

The Dynamics of Organizational Culture Assessment In Cambodia Using Gordon and Di Tomaso (1992) Framework: Evidence From High School Teachers

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Abstract.

This study examines teachers' perceptions of organizational culture and the interrelationships among its eight dimensions in Cambodian high schools, based on the framework of Gordon and Tomaso (1992). Data were collected from 760 teachers and analyzed using descriptive statistics and bivariate Pearson correlation analysis. The findings indicated that the overall level of organizational culture was moderate ($M = 3.48$). Among the eight dimensions, Accountability received the highest rating ($M = 3.78$), followed by Action Orientation ($M = 3.63$) and Shared Goals ($M = 3.58$); whereas, Reward Fairness received the lowest rating ($M = 3.21$). The correlation analysis revealed that the eight dimensions were generally positively and statistically significantly intercorrelated, with most relationships significant at the $p < 0.01$ level. The strongest association was observed between Communication and Innovation ($r = .556$, $p < 0.01$), indicating a moderate positive relationship, while the weakest was between Accountability and Reward Fairness ($r = .075$, $p < 0.05$), indicating a very weak positive relationship. Overall, the correlation pattern demonstrates substantial internal coherence among the dimensions while suggesting that they remain sufficiently distinct to represent different aspects of organizational culture. The findings highlight organizational strengths in accountability and shared direction, while identifying communication, systematic decision-making, innovation, and reward fairness as areas requiring further development. The study recommends strengthening transparent communication, participatory decision-making, opportunities for teacher innovation, and equitable reward practices to foster a more coherent, supportive, and effective organizational culture in Cambodian high schools.

Keywords: Organizational culture; high school teachers; school leadership; educational effectiveness and Cambodia.

I. INTRODUCTION

Organizational culture is a crucial element in the management and leadership of an organization, and it plays a significant role in strengthening and improving the quality of education (Bendermacher et al., 2017; Deal & Peterson, 1999; Lim, 2023; Mok et al., 2026; Pann et al., 2026). Strengthening the quality of secondary education constitutes a fundamental foundation for adequately preparing students to transition to and succeed in higher education. Central to this process is the active engagement and instructional quality of teachers, whose professional capacity and teaching practices are closely associated with students' learning outcomes and subsequent post-secondary success (Graham & Flamini, 2023; OECD, 2021). Accordingly, teachers play a pivotal role in enhancing student learning outcomes and contributing to the overall improvement of educational quality (Mok et al., 2026; South & Mam, 2026; UNESCO, 2024;). Furthermore, Kao et al. (2023), in a study involving 1,338 Cambodian students across 21 higher education institutions found that students' experiences and learning during secondary education were associated with their subsequent decisions regarding higher education. Collectively, these findings underscore the importance of strengthening the quality of secondary education and ensuring meaningful teacher engagement to better prepare students for continued educational progression and successful participation in higher education.

In the contemporary educational context, teachers in Cambodia carry out their professional responsibilities within the framework of curricula, policies, standards, and reform priorities established by the Ministry of Education, Youth and Sport (Chamraeun, 2026; Kim, 2025; Lim, 2023; MoEYS, 2024, 2025; Mok et al., 2026; Pann et al., 2026). These policy frameworks emphasize strengthening teaching quality, teacher professionalism, school leadership, and educational governance as essential components of improving learning outcomes and the overall quality of education (Lim, 2023; MoEYS, 2024; Mok et al., 2026; UNESCO, 2024). In this context, teachers constitute a critical school-level factor influencing students' learning, while continuous professional development, teacher competencies, and supportive professional

environments are important for strengthening effective teaching practices (Pann et al., 2026; UNESCO, 2023; UNESCO, 2025). Moreover, the organizational and professional culture of schools can shape teachers' pedagogical practices, professional engagement, and interactions within the school community (King, 2020). Recent evidence from Cambodian lower secondary schools further indicates that teacher accountability is influenced by professional development, peer collaboration, supportive school leadership, self-commitment, and other contextual factors, which collectively contribute to improved student learning outcomes (Pann et al., 2026; Sauth & Mam, 2026). Thus, strengthening a positive and supportive working culture, together with effective teacher development and school leadership, is essential for enhancing teaching effectiveness and sustaining the quality of education in Cambodia.

Organizational culture constitutes a fundamental determinant of organizational functioning, shaping the shared values, beliefs, behavioral norms, decision-making processes, communication practices, innovation, and managerial approaches that guide organizational members in pursuing collective goals. In educational institutions, organizational culture extends beyond established norms and administrative procedures; it influences teachers' professional attitudes, interpersonal relationships, collaborative practices, and commitment to institutional objectives, thereby contributing to school effectiveness and organizational development (Schein, 2017; Cheng, 1993). A coherent and supportive organizational culture can foster a shared institutional vision, promote professional accountability, facilitate knowledge exchange, and create conditions conducive to continuous improvement in teaching and school management. In this regard, Gordon and Di Tomaso (1992) conceptualized organizational culture through multiple dimensions reflecting essential organizational values and practices, providing a conceptual foundation for examining the characteristics and functioning of organizational culture. Applying this perspective to Cambodian high schools offers an empirical basis for assessing the prevailing level of organizational culture, identifying areas of strength and weakness, and understanding the interrelationships among its dimensions to inform evidence-based strategies for strengthening school leadership, organizational practices, and educational effectiveness.

However, empirical research on organizational culture among Cambodian high school teachers remains relatively limited, particularly in relation to the overall level of organizational culture across its eight dimensions and the extent to which these dimensions are interrelated. A comprehensive understanding of organizational culture is essential for identifying the organizational practices that are perceived as strengths, recognizing areas that require further development, and providing an empirical basis for improving school management and organizational effectiveness. In the educational context, examining the individual dimensions of organizational culture, together with their interrelationships, can offer valuable insights into how shared organizational values, decision-making processes, communication practices, innovation, accountability, action orientation, reward fairness, and professional development collectively characterize the organizational environment experienced by teachers.

To address this research gap, the present study investigates organizational culture among Cambodian high school teachers using the framework developed by Gordon and Di Tomaso (1992). Drawing on data from 760 teacher observations, the study focuses on two principal objectives. First, it assesses the level of organizational culture among Cambodian high school teachers across eight dimensions to establish a comprehensive understanding of the prevailing organizational culture within the school context. Second, it examines the relationships and intercorrelations among these eight dimensions to determine the extent to which they are associated with one another. By addressing these objectives, the study seeks to provide empirical evidence that contributes to a more comprehensive understanding of organizational culture in Cambodian secondary education and identifies dimensions that may warrant further organizational attention and improvement. Consistent with the theoretical foundation and research objectives, the study conceptualizes organizational culture as the main research variable, operationalized through eight measurement dimensions derived from the framework of Gordon and Di Tomaso (1992). These dimensions comprise: (1) Shared Goals, which reflect the extent to which organizational members understand and support common institutional objectives; (2) Systematic Decision-Making, which concerns the extent to which decisions are made through organized and systematic processes; (3) Communication, which represents the exchange and dissemination of information within the organization; (4) Innovation, which reflects the

extent to which new ideas, approaches, and improvements are encouraged; (5) Accountability, which concerns the extent to which organizational members are responsible for their duties and performance; (6) Action Orientation, which emphasizes the translation of organizational intentions and decisions into practical action; (7) Reward Fairness, which reflects perceptions of fairness and equity in the distribution of organizational rewards and recognition; and (8) Development and Internal Promotion, which concerns opportunities for professional growth, career advancement, and promotion within the organization. Within this framework, the eight dimensions serve as the measurement components through which organizational culture is assessed and analyzed. The study examines both the descriptive level of each dimension and the correlations among the dimensions, thereby providing a multidimensional perspective on organizational culture among Cambodian high school teachers. Importantly, these dimensions are treated as conceptually distinct but potentially interrelated aspects of the broader organizational culture construct. Accordingly, the research framework does not designate the eight dimensions as separate independent and dependent variables; rather, it presents them as interrelated measurement dimensions of one principal variable, organizational culture. The proposed research framework is illustrated in Figure 1 below.

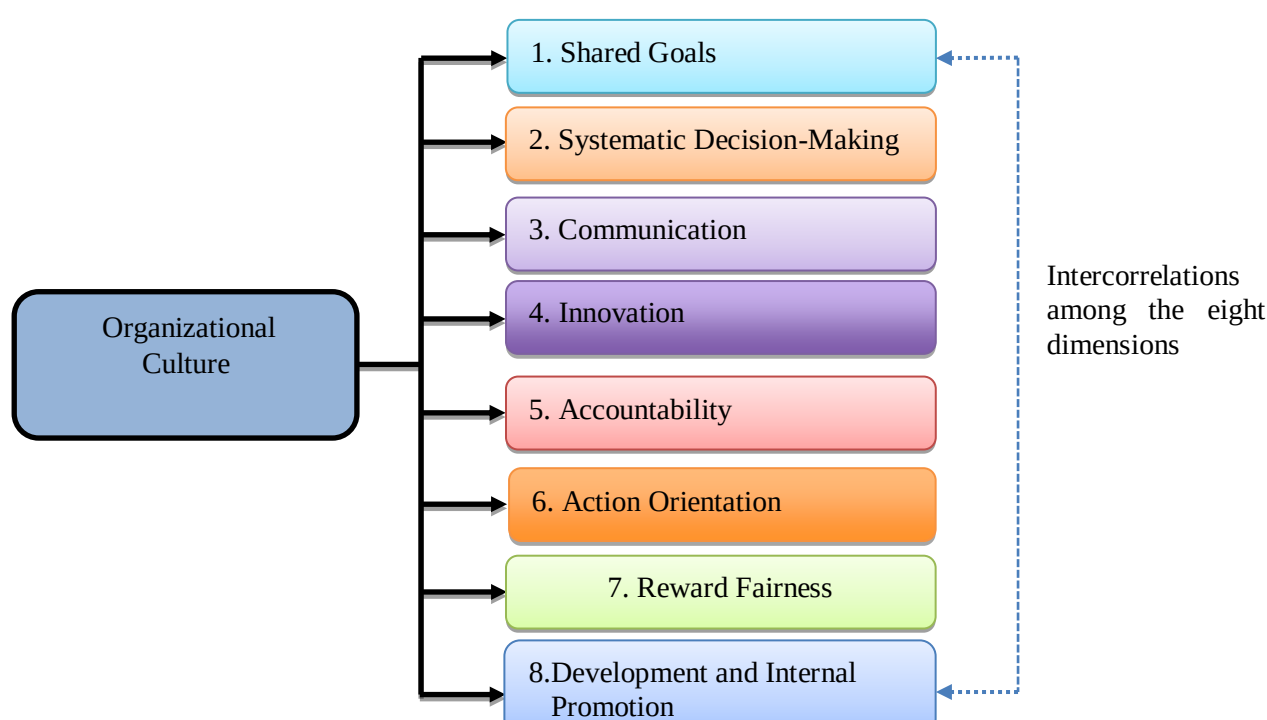


Fig. 1: Research Framework of the Study

Source: Adapted from Gordon and Di Tomaso (1992)

Literature Reviews

The concept of organizational culture originated from early sociological and management perspectives that viewed organizations as social systems shaped by informal relationships, shared norms, and collective behaviors. Organizational Culture theory developed from early Human Relations perspectives emphasizing social relationships and group norms (Mayo, 1933), to the formal concept of organizational culture introduced by Pettigrew (1979). During the 1980s, Deal and Kennedy (1982) and Schein (1985) established culture as a major organizational concept, focusing on shared values, beliefs, norms, and underlying assumptions. In the 1990s, O'Reilly et al. (1991) and Gordon and Di Tomaso (1992) advanced multidimensional approaches linking culture with organizational effectiveness. Contemporary theory emphasizes culture's role in adaptability, innovation, learning, employee outcomes, and organizational performance (Schein, 2010; Robbins & Judge, 2017).

Organizational culture is a fundamental organizational factor that shapes employees' Quality of Work Life (QWL) by influencing their workplace experiences, interpersonal relationships, attitudes, and perceptions of support and fairness (Schein, 2010; An et al., 2011). Previous empirical studies have

confirmed that organizational culture is significantly associated with QWL, suggesting that a supportive and constructive organizational culture can contribute to better employees' work-life experiences and well-being (Park et al., 2011; Boulet & Dextras-Gauthier, 2025). Kanok-orn et al. (2015) examined organizational culture through four dimensions: Adaptive, Result-Based, Clan, and Bureaucratic. Their findings indicated that organizational culture was generally at a high level, with an overall mean score of 3.81. Among the four dimensions, the Bureaucratic dimension recorded the highest mean score ($M = 3.94$), whereas the Clan dimension recorded the lowest ($M = 3.72$). These findings indicate that organizational culture may differ in strength across its various dimensions, with some aspects being more strongly established than others, while maintaining an overall positive cultural orientation within the organization.

In addition, previous research has demonstrated the importance of leadership in shaping teachers' work experiences. Distributed leadership was found to be a strong predictor of teachers' work and professional satisfaction. In particular, higher levels of distributed leadership were associated with higher levels of professional satisfaction (Darlene, 2017). This finding highlights the importance of shared leadership, participation, and collaboration in creating a supportive organizational environment for teachers. According to Leah (2024), adapting the organizational culture framework proposed by O'Reilly et al. (1991), identified seven key characteristics of organizational culture: Innovative, Aggressive, Outcome-Oriented, Stable, People-Oriented, Team-Oriented, and Detail-Oriented, as presented in Figure 2 below.



Fig.2: Characteristics of Organizational Culture

The framework suggests that organizational systems and work practices should be aligned with the culture of each organization. In a rapidly changing global environment, organizations need to encourage employees to adapt effectively to new challenges and developments. This is particularly important in education because teachers play a central role in students' learning and development. Therefore, examining the influence of organizational culture on teachers' work in teacher-training institutions is important for understanding and improving educational effectiveness (Kanok-orn et al., 2015). Base on Pann et al. (2026) showed that Organizational culture encompasses shared values, assumptions, and practices that shape workplace behavior and member interactions. Research demonstrates a reciprocal relationship between organizational culture, quality of work life, employee engagement, job satisfaction, decision-making, and communication effectiveness.

Besides above, Organizational culture has been conceptualized through diverse theoretical perspectives, emphasizing shared values, underlying assumptions, adaptability, effectiveness, and person–organization fit. Table 1 summarizes key scholars and influential frameworks that provide the theoretical foundation for understanding organizational culture in the previous study.

Table1: Major Theoretical Perspectives on Organizational Culture

No.	Authors	Focus	Main Dimensions
1.	Schein (1985,2010)	Level of organizational culture	Artifacts, basic underlying assumptions, espoused values
2.	Hofstede (1991)	Cultural dimensions	Power distance, uncertainty avoidance,

			individualism-collectivism, masculinity-femininity, long-term orientation
3.	Caeron and Quinn (1999, 2011)	Competing Values Framework	Clan, Adhocracy, Market, Hierarchy
4.	Deal and Kennedy (1982)	Strong corporate cultures	Values, heroes, rituals, cultural network
5.	Goffee and Jones (1998)	Social relationships in Organizations	Sociability and solidarity
6.	Quinn and Rohrbaugh (1983)	Competing Values Model	Internal/external focus, flexibility/stability
7.	Denison and Mishra (1995)	Culture and organizational effectiveness	Involvement, consistency, adaptability, mission

Moreover, collaborative culture emphasizes mutual trust, interdependence, participation, and shared responsibility among members of an organization. It provides teachers with opportunities, authority, and autonomy to engage in professional learning, develop plans collectively, and exchange ideas and perspectives concerning teaching practices, professional knowledge, and work-related issues. Effective collaboration also requires constructive management of internal conflicts and the development of a shared understanding that collaboration and professional dialogue are essential foundations for strengthening areas of limited capacity (Ministry of Education, Youth and Sport, 2021).

Overall, the literature indicates that QWL and organizational culture are closely interconnected. A supportive organizational culture characterized by accountability, collaboration, participation, fairness, innovation, and effective leadership can contribute to a more positive working environment and enhance employees' professional experiences. In the educational context, understanding these relationships is particularly important because teachers' working conditions and organizational experiences can ultimately influence their professional satisfaction, performance, and contribution to students' learning outcomes.

Gordon and Tomaso's Framework

Gordon and Di Tomaso (1992) identified eight cultural dimensions using a 61-item survey. These dimensions were used to examine culture strength and its relationship with organizational performance. All eight organizational cultures are as follow:

1. **Shared Goals:** The extent to which organizational goals, strategies, and direction are clearly understood and shared by members. It creates a common sense of purpose and helps employees align their work with organizational objectives.
2. **Systematic Decision-Making:** The extent to which decisions are made logically, systematically, and based on relevant information rather than personal preferences. It reflects consistency and rationality in organizational decision processes.
3. **Communication:** The extent to which different organizational units and employees communicate, cooperate, and coordinate effectively. Strong integration helps reduce barriers between departments and supports achievement of common goals.
4. **Innovation:** The extent to which the organization encourages new ideas, creativity, experimentation, and appropriate risk-taking. Gordon and Di Tomaso particularly associated innovation with organizational adaptability.
5. **Accountability:** The extent to which employees are expected to take responsibility for their decisions, actions, and work results. It emphasizes individual responsibility and performance expectations.
6. **Action Orientation:** The extent to which the organization emphasizes taking timely and effective action rather than excessive delay or analysis. Along with innovation/risk-taking, it represents an important aspect of organizational adaptability.
7. **Reward Fairness:** The extent to which employees perceive organizational rewards and recognition as fair and appropriately related to their performance and contributions. It reflects perceptions of equity in the reward system.

8. **Development and Internal Promotion:** The extent to which the organization provides employees with opportunities for professional development, career advancement, and promotion from within the organization. It reflects the organization's investment in employee growth.

Overall framework Gordon and Di Tomaso's study used these eight dimensions to construct broader indicators of organizational culture, including culture strength, adaptability, and stability, and examined their relationship with corporate performance.

II. METHODS

Research Design

This study employed a quantitative, cross-sectional descriptive-correlational research design to assess organizational culture among Cambodian high school teachers based on the framework of Gordon and Di Tomaso (1992). The descriptive component was used to determine the perceived level of organizational culture across its eight dimensions: Shared Goals, Systematic Decision-Making, Communication, Innovation, Accountability, Action Orientation, Reward Fairness, and Development and Internal Promotion. The correlational component examined the relationships and intercorrelations among these dimensions. Data were collected at a single point in time using a structured self-administered questionnaire.

Participants and Data Collection

The study involved 760 Cambodian high school teachers as respondents. Participants were selected from high schools in Cambodia and provided data concerning their perceptions of organizational culture within their respective schools. Prior to data collection, the researcher obtained the necessary permissions from relevant educational authorities and participating schools. The purpose of the study, confidentiality of responses, voluntary participation, and the use of data solely for academic purposes will be clearly explained to all participants. Questionnaires were then distributed to the selected teachers and collected after completion. The returned questionnaires were screened for completeness before statistical analysis.

Research Instrument

Data were collected using a structured questionnaire developed based on the Gordon and Di Tomaso (1992) framework of organizational culture. The instrument measured eight dimensions of organizational culture: Shared Goals, Systematic Decision-Making, Communication, Innovation, Accountability, Action Orientation, Reward Fairness, and Development and Internal Promotion. Responses were measured using a five-point Likert scale, ranging from low to high levels of perception. Before the main analysis, the questionnaire will be reviewed for content appropriateness and clarity. Cronbach's alpha coefficient was calculated to assess the internal consistency and reliability of the instrument and its respective dimensions.

Statistical Analysis

The collected data were coded, screened, and analyzed using appropriate statistical procedures. Frequency and percentage were used to summarize relevant demographic characteristics of the respondents. Mean and standard deviation were calculated to determine the overall level of organizational culture and the level of each of its eight dimensions. The dimensions were subsequently ranked according to their mean scores to identify the relatively stronger and weaker aspects of organizational culture.

To assess the reliability of the measurement instrument, Cronbach's alpha coefficient was used to examine the internal consistency of the questionnaire items and each organizational-culture dimension. Furthermore, Pearson's product-moment correlation coefficient (r) was employed to examine the direction and strength of the relationships among the eight dimensions of organizational culture. Statistical significance was evaluated at the 0.01 level ($p < 0.01$). The findings were presented using descriptive tables, correlation matrices, and appropriate narrative interpretations.

III. RESULT AND DISCUSSION

The results of the statistical analyses done to determine the research questions are presented in this session. Particularly, the analysis is aimed at answering the research questions presented in the introduction above.

Results for the Research Question One

The first research question was asked: “*What is the level of organizational culture among Cambodian high school teachers based on the Gordon and Tomaso (1992) framework?*”

The collected data were analyzed using descriptive statistics such as mean and standard deviation. The main results of the overall research by section are presented in Table 2 below:

Table 2: Mean, SD, Interpretation, and Ranking of Organizational Culture across Eight Dimensions (n = 760)

No.	Organizational Culture	M	S.D.	Interpret	Ranking
1.	Shared Goals	3.58	0.94	High	3
2.	Systematic Decision-Making	3.32	0.68	Moderate	6
3.	Communication	3.30	0.61	Moderate	7
4.	Innovation	3.47	0.71	Moderate	5
5.	Accountability	3.78	0.66	High	1
6.	Action Orientation	3.63	0.74	High	2
7.	Reward Fairness	3.21	0.88	Moderate	8
8.	Development and Internal Promotion	3.56	0.73	High	4
Total		3.48	0.51	Moderate	

According to Table 2, the research findings reveal that teachers’ overall perceptions of organizational culture were at a moderate level (M = 3.48, S.D. = 0.51). Based on the mean scores, four dimensions were rated at a high level. Accountability ranked first (M = 3.78, S.D. = 0.66), followed by Action Orientation (M = 3.63, S.D. = 0.74), Shared Goals (M = 3.58, S.D. = 0.94), and Development and Internal Promotion (M = 3.56, S.D. = 0.73), respectively. In contrast, the remaining four dimensions were rated at a moderate level, with Reward Fairness receiving the lowest mean score (M = 3.21, S.D. = 0.88), followed by Communication (M = 3.30, S.D. = 0.61), Systematic Decision-Making (M = 3.32, S.D. = 0.68), and Innovation (M = 3.47, S.D. = 0.71). Overall, the findings indicate that teachers at high schools perceived organizational culture across the eight core dimensions to be at a moderate level, although accountability, action orientation, shared goals, and development and internal promotion were perceived more positively.

Results for the Research Question Two

The second research question was asked: “*To what extent are the eight dimensions of organizational culture based on the Gordon and Di Tomaso (1992) framework significantly correlated with one another?*”

The collected data were analyzed using Pearson’s product-moment correlation coefficient to examine the strength, direction, and statistical significance of the relationships among the eight dimensions of organizational culture. The results of the correlation analysis are presented in Table 3.

Table3: Pearson Correlation Matrix for the Eight Dimensions of Organizational Culture of Cambodian High School Teachers (n=760)

No.	Measure	TOC1	TOC2	TOC3	TOC4	TOC5	TOC6	TOC7	TOC8
1.	TOC1	-							
2.	TOC2	.517**	-						
3.	TOC3	.471**	.439**	-					
4.	TOC4	.479**	.447**	.556**	-				
5.	TOC5	.451**	.135**	.380**	.399**	-			
6.	TOC6	.534**	.391**	.456**	.541**	.394**	-		
7.	TOC7	.431**	.497**	.239**	.483**	.075*	.339**	-	
8.	TOC8	.454**	.314**	.485**	.455**	.335**	.343**	.288**	-

Based on the Table 3 above, showed that the bivariate Pearson correlation coefficients among the eight dimensions of organizational culture based on data from 760 respondents. The results indicate that the dimensions are generally positively and statistically significantly intercorrelated, with most associations reaching the $p < .01$ significance level. These findings suggest a substantial degree of internal coherence among the dimensions while also indicating that each dimension captures a distinct aspect of the broader organizational culture construct. The strongest positive correlation was observed between Communication (TOC3) and Innovation (TOC4) ($r = .556$, $p < .01$), representing a moderate association. In contrast, the weakest relationship was found between Accountability (TOC5) and Reward Fairness (TOC7) ($r = .075$, $p < .05$), indicating a very weak positive association. Overall, the correlation pattern provides empirical support for the relatedness of the eight dimensions without suggesting excessive overlap among them.

The findings revealed that organizational culture among Cambodian high school teachers was at a moderate level ($M=3.48$, $SD=0.51$), indicating that cultural practices were reasonably established but varied across dimensions. Accountability ranked highest, followed by action orientation, shared goals, and development and internal promotion. These results suggest that schools demonstrate relative strengths in professional responsibility, goal alignment, and staff development. This interpretation aligns with Gordon and Di Tomaso's (1992) emphasis on the relationship between organizational culture, adaptability, and organizational performance. Conversely, reward fairness received the lowest rating, followed by communication, systematic decision-making, and innovation. These findings highlight opportunities to strengthen equitable recognition, transparent communication, participatory decision-making, and innovative practices. Consistent with Schein and Schein (2017), organizational culture is reflected in shared values and assumptions that guide organizational behavior. Therefore, school leaders should reinforce existing cultural strengths while addressing these areas to foster a more balanced and supportive organizational environment. The correlation analysis demonstrated that the eight dimensions were generally positively and significantly intercorrelated, suggesting that they represent related aspects of organizational culture. The strongest association occurred between communication and innovation ($r=.556$, $p<.01$), indicating that effective communication is associated with stronger innovation practices. In contrast, accountability and reward fairness showed the weakest association ($r= 0.075$, $p< 0.05$), suggesting that these dimensions were only marginally related.

Overall, the findings support examining organizational culture as a multidimensional construct, although further confirmatory factor analysis would be needed to establish the distinctiveness and validity of the eight dimensions.

IV. CONCLUSION

This study provides empirical evidence on the characteristics and interrelationships of organizational culture among Cambodian high school teachers, drawing on the eight-dimensional framework of Gordon and Di Tomaso (1992). The findings indicate that organizational culture was perceived at a moderate overall level ($M=3.48$, $S.D.=0.51$), reflecting an uneven distribution of cultural strengths across dimensions. Accountability emerged as the strongest dimension, followed by action orientation, shared goals, and development and internal promotion. Conversely, reward fairness received the lowest rating, identifying a critical area for organizational improvement. These findings suggest that although schools demonstrate relative strengths in responsibility and goal orientation, further efforts are needed to strengthen equitable recognition, communication, systematic decision-making, and innovation. This multidimensional interpretation is consistent with Schein and Schein's (2017) view of organizational culture as a system of shared assumptions, values, and practices that shape organizational behavior. The correlational findings further revealed that the eight dimensions were generally positively and significantly interrelated, indicating that organizational culture encompasses connected yet potentially distinguishable organizational characteristics. Communication and innovation exhibited the strongest association ($r=.556$, $p< 0.01$), whereas accountability and reward fairness demonstrated the weakest association ($r=.075$, $p< 0.05$). This variation highlights the importance of examining individual cultural dimensions rather than interpreting organizational culture solely through an aggregate score. Although these associations are consistent with the relevance of cultural characteristics to organizational performance discussed by Gordon and Di Tomaso (1992), the present findings establish relationships rather than causal effects and do not independently confirm the measurement validity of the eight-dimensional framework.

Overall, this study contributes context-specific evidence to the understanding of organizational culture in Cambodian secondary education by identifying established cultural strengths, priority areas for improvement, and varying relationships among its constituent dimensions. The findings provide a basis for school leaders to strengthen organizational culture through transparent reward and recognition practices, more participatory decision-making, effective communication, and institutional support for pedagogical innovation. For research and policy development, subsequent studies should employ confirmatory factor analysis to assess the measurement structure and use longitudinal, mixed-methods, or multisource designs to

investigate how cultural dimensions interact with leadership practices, teacher outcomes, and school effectiveness. Such work would help determine the broader applicability of the framework and support the development of a more equitable, collaborative, and adaptive organizational culture in Cambodian schools.

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