

IC-006

Scenario of Future Leadership of Administrators in the Triam Udom Suksa School Network: A Foresight Study in the Next Decade (2025 – 2035)

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ABSTRACT

The purpose of this research was to investigate the future leadership of Triam Udom Suksa school administrators in the next decade (2025–2035) using the Ethnographic Delphi Futures Research (EDFR) method. The participants consisted of 32 purposively selected experts. In the first round, semi-structured interviews were conducted to synthesize key elements of future leadership, resulting in nine components comprising 45 indicators. These indicators were used to develop a questionnaire for the second round of the EDFR process. The data were analyzed using median, mode, and interquartile range (IQR).

The findings revealed that future leadership for school administrators should include 1) Vision, Change Acceptance, 3) Teamwork, 4) Partnership, 5) Motivation and Inspiration, 6) Morality and Ethics, 7) Life-long Learning Skills, 8) Digital Intelligence, and 9) Super Leadership. These components are essential for enabling educational institutions to adapt and thrive sustainably amidst future global changes.

Keywords: Future leadership, Ethnographic Delphi Futures Research, Administrators of Triam Udom Suksa School network

Introduction

The 21st century world is undergoing rapid and multidimensional transformations—in technology, society, culture, economy, and environment—which have significantly impacted the education system (Tipawan Supipet, 2023). The rise of digital technology has redefined how students learn and reshaped the roles of teachers and school leaders, transforming them from instructional controllers into learning facilitators and agents of organizational change (Siwalak Mahachai and Ekarach Khositphimanwech, 2023). These technological advancements demand the capacity for critical and adaptive digital application to enhance institutional competencies, elevate educational quality, and prepare schools for sustainable change (Darling-Hammond et al., 2020). Lessons learned from the COVID-19 pandemic reaffirmed the need for school leaders to be flexible in managing crises and swiftly transition to online or hybrid learning models (Schleicher, 2021). Effective leadership in the post-pandemic era requires the ability to guide institutions through disruption and recovery. According to UNESCO (2022), sustainable educational recovery requires leaders to possess technological fluency, crisis management skills, and participatory leadership in order to address the psychosocial impacts on both teachers and students.

In navigating the unpredictable landscape of 21st-century education, leadership models such as VUCA and BANI have become increasingly relevant. These frameworks provide conceptual tools for understanding the complexity, ambiguity, and fragility of the modern world—particularly in post-pandemic educational reform. The VUCA model, an acronym for Volatility, Uncertainty, Complexity, and Ambiguity, originated in military strategy during the late Cold War but has since been widely adopted in strategic leadership and organizational development. According to Bushuyev et al. (2023), VUCA environments require leaders to possess agility, foresight, and adaptability to respond to rapidly changing global trends. For school leaders, this includes anticipating disruptions (e.g., digital transformation or pandemics), managing complex stakeholder networks, and communicating clearly amid uncertainty. In response to the limitations of the VUCA paradigm, the BANI framework—which stands for Brittle, Anxious, Nonlinear, and Incomprehensible—emerged as a more fitting model to capture the emotional and systemic turbulence of the 2020s. This concept, introduced by Jamais Cascio and expanded upon by Tshetshe (2025), addresses the fragility and complexity that characterise modern environments, especially in the post-pandemic world.

In Thailand, the Triam Udom Suksa School Network plays a pivotal role in preparing high-potential students for higher education and global competitiveness. Therefore, developing future-oriented leadership in this school network must align with emerging educational trends and global shifts in technology, economy, and society (OECD, 2020). School leaders must be visionary, adaptable, and capable of driving long-term institutional progress. The network includes five schools across the country—Triam Udom Suksa School (Bangkok), Northern Triam Udom Suksa School, Northeastern Triam Udom Suksa School, Southern Triam Udom Suksa School, and Suwinthawong Triam Udom Suksa School—all of which face similar 21st-century challenges. School leaders in these institutions must strike a balance between maintaining academic excellence and embracing innovation.

In recent years, the study of future leadership in Thai education has gained prominence, especially in the post-COVID-19 context, which marked a turning point in educational transformation—ushering in distance learning, digital integration, and efficient resource management. According to Harris (2022), visionary leaders who inspire continuous learning and adaptability among staff are critical for institutional sustainability. Yet, few studies have focused specifically on forecasting leadership in the context of Triam Udom Suksa schools. This research aims to address that gap using the futures research methodology to generate insights for leadership development and organizational preparedness. Furthermore, by applying insights from the VUCA and BANI frameworks, educational institutions such as the Triam Udom Suksa School Network can applying VUCA and BANI insights can guide the redesign of leadership training, support mechanisms, and future readiness models that align with both systemic change and human-centered design.

Moreover, the concept of future leadership has gained attention globally, particularly under the Sustainable Development Goals (SDGs), which emphasize visionary leadership, social responsibility, and empowering others (Institute of Sustainability Studies, 2024). Thus, this study seeks to investigate the future leadership of school administrators in the Triam Udom Suksa School Network for the decade 2025–2035 through the EDFR technique, analyzing trends, directions, and core leadership components to inform leadership development, selection, and evaluation aligned with future educational demands.

Purposes

This study aimed to analyze and forecast the future leadership of school administrators in the Triam Udom Suksa School Network over the next decade (2025–2035), with a focus on:

- 1) Synthesizing the essential components of future leadership required for school administrators.
- 2) Constructing a future scenario (foresight model) that systematically illustrates the anticipated characteristics of future leadership in this context.

Research Methodology

This study employed a futures research approach using the Ethnographic Delphi Futures Research (EDFR) technique, which combines qualitative ethnographic inquiry with the systematic forecasting features of the Delphi method (Chumpol Poolpatrcheewin, 2003). The following steps summarize the research process:

1. Population and Sample

The key informants were 32 experts selected through purposive sampling. They were categorized into three groups:

- 1.1 Experts from the Ministry of Education
- 1.2 Administrators from the Secondary Educational Service Area Offices
- 1.3 School principals from the Triam Udom Suksa School Network

The selection of diverse experts ensured that the data reflected perspectives from both policy and practice levels. To ensure that the development of future leadership indicators aligns with real-world educational needs, a stakeholder matrix was utilized to analyze key actors involved in or affected by leadership in the Triam Udom Suksa School Network. This tool categorizes stakeholders based on their level of influence and level of interest, helping to prioritize engagement strategies and resource allocation. Stakeholders were classified into four quadrants:

1. High Influence – High Interest: These include school administrators, ministry representatives, and senior education policymakers. They were actively involved in all phases of the study and provided critical input for validating indicators.
2. High Influence – Low Interest: External consultants and local education authorities, while powerful, required targeted engagement to maintain involvement.
3. Low Influence – High Interest: Teachers, department heads, and student representatives were highly concerned with leadership development outcomes and were consulted during focus group discussions.
4. Low Influence – Low Interest: Stakeholders such as alumni and local community members had minimal engagement but were considered in broader institutional planning.

By mapping stakeholders in this matrix, the research ensured inclusive representation, reduced bias in Delphi selection, and reinforced the contextual relevance of the proposed leadership framework. It also guided the formulation of practical recommendations for stakeholder-informed policy and professional development.

2. Research Instruments

Two primary research instruments were used in accordance with the EDFR process:

2.1 A EFR semi-structured interview guide for Round 1, consisting of open-ended questions focusing on leadership qualities and competencies required for future school administrators.

2.2 A Delphi questionnaire for Round 2, developed based on the synthesized data from the first round. The questionnaire included nine leadership components with a total of 45 indicators. Experts rated the importance of each item on a five-point Likert scale. A comment section was provided for additional qualitative feedback.

The concepts of validity and reliability in EDFR (Ethnographic Delphi Futures Research) are interpreted from a qualitative perspective, focusing on the participatory process among experts and the development of shared consensus, rather than relying on standardized objective measurement tools. Therefore, traditional methods for instrument validation, such as calculating IOC (Index of Item-Objective Congruence) or questionnaire reliability coefficients, are not required in the context of futures research using the EDFR approach (Chumpol Poolpatrcheewin, 2003).

3. Data Collection

3.1 In Round 1, semi-structured interviews were conducted either face-to-face in small groups or through electronic platforms (e.g., virtual meetings), depending on the participants' availability. Each session lasted approximately 30–60 minutes and was recorded and transcribed for analysis. The findings from Round 1 were used to develop the Delphi questionnaire.

3.2 In Round 2, the questionnaire was distributed via postal mail and email, followed by direct and online follow-ups. Data collection across both rounds spanned approximately eight weeks.

4. Data Analysis

4.1 Content analysis was applied to qualitative interview data in Round 1, identifying themes and grouping similar responses into the nine future leadership components and their corresponding indicators.

4.2 In Round 2, quantitative data from expert ratings were analyzed using basic statistics: median, mode, and interquartile range (IQR) to determine the level of consensus. According to Rowe & Wright (1999), consensus was defined as a median score ≥ 4.00 and $IQR \leq 1.00$. As all indicators met this threshold, the third round was deemed unnecessary. If the expert opinions are considered sufficiently unified and consistent, and the responses comprehensively cover the intended areas of study, the EDFR process may be concluded after the second round without proceeding to a 3 round (Chumpol Poolpatrcheewin, 2003). Based on the results, the researchers developed a foresight diagram that summarizes the essential components of future leadership for school administrators in the Triam Udom Suksa School Network.

Results

The researcher analyzed the data obtained from the questionnaires completed by 32 experts. The statistical methods used for the analysis included the Median, Mode, and Interquartile Range (IQR). The results of the analysis for each leadership component are summarized as follows:

Table 1: Analysis Results of the Future Leadership of Triam Udom Suksa School Administrators for the Next Decade (2025–2035)

Statistics Indicators	Median	Mode	Mdn – Mo	Q1	Q3	IQR	Level of Agreement	Consensus
Vision								
1. School Administrators can clearly define the organization's long-term goals and direction.	5	5	0	5	5	0	Highest	Consistent
2. School Administrators can formulate appropriate future-oriented strategies and foresight.	5	5	0	4	5	1	Highest	Consistent
3. School Administrators can align the organizational vision with global trends in education.	5	5	0	4	5	1	Highest	Consistent
4. School Administrators can effectively communicate and drive staff engagement with the organizational vision.	5	5	0	4.5	5	0.5	Highest	Consistent
5. School Administrators can utilize technology and data in formulating strategic vision.	5	5	0	5	5	0	Highest	Consistent
Change Acceptance								
1. School Administrators can adapt to changes in technology and education.	5	5	0	5	5	0	Highest	Consistent
2. School Administrators can develop flexible management approaches in response to change.	5	5	0	5	5	0	Highest	Consistent
3. School Administrators can build understanding and promote change acceptance within the organization.	5	5	0	4	5	1	Highest	Consistent
4. School Administrators can apply data and evidence-based reasoning in change management.	5	5	0	5	5	0	Highest	Consistent
5. School Administrators can lead the organization in responding to global changes.	5	5	0	5	5	0	Highest	Consistent
Teamwork								
1. School Administrators promote a culture of teamwork within the organization.	5	5	0	5	5	0	Highest	Consistent
2. School Administrators foster collaboration among internal and external personnel.	5	5	0	5	5	0	Highest	Consistent
3. School Administrators demonstrate skills in managing and coordinating team efforts.	5	5	0	5	5	0	Highest	Consistent

Statistics Indicators	Median	Mode	Mdn – Mo	Q1	Q3	IQR	Level of Agreement	Consensus
4. School Administrators support staff participation in decision-making and organizational development.	5	5	0	5	5	0	Highest	Consistent
5. School Administrators use technology to enhance teamwork within the organization.	5	5	0	5	5	0	Highest	Consistent
Partnership								
1. School administrators are capable of building networks for academic and professional collaboration.	5	5	0	5	5	0	Highest	Consistent
2. School administrators can develop partnerships with government and private agencies to support education.	5	5	0	5	5	0	Highest	Consistent
3. School administrators can expand international collaboration to support organizational development.	5	5	0	4.5	5	0.5	Highest	Consistent
4. School administrators can utilize partnerships to exchange knowledge and best practices.	5	5	0	5	5	0	Highest	Consistent
5. School administrators can manage partnerships to maximize organizational benefit.	5	5	0	4.5	5	0.5	Highest	Consistent
Motivation and Inspiration								
1. School administrators can motivate personnel to work with commitment and determination.	5	5	0	5	5	0	Highest	Consistent
2. School administrators implement a reward and recognition system that encourages staff morale.	5	5	0	5	5	0	Highest	Consistent
3. School administrators can create a work environment that promotes motivation and happiness.	5	5	0	4.5	5	0.5	Highest	Consistent
4. School administrators can instill values and inspiration to foster self-confidence among staff.	5	5	0	5	5	0	Highest	Consistent
5. School administrators can inspire personnel to see the value in their work.	5	5	0	5	5	0	Highest	Consistent
Morality and Ethics								
1. School administrators demonstrate integrity, transparency, and ethical conduct in organizational management.	5	5	0	5	5	0	Highest	Consistent
2. School administrators serve as ethical role models for personnel.	5	5	0	5	5	0	Highest	Consistent
3. School administrators establish policies and measures to prevent corruption within the organization.	5	5	0	5	5	0	Highest	Consistent

Statistics Indicators	Median	Mode	Mdn – Mo	Q1	Q3	IQR	Level of Agreement	Consensus
4. School administrators foster an organizational culture that values ethics, morality, and righteousness.	5	5	0	5	5	0	Highest	Consistent
5. School administrators promote ethical awareness and moral responsibility among personnel.	5	5	0	5	5	0	Highest	Consistent
Life-long Learning Skills								
1. School administrators emphasize the importance of continuous self-learning and self-development.	5	5	0	5	5	0	Highest	Consistent
2. School administrators promote opportunities for staff to learn and acquire new skills.	5	5	0	5	5	0	Highest	Consistent
3. School administrators support the use of technology for organizational learning.	5	5	0	5	5	0	Highest	Consistent
4. School administrators can develop the organization into a learning-oriented society.	5	5	0	5	5	0	Highest	Consistent
5. School administrators promote research and innovation to improve education.	5	5	0	5	5	0	Highest	Consistent
Digital Intelligence								
1. School administrators are capable of utilizing digital technologies in organizational management.	5	5	0	5	5	0	Highest	Consistent
2. School administrators have knowledge of cybersecurity and can promote safe digital practices.	5	5	0	5	5	0	Highest	Consistent
3. School administrators support staff in using technology to enhance work efficiency.	5	5	0	5	5	0	Highest	Consistent
4. School administrators understand digital ethics and critical issues related to digital information usage.	5	5	0	5	5	0	Highest	Consistent
5. School administrators can use digital technology to enhance educational quality.	5	5	0	5	5	0	Highest	Consistent
Super Leader								
1. School administrators can develop next-generation leaders with leadership capacity and management potential.	5	5	0	5	5	0	Highest	Consistent
2. School administrators promote a leadership culture across all levels of the organization.	5	5	0	5	5	0	Highest	Consistent
3. School administrators are capable of coaching and mentoring personnel for leadership development.	5	5	0	5	5	0	Highest	Consistent

Statistics Indicators	Median	Mode	Mdn – Mo	Q1	Q3	IQR	Level of Agreement	Consensus
4. School administrators create opportunities for staff to take on leadership responsibilities for growth and development.	5	5	0	5	5	0	Highest	Consistent
5. School administrators inspire personnel to develop themselves and move the organization forward together.	5	5	0	5	5	0	Highest	Consistent

The study revealed that, out of the 45 proposed leadership indicators, all 45 met the criteria for high expert consensus. The nine major components of future leadership for school administrators are summarized as follows:

1. Vision – Future leaders must possess strategic foresight and the ability to articulate long-term goals clearly. They should be able to anticipate changes in education, society, economy, and technology, and guide the school through structured planning aligned with future trends.

2. Change Acceptance – Effective leaders must be open to change, adapt quickly, and manage uncertainty efficiently. They should demonstrate flexibility, view challenges as opportunities, and continuously realign strategies based on evolving contexts.

3. Partnership – Leaders must foster effective collaboration among school staff, parents, and the community. Empowering stakeholders to participate in decision-making builds ownership, strengthens professional relationships, and promotes a shared commitment to school improvement.

4. Partnership – Building extensive networks with internal and external stakeholders is essential. Leaders should establish connections with government agencies, partner schools, alumni, private organizations, and international institutions to exchange resources and knowledge for mutual development.

5. Motivation and Inspiration – Leaders must create a positive work environment by motivating teachers and students through both intrinsic (e.g., recognition, trust) and extrinsic (e.g., awards) incentives. Inspirational leadership enhances morale, commitment, and performance.

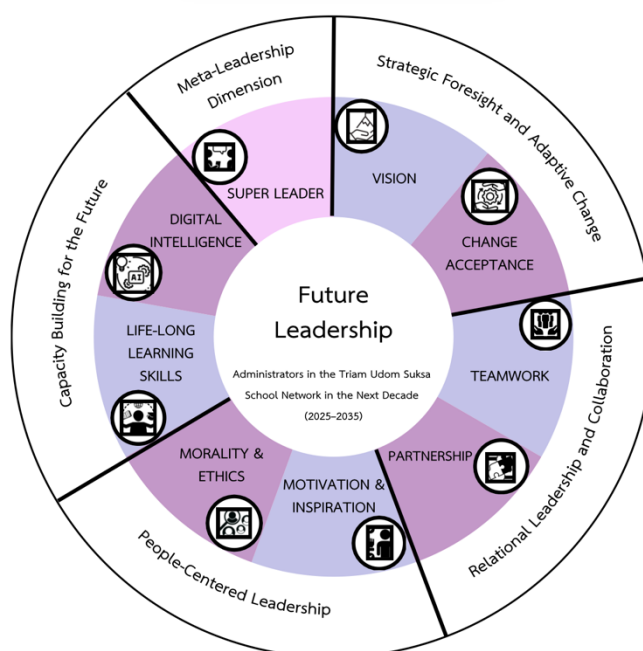
6. Morality and Ethics – Future school leaders must serve as ethical role models, upholding integrity, transparency, fairness, and responsibility. Establishing a culture of moral leadership and good governance fosters trust within the school community.

7. Life-long Learning Skills – Leaders should continuously develop themselves and promote a culture of professional learning. Encouraging lifelong learning among staff supports innovation, adaptability, and institutional growth in response to global changes.

8. Digital Intelligence – Competency in using digital technologies, including AI, digital platforms, and data systems, is critical. Leaders must demonstrate digital literacy and apply data-driven decision-making while ensuring cybersecurity and ethical technology use.

9. Super Leadership – Leaders must mentor and empower emerging leaders within the organization. By promoting self-leadership, coaching, and succession planning, they ensure leadership continuity and cultivate leadership culture at all organizational levels.

These nine components reflect the competencies necessary for educational leaders to navigate the challenges of 2025–2035 and drive sustainable progress in the Thai education system.



Future 1 Scenario of Leadership for Administrators in the Triam Udom Suksa School Network (2025–2035)

Discussion

The study identified nine core components of future leadership essential for school administrators in the Triam Udom Suksa School Network for the next decade (2025–2035). These components reflect the competencies needed to lead educational institutions in rapidly evolving global and national contexts. The findings can be discussed as follows:

1. Vision

Effective leadership requires the ability to set long-term goals, forecast future trends, and design strategic plans based on data analytics such as big data and AI. In the Triam Udom Suksa context, shared goals include preparing students for top universities and global citizenship. Visionary leadership enables integration of international curricula, 21st-century skills, and national education policies. This aligns with Diene (2024), who emphasized strategic responsiveness to global education trends, and Phra Khru Pothisangkornkun (2020), who identified vision as a foundation of organizational success.

2. Change Acceptance

Leaders must possess a flexible mindset, welcome new ideas, restructure organizations as needed, and make informed decisions based on timely data. This is crucial for adapting to innovations such as LMS, coding, and AI integration. The finding corresponds with Taj (2023), who emphasized ethical decision-making under uncertainty, and Secăreanu et al. (2024), who advocated for organizational agility and risk management to sustain educational quality.

3. Teamwork

Strong teams depend on shared goals, effective communication, mutual trust, and constructive conflict management. Within the Triam Udom Suksa Network, collaboration is vital at both school and network levels. This supports Bradshaw et al. (1997), who identified common goals as central to effective teams, and Ansley et al. (2019), who emphasized collaborative culture between teachers and leaders.

4. Partnership

Partnership in this study encompasses collaboration across internal stakeholders (e.g., teachers, students) and external partners (e.g., universities, government, international agencies), reinforcing educational resilience. The result is consistent with Haule and Lyamuya (2024), who highlighted sustainable community-school partnerships, and Granados-Magaña et al. (2024), who encouraged professional and online networking.

5. Motivation and Inspiration

Leaders must balance intrinsic (e.g., meaningful work) and extrinsic (e.g., recognition) motivators to build organizational commitment and reduce stress. In high-pressure environments like Triam Udom Suksa schools, this sustains high-performing staff. Karim (2024) confirmed the impact of motivation on performance, while Kimaryo et al. (2024) emphasized supportive leadership as a source of true inspiration.

6. Morality and Ethics

Leaders must demonstrate honesty, transparency, fairness, and accountability. This is especially vital for national-level institutions such as Triam Udom Suksa, where public trust and international collaboration depend on ethical integrity. In Asian educational contexts—particularly in Thailand—morality and ethics are not merely institutional obligations but are deeply interwoven with cultural and spiritual traditions, especially Buddhism (Chayanamuni, 2023). Unlike many Western frameworks that emphasize legal compliance and formal codes of conduct, Buddhist moral leadership focuses on internal transformation, self-discipline, and leading by example. Ansley et al. (2019) noted that moral integrity contributes to long-term institutional sustainability, while Kasem Saengnon (2024) emphasized that fairness is fundamental to building stakeholder trust. These perspectives highlight the critical role of ethical leadership in fostering resilient, respected, and socially responsible educational institutions.

7. Life-long Learning Skills

Leaders must engage in ongoing academic and professional development while fostering a learning culture within the school. This is crucial in an era of educational transformation, ensuring that institutions stay relevant and innovative. Dudhade (2021) viewed lifelong learning as a core leadership foundation, and Anecha Wilachai (2020) agreed that continuous learning propels organizational progress.

8. Digital Intelligence

Leadership in digital literacy, ethical technology use, and data-informed decision-making is necessary to transition schools into digital institutions. In the context of Thai education—especially within forward-facing networks such as Triam Udom Suksa—digital intelligence enables school leaders to act as innovation catalysts, ensuring that digital tools are not only adopted but meaningfully embedded in pedagogical practices (OECD, 2023). More importantly, aligning with UNESCO’s framework ensures that digital leadership is holistic, encompassing not just skills, but values and attitudes that uphold digital well-being and ethical technology use. Marczak and Yawson (2021) recognized digital intelligence as a key organizational competency, while Charin Mangkhun (2023) stressed the ethical integration of technology for sustainability.

9. Super Leadership

Leaders must develop future leaders by promoting self-leadership, mentoring, and supportive distributed leadership structures. Given the scale and complexity of Triam Udom Suksa schools, empowering department heads and lead teachers is essential for institutional sustainability. Georgianna (2015) identified the ability to cultivate others’ leadership potential as a key trait of super leadership, while Park and Byon (2024) emphasized that empowering environments are central to leadership development. Unlike transformational leadership, which relies on a leader’s inspiration and charisma to influence followers (Bass and Avolio, 1994), super leadership reduces dependency on the leader by fostering internal self-leadership. Compared to distributed leadership, which emphasizes shared roles among teams (Spillane, 2006), super leadership focuses more on internal autonomy than external delegation.

Table 2: Comparative OECD, ISLDF Leadership Frameworks, and Future Leadership Components

Future Leadership	OECD Framework (2020)	ISLDF Framework (2013)
1. Vision	System Leadership/Leading Change	Setting Directions
2. Change Acceptance	Capacity Building/Innovation	Leading the School Community
3. Teamwork	Distributed Leadership	Building Relationships and Developing People
4. Partnership	System Leadership/Collaboration across schools	Leading the School Community
5. Motivation and Inspiration	Instructional Leadership	Transformational Ethos
6. Morality and Ethics	-	Ethical Leadership / Equity and Inclusion
7. Life-long Learning	Capacity Building	Developing the Organization
8. Digital Intelligence	Use of Technology for Learning	-
9. Super Leadership	Empowering Teachers/Distributed Roles	Building Leadership Capacity in Others

From Table 2, it is evident that the nine components of future leadership align closely with two internationally recognized frameworks—OECD and ISLDF. Both models emphasize key leadership qualities such as vision, adaptability to change, teamwork, continuous learning, and leadership empowerment, which are crucial for navigating the complex and evolving landscape of 21st-century education. While the OECD framework highlights system-level collaboration and digital innovation, the ISLDF places greater emphasis on ethical leadership and equity. These dimensions correspond well with components like digital intelligence and morality and ethics in the study. Notably, the idea of Super Leadership, which promotes self-leadership and empowerment, is reflected in both frameworks through distributed roles and capacity building. This convergence reinforces the relevance of the proposed components for educational leadership development and confirms their alignment with global standards.

Table 3: STEEP Analysis with Future Leadership

STEER Dimension	Relevant Megatrends	Impact on Education	Future Leadership	References
S – Social	Aging population, diversity, generational shift	Changing student demographics; need for inclusive practices	1. Vision 3. Teamwork 5. Motivation and Inspiration	OECD, 2020
T – Technological	AI, automation, digital platforms, big data	Disruption of teaching and school operations	2. Change Acceptance 8. Digital Intelligence	UNESCO, 2018; OECD, 2023
E – Economic	Inequality, job automation, future skills gap	Pressure to develop adaptable learners and optimize resources	7. Life-long Learning Skills 6. Morality and Ethics	WEF, 2020
E – Environmental	Climate change, sustainability, eco-awareness	Demand for green education and sustainable schools	4. Partnership	UNESCO, 2022
P – Political	Policy shifts, decentralization, global crises	Uncertain funding, need for adaptive leadership	9. Super Leader	OECD, 2020; UNESCO, 2022

From Table 3, the table illustrates the application of the STEEP framework to analyze the influence of megatrends on educational leadership in the next decade (2025–2035). Each STEEP dimension—Social, Technological, Economic, Environmental, and Political—has been examined in terms of relevant global trends, their projected impact on educational institutions, and their alignment with specific leadership components identified in this study.

Notably, the social dimension links strongly with leadership components related to vision, collaboration, and motivation, highlighting the need for empathetic and inclusive leadership practices in increasingly diverse learning environments. The Technological dimension aligns with change acceptance and digital intelligence, emphasizing the transformative impact of digital tools and the critical need for adaptive, tech-savvy leadership.

Meanwhile, economic shifts connect with the need for life-long learning and ethical leadership, as schools must prepare students for future labor markets while maintaining integrity under constrained resources. The Environmental dimension, while represented by a single component (Partnership), underscores the growing expectation for schools to lead sustainability efforts through strategic collaboration. Finally, the Political dimension—which includes policy volatility and crisis conditions—centers on the Super Leader role, reflecting the need for system-level leadership that is resilient, visionary, and empowering.

This integrative view confirms that the future of school leadership will not rely on a single skill or perspective but will require multi-dimensional competencies that align with the dynamic forces shaping education globally.

Table 4: SWOT Analysis of Future Leadership

Future Leadership	Strength	Weakness
1. Vision	Provides strategic direction and long-term clarity for the organization.	May lack flexibility if the vision is too rigid or not aligned with current trends.
2. Change Acceptance	Enables adaptability and responsiveness to uncertainty and innovation.	Can be resisted by stakeholders if change is not well-communicated or supported.
3. Teamwork	Fosters collaboration and shared responsibility within the organization.	May lead to conflict or inefficiency if roles and communication are unclear.
4. Partnership	Expands resources and knowledge through external collaboration.	Dependent on trust and alignment; external partners may have conflicting agendas.
5. Motivation and Inspiration	Drives commitment, morale, and positive organizational climate.	Can be difficult to sustain without consistent reinforcement or recognition systems.
6. Morality and Ethics	Builds trust, accountability, and long-term credibility of leadership.	Ethical dilemmas may slow decision-making or create tension under pressure.
7. Life-long Learning Skills	Encourages continuous growth and adaptability among staff.	Requires time, resources, and motivation that may not always be available.
8. Digital Intelligence	Supports innovation and efficiency through strategic use of technology.	Digital gaps among staff or lack of infrastructure may hinder effectiveness.
9. Super Leader	Empowers others, builds leadership capacity, and promotes self-leadership.	Success depends on others' readiness and willingness to assume leadership roles.

From table 4, the analysis of strengths and weaknesses across the nine components of future educational leadership reveals that each element contributes uniquely to the overall capacity of school administrators. These components reflect a well-rounded leadership model encompassing strategic planning, relationship-building, personal development, and value-based decision-making. For example, while Vision provides long-term direction and clarity, it may lack flexibility if not adjusted to align with evolving educational contexts. Similarly, Motivation and Inspiration plays a critical role in fostering morale and commitment but may not be sustained without consistent recognition or support mechanisms. Competency-focused elements such as Digital Intelligence and Life-long Learning Skills are essential for navigating rapid technological change but require sufficient resources, infrastructure, and staff motivation to be effectively implemented. Meanwhile, Super Leadership stands out as a strategic meta-leadership role, emphasizing the empowerment of others, yet its success relies heavily on the readiness and willingness of team members to step into leadership themselves.

The COVID-19 pandemic exposed critical weaknesses in educational leadership and accelerated the urgency for future-ready leadership models. School leaders were required to act swiftly under uncertainty, transition to online learning, support staff and students emotionally, and manage scarce resources. These demands highlighted that traditional administrative leadership is insufficient in navigating complex crises (Schleicher, 2021). As a result, future leadership must incorporate visionary thinking, digital intelligence, organizational agility, and empathy. Leaders must be able to anticipate change, lead innovation, and foster inclusive school cultures. In particular, the ability to develop leadership in others, as emphasized in the Super Leadership model, is essential for building resilient institutions (Georgianna, 2015; Park and Byon, 2024). In the post-pandemic context, these qualities are no longer optional. Educational systems must intentionally cultivate leaders who are adaptable, ethical, and capable of leading through continuous disruption. Future leadership is not a trend—it is a necessity for sustainable education.

Conclusions

In summary, these nine components underscore that future educational leaders must go beyond traditional managerial roles. They must serve as cultural architects, talent developers, and system navigators. The results affirm that this leadership model aligns well with the contextual demands of the Triam Udom Suksa Network and can serve as a framework for developing sustainable, forward-thinking school leaders nationwide. The nine leadership components can be integrated into Thailand's national education reform strategies (2023–2037), especially under dimensions of innovation, equity, and decentralized leadership.

Recommendations

The nine leadership components identified in this study—vision, Change Acceptance, Teamwork, Partnership, Motivation and Inspiration, Morality and Ethics, Life-long Learning Skills, Digital Intelligence, and Super Leader—represent essential competencies for school administrators in the coming decade. It is therefore recommended that the Office of the Basic Education Commission, Ministry of Education, and related agencies adopt these components as a framework for developing and evaluating leadership competencies, particularly at the secondary school level, to ensure systematic preparation for the future.

1. Policy-Level Recommendations

1.1 Integrate the nine leadership components into national education reform agendas.

1.2 Mandate leadership development as part of teacher career pathways.

1.3 Align leadership standards with the 20-Year National Strategy (2018–2037) and the National Education Plan (2017–2036), particularly in areas of digital transformation, equity, and human capital development.

2. Educational Service Area-Level Recommendations

2.1 Organize ongoing training programs for school leaders with regional adaptation.

2.2 Promote cross-school collaboration through leadership learning communities.

2.3 Monitor leadership performance using data dashboards linked to local education goals.

3. School-Level Recommendations

3.1 Establish in-school leadership mentoring programs based on the 9 components.

3.2 Integrate leadership development into daily school operations and PLCs.

3.3 Evaluate leadership growth through school-based portfolios and reflective practices.

4. Future Research Directions

4.1 Longitudinal studies on the impact of the 9-component framework on student outcomes.

4.2 Comparative studies between schools that adopt the model and those that do not.

4.3 Exploring digital leadership in rural versus urban school contexts.

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