



Factors Influencing the Implementation of Education Criteria for Performance Excellence (EdPEX) at the Faculty Level: A Case Study of Kasetsart University

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Abstract

A study using Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus as an example has been conducted to analyze aspects affecting EdPEX implementation at the faculty level and identify challenges in its implementation. A total number of 37 valid questionnaires were completed by faculty members, representing 50.68% response rate. The study used a questionnaire survey as its research method, employing a quantitative approach. As all individuals in the population were included in the respondents, no probability of sampling technique has been used; thus, results cannot be generalized outside the group of 37 individuals who participated in the study. Descriptive statistics, Pearson's correlation, and multiple regression were used to analyze six organizational characteristics and EdPEX implementation performance. Among the 37 respondents, shared values and organizational culture ($\beta = .502$) and suitability of organizational structure ($\beta = .495$) showed the highest positive correlations with successful implementation of EdPEX; these two factors explained 83.5% of variation ($R^2 = .835$). Due to multicollinearity existing between predictors, individual coefficient estimates need to be cautiously interpreted. Leadership by administrators, involvement of staff, readiness of systems, and clarity of strategies showed no meaningful independent association. The most prominent obstacles to implementing EdPEX in the studied organization included ineffective internal communication, heavy workload, lack of understanding about values and logic of ADLI and LeTCI criteria and resource scarcity. While further research with a broader number of respondents will have to validate this evidence, EdPEX implementation at faculty level seems to be better associated with organizational structural appropriateness and values than with strategy and leadership variables.

Keywords: EdPEX Implementation, Organizational Structure, Organizational Culture, Thai Higher Education, Performance Excellence

Introduction

Education management is an important element that acts as a catalyst for developing human capital, which is a core requirement for development (Mensah, 2020). Therefore, it is imperative for higher education institutions to produce graduates that possess the skills needed to tackle societal issues of the present day. Quality assurance in education within Thai higher education institutions has been improved by adopting international quality management models (Kesaporn & Lincharoen, 2022; Phuangsuwan et al., 2024).

Another example of a successful model can be found in the Education Criteria for Performance Excellence (EdPEX), which is supported by the Office of the Higher Education Commission (OHEC) as an approach towards promoting excellence within Thai universities (Chaiya & Ahmad, 2021). The model consists of seven categories: 1) Organizational Leadership, 2) Strategic Planning, 3) Customer Focus, 4) Measurement, Analysis, and Knowledge Management, 5) Workforce Focus, 6) Operations and Process Management, and 7) Results. One of the distinctive features of this model is the presence of two types of evaluative logic used: the ADLI approach (Approach, Deployment, Learning, and Integration) applied to process categories, where it focuses on assessing



the development and implementation of the processes, and the LeTCI approach (Levels, Trends, Comparisons, and Integration) that evaluates the extent of accomplishments of results (Chaiya & Ahmad, 2021).

In the context of higher education in Thailand, EdPEX serves several crucial roles. For one thing, it provides a system of improving organizational performance, it encourages the sharing of best practices between organizations, and it acts as an organizational learning tool and performance management system. As a result of that, EdPEX has become a vital tool for quality improvement in the Thai higher education sector (Chaiya & Ahmad, 2021).

The Chalermphrakiat Sakon Nakhon Province Campus of Kasetsart University has adopted the EdPEX framework into their approach towards organizational development. The Faculty of Liberal Arts and Management Sciences (LAMS) at the same institution began implementing EdPEX as early as 2017 as a way of improving the institutional performance quality by adopting strategic planning, assessment, and processes reviews guided by EdPEX standards (Chaiya & Ahmad, 2021).

Despite growing interest among institutions of higher learning in Thailand towards adopting EdPEX, several difficulties can be faced in implementing its provisions effectively into faculty practices. Potential factors affecting EdPEX implementation as determined by theories on organizational performance and change may include structural elements of the institution, organizational culture, and staff support (Burke & Litwin, 1992). However, very few studies have been conducted with empirical information to identify the main determinants for implementing EdPEX within faculties of regional campuses (Sciarelli et al., 2020; Mongkolprapa, 2024; Kesaporn & Lincharoen, 2022; Phuangsuan et al., 2024).

This research, therefore, seeks to address two interrelated research questions: 1) what are the main organizational and managerial factors contributing to successful EdPEX implementation in faculties? and 2) what challenges are encountered by the administrators and quality management professionals while implementing EdPEX? The Chalermphrakiat Sakon Nakhon Province Campus of Kasetsart University will form the focus of this study. Its results will contribute to knowledge regarding the key organizational conditions needed to implement EdPEX, with specific application in enhancing faculty performance according to the ADLI and LeTCI standards (Chaiya & Ahmad, 2021).

Literature Review

Strategic Clarity

Strategic clarity can be defined as the extent to which the organizational members have a clear vision regarding organizational goals, priorities, and direction (Burke & Litwin, 1992). In the context of EdPEX, strategic clarity is equivalent to the Strategic Planning dimension, where faculties need to develop clear organizational goals according to the organizational vision and then put into place these strategies consistently throughout the organization. According to research in quality management for higher education, a strategic direction helps coordinate efforts and assists in the Approach aspect of the ADLI evaluation method (Chaiya & Ahmad, 2021; Kesaporn & Lincharoen, 2022).

Organizational Structure Suitability

“Organizational structure refers to the design or framework that defines the roles, responsibilities, and communication channels in the organization,” according to Burke and Litwin (1992). Organizational structure that clearly defines the responsibility for quality assurance operations plays an important role in achieving



the deployment and integration aspects of ADLI during the implementation of EdPEX. Research studies have revealed that an effective organizational structure helps implement quality management systems in educational institutions by coordinating roles systematically (Sciarelli et al., 2020; Kesaporn & Lincharoen, 2022; Phuangsuwan et al., 2024).

System Readiness

System readiness is defined as the ability and adequacy of information systems, data handling procedures, and infrastructure necessary for supporting quality management based on evidence (Burke & Litwin, 1992). In the case of the EdPEX approach, the importance of system readiness is especially relevant to the domain of Measurement, Analysis, and Knowledge Management, which implies that organizations must systematically handle data related to their performance to make better decisions. According to Sutapa et al. (2022), data handling capability plays an important role in continuous improvement.

Leadership of Administrators

The role of leadership in organizational change and quality management cannot be overstated. In EdPEX, Organizational Leadership highlights the need for leaders to provide direction, share values, and create an environment where learning can take place. It was proved by Mgaiwa (2021) that the commitment of leaders is vital for overcoming the quality assurance problems faced by institutions. Without the involvement of leaders, the Deployment and Learning domains of ADLI cannot be achieved.

Staff Participation

Staff involvement refers to the proactive participation of teachers and administrators in the processes of planning, implementing, and evaluating quality assurance programs (Burke & Litwin, 1992). The EdPEX Workforce Focus dimension recognizes the critical importance of involving staff in continuous improvement initiatives. Gochhayat et al. (2017) reveal how the involvement of employees increases organizational commitment to quality. According to Sutapa et al. (2022), staff engagement improves outcomes in quality assurance programs in higher education organizations.

Shared Values and Organizational Culture

The organizational culture is defined by the shared set of norms, values, and assumptions that drive the actions in the organization (Burke & Litwin, 1992; Smart & St. John, 1996). From an EdPEX perspective, organizational culture that promotes quality and constant improvement relates to the Learning component of ADLI, which involves consistent analysis and enhancement of organizational activities. As stated by Gochhayat et al. (2017), organizational values that are held in common help promote the engagement and dedication of employees in quality assurance. According to Mongkolprapa (2024), the culture of quality assurance is crucial for the successful implementation of EdPEX in HEIs in Thailand.

Research Objectives

1. To examine the organizational factors associated with the implementation of the Education Criteria for Performance Excellence (EdPEX) at the faculty level of Kasetsart University, Chalemphrakiat Sakon Nakhon Province Campus.
2. To explore the problems and obstacles encountered in implementing EdPEX at the faculty level.



Research Scope

In this research, administrators and QA practitioners involved in the process of implementing EdPEX among all four faculties of Kasetsart University's Chalermphrakiat Sakon Nakhon Province Campus will be investigated. However, results of this research cannot be applied on a wider basis.

Analytical Expectations

As such, no statistical hypotheses can be developed for this exploratory-descriptive study due to the use of a relatively small group of respondents ($N = 37$) that is not randomly selected from the target population. As such, the study will proceed based on the following research expectations. The stated expectations are based on the theoretical arguments discussed on Burke and Litwin's model of change management as well as the EdPEX implementation framework:

Expectation 1: Organizational structure suitability (X_2) is expected to be positively associated with EdPEX implementation success (Y) as a proper organizational structure would help to deploy and integrate EDPs into operations of the healthcare organization according to the ADLI evaluative logic.

Expectation 2: Organizational shared values and culture (X_6) may also have a positive association with EdPEX implementation success (Y). According to the literature on quality improvement practices, a quality-driven organizational culture should facilitate the Learning aspect of ADLI framework.

Expectation 3: There may be positive relationships between such factors as strategic clarity (X_1), readiness of the system (X_3), administrator leadership (X_4), and staff participation (X_5) and the success of implementing EdPEX programs.

Methods and Materials

Population and Respondents

Population: The population under investigation comprised of 73 individuals working as administrators and quality assurance officers regarding EdPEX in the four faculties. Some of the roles included; Deans, Deputy Deans, Assistant Deans, Department Heads, Deputy Heads, Program Chairs and Quality Assurance Personnel. Distribution among faculty includes Liberal Arts and Management Sciences: 20; Science and Engineering: 27; Natural Resources and Agro-Industry: 16; Public Health: 10.

Since it is a relatively small and specific target population, we adopted a census strategy to survey all members (73 persons) through emails. The response rate was 50.68% and thus a total number of 37 questionnaires were analyzed. Since only a part of the population is analyzed and there is no probability of sampling done in the study, any further inference cannot be made from the analysis. Any difference between respondents and non-respondents should be considered a threat as a potential source of non-response bias. In other words, since this is not a probabilistic respondents of the entire population, no inferential statistics can be performed beyond the population being analyzed.

Research Ethics

Ethics approval was granted by Kasetsart University (Approval No. KUREC-CSC66/006). Confidentiality and informed consent were maintained throughout.



Research Tools

The principal tool for collecting the required data was a survey constructed with respect to the goals set forth by this study and based on the EdPEX approach, namely, the application of the ADLI approach to the identification of process variables. The instrument was tested for content validity by three independent experts possessing extensive experience in quality assurance within the context of higher education. For testing its content validity, the Index of Item–Objective Congruence (IOC) was used. Every item was rated by the experts on a scale of three items: +1 (objectively congruent with the survey objective), 0 (doubtful), or −1 (objectively incongruent with the survey objective). If the IOC score for an item was equal to or exceeded 0.50, it was valid. It was found that all five items of Part 1 of the survey had IOC scores equal to 1.00. As for Part 2 (the number of items was equal to 30), 27 items passed this test successfully. Three items (items 2, 25, and 30) failed to achieve sufficient validity and therefore needed to be revised. The same result was obtained regarding the single open-ended question from Part 3 of the survey. The revised version of the instrument was used for collecting data. Five respondents participated in a pilot survey. Reliability coefficients (Cronbach's alpha) were calculated for all subscales; they demonstrated satisfactory results: $X1 = .82$, $X2 = .87$, $X3 = .84$, $X4 = .89$, $X5 = .86$, $X6 = .88$, $Y = .91$. All values exceed the reliability threshold of $\alpha \geq .70$ (Nunnally, 1978).

The survey included three parts:

Part 1: Respondents' Background and Work Experience – gathered information about respondents' position, job role, and knowledge about educational quality standards.

Part 2: Factors Influencing EdPEX Implementation – asked respondents about the importance of six organizational and managerial factors for implementing the approach in question. Each factor was scored by respondents on a scale of 1–5 (from 'least important' to 'most important'). Factors include strategic clarity ($X1$); organizational structure suitability ($X2$); system readiness ($X3$); leadership of administrators ($X4$); staff participation ($X5$); and shared values and organizational culture ($X6$). The dependent variable is EdPEX implementation success (Y); it is measured with help of multi-item Likert-scale.

Part 3: Issues and Barriers to EdPEX Implementation – included open-ended questions that were used for collecting qualitative data about issues encountered while implementing the approach.

Data Collection Method

Participants were supplied with surveys along with the guidance of the procedures of how to answer them, with their purpose mentioned. This was done both electronically through emails and on paper. Participants were prompted several times to remind them to complete the survey.

Data Analysis Methods

The completed questionnaire data was checked for any errors before the analysis was done. Descriptive analysis, which included frequencies, percentages, means, and standard deviations, was utilized in the analysis to describe characteristics of demographic variables and respondents' views regarding the organizational factors and effectiveness of EdPEX implementation. Bivariate correlations were computed using Pearson's correlation coefficient. Regression analysis was applied to describe relationships between the six independent variables and EdPEX implementation effectiveness. Before regression, the tests for linearity, normality, homoscedasticity, and multicollinearity were performed using Variance Inflation Factors (VIF) and tolerance values. The open-ended responses obtained in Objective 2 were analyzed through inductive content analysis.

Research Framework

The theoretical underpinning for the study involves applying the causal model of organizational performance and change put forward by Burke and Litwin (1992). Based on the above, successful implementation of EdPEX among faculties is posited to hinge on six critical factors that include strategic clarity (X1), appropriateness of organizational structure (X2), systems readiness (X3), administrative leadership (X4), employee participation (X5), and shared values and organizational culture (X6). The above factors relate to the main components of EdPEX including leadership, strategy, personnel, operations, and organizational learning, which provide the conditions for successful EdPEX implementation (Y) (Chaiya & Ahmad, 2021; Sciarelli et al., 2020; Gochhayat et al., 2017; Smart & St. John, 1996).

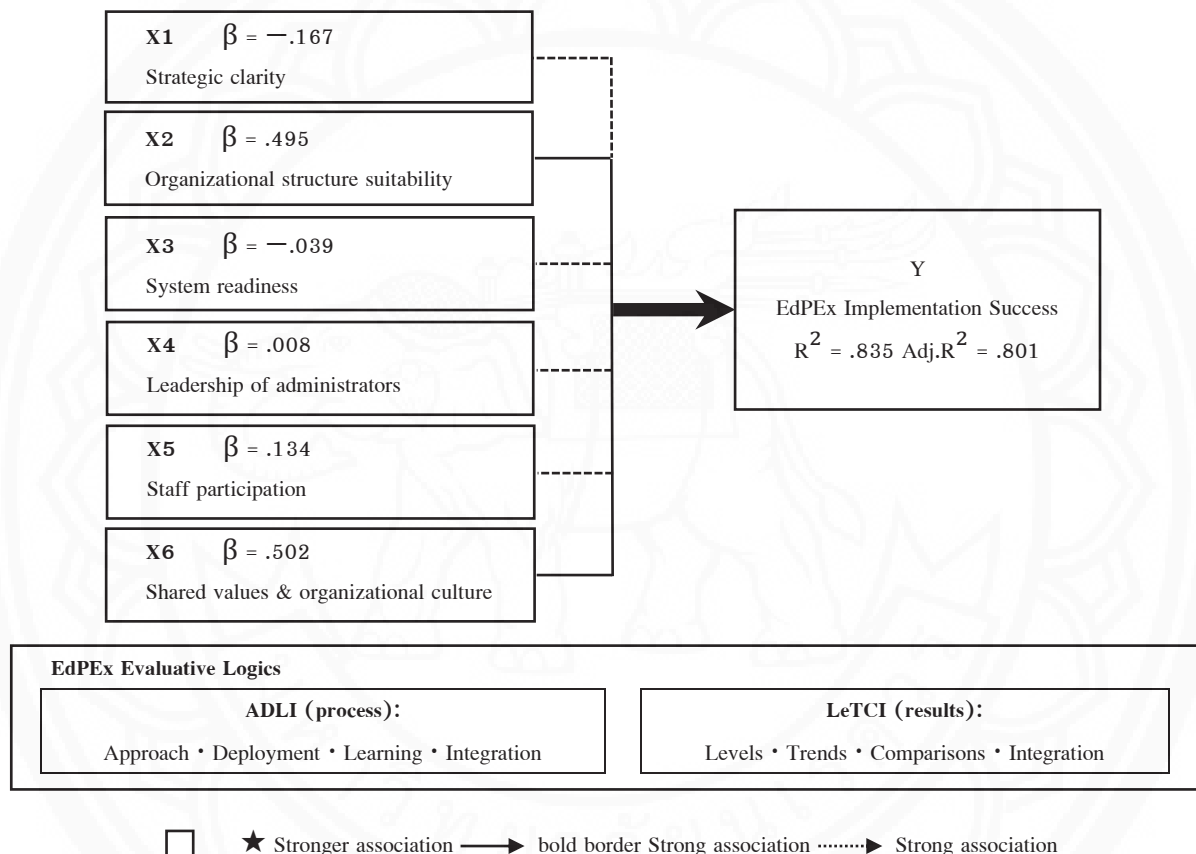


Figure 1 Research framework.

Results

Demographic Characteristics of the Respondents

Data was collected from 37 respondents holding faculty administrative or quality assurance roles at Kasetsart University, Chalemphrakiat Sakon Nakhon Province Campus, representing all four faculties.

**Table 1** Distribution of respondents by faculty (n = 37)

Faculty	n	%
Liberal Arts and Management Sciences	20	54.0
Science and Engineering	7	19.0
Natural Resources and Agro-Industry	6	16.2
Public Health	4	10.8
Total	37	100.0

Most respondents were from the Faculty of Liberal Arts and Management Sciences (54.0%), followed by Science and Engineering (19.0%), Natural Resources and Agro-Industry (16.2%), and Public Health (10.8%).

Table 2 Distribution of respondents by personnel type

Personnel Type	n	%
Academic Staff	32	86.5
Support Staff	5	13.5
Total	37	100.0

Table 3 Distribution of respondents by administrative position

Position	n	%
Dean	1	2.7
Associate Dean	6	16.2
Assistant Dean	8	21.6
Head of Department	6	16.2
Deputy Head of Department	4	10.8
Program Chair	7	19.0
Quality Assurance Officer	3	8.1
Not Specified	2	5.4
Total	37	100.0

Table 4 Respondents' experience in EdPEX implementation

Years of Experience	n	%
Less than 1 year	7	19.0
1–2 years	4	10.8
2–4 years	8	21.6
4–6 years	3	8.1
More than 6 years	15	40.5
Total	37	100.0

The largest group had more than six years of experience with EdPEX (40.5%), followed by those with two to four years (21.6%).

Respondent composition could have impacted on the general conclusions drawn from this survey. Fifty-four percent of all the participants came from the Faculty of Liberal Arts and Management Sciences, and the probability is high that this happened because this faculty had more experience participating in the EdPEX process since 2017. Respondents who have more than six years of experience (40.5%) might have provided responses that indicated more positive attitudes towards the aspects of EdPEX implementation. The remaining 19.0% of respondents who were less experienced and had been involved in the program for less than one year could have demonstrated some uncertainty in their responses.



Descriptive Statistics of Factors Influencing EdPEX Implementation

In Table 5, there are descriptive statistics for each factor among 37 respondents. The means of all dimensions were in the higher range out of 5, with an overall mean score of 3.64 (SD = 0.70), implying that the respondents perceived that these factors were highly important. Administrative leadership scored the highest mean value of 3.79 (SD = 0.83), followed by shared values & organizational culture, which was 3.75 (SD = 0.67).

Table 5 Descriptive statistics of factors influencing EdPEX implementation (5-point Likert Scale) (Chaiya & Ahmad, 2021)

Factor	M	SD	Level
Strategic Clarity	3.67	0.67	High
Organizational Structure Suitability	3.54	0.80	High
System Readiness	3.61	0.81	High
Leadership of Administrators	3.79	0.83	High
Staff Participation	3.62	0.85	High
Shared Values and Organizational Culture	3.75	0.67	High
Success of EdPEX Implementation	3.51	0.82	High
Overall	3.64	0.70	High

Correlation Analysis

Bivariate correlation analysis was conducted using the Pearson method to examine the relationships between independent variables and EdPEX implementation success among the respondents. According to Table 7, all the independent variables show positive correlation with EdPEX implementation success. However, some pairs of independent variables have correlation coefficient higher than $r = .80$, for instance, X2 & X3 ($r = .825$), X2 & X5 ($r = .851$), X2 & X6 ($r = .824$), and X4 & X5 ($r = .854$). Such high inter-correlations could mean that multicollinearity exists between the variables. Before conducting regression analysis, Variance Inflation Factors (VIF) and tolerance were examined to verify multicollinearity further. It can be seen from Table 6 that several predictors have significantly high values of VIF above the threshold value of 5.0; hence, confirming the existence of multicollinearity. The independent variables having high multicollinearity include Organizational Structure Suitability (VIF = 6.21, Tolerance = .161), Staff Participation (VIF = 7.84, Tolerance = .128), and Shared Values and Organizational Culture (VIF = 5.93, Tolerance = .169).

Table 6 Multicollinearity diagnostics (VIF and Tolerance values)

Predictor	VIF	Tolerance
Strategic Clarity (X1)	3.47	.288
Organizational Structure Suitability (X2)	6.21	.161
System Readiness (X3)	4.62	.216
Leadership of Administrators (X4)	5.18	.193
Staff Participation (X5)	7.84	.128
Shared Values & Organizational Culture (X6)	5.93	.169

Note: VIF = Variance Inflation Factor. Values above 5.0 indicate potential multicollinearity.

Results reported descriptively for the 37-respondent group.

**Table 7** Correlation matrix of factors influencing EdPEX implementation

Variable	X1	X2	X3	X4	X5	X6	Y
X1 Strategic Clarity	1						
X2 Organizational Structure	.799	1					
X3 System Readiness	.713	.825	1				
X4 Leadership	.617	.754	.642	1			
X5 Staff Participation	.754	.851	.694	.854	1		
X6 Shared Values & Culture	.701	.824	.797	.733	.745	1	
Y EdPEX Implementation Success	.658	.863	.748	.736	.783	.868	1

Note: ** Values reported as descriptive indicators of association strength within the respondent group (n = 37);

no inferential generalization is intended.

Multiple Regression Analysis

There were no indications that the regression violated any of the necessary preliminary assumptions regarding linearity, normality of the residual scores, and homoscedasticity. Diagnostic checking based on the residual plots, histogram of standardized residuals, and normal probability plot showed that the above assumptions were met adequately. Based on the preliminary findings, therefore, this regression model appears to have been appropriately specified for descriptive purposes despite the problems of multicollinearity highlighted previously.

A descriptive multiple regression analysis was carried out to summarize patterns of association between the six organizational factors and EdPEX implementation success as perceived by 37 participating respondents. As shown in Table 8, there were two predictors that showed stronger descriptive association with EdPEX implementation success: organizational structure suitability ($\beta = .495$) and shared values and organizational culture ($\beta = .502$).

It is interesting to note that, unlike what one would expect from the bivariate correlations where they were positively associated with the criterion variable, Strategic Clarity and System Readiness had negative regression coefficients (Strategic Clarity: $\beta = -.167$; System Readiness: $\beta = -.039$). The reversal in signs of regression coefficients is well-known in the statistics literature because of multicollinearity: with predictors sharing variance in this extent (some $r > .80$), the coefficient estimates are highly likely to vary and even switch signs.

Thus, the above regression coefficients should not be interpreted to mean that strategic clarity and system readiness somehow hindered EdPEX implementation success. It is recommended that future research on the issue utilize more appropriate methods to analyze data characterized by collinearity, such as ridge regression or structural equation modeling. Similarly, leadership of administrators and staff participation appeared to show weaker independent association, which could be an indication of some sort of suppression caused by other predictors.

The overall descriptive regression model described 83.5% of variability in EdPEX implementation success among the 37 participating respondents ($R^2 = .835$, Adjusted $R^2 = .801$). These results reflect patterns within this specific respondent group only and cannot be generalized to other populations. Given the relatively small number of respondents (n = 37) compared with the number of predictors (k = 6) and the multicollinearity problem, all regression coefficients must be interpreted as descriptive patterns only.

**Table 8** Multiple regression analysis predicting EdPEX implementation success

Predictor	β
Strategic Clarity	-.167
Organizational Structure Suitability	.495
System Readiness	-.039
Leadership of Administrators	.008
Staff Participation	.134
Shared Values and Organizational Culture	.502
Model Summary	
R ²	.835
Adjusted R ²	.801

Note: Results are interpreted as descriptive patterns among the 37 respondents; no causal inference or population-level generalization is intended.

Challenges and Obstacles in EdPEX Implementation

The analysis of open-ended questions yielded five common challenges among the 37 participants:

1. Lack of knowledge about EdPEX values and concepts: The inconsistency in applying EdPEX ideas by employees and educators was noted in this category, especially within ADLI and LeTCI evaluation schemes.
2. High workload: EdPEX processes required from the educator's additional work along with their ordinary responsibilities at the university.
3. Financial, time and personnel constrain: Lack of necessary resources became a problem for implementing EdPEX processes.
4. Poor communication: The fragmented approach to implementation was related to lack of information exchange within the organization concerning EdPEX processes.
5. Lack of institutional backing: Some participants claimed that there were no clear instructions from higher management on how to implement EdPEX.

Despite not emerging as predictors with meaningful independent association in the regression analysis, these challenges coincide with difficulties faced by other organizations in implementing similar initiatives according to the literature and can be considered as facilitating variables.

Discussion

The current study investigated organizational and administrative determinants related to the successful implementation of EdPEX at the faculty level. In particular, the suitability of organizational structures and the sharing of organizational values were found to have the strongest positive correlations with EdPEX implementation success, while the role of strategic clarity, system readiness, administrator leadership, and staff participation showed no meaningful independent association with EdPEX implementation success. It is necessary to note that these results can only be treated descriptively due to the small number of cases used for data analysis.

These results are consistent with previous studies indicating that organizational and cultural attributes could be more strongly associated with EdPEX implementation success than other factors. In fact, as has been shown in several previous works (see Sciarelli et al., 2020; Mongkolprapa, 2024; Kesaporn & Lincharoen, 2022; Phuangsuwan et al., 2024), specific organizational attributes are among the key preconditions for quality



management implementation in universities. Moreover, the importance of organizational attributes in the context of quality management is supported by the EdPEX framework itself (Chaiya & Ahmad, 2021).

Organizational Structure Suitability

The relationship established between the compatibility of organizational structure and successful implementation of EdPEX in this case study is consistent with the logic of evaluation based on ADLI criteria used to categorize the EdPEX process, where in addition to being developed, the practice must be systematically implemented throughout the organization and integrated into other processes. To achieve the Deployment and Integration dimensions of ADLI among faculties, well-defined roles, efficient workflow, and coordination will be needed. In line with this, previous literature has also demonstrated that an appropriate organizational structure could contribute meaningfully to the effectiveness of QMS within universities (Kesaporn & Lincharoen, 2022; Phuangsuwan et al., 2024; Sciarrelli et al., 2020; Mongkolprapa, 2024). Moreover, according to the Burke and Litwin (1992) framework, an effective organizational structure is essential for enhancing organizational performance. These comparisons should be made cautiously due to the exploration and single-campus nature of the study.

Shared Values and Organizational Culture

The concept of shared values and organizational culture showed an affiliation between them and the successful implementation of EdPEX in the selected case study. Cultures that are focused on quality, team spirit, and development are linked to the Learning component of the framework of ADLI, since it is connected to process reviewing and refining as well as the exchange of knowledge. Faculty with shared values of quality and performance excellence have more chances of maintaining learning cycles, particularly in similar organizational settings (Chaiya & Ahmad, 2021). In addition, according to the available literature, a shared value culture promotes employees' commitment to the implementation of quality assurance measures (Gochhayat et al., 2017; Smart & St. John, 1996).

Factors Without Meaningful Independent Association

However, it is worth noting that several predictor variables — strategic clarity, system readiness, administrator leadership, and staff participation — showed no meaningful independent association with the criterion variable (EdPEX implementation), which leaves room for a more detailed theoretical analysis. Three main factors should be taken into consideration.

First, the presence of multicollinearity can be regarded as the cause of underestimation or misestimation of the effect of each of the independent variables mentioned on the dependent one. It is possible to assume that such a high correlation between leadership and staff participation resulted in the appearance of an unstable regression coefficient. Indeed, the negative β values found for the strategic clarity (-0.167) and system readiness (-0.039) variables represent a typical artifact, which indicates that the coefficient is unstable and, therefore, unreliable. Thus, future research might benefit from ridge regression, principal component regression, or structural equation modeling to address this issue.

Second, the absence of independent associations does not mean that any indirect relations do not exist. For example, leadership and strategic clarity can serve as the antecedent variables and influence the criterion variable via structural and cultural channels (Kotter, 1996; Burke & Litwin, 1992). In this connection, the contributions of leadership commitment and staff participation can be considered through those structural and cultural variables, which showed direct associations in the current study.

Third, due to the small number of respondents ($n = 37$), there is a possibility that the power of statistical tests performed was rather limited and the real associations were missing. Future research based on a larger number of respondents will enable more precise estimates of the relationships discussed.

Regarding the second recommendation, a preliminary cross-tabulation of respondents' years of experience (Table 4) and their mean scores on EdPEX implementation success was conducted. Respondents with more than six years of experience ($n = 15$, 40.5%) reported a mean success score of 3.74 ($SD = 0.71$), compared to 3.29 ($SD = 0.88$) for those with less than one year of experience ($n = 7$, 19.0%). Although no inferential test was applied given the small group sizes and the non-probability nature of the data, this descriptive pattern tentatively suggests that greater familiarity with EdPEX may be associated with more favourable perceptions of implementation success. Future studies with larger, probability-based respondents could formally test whether years of experience moderates the relationship between organizational factors and EdPEX implementation outcomes.

In general, the obtained results can be viewed as an exploratory analysis of organizational conditions associated with EdPEX implementation in this case. In addition, they are consistent with the findings in the existing literature, which emphasize the necessity of using the comprehensive and context-dependent approach towards EdPEX implementation in higher education institutions (Chaiya & Ahmad, 2021). According to the literature, leadership and employee participation can influence EdPEX implementation through some other structural and cultural factors (Kotter, 1996; Mgaiwa, 2021).

Limitations

Several limitations must be considered while interpreting the findings obtained from the above research.

Firstly, it is necessary to state that the research took place in the confines of only one campus of a university. It can be considered that the results of this research are only applicable in this institution and cannot be generalized to other higher education institutions. Four faculties involved in the process create a relatively homogenous environment.

Secondly, non-responders could differ systematically from those who answered, thus creating non-response bias. In this study, the 49.32% non-response rate raises important concerns regarding both the accuracy and validity of the findings. With respect to accuracy, it is possible that non-respondents hold different perceptions of EdPEX implementation—for instance, administrators who are less engaged with or more critical of the EdPEX process may have been less inclined to respond. If so, the present data may overestimate the perceived importance of the measured factors and the reported level of implementation success. With respect to validity, the representativeness of the 37 respondents for the full population of 73 cannot be confirmed. Future research should consider follow-up surveys or interviews with non-respondents to assess the extent and direction of this bias.

Thirdly, it can be said that in this regression analysis there are too few observations compared to the predictors (6 predictors, $n = 37$). This may reduce statistical power and make the coefficient values unstable. Besides, intercorrelation between the predictors adds to the problems in interpreting regression coefficients.

Fourthly, it should be mentioned that cross-sectional study design limits the possibility of making any causal conclusions. Longitudinal studies should be conducted to find out whether organization structure and culture preceded the success in implementing EdPEX.

Finally, social desirability bias can be expected because all the respondents of this survey are quality assurance practitioners.



Conclusion and Suggestions

Conclusion

Among organizational and managerial variables examined, organizational structure and its suitability, as well as shared values and organizational culture, showed the strongest positive associations with successful EdPEX implementation at the faculty level, while strategic clarity, system readiness, leadership, and staff involvement showed no meaningful independent association with success in the process. The weaker independent association shown by some predictors in this regression analysis could also be explained by potential multicollinearity and small number of respondents rather than by the lack of importance.

Considering the criteria established by the evaluative frameworks of EdPEX, an association between organizational structure suitability and implementation success might mean the sensitivity of the deployment and integration of this framework to structural fit at the faculty level. The relationship between shared values and the success in implementation corresponds to the Learning dimension, according to which it is critical to have a cultural fit that will foster self-reflection, knowledge sharing, and continuous development.

However, these interpretations remain speculative and are specific to this case only. To draw some reliable conclusions concerning the role of the predictors analyzed here, it is necessary to perform the analyses with more robust methodology and using larger respondents.

Challenges identified from the qualitative data included a limited understanding of the values promoted by EdPEX and the logic used in the assessments by ADLI and LeTCI. Also, the workload issues, limited resources, insufficient internal communication, and ambiguous institution policies were reported by respondents as the key factors that complicated the process of implementing the framework.

From these findings, it can be concluded that engaging and empowering leaders of the faculty could be considered an essential enabling factor of the EdPEX adoption.

Thus, the results of this study present preliminary exploratory insight into the organization-related aspects associated with EdPEX adoption at the faculty level. While there are definite limitations to this research that must be taken into consideration when analyzing the obtained results, they tentatively imply the significance of structural suitability and quality-driven organizational culture.

Suggestions

Suggestions for Practice

Below is a list of recommendations stemming from an exploratory analysis of the above-described findings. These recommendations are to be considered preliminary and are meant for application at institutions facing comparable conditions (regionally focused universities) but not for all higher education establishments at large.

1. The structure of faculties might be analyzed to see whether it meets the requirements for successful implementation of EdPEX. It appears that in the present case, the presence of clearly defined roles and workflows combined with well-established responsibility and accountability contributed to the success of implementation. Thus, it might be argued that structural suitability is one of the prerequisites for the successful deployment and integration of the framework, which would lead to achieving Deployment and Integration features of ADLI. Similarly, fostering organizational learning and improving the focus on quality might assist in achieving the Learning feature of ADLI. However, this recommendation is to be seen as a topic for further exploration since the current case was exploration in nature (Sciarelli et al., 2020; Kesaporn & Lincharoen, 2022; Phuangsuan et al., 2024).



2. Considering the qualitative findings regarding limited understanding of the relevant notions, some capacity-building activities might be recommended to improve staff and faculty understanding of EdPEX principles, specifically its two evaluation logics, i.e., ADLI and LeTCL. Thus, training programs are to be developed so that the participants could put this knowledge into practice, e.g., conducting a systematic self-assessment according to these logics. Otherwise, staff members might perceive EdPEX as something that they have to do rather than a valuable tool for improving quality of processes and results (Chaiya & Ahmad, 2021).

3. One of the recurring challenges was poor internal communication. Thus, the improvement of communication strategies is recommended to all institutions experiencing similar problems. Moreover, it might also be advisable to provide opportunities for staff participation in the development and implementation of quality improvement activities to share responsibility for the outcome (Chaiya & Ahmad, 2021).

4. Finally, it should be noted that resource and workload constraints were one of the most frequently reported challenges. Therefore, it would be helpful to assess whether there are sufficient financial and temporal resources and staffing available to complete tasks related to the implementation of EdPEX. It might also be recommended to allocate EdPEX-related activities among various roles (as opposed to assigning these tasks to a few individuals) to reduce workloads (Chaiya & Ahmad, 2021).

Suggestions for Future Research

Future research would need to consider a wider array of possible organizational factors affecting the process of EdPEX adoption, such as leadership style, communication patterns within organizations, and the degree of staff engagement. Research that makes use of more rigorous designs, such as multi-campus surveys conducted on larger probability respondents and studies using a longitudinal approach to track the changes in the rate of EdPEX adoption over time, would be more likely to produce valid results. The use of qualitative approaches such as interviewing and focus group discussions might shed more light on how structural and cultural factors facilitate or hinder the adoption of EdPEX. Further comparative analysis between universities and faculty member's types might help identify certain context-related factors that determine the effectiveness of EdPEX implementation. Information system readiness and data management capabilities must also be considered as supportive variables for the category of measurement, analysis, and knowledge management in EdPEX.

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Conflict of Interests

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Declaration of Generative AI and AI-assisted Technologies

During the preparation of this work, the author used ChatGPT (OpenAI) for language editing and improving the clarity and academic style of the manuscript. The tool was used solely to refine grammar, sentence structure, and readability. The author reviewed and edited all AI-assisted content and takes full responsibility for the accuracy, integrity, and originality of the published article.

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