

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

**Noppakorn Sirinopmanee**

*Educational Administration Program, Faculty of Education, Ramkhamhaeng University, Thailand*

## **Abstract**

This research aims to study 1) the school administrators' agile leadership, 2) the work enthusiasm of government teachers, 3) the relationship between school administrators' agile leadership and the work enthusiasm of government teachers, and 4) the influence of school administrators' agile leadership on the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office. The sample consisted of 333 government teachers in the Samut Prakan Secondary Educational Service Area Office who were actively teaching during the 2025 academic year, obtained through multi-stage random sampling. The research instrument was a questionnaire. The statistical methods used were mean, standard deviation, Pearson's correlation coefficient, and stepwise multiple regression analysis. The results were: 1) The overall level and each aspect of school administrators' agile leadership, including all individual aspects, are high. 2) The overall level and each aspect of work enthusiasm of government teachers, including all individual aspects, is very high. 3) There was a high positive correlation between the school administrators' agile leadership and the work enthusiasm of government teachers, which was statistically significant at the 0.01 level. 4) The school administrators' agile leadership, consisting of Adaptability, Visionary, Engaged, and Humility, had a statistically significant influence at the 0.05 level on the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office. Future research should explore agile leadership across diverse educational contexts for comparative analysis and investigate additional factors influencing work enthusiasm. Furthermore, developing and validating strategic models to cultivate agile leadership among school administrators is highly recommended.

**Keywords:** Leadership, Agile Leadership, Work Enthusiasm, School Administrators, Secondary Schools

## **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. Given the current educational landscape, globalization significantly influences educational management practices, particularly in Thailand. Current approaches to educational management exhibit diversity in both form and administration to align with the 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 (Aiemphaya et al., 2021). In an era of rapid and disruptive global change, educational administrators must remain vigilant and recognize the critical importance of preparedness. Failing to adapt or manage changes can prevent an organization from reaching its goals. Educational leaders should assess and adopt new technologies to improve management practices. Leadership theory is a well-established concept relevant to many areas, including business, finance, public administration, healthcare, industry, and especially educational administration. Leadership is thus the heart of an organization, enabling administrators to keep pace with change and achieve steady and sustainable success (Piatanom, 2025).

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 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 those experiences to maximize operational efficiency. Ultimately, these qualities are critical factors 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 workplace well-being. It is essential for school

administrators to cultivate motivation among teachers, ensuring 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, a willingness to execute assignments promptly, greater endurance, and a 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, in turn, success further stimulates work enthusiasm (Mulkakul et al., 2021).

Therefore, this research aims to investigate the impact of agile leadership on the work enthusiasm of government teachers. The findings are intended to provide valuable insights for developing school administrators' agile leadership capabilities and to serve as a guide for fostering teachers' enthusiasm for their work. Ultimately, these efforts will contribute to the overall enhancement of educational quality and the nation's sustainable development.

### **Research Objectives**

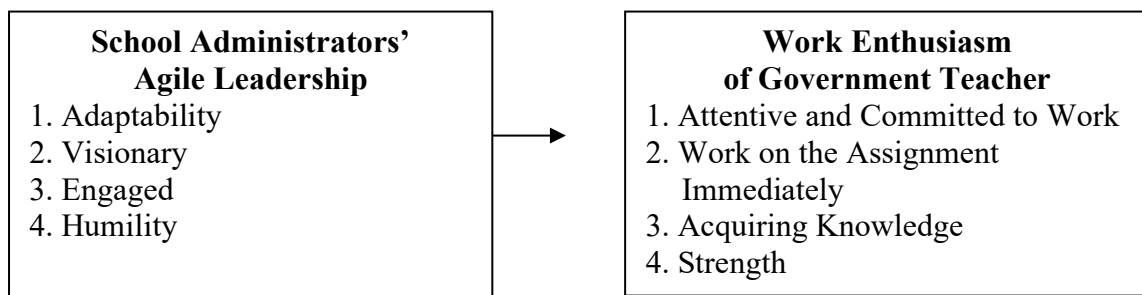
1. To study the school administrators' agile leadership.
2. To study the work enthusiasm of government teachers.
3. To study the relationship between school administrators' agile leadership and the work enthusiasm of government teachers.
4. To study the influence of school administrators' agile leadership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

### **Research Hypothesis**

1. The overall level and each aspect of school administrators' agile leadership, including all individual aspects, are high.
2. The overall level and each aspect of work enthusiasm of government teachers, including all individual aspects, is very high.
3. There was a high positive correlation between the number of school administrators' agile leadership and the work of government teachers, which was statistically significant at the 0.01 level.
4. The school administrators' agile leadership, consisting of Adaptability, Visionary, Engaged, and Humility, had a statistically significant influence at the 0.05 level on the work enthusiasm of government teachers.

## 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: 1) The core attributes of Agile Leadership include Adaptability, Visionary, Engaged, and Humility (Harnwises, 2021; Nipapan, 2021; Codreanu, 2016; Bushuyeva et al., 2019; Chalooob & Saeed, 2024; Iyer & Malhotra, 2025; Pratama & Almansur, 2024; Linani & Toumi, 2025). 2) The core attributes of Work Enthusiasm include Attentive and Committed to Work, Work on the Assignment 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 study's conceptual framework is illustrated in Figure 1.



**Figure 1:** Conceptual Framework

## Methodology

### 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 for the 2025 academic year. Using Cohen et al.'s (2018) table for determining sample size at a 0.05 significance level, a total of 333 participants were selected. A multi-stage random sampling technique was employed as follows: 1) Cluster sampling was employed to select one campus from the four administrative clusters: Witthaya Prakan, Pom Prakan, Mueang Prakan, and Suvarnabhumi Prakan. 2) Simple Random Sampling: Government teachers were randomly selected within these schools to ensure representativeness of the population for the questionnaire survey.

## **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. The questionnaire consisted of three parts as follows:

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

Part 2: School Administrators: Agile Leadership. This section focuses on the school administrators' agile leadership under the Samut Prakan Secondary Educational Service Area Office. The questionnaire employed a 5-point Likert-type rating scale (Likert, 1967), with response options ranging from Highest to Lowest. It contained 24 items across four dimensions from the study's conceptual framework.

Part 3: Work Enthusiasm of Government Teachers. This section assessed the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office. Similarly, a 5-point Likert-type rating scale (Likert, 1967) was used, with options ranging from highest to lowest. It consisted of 24 items across four dimensions, as outlined in the study's conceptual framework.

## **Quality Assessment of the Instruments**

1. Content validity was evaluated in the questionnaires 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 (Worakham, 2018). IOC values for questionnaire items ranged from 0.6 to 1.0, demonstrating adequate content validity.

2. The questionnaire's reliability was pilot-tested with 30 government teachers from Seekan (Wattananunuppathum) School, outside the main sample, in 2025. The item discrimination was analyzed using the item-total correlation method, with values ranging from 0.42 to 0.84. The questionnaire's overall reliability 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 the school administrators' agile leadership and the work enthusiasm of government teachers under 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 influences of school administrators' agile leadership on the work enthusiasm of government teachers under the Samut Prakan Secondary Educational Service Area Office, stepwise multiple regression analysis was conducted.

## Research Results

1. The overall and individual aspects of school administrators' agile leadership under the Office of Samut Prakan Secondary Educational Service Area were at a high level. Adaptability had the highest average, followed by humility and then engagement. The dimension that exhibited the lowest mean value was Visionary. Detailed results are presented in 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
<b>Overall</b>	4.43	0.48	High	

2. The overall and individual aspects of work enthusiasm among government teachers under the Samut Prakan Secondary Educational Service Area Office were at the highest level. Acquiring had the highest average, followed by Attentive and committed to work, and then Strength. The dimension that exhibited the lowest mean value was Work on Assignment immediately. Detailed results are presented in 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
<b>Overall</b>	4.50	0.45	Very High	

3. The results indicated that school administrators' agile leadership ( $X_{tot}$ ) was correlated with the work enthusiasm of government teachers ( $Y_{tot}$ ) at a very high level ( $r_{xy} = 0.882^{**}$ ), which was statistically significant at the .01 level. Upon considering each dimension, it was found that all aspects showed a high level of positive correlation with statistical significance at the .01 level, including: Adaptability ( $X_1$ ) ( $r_{xy} = 0.737^{**}$ ), Visionary ( $X_2$ ) ( $r_{xy} = 0.782^{**}$ ), Engaged ( $X_3$ ) ( $r_{xy} = 0.726^{**}$ ), and Humility ( $X_4$ ) ( $r_{xy} = 0.724^{**}$ ). Further details are presented in 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)

<b>School Administrators’ Agile Leadership</b>	<b>X<sub>1</sub></b>	<b>X<sub>2</sub></b>	<b>X<sub>3</sub></b>	<b>X<sub>4</sub></b>	<b>X<sub>tot</sub></b>	<b>Y<sub>tot</sub></b>
<b>X<sub>1</sub></b>	1					
<b>X<sub>2</sub></b>	0.794**	1				
<b>X<sub>3</sub></b>	0.702**	0.777**	1			
<b>X<sub>4</sub></b>	0.726**	0.754**	0.778**	1		
<b>X<sub>tot</sub></b>	0.889**	0.923**	0.901**	0.901**	1	
<b>Y<sub>tot</sub></b>	0.737**	0.782**	0.726**	0.724**	0.882**	1

\*\* Statistically significant at the .01 level.

4. 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 were significantly entered into the regression equation at the .01 level. These include Adaptability (X<sub>1</sub>), Visionary (X<sub>2</sub>), Engaged (X<sub>3</sub>), and Humility (X<sub>4</sub>), which collectively accounted for 67.60% of the variance in government teachers' work enthusiasm. When considering each dimension individually, it was found that Adaptability (X<sub>1</sub>) predicted work enthusiasm by 21.50%, Visionary (X<sub>2</sub>) by 34.80%, Engaged (X<sub>3</sub>) by 17.10%, and Humility (X<sub>4</sub>) by 17.30%. Detailed results are presented in 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)

<b>Agile Leadership Variables</b>	<b>B</b>	<b>S.E.</b>	<b><math>\beta</math></b>	<b>t</b>	<b>Sig.</b>
Adaptability (X <sub>1</sub> )	0.192	0.050	0.215	3.870**	0.000
Visionary (X <sub>2</sub> )	0.281	0.050	0.348	5.580**	0.000
Engaged (X <sub>3</sub> )	0.146	0.049	0.171	2.974**	0.003
Humility (X <sub>4</sub> )	0.149	0.049	0.173	3.044**	0.003
<b>Constant</b>	1.097	0.138		7.967**	0.000

R = 0.824 R<sup>2</sup> = 0.680 Adjusted R<sup>2</sup> = 0.676 SEE = 0.259

\*\* Statistically significant at the .01 level.

## Conclusion

This research successfully achieved its objectives and aligned with the initially established hypotheses. In conclusion, the school administrators' agile leadership, particularly in the dimensions of adaptability, visionary, engagement, and humility, is a critical factor that drives and explains 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, or 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 the sustainable improvement of educational efficiency and quality within secondary schools.

## Recommendations

### Recommendations for short-term implementation.

1. School administrators should prioritize adaptability within their agile leadership framework. Administrators with high adaptability are best positioned to support teachers across 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 on the assignment 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. By doing so, it 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 indicated that engagement currently has the lowest positive correlation among all dimensions.

2. The Educational Service Area Office and related agencies can utilize these research 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 government 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 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 school administrators' agile leadership. Such development is essential for driving organizational growth and the long-term advancement of educational institutions.

#### **References**

- Aiemphaya, K., Noymanee, N., Anukulwech, A., & Raso, D. (2021). Management of education in globalization. *Journal of Educational Review, Faculty of Education, MCU*, 8(1), 352–360.
- Al-Bazaiah, S. A. I., Abu Hamour, H. M. J., Alheet, A. F., Al-Khrabsheh, A. A., Sayyad, N. A., & Alatyat, Z. A. (2023). Exploring the determinants of work enthusiasm among employees: *WSEAS Transactions on Business and Economic*, 740–751.
- Anusri, A., Khenghung, J., Thabunreang, P., Sammana, T., & Suraseang, P. (2020). The effectiveness of work enthusiasm on the work of an accounting firms in Nongbualamphu. *Vocational Education Innovation and Research Journal*. 4(1), 67–73.

- Bushuyeva, N., Bushuiev, D., & Bushuieva, V. (2019). Agile leadership of managing innovation projects. *Innovation Technologies and Scientific Solutions for Industries*, 4(10), 77–84.
- Chaloob, A. S., & Saeed, H. K. (2024). Agile leadership and its impact on strategic recovery. *Journal of Economics and Administrative Sciences*. 30, 56–67.
- Codreanu, A. (2016). A VUCA action framework for a VUCA environment: Leadership challenges and solutions. *Journal of Defense Resources Management*. 7(2), 31-38.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Erlina, Y., Kusnanto, & Mishbahatul, E. (2024). Studying the relationship between job enthusiasm and job resources in nurses. *Journal of Integrative Nursing and Palliative Care (JINPC)*, 76–82.
- Harnwises, K. (2021). *Approaches for developing academic management of Navaminda Kasatriyadhiraj Royal Air Force Academy based on the concept of agile leadership*. (Master's Thesis, Chulalongkorn University).
- Iyer, S. S., & Malhotra, S. (2025). Agile leadership and strategic resilience in the era of disruptive innovation: Preparing organizations for the future of work. *Ra Journal of Applied Research*. 11, 335–344.
- Kirdsook, P., Nanthachai, S., & Sarnswang, S. (2022). The relationship between agile leadership and teachers' work efficacy in Surin School under the Secondary Educational Service Area Office Surin. *SWU Educational Administration Journal*, 19(37), 51–62.
- Kongboon. S. (2022). *Transformational Leadership and The Motivation of Civil Servants in the Bangkok Metropolitan Administration*. (Master's Thesis, Thammasat University).
- Likert, R. (1967). *The human organization: Its management and value*. McGraw-Hill Book.
- Linani, H., & Toumi, H. K. (2025). Orientation towards agile leadership for coaches to enhance the culture of entrepreneurship among business incubator's students at Laghouat University. *Dirassat Journal Economic Issue*. 16(1), 177–196.
- Makphol, A., & Suthiyam, U. (2024). Agile leadership among the management teams of the school under the Secondary Educational Service Area Office, Bangkok Area 2. *SSRU Graduate Studies Journal*, 16(1), 64–87.
- Mert, P., & Ozgenel, M. (2020). A relational research on paternalist leadership behaviors perceived by teachers and teachers' performance. *Educational Policy Analysis and Strategic Research*, 15(2), 41-60.

- Mirzakhani, M., Talepasand, S., & SotodehAsl, N. (2023). Psychometric properties of schaufeli job enthusiasm scale in teachers. *Journal of Psychological Science*, 22(126), 1151–1168.
- Mulkakul, C., Taweechan, S., Rate, L., & Ittichinbanchorn, N. (2021). The relationships between the performance for criteria in evaluating the accounting performance and enthusiastic to work of accounting practitioners at Rajabhat Universities in Thailand. *Journal of Ratchathani Innovative Social Sciences*. 2(3), 12–22.
- Nakalor, C., Longprasert, S., & Puwitthayathorn, T. (2018). The relationship between enthusiasm and employees' performance at hotels in Muang District, Surat Thani Province. *Journal of Humanities and Social Sciences, Mahasarakham University*. 37(1), 169–179.
- Nipapn, T. (2021). *A development of agile leadership indicators for Private Higher Education Institution Administrators in Thailand*. (Doctoral Thesis, Kasetsart University).
- Paiplod, P., Prasantreeand, T. & Sriputtarin. S. (2025). School administrators' leadership in the 21st century affecting performance motivation of teachers under Nakhon Phanom Primary Educational Service Area Office 1. *Journal of Graduate School Sakon Nakhon Rajabhat University*, 22(96), 1–11.
- Piatanom, P. (2025). Educational leadership in disruption era with Thailand's educational directions. *Journal of Humanities and Social Sciences, Nakhon Phanom University*, 10(3), 115–123.
- Pratama, R. M., & Almansur, F. (2024). The impact of agile leadership on employee performance with job satisfaction as a mediating variable. *At-Tadbir Journal Ilmiah Manajemen*. 8(2), 150–163.
- Ratanapitakdhada, C., Kettanom, T., & Jenkwao, S. (2024). The relationship between school administrators' agile leadership and school teachers' job motivation under the supervision of Samutprakarn Primary Educational Service Area Office 1. *Journal of MCU Nakhondhat*, 12(9), 117–129.
- Rakklang, T. (2023). *Guidelines for curriculum administration in 21st century of schools under Nakhon Ratchasima Provincial Administrative Organization*. (Independent Study, Sukhothai Thammathirat Open University).
- Sariwulan, T., Agung, I., Sudrajat, U., & Atmadiredja, G. (2019). The influence of job expectation, job satisfaction, and government policy towards the work stress, job

- enthusiasm and continuance commitment of the honorarium teacher. *Cakrawala Pendidikan*. 38(2), 306–320.
- Setiawati, L. (2021). The effect of agile leadership and work environment to employees' performance in a VUCA world (Study on millennial generation employees in Jabodetabek). *International Journal of Social Science and Human Research*, 4(11), 123–3131.
- Srilanmee. A. (2023). *Transformational leadership of school administrators in the new normal era affecting the efficiency of teacher teamwork in the opportunity expansion school under the Primary Educational Service Area in Sakon Nakhon Province*. (Master's Thesis, Sakon Nakhon Rajabhat University).
- Tanaphumichai, W., & Suthiyam, U. (2023). Agile leadership of school administrator on the personnel administration by perception of teacher under the jurisdiction of the Klong Sam Wa District office, Bangkok Metropolis. *Journal of Management and Local Innovation*, 5(8), 1188–1201.
- Thepsaeng, S., Thepsaeng, A., & Naruekhoskittikirati, K. (2024). Agile leadership: A new style of leadership in the digital age. *Journal of Interdisciplinary Research and Educational Innovation*, 3(1), 51–68.
- Worakham, P. (2018). *Educational*. (9<sup>th</sup> ed.). Tak Sila Pringting
- Yalçın, E., & Özgenel, M. (2021). The effect of agile leadership on teachers' professional development and performance. *Journal of Educational Leadership and Policy Studies*, 1–20.