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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

widespread recognition in the literature. However, after the COVID-19 pandemic, social phenomena have become too complex for VUCA to fully explain. For instance, in Thailand, learning loss has been observed among basic education students, primarily because of a lack of self-regulated learning skills. Meanwhile, online learning innovations have expanded rapidly. Consequently, scholars have sought new conceptual frameworks. In 2020, Cascio (Cascio, 2020) developed the BANI world concept, which consists of Brittle, Anxious, Nonlinear, and Incomprehensible going deeper than VUCA by accounting for the psychological and emotional impacts on humans. The BANI framework has been widely accepted for explaining the post-pandemic global context.

In the context of educational administration, educational leaders in the BANI World era must continuously develop their capabilities to drive organisations forward and keep pace with rapid changes. Therefore, agile leadership is essential. It refers to leaders who can create change and adapt quickly, flexibly, and dynamically, emphasising teamwork over authority to lead the organisation toward effective outcomes and value creation (Sabueban, 2023).

The agile leadership of secondary school administrators under the Secondary Educational Service Area Office, Bangkok 2, which oversees 52 schools, has a highly positive correlation with teachers' core competencies (Adisa, 2024). Recognising the importance of agile leadership fosters the development of teachers' mindsets and practices to prepare them for future changes.

According to research by Adisa (2024), which examined the relationship between agile. Leadership of school administrators and the core competencies of teachers under the Secondary Educational Service Area Office, Bangkok 2, the findings revealed that strong core competencies are crucial in enhancing the overall quality of education. These competencies enable teachers to perform their duties with maximum efficiency, directly influencing students' academic achievements. Teachers capable of continuous professional development can apply new knowledge and innovations in their teaching, making instruction more modern and responsive to students' needs. The study also found a significant positive correlation (at the .01 level) between school administrators' agile leadership and teachers' core competencies. This indicates that the stronger the agile leadership of school administrators, the higher the teachers' core competencies, resulting in more effective educational management.

A significant positive correlation exists between administrators' agile leadership and teachers' core competencies, indicating that stronger leadership is associated with higher teaching effectiveness. However, while past studies (e.g. Adisa, 2024; Lunpatn et al., 2025; Kirdsook et al., 2022) have established this correlation, a specific investigation into the predictive influence of the four dimensions of agile leadership (Context-Setting, Stakeholder, Creative, and Self-Leadership Agility) on the five core competencies of government teachers in the SESAO Bangkok 2 context is still limited. This study aims to examine how school administrators' agile leadership influences teachers' core competencies in schools within Bangkok 2's Secondary Educational Service Area Office and to use these insights to enhance leadership skills, strengthen teacher competencies, and improve operational efficiency to achieve goals.

Research Objectives

- To examine the level of agile leadership among secondary school administrators under SESAO Bangkok 2.
- To investigate the level of core competencies among government teachers in schools under SESAO Bangkok 2.
- To determine the relationship between the agile leadership of secondary school administrators and the core competencies of government teachers in schools under SESAO Bangkok 2.
- To study the influence of agile leadership of secondary school administrators on the core competencies of government teachers in schools under SESAO Bangkok 2.

Research Hypothesis

- The level of agile leadership among secondary school administrators under SESAO Bangkok 2 is high.

- The level of core competencies among government teachers in schools under SESAO Bangkok 2 is high.
- There is a strong positive relationship between agile leadership secondary school administrators and core competencies of government teachers in schools under SESAO Bangkok 2, with statistical significance at the .05 level.
- The agile leadership of secondary school administrators significantly influences the core competencies of government teachers in schools under SESAO Bangkok 2, with statistical significance at the .05 level.

Limitations of the Study

This research was conducted with a specific sample group, namely, government teachers in schools under the Secondary Educational Service Area Office, Bangkok 2. Consequently, the applicability of the research findings is limited in terms of generalisation to the contexts of schools in other educational service areas or at different educational levels that were not directly included in the sample.

Conceptual Framework

This study examined how the agile leadership of secondary school administrators affects the core competencies of government teachers in schools under SESAO Bangkok 2. The researcher considered two variables as follows:

- Agile Leadership, based on the concepts and theories of Joiner and Josephs (2007), which consists of: Context-Setting Agility, Stakeholder Agility, Creative Agility, Self-Leadership Agility
- Core Competencies of Government Teachers, as outlined in the OBEC Teacher Competency Assessment Manual 2010, which includes: Working Achievement Motivation, Service Mind, Self-Development, Team Work, Teacher's Ethics and Integrity

The conceptual framework of this study is illustrated in Figure 1.

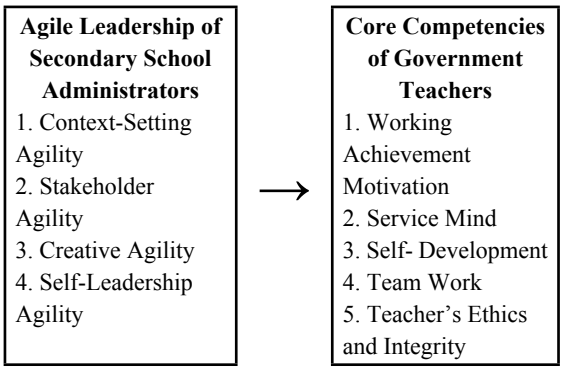

Figure 1 Conceptual Framework

Research Methodology

Population and Sample

The population of this study consisted of government teachers in secondary schools under SESAO Bangkok 2 in the academic year 2025, totalling 52 schools with 5,878 individuals. The sample group used in this research included government teachers in secondary schools under the same office in the academic year 2025. The sample comprises 357 teachers from nine schools across six educational clusters: Wachiraburapa, Ratchawipa, Benwirot, Nawamin, Phakeenapawat, and Nawasirindhorn. The sample size was determined using Cohen's (Cohen et al., 2018) table for statistical significance at the .05 level. A multistage random sampling method was then applied, consisting of:

- Stratified Random Sampling using educational networks as strata.
- Simple Random Sampling was used along with proportional allocation to select the government teachers from the sampled schools, as shown in Table 1.

Table 1 Population and Sample Size Classified by Cluster

Educational Cluster	Number of Institutions (Schools)	Population (Persons)	Sample Size (Persons)	%
Wachiraburapa Cluster	9	1,119	68	19.04
Nawamin Cluster	8	1,087	66	18.49
Ratchawipa Cluster	9	1,114	68	19.04
Phakeenapawat Cluster	9	777	47	13.17

Benwirot Cluster	8	770	47	13.17
Nawasirindhorn Cluster	9	1,011	61	17.09
Total	52	5,878	357	100

Research Instrument

The instrument used for data collection in this study was a questionnaire on agile leadership among secondary school administrators and the core competencies of government teachers in secondary schools under SESAO Bangkok 2. The questionnaire was divided into three sections.

Section 1: A checklist-style survey containing general information about the respondents, including gender, age, highest educational qualification, academic standing, and length of government service.

Section 2: A rating-scale questionnaire on government teachers' opinions regarding the agile leadership of secondary school administrators under SESAO Bangkok 2. It is based on the Leadership Agility Compass (Joiner & Josephs, 2007). The questionnaire consists of 30 items rated on a 5-point Likert scale (Srisaard, 2017) ranging from "Strongly Agree" to "Strongly Disagree." The items cover four dimensions based on the research framework.

Section 3: A rating-scale questionnaire on the opinions of government teachers in Schools under SESAO Bangkok 2 regarding their core competencies. It consists of 30 items rated on a 5-point Likert scale (Srisaard, 2017), ranging from "Strongly Agree" to Disagree Strongly." The items cover five dimensions based on the research framework.

Instrument Quality Assessment

Content Validity: The instrument's content validity was examined by five experts who evaluated the consistency of each item using the Index of Item Objective Congruence (IOC). The acceptance criterion was an IOC value of ≥ 0.6. The results showed IOC values ranging from 0.40 to 1.00 (Worakham, 2018). A total of 12 items were removed, leaving 60 items.

Reliability: To determine reliability, the revised questionnaire was pilot-tested with 30 government teachers from Setthabut Bamphen School, who possessed characteristics similar to those of the study's sample group. The Item-Total Correlation (r_{xy}) was calculated using statistical software, and the discrimination values ranged from 0.18 to 0.72. Overall reliability was analysed using Cronbach's alpha, yielding a coefficient of 0.957.

Data Analysis

The level of Agile Leadership of secondary school administrators under the SESAO Bangkok 2: Data were analysed by calculating the Mean and Standard Deviation for each item and each dimension. The interpretation of the mean scores followed the criteria of Srisaard (2017).

Level of Core Competencies of Government Teachers in Secondary Schools under the SESAO Bangkok 2: Data were analysed by calculating the Mean and Standard Deviation for each item and dimension. The interpretation of the mean scores followed the criteria by Srisaard (2017).

Results of the Study on the Relationship between the Agile Leadership of Secondary School Administrators and the Core Competencies of Government Teachers under SESAO Bangkok 2: The researcher used the Pearson Product-Moment Correlation Coefficient (r_{xy}) for data analysis, with interpretation guidelines based on Srisaard (2017).

The results of the study on the influence of the Agile Leadership of secondary school administrators on the Core Competencies of government teachers in secondary schools under SESAO Bangkok 2: The researcher analysed the data using Stepwise Multiple Regression Analysis, with the statistical significance level set at .05.

Findings

Level of Agile Leadership of Secondary School Administrators under the SESAO Bangkok 2: The study found that the overall level of agile leadership of secondary school administrators, as well as the levels across each dimension, was high. When analysed by dimension, the highest mean score was for Creative Agility, followed by Context-Setting Agility, and the lowest was Stakeholder Agility. The details are presented in Table 2.

Table 2 Mean and Standard Deviation of Agile Leadership of Secondary School Administrators in Secondary Schools under the SESAO Bangkok 2

Agile Leadership of Secondary School Administrators	Government Teachers' Perspectives			
	Mean	S.D.	Level	Rank
1. Context-Setting Agility	4.26	0.34	High	2
2. Stakeholder Agility	4.23	0.37	High	4
3. Creative Agility	4.28	0.37	High	1
4. Self-Leadership Agility	4.25	0.38	High	3
Overall	4.26	0.31	High	

The interpretation of Table 2 indicates that all dimensions of agile leadership demonstrated by school administrators are at a high level, which supports Hypothesis 1. The dimension of creative agility (Mean = 4.28) had the highest mean score, while stakeholder agility (Mean = 4.23) had the lowest mean score.

Level of Core Competencies of Government Teachers in Secondary Schools under the SESAO Bangkok 2: The study found that the overall level of core competencies of government teachers, as well as the levels across each dimension, were high. When analysed by dimension, the highest mean score was for Teacher's Ethics and Integrity, followed by Team Work, while the lowest mean score was for Service Mind. The details are presented in Table 3.

Table 3 Mean and Standard Deviation of Core Competencies of Government Teachers in Secondary Schools, the SESAO Bangkok 2

Core Competencies of Government Teachers in Secondary Schools	Government Teachers' Perspectives			
	Mean	S.D.	Level	Rank
1. Context-Setting Agility	4.26	0.34	High	2
2. Stakeholder Agility	4.23	0.37	High	4
3. Creative Agility	4.28	0.37	High	1
4. Self-Leadership Agility	4.25	0.38	High	3
Overall	4.26	0.31	High	

The interpretation of Table 3 indicates that, overall, the teachers' core competencies are at a high level, supporting Research Hypothesis 2. The ethics and professional standards for teachers (Mean=4.33) yielded the highest mean score, while the good service dimension (Mean=4.30) yielded the lowest.

3. Results of the Study on the Relationship between Agile Leadership and Core Competencies of Government Teachers in Secondary Schools under the SESAO Bangkok 2: The study found that the overall relationship between the agile leadership of secondary school administrators and the core competencies of government teachers was very high and positive (r_{xy}=0.803**) with statistical significance at the .01 level. When analysed by dimension, the highest correlation was found for Stakeholder Agility (X_2), which was strongly correlated with government teachers' core competencies (r_{xy}=0.720**). This was followed by Creative Agility (X_3), which also had a high correlation with teachers' core competencies (r_{xy}=0.707**).The lowest correlation among the dimensions was for Self-Leadership Agility (X_4), which still showed a high correlation with government teachers' core competencies (r_{xy}=0.634**), which was statistically significant at the .01 level. The details are presented in Figure 2.

Figure 2 Coefficient of Correlation between Agile Leadership and Core Competencies of Teachers in Schools under the Jurisdiction of the Bangkok Secondary Educational Service Area Office 2

Agile Leadership of Secondary School Administrators	X_1	X_2	X_3	X_4	X_{tot}	Y_{tot}
X_1	1					
X_2	0.723**	1				
X_3	0.686**	0.713**	1			
X_4	0.601**	0.639**	0.569**	1		
X_{tot}	0.868**	0.894**	0.862**	0.820**	1	
Y_{tot}	0.704**	0.720**	0.707**	0.634**	0.803**	1

**indicates statistical significance at the .01 level

Results of the Study on the Influence of Agile Leadership on Core Competencies of Government Teachers in secondary schools under the SESAO Bangkok 2: The study found that the independent variables (X_1–X_4) had a linear relationship with the dependent variable (Y_{tot}), with correlation values ranging from r = 0.569 to 0.723, all statistically significant at the .01 level. The independent variables (X_1–X_4) were tested for multicollinearity to examine their relationships. The Tolerance statistic was used; a value less than 0.1 indicates that an independent variable is highly correlated with the other independent variables. The Variance Inflation Factor (VIF) was also tested; VIF values greater than 10 indicate multicollinearity (Hair et al., 2010). The results of the multicollinearity test are shown in Table 4.

Table 4 Results of the Multicollinearity Test between Agile Leadership of Secondary School Administrators and Core Competencies of Government Teachers in schools under the SESAO Bangkok 2

Agile Leadership of Secondary School Administrators	Collinearity Statistics	
	Tolerance	VIF
1. Context-Setting Agility (X1)	0.400	2.498
2. Stakeholder Agility (X2)	0.355	2.815
3. Creative Agility (X3)	0.424	2.360
4.Self-Leadership Agility (X4)	0.541	1.847

As shown in Table 4, the results of the multicollinearity test for the agile leadership factors of secondary school administrators (X_1–X_4) indicate that the tolerance values range from 0.355 to 0.541, all of which exceed the threshold of 0.1. The Variance Inflation Factor (VIF) values ranged from 1.847 to 2.815, which are less than the threshold of 10 (Hair et al., 2010). Therefore, it can be concluded that the agile leadership variables of school administrators (X_1–X_4) do not exhibit multicollinearity.

This allows the use of Stepwise Multiple Regression Analysis. The results of the predictive power analysis of agile leadership on the core competencies of government teachers in schools under SESAO Bangkok 2 showed that the selected variables included in the regression equation were Context-Setting Agility (X_1), Stakeholder Agility (X_2), Creative Agility (X_3), and Self-Leadership Agility (X_4). All variables were statistically significant at the .01 level. The details are presented in Figure 3.

Figure 3 Results of the predictive power analysis of the effect of agile leadership on the core competencies of teachers in schools under the jurisdiction of the Bangkok Secondary Educational Service Area Office 2

Agile Leadership	B	S.E.	β	t	Sig.
Context-Setting Agility (X1)	0.197	0.044	0.233	4.487**	0.001
Stakeholder Agility (X2)	0.186	0.043	0.240	4.360*	0.001
Creative Agility (X3)	0.210	0.039	0.269	5.349**	0.001
Self-Leadership Agility (X4)	0.144	0.034	0.188	4.216**	0.001
Constant	1.176	.130		9.042**	0.001

Multiple R = 0.804d, R Square = 0.646, Adjusted R Square = 0.642, Std. Error = 0.173
**Indicates statistical Significance at the .01 level

The analysis results show a Multiple R of 0.804, R^2 of 0.646, Adjusted R^2 of 0.642, and a Standard Error of Estimate (Std. Error) of 0.173. This indicates that the four selected dimensions

The agile leadership of secondary school administrators significantly predicted teachers' core competencies at the .01 level, explaining 64.20% of the variance. When considered by dimension, Context-Setting Agility (X1) predicts 23.30% of the variance in teachers' core competencies. Stakeholder Agility (X2) predicts 24%. Creative Agility (X3) predicted 26.90%. Self-Leadership Agility (X4) predicted 18.80 The predictive regression equations are as follows:

Raw Score Form:

$\hat{Y} = 1.176 + 0.210\ (X_3) + 0.197\ (X_1) + 0.186\ (X_2) + 0.144\ (X_4)$

Standardized Score (Z-Score) Form:

$Z\hat{y} = 0.269\ (X_3) + 0.240\ (X_2) + 0.233\ (X_1) + 0.188\ (X_4)$

Discussion

Based on the research on Agile Leadership of Secondary School Administrators and Its Impact on Core Competencies of Government Teachers in schools under SESAO Bangkok 2, the discussion of results is as follows:

The study found that the overall level of agile leadership of secondary school administrators, as well as the levels across dimensions, was high. This is because administrators face a VUCA world, characterised by volatility, uncertainty, complexity, and rapid change. Therefore, they must develop agility in context-setting, understanding stakeholders, creative initiative, and self-leadership to respond effectively to the challenges of an era that demands leaders who can adapt, learn, and grow continuously. This finding is consistent with the academic article by Latif and Ahmad (2020), which stated that developing the agility competencies of educational leaders through work experience, feedback, and training is essential for leadership effectiveness and the long-term success of educational organisations in a VUCA world. This finding also aligns with Makphol and Suthiyam's (2022) study on the agile leadership of school administrators under the Secondary Educational Service Area Office, Bangkok Metropolitan Region 2, which found that the overall and dimensional levels of agile leadership were high. Furthermore, it aligns with the research by Ratanapitakdhada and Trirat (2023) on the relationship between school administrators' agile leadership and teachers' work motivation in schools under the Primary Educational Service Area Office, Samut Prakan Region 1. Their study found that both the overall and dimensional levels of agile leadership among school administrators were high.

The study found that the overall level of core competencies of government teachers, as well as the levels across each dimension, was high in schools under SESAO Bangkok 2. This is because the government teachers in these schools possess the core teacher competencies as defined by the Office of the Basic Education Commission (OBEC), which include working achievement motivation, service mind, continuous self-development, teamwork, and professional ethics and integrity. These competencies are essential for all teachers to achieve their goals effectively. This finding is consistent with the article by Alan and Güven (2022), which stated

that teacher competencies are not merely attributes but a structured tool that drives teaching quality and professional growth in alignment with modern demands. Clearly defined and measurable teacher competencies serve as a roadmap for teachers to develop themselves in line with the rapidly changing needs of society and students. This also aligns with Suanmali and Wangsrikoon's (2021) study on the core competencies of teachers in schools under the Secondary Educational Service Area Office, Phichit, which found that teachers' overall competencies were at a high level. Similarly, Ketbempen and Tharwonkit (2022) found that teachers' overall practical competencies were at a high level in their research on the development of core competencies of tutors in schools under the Lopburi Provincial Education Office.

The study found that the agile leadership of secondary school administrators is highly positively correlated with the core competencies of government teachers in schools under SESAO Bangkok 2, with statistical significance at the .01 level. This is because agile leaders can rapidly adapt to problems and opportunities, focusing on enhancing personnel capacity and developing organizational capabilities to thrive in uncertain situations. Such leaders emphasise developing staff competencies, including achievement motivation, service mind, continuous self-development, teamwork, and professional ethics and integrity. This finding aligns with Özdemir's (2023) study, which found that school administrators exhibiting agile leadership—being receptive to change and responding quickly—tend to have a strong positive relationship with innovation management competency, a key factor for achieving success in rapidly changing environments. This is also consistent with Lunpatn et al. (2025), who studied the relationship between school administrators' agile leadership and the promotion of teachers' core competencies in the Benjawirowt Education Network under the Secondary Educational Service Area Office, Bangkok Metropolitan Region 2. Their study found a strong positive correlation between school administrators' agile leadership and the enhancement of teachers' core competencies. Similarly, Kirdsook et al. (2022) found a strong positive correlation between the agile leadership of school administrators and teachers' work performance in schools under the Secondary Educational Service Area Office, Surin.

The study found that the agile leadership of secondary school administrators significantly predicted the core competencies of government teachers in schools under SESAO Bangkok 2. The four dimensions of agile leadership—creative agility, context-setting agility, stakeholder agility, and self-leadership agility—together can predict approximately 64.20% of teachers' core competencies. This is because agile leadership, which emphasises adaptation to unpredictable situations, positively impacts teacher competencies. Leaders who implement agile strategies, such as setting clear contexts, understanding stakeholders, thinking creatively, and continuously developing themselves, can effectively enhance teachers' competencies and help them respond to change sustainably. This finding aligns with the research of Yalçın and Özgenel (2023), which found that agile leadership of administrators could predict teachers' performance by approximately 48–50%, with statistical significance at the .01 level. The study emphasises that agile leadership creates an environment that encourages teachers to embrace learning and self-development, ultimately improving their competencies and performance. This is also consistent with the study by Sooksombat and Sonchan (2025) on professional administrator characteristics that affect teachers' core competencies in schools under the Secondary Educational Service Area Office, Loei, and Nong Bua Lamphu. The study found that professional administrator characteristics—ethics, leadership, and management skills—could predict 82.80% of teachers' core competencies, with statistical significance at the .01 and .05 levels. Similarly, the research by Mangsook (2021) on professional administrator characteristics affecting teachers' core competencies in schools under the Secondary Educational Service Area Office 18, Rayong Province, found that six dimensions of professional administrator characteristics collectively predicted 54.80% of teachers' core competencies across five areas: technology and digital skills, personality, vision, leadership, and creative thinking, with statistical significance at the .05 level.

Conclusion

Results on Variable Levels

The research findings indicate that the levels of Agile Leadership among school administrators and the Core Competencies of government teachers, both overall and across all dimensions, are high, aligning with research objectives 1 and 2, respectively. Regarding Agile Leadership, the dimension with the highest mean score was Creative Agility, while the dimension with the lowest mean score was Stakeholder Agility. For the Core Competencies of government teachers, the dimension with the highest mean score was Teachers' Ethics and Integrity, and the lowest was Service Mind.

Results on Relationship and Influence

Relationship: The study found that the Agile Leadership of school administrators has a powerful positive link with the Core Competencies of government teachers, with a statistically significant relationship at the 0.01 level. This finding supports Objective 3. A dimension-by-dimension analysis showed that Stakeholder Agility had the highest positive correlation.

Predictive Influence: The results indicate that the components of Agile Leadership - Context Agility (X_1), Stakeholder Agility (X_2), Creative Agility (X_3), and Self-Leadership Agility (X_4) - jointly and statistically significantly predict the Core Competencies of government teachers. Their combined predictive power accounted for 64.20 percent of the variance, which aligns with Objective 4.

Highest Predictive Variable: The dimension identified as having the most significant impact on the Core Competencies of government teachers is Creative Agility. This demonstrates that when administrators employ agile, analytical, and creative thinking to develop appropriate plans and make decisions, including integrating diverse experiences to address challenges and foster innovation, it naturally enhances teachers' core competencies.

In summary, this study confirms that agile leadership demonstrated by school administrators is a crucial factor in promoting and enhancing teachers' core competencies, thereby impacting operational performance and improving educational quality in the current era. A significant limitation of this study is that the data were collected solely from teachers in SESAO Bangkok 2. Therefore, generalising the findings to schools in other educational service areas or at different educational levels is limited. This limitation highlights the need for future research. Future research should explore the factors influencing administrators' agile leadership, the factors affecting teachers' core competencies, and the development of models or guidelines for developing administrators' agile leadership across diverse educational contexts.

Suggestions

Suggestions for Practical

Short-term Strategies

Secondary school administrators under SESAO Bangkok 2 should focus on developing creative agility. This includes presenting diverse ideas or solutions to problems, applying past experiences to address current challenges, and providing opportunities for teachers and staff to propose innovative approaches. This is recommended because the study found that creative agility had the highest mean score among the three dimensions. Measurable indicators (KPIs), such as the number of innovative projects proposed by personnel that are successfully implemented annually and an increase in the administrator's self-assessment score for creative agility, are examples of such metrics.

Secondary school administrators should prioritise the promotion of government teachers' core competencies in professional ethics and integrity. Emphasis should be placed on strictly following school rules and regulations, demonstrating honesty at work, accepting responsibility for outcomes, and finding ways to resolve issues. This is recommended because professional ethics and integrity have the highest mean score among teacher competencies. Measurable indicators (KPIs) include a reduction in recorded reports of misconduct and a higher average score in the ethics and professional standards dimensions of teacher performance evaluations.

It is recommended that immediate priority be given to organising workshops and peer coaching sessions for the administrators. These initiatives should specifically focus on stakeholder agility, which recorded the lowest mean score, to achieve

rapid improvement in external engagement and support.

Long-term Strategies

A continuous professional development program should be established that focuses on all four dimensions of agile leadership. Furthermore, the evaluation of administrators should be directly linked to the enhancement of core teacher competencies to ensure sustainable improvement in both organizational agility and personnel effectiveness.

The Secondary Educational Service Area Office, Bangkok 2, and other relevant agencies should utilise the research findings to develop the agile leadership of school administrators that influences the core competencies of teachers in their schools.

Suggestions for Future Research

Qualitative studies should be conducted to gain an in-depth understanding of the factors influencing the agile leadership of school administrators and teachers' core competencies. This should involve methods such as in-depth interviews, focus group discussions, or phenomenological studies to comprehend the context, meaning, and complex processes that a survey questionnaire may not capture fully.

The empirical findings of this research should be utilised as a crucial foundation for future studies and the design of models or guidelines for developing the agile leadership of school administrators. This action aims to enhance leadership skills, elevate core teacher competencies, and improve operational effectiveness to achieve predetermined objectives.

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