

pISSN: 1906 - 6406 The Scholar: Human Sciences
 eISSN: 2586 - 9388 The Scholar: Human Sciences
<http://www.assumptionjournal.au.edu/index.php/Scholar>

The Analysis of Structural Equation Modeling of Organizational Strategy in Disruption Period, Catholic Identity and Organizational Performance of Catholic Private Schools

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Received: June 12, 2023. Revised: September 20, 2023. Accepted: August 21, 2023.

Abstract

Purpose: This research explored the organizational strategy in the disruption period, Catholic identity, and organizational performance of Catholic private schools. Exploratory factor analysis, confirmatory factor analysis, and structural equation modeling were performed to determine the causal effect between the model. **Research design, data and methodology:** Mixed methods were used by distributing questionnaire to 186 samples and with 372 respondents by using the stratified random sampling technique. The data was collected using a 5-rating scale questionnaire from 155 Catholic private schools in Thailand with 305 respondents and was valid and reliable ($=0.989$). **Result:** The organizational strategy in the disruption period found seven components: (1) learning and teaching; (2) practical plan of strategies; (3) leadership and school culture; (4) assessment; (5) school partners; (6) curriculum; and (7) professional teacher. At the same time, Catholic Identity has two components: (1) the characteristics of Catholic schools; and (2) the nature of Catholic schools. Furthermore, organizational performance found five components: (1) school culture and climate of learning; (2) personal leadership; (3) talent management; (4) planning and operation of schools; and (5) measurement and quality assessment of learning management. **Conclusion:** The organizational strategy in the disruption period had the most significant total influence on organizational performance, rather than indirect influence through Catholic identity. While Catholic identity had a total and direct influence on organizational performance. Furthermore, organizational strategy in the disruption period had a total and direct influence on the Catholic identity.

Keywords: Organizational Strategy, Disruption Period, Catholic Identity, Organizational Performance, Catholic Private Schools

JEL Classification Code: E44, F31, F37, G15

1. Introduction

The 21st century seems to be a period of transformation in education due to the global change that can affect human resource development in an organization. Mandela (2019) believed that education could transform people and that

education is a powerful weapon to strengthen people in the development of the world today. Education transformation could involve many people, educators, school administrators, teachers, students, parents, and their communities to support and enforce the schools' move. Strong organizational policies, comprehensive strategic practices administration,

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and good leaders can lead to the organization's success (Robinson & Aronica, 2015; Shaked & Schechter, 2017). Referring to traditional education seems not to keep up with the need of the present learners globally for global changes, and education reform is necessary to adapt forward; the integration of school strategies and administration, curriculum, and assessments as such can help to support personal progress and achievement of the schools (Fullan et al., 2020; Robinson & Aronica, 2015; Reimers et al., 2020; Walcutt & Schatz, 2019).

Concerning Catholic education services, the specific characteristics, identity, nature, and formation processes are focused on and differ from other schools in general. Catholic schools could preserve and move forward without losing their souls in service of their global education. Catholic schools have several missions to achieve, including successful output and excellent performance with maintaining the Catholic identity (Chanupakara, 2013; Fuller & Johnson, 2014; Hagan & Houchens, 2016; Madrigal & Oracion, 2018; Hambulo, et al., 2018; Moret & O'Dwyer, 2020; Sultmann & Brown, 2014). The focus of educational frameworks is needed to improve and maintain the school performance, the learning and teaching, the school culture and climate, the talent management, the operations and planning categories, and personal leadership. (Gibson et al., 2012; Desravines et al., 2015; Deal & Peterson, 2016; Leithwood et al., 2017; Olivier, 2017; Yukl, 2013).

The need for transformation in Catholic schools needs to be the most focus during the world disruption. The schools would find strategies to create good education for the community, setting plans, putting the Catholic identity, and focusing on the school output. In this research study, exploring the relationship among the organizational strategy, identity, and performance would analyze the model implication for Catholic private schools.

2. Literature Review

2.1 Organizational Strategy

Organizational strategy in disruption refers to a set of plans and methods for achieving particular goals or the achievement of Catholic private schools in the future, especially over volatile, uncertain, complex, and ambiguous situations (Brodie, 2019; Johnson, 2019; Promethean, 2019; Richardson et al., 2017; Steensen, 2014). The reinvention of today's strategic planning processes emphasizes four components; strategy, organizational development, innovation and analytics, and performance excellence (Norris et al., 2013; Parker, 2020). The school's strategic planning in the disruption period needs a new and creative

way of thinking with qualified capabilities to make the school successful. To make it practical, Norris et al. (2013) presented 'resilience as a conscious long-term strategy' while Robinson and Aronica (2015) and Chanupakara (2013) offered 'alternative education' programs to help students to find passion and create several notable changes in their lives. Making education personal has implications for the curriculum, teaching, and assessment. It involves the four primary purposes of education that should be fulfilled in the culture of schools; *economic, cultural, social, and personal* purposes (Robinson & Aronica, 2015). For the curriculum that is appropriate to the disruption period, Robinson and Aronica (2015) introduced the 'competencies-based curriculum,' which is composed of diversity, depth, and dynamism characteristics. While Jensen (2019) agreed with the transformation in teaching and learning through new teaching modalities and changes in teaching pedagogies, competencies, and assessments. Related to the best practice model for today's world education, Finnish schools are good examples of models for setting a broad and balanced curriculum, giving high priority to practical and vocational programs, developing creativity in schools, investing heavily in the training and development of teachers, and encourage close links with their communities and parents. (Robinson & Aronica, 2015). Education administration in a disruption period is challenging and requires the skills, competencies, teaching pedagogies, and assessment that supports the students' success and the school's sustainability in the future (Jensen, 2019; Walcutt & Schatz, 2019)

2.2 Catholic Identity

Catholic education is an integral human formation grounded in Christ, which forms all dimensions of the human person involving the physical, moral, intellectual, and spiritual dimensions by helping students to develop five traits: *competence, confidence, connection, character, and caring* (Buchanan & Gellel, 2015; Jakuback, 2017; Hambulo et al., 2018; Madrigal & Oracion, 2018) and including respect to the dignity of the human person. (Fuller & Johnson, 2014; Hawley, 2015; Pope, 2020).

The Catholic education's purpose is to be "a place to encounter the living God who in Jesus Christ reveals his transforming love and truth (O'Connell et al., 2012; Chanupakara, 2013; Hagan & Houchens, 2016; Jakuback, 2017; Mcvey & Poyo, 2019) including to 'an instrument of Christ' and a sign of His Life' (Catholic Education Council of Thailand, 2012; Sultmann & Brown, 2016) by providing educational process to train each student a service mind and social changed leaders in the global context. (Catholic Education Council of Thailand, 2012; Chanupakara, 2013) Pope Francis's (2020) "Global Compact on Education" has challenged all educators in the present days to find other

ways of understanding the economy, politics, growth, and progress in order to ensure they are entirely at the service of humankind and the whole human family within an integral ecology. Catholic school teachers are key persons in making it successful.

Related to Catholic identity, a religious curriculum, and instruction are integrated into teaching Catholic values (O'Connell et al., 2012; Madrigal & Oracion, 2018). Classroom instruction is designed to engage and motivate all students, addressing each student's diverse needs and capabilities and accommodating students with special needs as fully as possible (Diocese of Bridgeport, 2021).

2.3 Organizational Performance

Organizational performance refers to the outputs or results of Catholic private schools as an educational organization against that result from its intended organizational vision, goals, objectives, and the standards of overall development of the school (Balci et al., 2016; Haroon & Malik, 2018; Jonyo et al., 2018; Tonich, 2021). Desravines, et al. (2015) suggested five categories of effective schools. It focuses on improving and maintaining school performance; (1) *learning and teaching*, (2) *school culture*, (3) *talent management*, (4) *operations and planning*, and (5) *personal leadership*. The learning and teaching category outlines actions to develop and implement the content and instructional strategies needed to improve academic offerings and student performance (Desravines et al., 2015). Information and Communication Technologies (ICT) are needed to support learning and teaching in school (Halpern et al., 2020; Santos et al., 2019). The core learning outcomes of the future learners consisted of the lifelong expert learner, valuable life designer, and change leader, making the future responsible and competent global citizen and well-being person (Chitseriwong, 2022; Noimaniwan, 2022). School Administrations are recommended to develop a strong culture in the organization by committing and having the same norms and values, to improve the overall performance of the employees and organizations (Göksoy, 2021; Shahzad et al., 2012). Several components help in shaping school cultures, such as a recognition form through

praise, awards, and recognition ceremonies (Yukl, 2013), symbols and signs (Deal & Peterson, 2016), the orientation and training programs (Yukl, 2013). A wide array of responsibilities, including the development of a shared vision for the school and stewardship of vision, fostering an environment conducive to student learning, engaging all members of the school community, managing the organization, ensuring the effectiveness of the faculty, and doing these things with integrity and fairness (Leithwood et al., 2017).

3. Research Methods and Materials

This research aims to analyze the causal effect among the three variables; 1) the organizational strategy in the disruption period, 2) Catholic identity, and: 3) the organizational performance of Catholic private schools using mixed-methods research with qualitative and quantitative data with the four main objectives; to explore and analyze the organizational strategy in the disruption period of Catholic private schools; to investigate and analyze the Catholic identity of Catholic schools; to examine and analyze the organizational performance of Catholic private schools; and to determine the analysis of Structural Equation Modeling of Organizational Strategy in the disruption period, Catholic Identity, and Organizational Performance of Catholic private schools.

3.1 Population and Samples

The population in this research was 367 Catholic private schools in Thailand, which belong to the archdioceses, dioceses, religious congregations, and lay Catholics (Catholic Calendar, 2021). The determination of Krejcie and Morgan (1970) was employed to estimate the sample size. The sample was 186 Catholic private schools in Thailand in the academic year of 2022. The stratified random sampling technique was used according to the number of schools in each archdiocese or diocese. Each sampled school had two respondents for the research questionnaire, consisting of the school's director and the assistant director for Pastoral Care.

Table 1: Research area, population and samples

Archdioceses and Dioceses of Thailand	Population (Schools)	Sample (Schools)	Respondents		
			Director	Assistant Director of Pastoral Care	Total
1. Bangkok Archdiocese	145	72	72	72	144
2. Ratchaburi Diocese	31	15	15	15	30
3. Chanthaburi Diocese	45	24	24	24	48
4. Nakhon Sawan Diocese	20	9	9	9	18
5. Chiang Mai Diocese	12	6	6	6	12
6. Chiang Rai Diocese	10	6	6	6	12

Archdioceses and Dioceses of Thailand	Population (Schools)	Sample (Schools)	Respondents		
			Director	Assistant Director of Pastoral Care	Total
7. Surat Thani Diocese	27	15	15	15	30
8. Thare and Nonseng Archdiocese	13	6	6	6	12
9. Nakhon Ratchasima Diocese	22	12	12	12	24
10. Ubon Ratchathani Diocese	18	9	9	9	18
11. Udon Thani Diocese	24	12	12	12	24
Total	367	186	186	186	372

3.2 Research Instrument and Procedures

The questionnaire is used as the research instrument related to three variables; organizational strategy in the disruption period, Catholic Identity, and organizational Performance of Catholic private schools. It consists of four parts. Part one is general information classified by gender, position, job experiences, private Catholic school categories, private Catholic school age (Foundation), and private Catholic school size using the checklist. The second to fourth parts of a questionnaire related to the study's variables. Five experts in educational administration validated the questionnaire with a 0.6 passing score of content validity. The tryout of the questionnaire was with 15 non-sample Catholic private schools with 30 respondents. The reliability test of the questionnaire found the total average Alpha Coefficient equal to 0.989. (Cronbach, 1984). The data were collected with the sample group via the Google form platform.

3.3 Data Analysis

The unit of analysis of this research was the school director and assistant director of pastoral care of a Catholic private school in Thailand. The statistics used in this research are frequency (f) and percentage of the general information, mean (\bar{x}), and standard deviation (S.D.). Confirmatory factor analysis (CFA) was used to test the

validity of organizational strategy in the disruption period model and the empirical data. The exploratory factor analysis (EFA) was used to examine the used variables' reliability and identify the core components of independent variables. Finally, structural equation modeling (SEM) was employed to determine the causal effect of the research variables with the Mplus program.

4. Research Findings

4.1 Results of The Confirmatory Factor Analysis (CFA)

The confirmatory factor analysis (CFA) results were on the organizational strategy in the disruption period model consisting of seven components; 1) practical plan of strategies, 2) curriculum, 3) learning and teaching, 4) professional teacher, 5) assessments, 6) leadership and school culture, and 7) school partners. The relationship analysis was between behaviors indicated by values; KMO is equal to 0.90, and Barlett's test of sphericity is statistically significant at 0.05. It shows that the indicative behavior is correlated enough to analyze the components. The relationship within the components was all positive direction with a statistically significant of 0.05 ($p=0.40-0.74$). The details are shown in Table 2

Table 2: Average, deviation and Matrix, and Pearson Correlation Matrix of Organizational Strategy in disruption period Model

Index	1	2	3	4	5	6	7
1. Practical plan of strategies	1						
2. Curriculum	0.62*	1					
3. Learning and teaching	0.69*	0.77*	1				
4. Professional teacher	0.54*	0.40*	0.58*	1			
5. Assessments	0.58*	0.55*	0.69*	0.65*	1		
6. Leadership and school culture	0.64*	0.62*	0.74*	0.52*	0.59*	1	
7. School partners	0.55*	0.47*	0.59*	0.48*	0.52*	0.58*	1
Mean	4.63	4.56	4.60	4.70	4.66	4.74	4.66
SD	0.38	0.45	0.41	0.40	0.47	0.37	0.42

Note: Bartlett's test of sphericity = 1307.21, $df=21$, $p=0.00$, KMO = 0.90

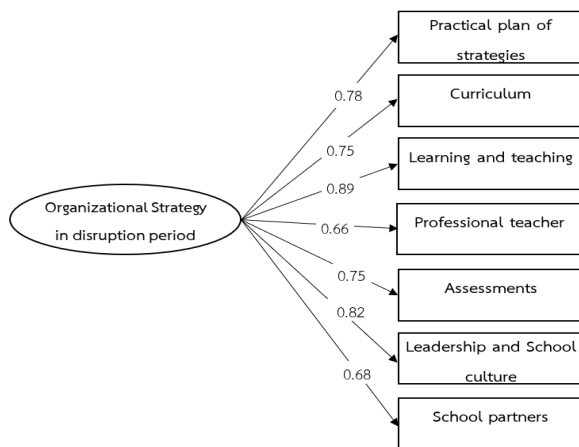
The result showed that the model has consistency with the empirical data by considering whether Chi-square was equal to 14.86, p equal to 0.18, and df equal to 11. This means that Chi-square values differed from zero insignificantly at the level.05, CFI was equal to 0.99, TLI

was equal to 0.99, SRMR was equal to 0.02, and RMSEA was equal to 0.03. Therefore, it accepted the core assumption that the model was consistent with empirical data. The details of the analysis results are shown in Table 3

Table 3: Result of the Confirmatory Factor Analysis (CFA) of the Organizational Strategy in the disruption period model

Indicative behavior Organizational Strategy in Disruption Period	Factor loading		t	p	R ²	Factor score coefficient
	b(SE)	B				
1. Practical plan of strategies	0.82 (0.05)	0.78	16.76	0.00	0.62	0.17
2. Curriculum	0.93 (0.05)	0.75	18.58	0.00	0.56	0.08
3. Learning and teaching	1.00 (0.00)	0.89	-	-	0.79	0.30
4. Professional teacher	0.73 (0.06)	0.66	12.94	0.00	0.44	0.08
5. Assessments	0.96 (0.06)	0.75	15.76	0.00	0.56	0.09
6. Leadership and school culture	0.83 (0.05)	0.82	18.15	0.00	0.67	0.22
7. School partners	0.79 (0.06)	0.68	7.80	0.00	0.46	0.10

When the factors of the model on the organizational strategy in the disruption period were considered, the weight values of the factor of the standardized factor loadings descending as namely, learning and teaching (B=0.89) had the most valuable, followed by leadership and school culture (B=0.82), practical plan of strategies (B=0.78), curriculum and assessments had a standard score (B=0.75), school partners (B=0.68) and professional teacher (B=0.66) had a minimum value, as shown in Figure 1.



Chi-square = 14.86; df =11; P =0.18; CFI=0.99; TLI=0.99; SRMR= 0.02; RMSEA= 0.0

Figure 1: Confirmatory factor analysis (CFA) of model organizational strategy in disruption period

4.2 The Exploratory Factor Analysis (EFA) on the Organizational Performance

The researcher examined the reliability of the used variables by testing the coefficient Kaiser-MeyerOlkin (KMO). It found KMO=0.94, Bartlett's test of sphericity = 34497.39, df =4950, p =0.00, which means variables on organizational performance are correlated enough for the exploratory factor analysis (EFA). They are extracted with the Principal Axis Factoring method, using the Equamax Method of the spindle. When considering the number of components with the scree plot method, the researcher judged by the slope of the intersection. As a result of the consideration, it can be composed in two ways; 5-9 components can be extracted.

The exploratory factor analysis (EFA) results on Organizational Performance can be extracted into five variable-named components, with 59.63 percent variance with all observed variables.

Component 1 has an igen value of 45.14. It consists of 20 questions, with factor weight values from 0.56 to 0.81, with a variable name "Planning and Operations of schools."

Component 2 has an igen value of 6.93 and consists of 23 questions, with factor weight values from 0.43 to 0.69 with a variable name "Personal Leadership."

Component 3 has an igen value of 3.86 and consists of 28 questions, with factor weight values from 0.35 to 0.71, with a variable name "School's culture and Climate of learning."

Component 4 has an Eigenvalue of 3.03, consists of 17 questions, and has factor weight values from 0.45 to 0.74 with a variable named "Talent Management."

Component 5 has an igen value of 2.54. It consists of 12 questions with factor weight values from 0.41 to 0.81, with a variable named "Measurement and quality Assessment of learning management."

4.3 The Analysis Results on the Structural Equation Modeling of Organizational Strategy in Disruption Period, Catholic Identity and Organizational Performance of Catholic Private Schools

Preliminary analysis of the variables found that all observable variables have the highest average level; the organizational strategies in the disruption period ($M=4.63$, $SD=0.38$), Catholic identity ($M=4.76$, $SD=0.33$), and organizational performance ($M=4.69$, $SD=0.34$).

The analysis results of the relationship between 14 indicative behaviors indicated that the indicative behavior is

sufficiently correlated to analyze the composition ($KMO=0.94$, Bartlett's test of sphericity was statistically significant at the level of 0.05). The correlation within the components has a statistically significant total positive direction at 0.05 ($p=0.40-0.74$). When analyzed with Pearson correlation, it was found that organizational strategy in the disruption period was correlated in the average to very high levels ($p=0.40-0.77$), and the correlation within the Catholic identity components was a correlation between variables in the intermediate levels ($p=0.44-0.68$). The part of the organizational performance was correlated in the intermediate to very high levels ($p=0.56-0.80$). Details are shown in Table 4

Table 4: Matrix and the model's Pearson correlation matrix of the organizational strategy of disruption period, Catholic identity, and organizational performance of Catholic private schools

Index	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Practical plan of strategies	1.00													
Curriculum	0.62	1.00												
Learning and teaching	0.69	0.77	1.00											
Professional teacher	0.54	0.40	0.58	1.00										
Assessments	0.57	0.55	0.69	0.65	1.00									
Leadership and school culture	0.64	0.62	0.74	0.52	0.59	1.00								
School partners	0.54	0.47	0.59	0.48	0.52	0.58	1.00							
Nature of Catholic school	0.52	0.40	0.51	0.64	0.57	0.58	0.50	1.00						
Characteristics of Catholic school	0.58	0.47	0.57	0.54	0.57	0.59	0.55	0.68	1.00					
Planning & operations of schools	0.52	0.38	0.42	0.57	0.53	0.50	0.50	0.55	0.59	1.00				
Personal leadership	0.52	0.49	0.60	0.46	0.52	0.67	0.61	0.52	0.66	0.62	1.00			
School culture and climate of learning	0.59	0.51	0.63	0.50	0.60	0.70	0.64	0.57	0.71	0.63	0.80	1.00		
Talent Management	0.55	0.48	0.58	0.47	0.54	0.71	0.54	0.59	0.67	0.62	0.80	0.78	1.00	
Measurement and quality Assessment of learning management	0.55	0.42	0.48	0.53	0.54	0.51	0.55	0.49	0.58	0.68	0.61	0.69	0.56	1.00
Mean	4.63	4.56	4.60	4.70	4.66	4.74	4.66	4.79	4.73	4.64	4.77	4.72	4.77	4.55
SD	0.38	0.45	0.41	0.40	0.47	0.37	0.42	0.35	0.38	0.44	0.36	0.36	0.36	0.44

Note: Bartlett's test of sphericity = 3378.36, $df=91$, $p=0.00$, $KMO=0.94$

The analysis results on the structural equation modeling (SEM) showed that all of the above-mentioned statistical data support was valid and fit to the empirical data by using criteria based on the consolidation of Hooper et al., (2008) ($\chi^2=67.34$, $df=50$, $p=0.05$, $CFI=0.99$, Tucker-Lewis index=0.99, and SRMR=0.03).

The researcher found standardized factor loadings ranged from 0.92-0.69 and differed statistically significantly from zero at the .05 level. When each of the latent variables is considered, it was found that the organizational strategy

in the disruption period model, the "learning and teaching," which is the most important component ($\beta=0.84$, $R^2=0.71$), while Catholic identity variables found that "characteristics of Catholic school" have Standardized factor loadings ($\beta=0.88$, $R^2=0.78$), and organizational performance variables found "school culture and climate of learning" which were that most valuable ($\beta=0.92$, $R^2=0.85$). Details are shown in Table 5

Table 5: The result of the model inspection and the components weight of each model component.

Index	β	SE	t	R^2
Organizational Strategy in Disruption Period				
Practical plan of strategies	0.80	0.03	32.23	0.64
Curriculum	0.70	0.03	20.50	0.49
Learning and teaching	0.84	0.02	39.26	0.71

Index	β	SE	t	R ²
Professional teacher	0.69	0.03	20.47	0.47
Assessments	0.75	0.03	26.03	0.57
Leadership and school culture	0.79	0.03	31.63	0.63
School partners	0.72	0.03	23.04	0.51
Catholic Identity				
Nature of Catholic school	0.75	0.03	25.06	0.57
Characteristics of Catholic school	0.88	0.02	39.97	0.78
Organizational Performance				
Planning & operations of schools	0.74	0.03	24.50	0.55
Personal leadership	0.85	0.02	45.53	0.72
School culture and climate of learning	0.92	0.01	69.65	0.85
Talent Management	0.85	0.02	43.06	0.72
Measurement and quality Assessment of learning management	0.74	0.03	26.10	0.55

The researcher considered the total influence value and direct and indirect influences in each latent variable of the organizational performance. It found that organizational strategy in the disruption period had the most significant total influence on the organizational performance with a total influence size of 0.85, statistically significant at 0.05, with direct influence equal to 0.49 rather than indirect influence through Catholic identity that is equal to 0.36 statistically significantly at the level of 0.05. Catholic identity has a total influence and direct influence on organizational performance, with a magnitude

of the influence as 0.41, statistically significant at 0.05.

Furthermore, the organizational strategy in the disruption period had a total influence and direct influence on the Catholic identity with an influence magnitude of 0.87, statistically significant at 0.05, and the R-Square analysis of latent variables in the model found that variables of Catholic identity and organizational performance were 76 percent. Details are shown in Table 6

Table 6: Total influence value, direct and indirect influences in each latent variable

Causal variables	Catholic Identity			Organizational Performance		
	TE	IE	DE	TE	IE	DE
Organizational strategy in disruption period	0.87* (0.03)	-	0.87* (0.03)	0.85* (0.02)	0.36* (0.10)	0.49* (0.11)
Catholic Identity	-	-	-	0.41* (0.11)	-	0.41* (0.11)
R-Square	0.76			0.76		

standard error = () ; * = significant

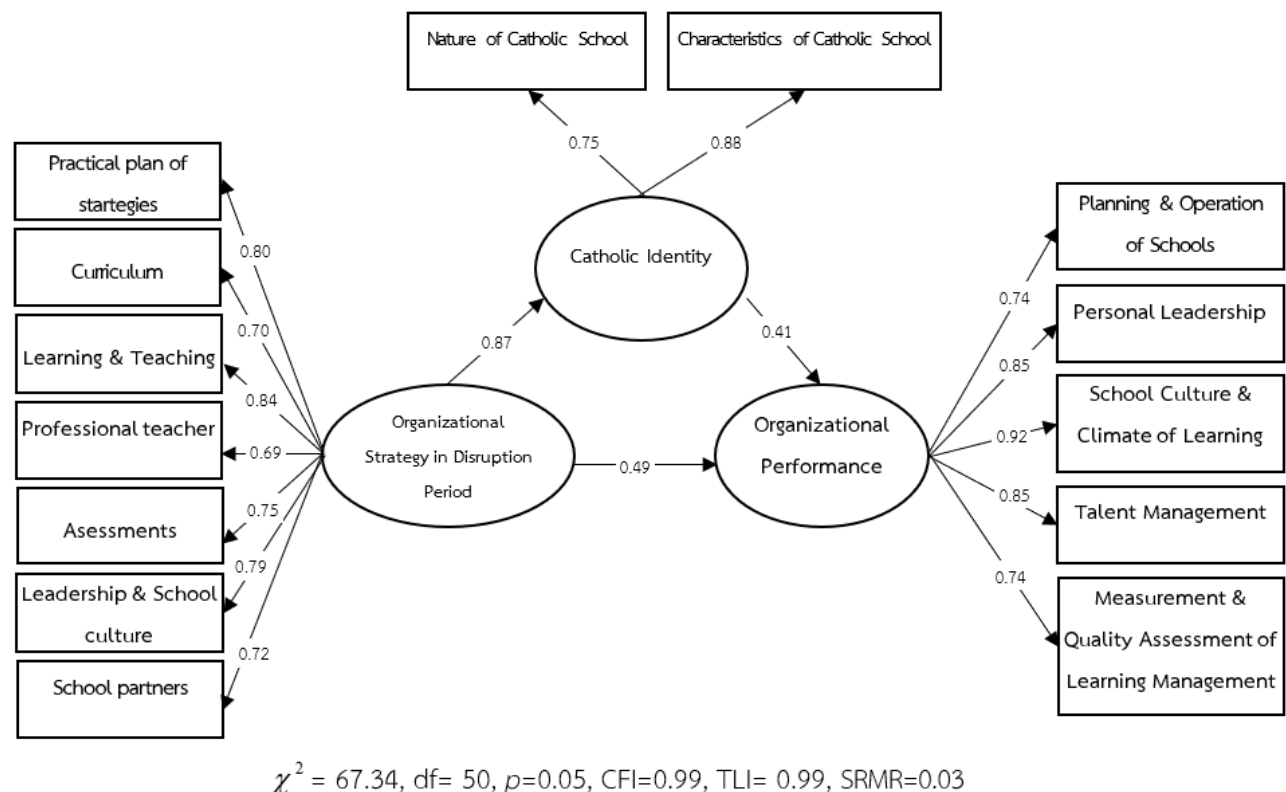


Figure 2: Structural Equation Modeling of Organizational Strategy in Disruption Period, Catholic Identity and Organizational Performance of Catholic Private School

5. Conclusions and Discussion

5.1 Conclusion

The research results indicated that:

1. Organizational strategy in the disruption period of Catholic private schools found seven components. The learning and teaching ($\beta = 0.84$, $R^2 = 0.71$) was the most important component, followed by a practical plan of strategies ($\beta = 0.80$, $R^2 = 0.64$), leadership and school culture ($\beta = 0.79$, $R^2 = 0.63$), assessments ($\beta = 0.75$, $R^2 = 0.57$), school partners ($\beta = 0.72$, $R^2 = 0.51$), curriculum ($\beta = 0.70$, $R^2 = 0.49$), and professional teacher ($\beta = 0.69$, $R^2 = 0.47$).

2. Catholic Identity of Catholic private school variable has two components. It found that characteristics of Catholic schools ($\beta = 0.88$, $R^2 = 0.78$) have standardized factor

loadings more than the nature of Catholic schools ($\beta = 0.75$, $R^2 = 0.57$).

3. Organizational performance of Catholic private school's variable found five components. The school culture and climate of learning ($\beta = 0.92$, $R^2 = 0.85$) was the most valuable, followed by personal leadership and talent management ($\beta = 0.75$, $R^2 = 0.57$), planning and operation of schools, and measurement and quality assessment of learning management ($\beta = 0.74$, $R^2 = 0.55$).

4. Organizational strategy in the disruption period had the most significant total influence on organizational performance with a total influence size of 0.85, with direct influence equal to 0.49 rather than indirect influence through Catholic identity, which is equal to 0.36, statistically significant at the level of 0.05. On the other hand, Catholic identity has a total influence and direct influence on organizational performance, with a magnitude of the influence was 0.41, statistically significant at 0.05. Furthermore, the organizational

strategy in the disruption period had a total influence and direct influence on the Catholic identity with an influence magnitude of 0.87, statistically significant at 0.05. The R-Square analysis of latent variables in the model found that variables of Catholic identity and organizational performance were 76 percent.

5.2 Recommendation

1. The model analysis indicated that the direct influence of the organizational strategy in the disruption period (0.49) and Catholic identity (0.41) affected not even 50% of the factor loadings to the organizational performance of Catholic private schools. The organizational strategy in the disruption period directly influenced Catholic identity, with an influence size of 0.87. The Catholic private school administrators may have reflected on and sought to develop the organizational strategies and reviewed operational guidelines so that Catholic identity can further impact learning performance and organizational performance.

2. The model analysis on the organizational strategy in the disruption period showed that learning and teaching factors, including a practical plan of strategies and leadership and school culture factors, are essential elements with standardized factor loadings of 0.79-0.84 are higher than other factors. The administrators' team of Catholic private schools may adapt and update the school's strategic plans appropriately with the digital transformation and disruption period, including the future unpredictable circumstances.

3. Although the results of the model analysis indicated that the characteristics of the Catholic school had a factor loading of 0.88, which is higher than the nature of the Catholic school with a factor loading of 0.75, which are pretty high rates, however, from the model, we found that the Catholic identity had a total influence and direct influence on the organizational performance with a magnitude of the influence was only 0.41, despite being directly influenced by the organizational strategy with an influence weight of 0.87. Therefore, it must be a question for Catholic private school administrators, especially priests and religious educators, to reflect and remind themselves whether the Catholic identity we proclaim as the spirit of a Catholic school remains the most important. At the same time, Catholic private schools should find ways to promote and develop a distinctive Catholic identity while supporting the development of teaching and learning, together with the learners' quality and organizational performance.

4. The results of the analysis model of organizational performance reflect the importance of school culture and climate of learning with the highest factor loading of 0.92, which was the result of the correlation from the

organizational strategy in disruption period factors. In addition, the leadership and talent management of the school's leader factors which presume as the key to the school's success, had a factor loading equal to 0.85. The findings in this section may help each diocese and Catholic private schools to establish leadership training programs according to the Catholic education approaches. The Catholic school should also provide an atmosphere of learning organization and creates a strong school culture through Catholic educational practices and line with the changing disruption period and the advancements in various fields of science and technology.

5.3 Recommendations for further study

1. The research findings showed Catholic private school administrators that the Catholic identity variable, which is the spirit of Catholic school, even puts Catholic identity into the school's strategy and operational plan, curriculum, or even a learning environment of the school, it has a direct influence on organizational performance, not as strong as it should. Then, "A model for the development of Catholic identity to promote the organizational performance and sustainability of Catholic private schools," should be considered for a further study.

2. This research found that school administrators and organizational culture affect directly organizational performance. The future research, therefore, should be studied further on the topic, "The analysis on structural equation modeling of administrators' working style, school cultures, and organizational performance of Catholic private school."

3. This research results on the organizational strategy in the disruption period variable showed that the professional teacher had less factor loading than other factors. Therefore, the development and training of teachers or personnel should be another way to improve the quality of education management in Catholic schools in Thailand. The future research topic that I would like to offer is, "A leadership training models for teachers and staffs of Catholic private schools in Thailand."

4. From the reviewed literature and results of the research model, the researcher found that student families, communities and other sectors as school partners will play an important role in the future, especially in promoting and collaborating in the areas of educational management. Therefore, the researcher would like to present a future research topic on "The correlation analysis on supportive leadership, family and community participation, Catholic identity, and pastoral care of students of Catholic private schools."

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