainable success.

**7. IMPLEMENTATION**

The empowering leadership of the organization needs to build trust, create an atmosphere, and inspire all personnel to realize the development of the organization's capabilities by drawing out the potential of each person and being an important mechanism of the organization to respond to change. In addition, organization leadership will be responsible for creating a desired culture, e.g., a culture of quality, a culture of learning, by setting a clear vision and using a participatory approach, defining shared values ​​that drive towards high-performance educational organizations.

Competing interests

The empowering leadership of change management for sustainability in high-performance educational organizations to organizational development that emphasizes action through members of the organization, from leaders to personnel at all levels, all of whom play a role in driving towards high-performance educational organizations.

**REFERENCES**

A. De Waal. (2007) The Characteristics of High-Performance Organizations. *Business Strategy Series*, 8 (3), 179-185.

Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., and Ashraf, H. A. (2022). The Social Exchange Theory: Systematic Review and Future Directions. *Front Psychol*, 13. <https://doi.org/10.3389/fpsyg.2022.1015921>.

Alexander, S., & Wakimoto, D. K. (2020). Leading Others to Lead: The Importance of Staff Empowerment in Times of Change.*Library and Leadership Management*, 34(2). <https://doi.org/10.5860/LLM.V34I2.7404>.

Anamai, P., Jedaman, P., and Srichaiwong, P. (2024). Role of Strategic Management towards Sustainable Educational Organizations. An Overview of Literature, Language and Education Research, Vol. 1, 154- 169. <https://doi.org/10.9734/bpi/aoller/v1/623>. https://eric.ed.gov/?q=Organization&ff1=dtySince\_2006&id=ED652227.

Anggreyani, N. M. and Satrya, I. G. H. (2020). Effect of Job Satisfaction, Employee Empowerment, and Job Stress towards Organizational Commitment. *American Journal of Humanities and Social Sciences Research*, 4(6), 108-113.

Chiang, C. F. and Chen, J. (2020). How Empowering Leadership and a Cooperative Climate Influence Employees' Voice Behavior and Knowledge Sharing in the Hotel Industry. *Journal of Quality Assurance in Hospitality and Tourism*, 22(4), 476.

<https://doi.org/10.1080/1528008X.2020.1802391>.

Christopher, P. (2018). Clarifying Convergence: Striking Similarities and Durable in Public Management Reform. *Public Management Review*, 3(4), 268- 280.

Critical examination of the new public sector management of HRM. (2023). *World Journal of Advanced Research and Reviews,* 18(2), 109-115.

<https://doi.org/10.30574/wjarr.2023.18.2.0776>.

Dararuang, K. (2021). Learning organization model and knowledge management towards becoming a learning organization. *Academic Journal of the Association of Private Higher Education Institutions of Thailand*, 21(2),133-145.

Davies, M. & Buisine, S. (2018). Innovation Culture in Organizations. *Science, Technology and Innovation Culture*, 3, 6-11.

<https://doi.org/10.1002/9781119549666.ch6>.

Guo, J., Qiu, Y., Gan, Y. (2022). Workplace Incivility and Work Engagement: Chain Mediating Effects of Perceived Insider Status, Affective Organizational Commitment, Organizational Identification. *Current Psychology*, 41(4),1809-1820.

https://doi.org/10.1007/s12144-020-00699-z.

Guzeller, C. O. and Celiker, N. (2020). Examining the Relationship between Organizational Commitment and Turnover Intention via a Meta-Analysis. *International Journal of Culture, Tourism, and Hospitality Research*, 14(1), 102-120.

https://doi.org/10.1108/IJCTHR-05-2019-0094.

Guzmana, E. V. (2020). Characteristics and Skills of Leadership in the Context of Industry 4.0. *Procedia Manufacturing*, 43(1), 543–550.

https://doi: 10.1016/j.promfg.2020.02.167. 12.

Harianto, E., Teofilus, T., Wahyudono, D. B. K., Menny, A. H., & Azizurrohman, M. (2023). The phenomenon of discomfort toward organizational change is moderated by empowering leadership. *Journal Aplikasi Manajemen*. <https://doi.org/10.21776/ub.jam.2023.021.04.01>.

Jedaman, P., Kenaphoom, S., Jongmuanwai, B., & Niyomves, B. (2021). Analyzed and causal factors of the 21st-century leadership 4.0 of science education for sustainability. *Journal of Physics: Conference Series*, 1835(1), 012097. <https://doi:10.1088/1742-6596/1835/1/012097>.

Jedaman P, Singma S, Srichaiwong P, Kenaphoom S. (2023). Paradigm shift of change management in the 21st century to a sustainable educational organization. Progress in Language, Literature and Education Research. Vol. 2. https://doi.org/10.9734/bpi/pller/v2/6974B. <https://files.eric.ed.gov/fulltext/ED638273>.

Jung, K. B., Kang, S. W., and Choi, S. B. 2020. Empowering Leadership, Risk-Taking Behavior, and Employees' Commitment to Organizational Change: The Mediated Moderating Role of Task Complexity. *Sustainability*, 12(6). <https://doi.org/10.3390/su12062340>.

Ke, W., & Yu, S. C. (2023). Abusive Supervision and Employee Creativity: The Mediating Effect of Role Identification and Organizational Support. *International Journal of Multidisciplinary in Management and Tourism*, 7(1), 39–52. <https://doi.org/10.14456/ijmmt.2023.4>.

Kim, M. and Beehr, T. A. (2020). Empowering Leadership: Leading People to be Present through Affective Organizational Commitment? *International Journal of Human Resource Management*, 31(16), 2017-2044. <https://doi.org/10.1080/09585192.2018.1424017>.

Mertens, W. and Recker, J. (2020). How Store Managers Can Empower Their Teams to Engage in Constructive Deviance: Theory Development through a Multiple Case Study. Journal of Retailing and Consumer Services, 52. <https://doi.org/10.1016/j.jretconser.2019.101937>.

Musaigwa, M. (2023). The Role of Leadership in Managing Change. *International Review of Management and Marketing*. <https://doi.org/10.32479/irmm.13526>.

Mwesigwa, R., Tusiime, I., and Ssekiziyivu, B. (2020). Leadership Styles, Job Satisfaction, and Organizational Commitment among Academic Staff in Public Universities. Journal of Management Development, 39(2), 253-268. <https://doi.org/10.1108/JMD-02-2018-0055>.

Nuntee, S., & Prommuangkun, S. (2024). Scenarios of Educational Administration of Secondary Schools in Thailand During the Next Decade (A.D. 2022-2031). *International Education Studies*, 17(1), 77–84. <https://doi:10.5539/ies.v17n1p77>.

Office of the Permanent Secretary, Ministry of Higher Education. (2023). Higher Education Plan to Produce and Develop Human Resources in Thailand. Revised Edition, 2023-2027 AC. Bangkok: The Office.

P. Jedaman, M. Pitchaya-Auckarakhun. (2025). Sustainability Education Management Scenarios Under Changes in the BANI Era. Sustainable Development, Humanities, and Social Sciences for Society 5.0, 195-209. <https://doi.org/10.4018/979-8-3693-7989-9.ch011>. https://files.eric.ed.gov/fulltext/ED663779.

Pramjeeth, S., & Mutambara, E. (2022). A conceptual leadership framework and process for leading in a volatile environment. *Academy of Strategic Management Journal*, 21(1), 1–15.

Reinventing Leadership. (2024). People-Centered Strategies for Empowering Organizational Change. <https://doi.org/10.70175/hclpress.2024.4>.

Schmidt, B., Sirén, C., Grichnik, D., & Wincent, J. (2023). Empowering Leadership and Work Identity. Proceedings- Academy of Management. <https://doi.org/10.5465/amproc.2023.17145>.

Yamsuda, T. (2018). Knowledge Management: A Tool for Learning Organizations and High-Performance Organizations. *Naval Medical Journal*, 45(1), 170-181.