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Agile Leadership of School Administrators Affecting Core Competencies of Government Teachers in Schools Under the Secondary Educational Service Area Office, Bangkok 2

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Abstract

This research aims to study 1) the agile leadership of secondary school administrators, 2) the core competencies of government teachers in secondary schools, 3) the relationship between the agile leadership of secondary school administrators and the core competencies of government teachers in secondary schools, and 4) how the agile leadership of secondary school administrators influences the core competencies of teachers in secondary schools under the Secondary Educational Service Area Office, Bangkok 2 (SESAO Bangkok 2). The sample group consisted of 357 government teachers working in schools under the Secondary Educational Service Area Office, Bangkok 2 during the 2025 academic year. The research instruments included questionnaires on agile leadership among secondary school administrators and the core competencies of government teachers in secondary schools. The statistics used in the study were mean, standard deviation, Pearson's Product-Moment Correlation Coefficient, and stepwise multiple regression analysis. The results revealed that: 1) the agile leadership of secondary school administrators, both overall and in each aspect, was at a high level; 2) the core competencies of government teachers in secondary schools, both overall and in each aspect, were at a high level; 3) the agile leadership of school administrators and the core competencies of government teachers had a very high positive correlation at the .01 level of statistical significance; and 4) the agile leadership of school administrators, consisting of contextual agility, stakeholder agility, creative agility, and self-leadership agility, significantly affected the core competencies of government teachers in schools at the .01 level of significance, with a predictive power of 64.20 percent. The research findings can be applied to develop school administrators' agile leadership, enabling them to adapt and respond effectively to current global changes. The knowledge gained will enhance the core competencies of government teachers, leading to increased operational efficiency and ultimately allowing educational institutions to manage and provide quality education to achieve their goals. Future research should focus on factors influencing both administrators' agile leadership and teachers' core competencies, as well as on models for developing agile leadership.

Keywords: Agile Leadership, Core Competencies of Government Teachers, Secondary School Administrators, Teacher Development, Educational Administration, Organizational Agility

Introduction

Changes in today's global society are dynamic and accelerating significantly, encompassing multiple dimensions: technology, business, economy, society, and human behaviour (Piatanom, 2025). In 1985, Bennis and Nanus proposed the concept of the VUCA world— characterised by Volatility, Uncertainty, Complexity, and Ambiguity—as a framework for analysing administrative environments. This framework has gained