

OPEN ACCESS

Manuscript ID:
EDU-2026-140310518

Volume: 14

Issue: 3

Month: June

Year: 2026

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 30.03.2026

Accepted: 10.05.2026

Published Online: 01.06.2026

Citation:

Sirinopmanee, N., &
Phoocharoensil, S. (2026).
Corpus-Based Evidence
for Teaching English
Synonyms in EFL Contexts:
Implications from Quick,
Rapid, and Speedy. *Shanlax
International Journal of
Education*, 14(3), 190–199.

DOI:

[https://doi.org/10.34293/
education.v14i3.10518](https://doi.org/10.34293/education.v14i3.10518)



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The Influence of School Administrators' Agile Leadership on Work Enthusiasm of Government Teachers Under the Samut Prakan Secondary Educational Service Area Office

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Abstract

This research examined school administrators' agile leadership, government teachers' work enthusiasm, their relationship, and the predictive influence of agile leadership on work enthusiasm within the Samut Prakan Secondary Educational Service Area Office.

The sample comprised 333 government teachers actively teaching in the 2025 academic year, selected through multi-stage random sampling. Data were collected using a validated questionnaire and analyzed using descriptive statistics (mean and standard deviation), Pearson's correlation, and stepwise multiple regression analysis.

The level of school administrators' agile leadership was high, whereas government teachers' work enthusiasm was very high. A strong positive correlation was observed between agile leadership and work enthusiasm ($r = 0.882$, $p < .01$). Furthermore, the agile leadership dimensions—specifically adaptability, visionary, engagement, and humility—significantly accounted for 67.60% of the variance in government teachers' work enthusiasm. In conclusion, administrators who exhibit high adaptability and provide clear visionary guidance are crucial for fostering a highly motivated and enthusiastic teaching staff.

Future studies should explore agile leadership across diverse educational contexts for comparative analysis and employ qualitative designs to develop practical and strategic models for cultivating agile leadership among school administrators.

Keywords: Agile Leadership, Work Enthusiasm, School Administrators, Secondary Schools, Teacher Motivation, Multiple Regression Analysis

Introduction

Globalization is a phenomenon that impacts people's lives at all levels, from communities and societies to nations and even internationally. These impacts include both beneficial and harmful aspects. Many countries and societies have benefited from rapid development opportunities through globalization, but many others face growing disadvantages and challenges in this regard. Given the current educational landscape, globalization has significantly influenced educational management practices, particularly in Thailand. Current approaches to educational management exhibit diversity in both form and administration to align with a rapidly shifting global context. The aim is to prepare learners to use their knowledge, skills, and experience effectively in further education, careers, and daily life (Rakklang, 2023). Furthermore, education in the era of globalization prioritizes cultivating responsible citizens who demonstrate a strong commitment to social responsibility and value community engagement.

They are expected to play a key role in preserving their own traditions and cultural heritage while remaining open and respectful of differences to foster a harmoniously diverse society ([Aiempaya et al., 2021](#)). In an era of rapid and disruptive global change, educational administrators must remain vigilant and recognize the critical importance of being prepared. Failure to adapt to or manage changes can prevent an organization from achieving its goals. Educational leaders should assess and adopt new technologies to improve their management practices. Leadership theory is a well-established concept relevant to many areas, including business, finance, public administration, healthcare, industry, and educational administration. Leadership is thus the heart of an organization, enabling administrators to keep pace with change and achieve steady and sustainable success ([Piatanom, 2020](#)).

One of the most prominent and widely discussed leadership concepts in the modern era is Agile Leadership. This emerging administrative approach is specifically designed to meet the demands of the digital age, characterized by leaders who can adapt to rapid environmental shifts while ensuring that the organization continues to drive, grow, and progress. Agile leaders adjust operations for globalization and promote continuous learning and innovation. Furthermore, they empower personnel to embrace new challenges, learn from failures, and leverage these experiences to maximize operational efficiency. Ultimately, these qualities are critical in establishing a competitive advantage over other organizations ([Thepsaeng et al., 2024](#)).

For government teachers to perform effectively, work enthusiasm is a critical factor that fosters dedication, commitment, and well-being in the workplace. It is essential for school administrators to cultivate motivation among teachers to ensure that they are eager to achieve organizational goals with high efficiency and quality. According to [Kongboon \(2022\)](#), the characteristics of enthusiastic individuals include attentiveness and commitment to work, willingness to execute assignments promptly, greater endurance, and readiness to acquire knowledge. Furthermore, work enthusiasm and professional success are reciprocally related; those who work with enthusiasm are more likely to achieve success,

and success further stimulates work enthusiasm ([Mulkakul et al., 2021](#)).

Despite the growing recognition of agile leadership as a critical paradigm in modern educational administration, empirical research specifically addressing its impact on government teachers' work enthusiasm remains limited. Previous studies have predominantly focused on broader corporate sectors or general school performance, leaving a significant gap in understanding the direct predictive relationship between distinct agile leadership dimensions and teacher enthusiasm within specific local contexts, such as the Samut Prakan Secondary Educational Service Area Office, Thailand. Addressing this research gap is imperative, as traditional leadership models often prove inadequate in sustaining teacher motivation amid rapid educational reforms and increasing administrative burdens. Therefore, this study aims to investigate the influence of school administrators' agile leadership on the work enthusiasm of government teachers, providing a precise problem-solving framework to address motivational challenges and enhance the overall educational quality in contemporary secondary schools.

Research Objectives

1. To study school administrators' agile leadership.
2. To study the work enthusiasm of government teachers.
3. This study aimed to examine the relationship between school administrators' agile leadership and government teachers' work enthusiasm.
4. To study the influence of school administrators' agile leadership on government teachers' work enthusiasm.

Research Hypothesis

1. The school administrators' agile leadership under the Samut Prakan Secondary Educational Service Area Office was at a high level.
2. The work enthusiasm of government teachers in the Samut Prakan Secondary Educational Service Area Office was at a high level.
3. There is a strong positive correlation between school administrators' agile leadership and government teachers' work enthusiasm, with

statistical significance at the .01 level.

4. School administrators' agile leadership significantly influenced government teachers' work enthusiasm, with statistical significance at the .01 level.

Conceptual Framework

This study, The Influence of School Administrators' Agile Leadership on Work Enthusiasm of Government Teachers under the Samut Prakan Secondary Educational Service Area Office, examined two main variables:

The core attributes of Agile Leadership include Adaptability, Visionary, Engaged, and Humility ([Harnwises, 2021](#); [Nipapan et al., 2021](#); [Codreanu, 2016](#); [Bushuyeva et al., 2019](#); [Chaloob & Saeed, 2024](#); [Iyer & Malhotra, 2025](#); [Pratama & Almansur, 2024](#); [Linani & Toumi, 2025](#)).

The core attributes of Work Enthusiasm include being attentive and committed to work, working on assignments immediately, acquiring knowledge, and strength ([Mulkakul et al., 2021](#); [Anusri et al., 2020](#); [Nakalor et al., 2018](#); [Kongboon, 2022](#); [Mirzakhani et al., 2023](#); [AL-Bazaiah et al., 2023](#); [Sariwulan et al., 2019](#); [Erlina et al., 2024](#)). The conceptual framework of this study is illustrated in Figure 1.

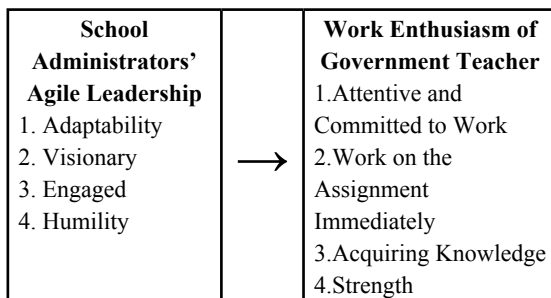


Figure 1 Conceptual Framework

Methodology

Research Design

This study employed a quantitative, descriptive-correlational design to systematically investigate the variables and determine the predictive relationships between school administrators' agile leadership and government teachers' work enthusiasm.

Population and Sample

The population of this study consisted of

government teachers under the Samut Prakan Secondary Educational Service Area Office, totaling 2,387 individuals in the 2025 academic year. The sample for this study comprised government teachers in the Samut Prakan Secondary Educational Service Area Office during the 2025 academic year. Using [Cohen et al.'s \(2018\)](#) table to determine the sample size at a 0.05 significance level, 333 participants were selected. A multi-stage random sampling technique was employed as follows:

Cluster Random Sampling was employed to select one campus from the four administrative clusters: Witthaya Prakan, Pom Prakan, Mueang Prakan, and Suvarnabhumi Prakan.

Simple Random Sampling was subsequently applied to select government teachers within these schools, ensuring a representative sample for the survey.

A total of 333 questionnaires were distributed to the target population. Of these, 319 valid and complete questionnaires were returned, yielding a response rate of 95.80. Consequently, the final data analysis was conducted based on the active sample size of 319 respondents (n = 319)

Research Instruments

The research instrument used in this study was a questionnaire designed to assess the school administrators' agile leadership and the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office (SSEO). The questionnaire consisted of three parts.

Part 1: Demographic Information. This section collected general information about the participating government teachers using a checklist. It included items on gender, age, and educational background.

Part 2: School Administrators' Agile Leadership. This section operationalizes agile leadership through 24 items organized into four dimensions: Adaptability, Visionary, Engaged, and Humility. Responses were measured on a 5-point Likert scale ([Likert, 1967](#)), quantifying the frequency of observed agile behaviors from 5 (highest level of practice) to 1 (lowest level of practice).

Part 3: Work Enthusiasm of Government School Teachers. This section measures the dependent variable using 24 items across four dimensions:

Attentive and Committed to Work, Work on the Assignment Immediately, Acquiring Knowledge and Strength. It also uses a 5-point Likert scale to assess the intensity of teachers' enthusiastic behaviors, ranging from 5 (highest level) to 1 (lowest level).

Quality Assessment of the Instruments

1. The content validity of the questionnaires was evaluated by five experts specializing in educational administration and statistical data analysis. The experts evaluated the extent to which the items corresponded with the operational definitions of the constructs. The scores from all five experts were analyzed using the Item-Objective Congruence (IOC) index. The IOC values for the questionnaire items ranged from 0.6 to 1.0, demonstrating adequate content validity.
2. The reliability of the questionnaire was pilot-tested with 30 government teachers from Seekan (Wattananunuppathum) School, outside the main sample, in 2025. Item discrimination was analyzed using the item-total correlation method, with values ranging from 0.42 to 0.84. The overall reliability of the questionnaire was evaluated using Cronbach's alpha, yielding a high coefficient of 0.97.

Data Analysis

1. To examine the school administrators' agile leadership under the Samut Prakan Secondary Educational Service Area Office, the data were analyzed using the mean and standard deviation (S.D.), with interpretation criteria applied to the mean values.
2. To investigate the work enthusiasm of government teachers under the Samut Prakan

Secondary Educational Service Area Office, the data were analyzed using the mean and standard deviation (S.D.), with interpretation criteria applied to the mean values.

3. To explore the relationship between school administrators' agile leadership and government teachers' work enthusiasm in the Samut Prakan Secondary Educational Service Area Office, Pearson's Product-Moment Correlation Coefficient (r) was computed, and standard interpretation criteria for correlation coefficients were applied.
4. To examine the influence of school administrators' agile leadership on the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office, a stepwise multiple regression analysis was performed. This statistical technique was deliberately chosen because it systematically evaluates and identifies the most significant predictive variables, parsimoniously excluding non-significant predictors to yield a highly robust and efficient predictive model.

Research Results

Overall and individual aspects of school administrators' agile leadership within the Office of Samut Prakan Secondary Educational Service Area were at a high level. Analytically, a high 'Adaptability' score indicates that administrators are highly capable of navigating dynamic educational challenges. However, the relatively low 'Visionary' score suggests that while administrators handle immediate changes well, they need to place greater emphasis on communicating long-term strategic goals to their staff. (Table 1)

Table 1 Mean and Standard Deviation of Agile Leadership of School Administrators under the Samut Prakan Secondary Educational Service Area Office(n = 319)

School Administrators' Agile Leadership	Government Teachers' Perspectives			
	$\bar{X}$	S.D.	Level	Rank
1. Adaptability	4.46	0.51	High	1
2. Visionary	4.38	0.56	High	4
3. Engaged	4.43	0.53	High	3
4. Humility	4.45	0.53	High	2
Overall	4.43	0.48	High	

Overall and individual aspects of work enthusiasm among government teachers in the Samut Prakan Secondary Educational Service Area Office were at the highest level. The highest score in ‘Acquiring knowledge’ reflects teachers’ strong intrinsic motivation for professional growth.

Conversely, the lower score for ‘Work on the assignment immediately’ highlights a practical gap; while teachers are eager to learn, competing administrative burdens may occasionally delay immediate task execution. (Table 2).

Table 2 Mean and Standard Deviation of Work Enthusiasm of Government Teachers under the Samut Prakan Secondary Educational Service Area Office (n = 319)

Work Enthusiasm of Government Teachers	Government Teachers’ Perspectives			
	$\bar{X}$	S.D.	Level	Rank
1. Attentive and committed to work	4.50	0.50	Very High	2
2. Work on the assignment immediately	4.46	0.53	High	4
3. Acquiring knowledge	4.53	0.49	Very High	1
4. Strength	4.49	0.51	High	3
Overall	4.50	0.45	Very High	

The results indicated that school administrators’ agile leadership (X_{tot}) was strongly correlated with government teachers’ work enthusiasm (Y_{tot}) ($r_{xy} = 0.882^{**}$), and this correlation was statistically significant at the .01 level. This extremely strong correlation confirms that agile leadership is deeply

intertwined with the motivation of teachers. The data suggest that when administrators actively demonstrate adaptability and a clear vision, teachers respond with increased dedication and enthusiasm. (Table 3).

Table 3 Pearson’s Correlation Coefficients between School Administrators’ Agile Leadership and Work Motivation of Government Teachers under the Samut Prakan Secondary Educational Service Area Office (n = 319)

School Administrators’ Agile Leadership	X_1	X_2	X_3	X_4	X_{tot}	Y_{tot}
X_1	1					
X_2	0.794**	1				
X_3	0.702**	0.777**	1			
X_4	0.726**	0.754**	0.778**	1		
X_{tot}	0.889**	0.923**	0.901**	0.901**	1	
Y_{tot}	0.737**	0.782**	0.726**	0.724**	0.882**	1

**Statistically significant at the .01 level.

Regarding the influence of school administrators’ agile leadership on government teachers’ work enthusiasm, four dimensions entered the regression equation at the .01 level. Regression analysis revealed that Visionary and Adaptability were the strongest predictors. Analytically, this means that to effectively boost teacher enthusiasm, administrators cannot simply rely on being engaged or humble; they must actively provide clear, forward-looking

directions and demonstrate practical flexibility in their management. (Table 4), and the predictive equation is as follows:

The regression equation in raw scores is:
 $\hat{Y} = 1.097 + 0.281X_2 + 0.192X_1 + 0.149X_4 + 0.146X_3$
 The Regression Analysis equation in the form of standard scores is:
 $Z_Y = 0.348X_2 + 0.215X_1 + 0.173X_4 + 0.171X_3$

Table 4 The Analysis of the Predictive Influence of School Administrators' Agile Leadership in Predicting the Overall Work Enthusiasm of Government Teachers under the Samut Prakan Secondary Educational Service Area Office (n = 319)

Agile Leadership Variables	B	S.E.	β	t	Sig.
Adaptability (X1)	0.192	0.050	0.215	3.870**	0.000
Visionary (X2)	0.281	0.050	0.348	5.580**	0.000
Engaged (X3)	0.146	0.049	0.171	2.974**	0.003
Humility (X4)	0.149	0.049	0.173	3.044**	0.003
Constant	1.097	0.138		7.967**	0.000

R = 0.824, R² = 0.680, Adjusted R² = 0.676, SEE = 0.259; ** Statistically significant at the .01 level

Discussion

From the research titled “ The Influence of School Administrators' Agile Leadership on Work Enthusiasm of Government Teachers Under the Samut Prakan Secondary Educational Service Area Office”, the findings can be discussed in detail as follows:

The results revealed that the school administrators' agile leadership under the Samut Prakan Secondary Educational Service Area Office, both overall and in individual dimensions, was at a high level. This is because agile leadership reflects an individual's ability to adapt and respond effectively to change, emphasizing flexibility in both mindset and work methodology. These findings align with [Setiawati \(2021\)](#), who found that millennials rated their supervisors' agile performance highly. Furthermore, the results are consistent with [Tanaphumichai and Suthiyam \(2023\)](#), who reported a high level of agile leadership across all administrative aspects. Finally, [Makphol and Suthiyam \(2024\)](#) confirmed that agile leadership among school administrators was perceived at a high level, both overall and individually.

The results of the study revealed that the work enthusiasm among government teachers under the Samut Prakan Secondary Educational Service Area Office, both overall and in individual dimensions, was very high. This is because work enthusiasm represents a positive emotional and motivational state characterized by energy, alertness, dedication, and a proactive attitude toward tasks, often serving as a key component of work engagement. These findings align with those of [Mert and Ozgenel \(2020\)](#), who found that teacher performance was high. Similarly, [Setiawati \(2021\)](#) revealed that millennials rated their

performance effectiveness as excellent. Finally, the results are consistent with [Kongboon \(2022\)](#), who showed that the sample group possessed a high level of work enthusiasm.

The relationship between the school administrators' agile leadership and the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office showed a high-level positive correlation, which was statistically significant at the .01 level. This finding is consistent with the established hypotheses. This phenomenon occurs because school administrators have long-term development goals and effectively plan for uncertain events. By actively listening to teachers' feedback, encouraging the free expression of ideas, and respecting staff expertise, administrators empower teachers to participate in school development. This inclusive environment fosters enthusiasm for work, driving teachers to engage in various organizational activities, prioritize their responsibilities, take immediate action on assignments, and remain resilient in the face of challenges. These results align with the research of [Yalçın and Özgenel \(2021\)](#), who found a positive correlation between directors' agile leadership and teachers' professional performance. Similarly, [Setiawati \(2021\)](#) found a significant positive correlation at the .05 level between agile leadership and the performance of millennial employees. Furthermore, the findings are consistent with those of [Kirdsook et al. \(2022\)](#), who reported a strong positive correlation between the agile leadership and teacher performance. Finally, the results align with those of [Ratanapitakdhada et al. \(2024\)](#), who reported a strong positive correlation between agile leadership and teacher work motivation.

Regarding the influence of school administrators' agile leadership on the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office, it was found that four dimensions of school administrators' agile leadership significantly entered the predictive equation at the .01 level. These dimensions—adaptability, vision, engagement, and humility—collectively accounted for 67.60% of the variance in teachers' work enthusiasm. When considering each dimension individually, visionary leadership emerged as the strongest predictor at 34.80%, followed by adaptability at 21.50%, humility at 17.30%, and engagement at 17.10%. This is because adaptability allows administrators to remain self-aware and adjust their actions as situations shift, enabling them to maintain continuity of work despite changes in the environment. Visionary provides a clear developmental roadmap, guiding teachers even in the face of uncertainty. Engagement fosters a sense of belonging, making teachers more willing to dedicate their full efforts to collective success. Finally, humility, through active listening and openness to all perspectives, encourages teachers to continuously seek knowledge for developing schools. Together, these factors effectively stimulate and enhance the overall enthusiasm for work within educational institutions. When considering each dimension individually, visionary leadership emerged as the strongest predictor at 34.80%, followed by adaptability at 21.50%, humility at 17.30%, and engagement at 17.10%. This is because adaptability allows administrators to remain self-aware and adjust their actions as situations shift, enabling them to maintain continuity of work despite changes in the environment. Vision provides a clear developmental roadmap, guiding teachers amidst uncertainty. Engagement fosters a sense of belonging, making teachers more willing to dedicate their full efforts to collective success. Finally, humility, through active listening and openness to all perspectives, encourages teachers to continuously seek knowledge for developing schools. Together, these factors effectively stimulate and enhance the overall enthusiasm for work within educational institutions. These findings are consistent with the research of [Yalçın and Özgenel \(2021\)](#), which

indicated that school directors' agile leadership, as perceived by teachers, was a significant predictor of teacher performance, exerting a positive influence with a predictive power of 14%. Similarly, [Setiawati \(2021\)](#) revealed that agile leadership, combined with the work environment, significantly predicted employee performance at the .05 level, accounting for 39.9% of variance. Furthermore, the results align with [Paiplod et al.'s \(2025\)](#) study, which identified four key leadership variables: vision, communication, networking, and community building, as well as ethics and morality. Together, these factors accounted for 32% of the variance in the teachers' motivation. Finally, the findings correspond with [Srilanmee \(2023\)](#), who found that dimensions such as clear vision, inspirational motivation, idealized influence, and intellectual stimulation significantly predicted teamwork efficiency at the .01 level, with a substantial predictive power of 71.6%.

Conclusion

This study successfully achieved its objectives and aligned with the initially established hypotheses. In conclusion, the findings substantiate that administrators who exhibit high adaptability and provide clear visionary guidance are crucial for fostering a highly motivated and enthusiastic teaching staff. Specifically, the agile leadership dimensions—Adaptability, Visionary, Engaged, and Humility—collectively accounted for 67.60% of the variance in government teachers' work enthusiasm. The remaining 32.40% of the variance may be attributed to other factors or variables not covered in this study, such as the work environment and atmosphere, workload, welfare benefits and individual motivation. These findings provide empirical evidence that developing school administrators' agile leadership is a vital mechanism for enhancing government teachers' commitment and dedication. Ultimately, this development will lead to sustainable improvement in educational efficiency and quality within secondary schools.

Recommendations

Recommendations for Short-Term

Implementation

1. School administrators should prioritize adaptability in their agile leadership frameworks. Administrators with high adaptability are best positioned to support teachers in different contexts. Strengthening this trait will ultimately enhance the overall level of school administrators' agile leadership.
2. School administrators ought to focus more on encouraging teachers' enthusiasm for work immediately. Because this area had the lowest average score, it is important for administrators to provide clear guidance to help teachers recognize the significance of their responsibilities. This will effectively stimulate and foster greater work enthusiasm among the teaching staff.

Recommendations for Long-Term

Implementation

1. School administrators should prioritize the engagement dimension of agile leadership. Enhancing this aspect will strengthen the relationship between school administrators' agile leadership and government teachers' work enthusiasm, as the research findings indicate that engagement currently has the lowest positive correlation among all dimensions.
2. The Educational Service Area Office and related agencies can utilize these findings to strategically plan and develop school administrators' agile leadership models. These strategies should focus on empowering school administrators to effectively drive and sustain enthusiasm for work among teachers.

Recommendations for Future Research

1. Future research should investigate the influence of school administrators' agile leadership on teachers' work enthusiasm in other educational jurisdictions. This would allow for a comparative analysis of the research findings across different affiliations and contexts.
2. The results of this study should be evaluated and utilized to develop specific models or strategic

frameworks for enhancing the agile leadership of school administrators. Such development is essential for driving organizational growth and the long-term advancement of educational institutions.

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