

Current and Desired Conditions, Priority Needs, and Guidelines for Educational Administration amid Global Geopolitical Change in Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1

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ABSTRACT

This research aimed to 1) examine the current and desired conditions of school administrators' ability to cope effectively with educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1; 2) identify the priority needs of such ability; and 3) propose guidelines for educational administration in response to global geopolitical change. An explanatory mixed-methods design was employed, integrating quantitative and qualitative findings at the interpretation stage. The quantitative sample comprised 216 teachers from three Education Hub schools, selected through stratified random sampling with proportional allocation. Data were collected using a dual-response questionnaire and analyzed using frequency, percentage, mean, standard deviation, mean difference, and the Modified Priority Needs Index (PNImodified). The qualitative component involved three school administrators as key informants, with semi-structured interview data thematically analyzed to explain quantitative findings and develop practical, context-sensitive guidelines. The findings showed that the overall current and desired conditions were at high levels ($M = 3.908$, $S.D. = 0.806$; $M = 4.312$, $S.D. = 0.760$, respectively), with an overall PNImodified of 0.104. The Educational Process dimension had the highest current and desired conditions ($M = 3.930$, $S.D. = 0.790$; $M = 4.331$, $S.D. = 0.744$, respectively), while Management Functions had the highest priority need (PNImodified = 0.109). The qualitative findings confirmed the quantitative results, indicating that geopolitical changes pressured school policy and learner competencies. Schools responded through planning, curriculum adjustment, technology, partnerships, resource mobilization, and authentic assessment, but these practices were not yet fully institutionalized. Integrating the findings led to five interconnected guidelines: institutionalizing geopolitical environmental scanning and contingency planning; strengthening transformational and distributed leadership; formalizing and diversifying strategic partnerships through MOUs; investing in digital infrastructure and personnel development as strategic priorities; and continuously aligning curriculum, instruction, and assessment with globally relevant competencies.

Keywords: Educational Administration, Global Geopolitical Change, Education Hub Schools

Introduction

Global geopolitical change in the twenty-first century is no longer limited to territorial competition or military rivalry among states. Rather, it has expanded into economic, technological, energy, security, digital information, supply chain, and socio-cultural dimensions. Contemporary geopolitics provides an important analytical framework for understanding relations of power, interests, strategies, and the interpretation of political, economic, and social spaces in the global system, rather than viewing geography as a fixed or purely physical condition (Tuathail, 1997, 2010; Dodds, 2019; Flint, 2021). In addition, strategic competition among major powers has extended from military and economic rivalry into trade, investment, energy, digital technology, strategic infrastructure, and knowledge production. These developments reflect a more fragmented and uncertain global order characterized by intensified strategic competition, technological disruption, and changing relations between global and national scales (Flint & Taylor, 2025; Marginson, 2025; Mearsheimer, 2019).

In this context, the global environment is increasingly marked by volatility, uncertainty, complexity, and ambiguity, while the BANI framework further describes contemporary conditions as brittle, anxious, nonlinear, and incomprehensible (Cascio, 2020; OECD, 2021). These conditions have made strategic planning more challenging for states, organizations, and social institutions, particularly education systems. Schools are increasingly expected to prepare learners with future-oriented competencies, including higher-order thinking, digital literacy, creativity, complex problem-solving, collaboration, resilience, and lifelong learning. This is consistent with international policy directions emphasizing responsive and resilient education systems, skills for green and digital transitions, and the appropriate use of technology in education (OECD, 2021, 2023; UNESCO, 2023). Moreover, UNESCO (2021) emphasizes the need to rethink education as a foundation for shared futures, human development, and sustainable societies. At the school level, these global pressures may be translated into educational demands involving curriculum and assessment, teacher development, digital infrastructure, resource allocation, learning continuity, and collaboration with external networks. Thus, global geopolitical change provides an external context within which schools may need to interpret changing conditions and determine appropriate administrative responses, rather than being assumed to directly cause particular administrative outcomes.

For Thailand, global geopolitical change has made educational adaptation more urgent, particularly as education systems are increasingly required to respond to economic transformation, technological change, demographic shifts, and regional uncertainty. These conditions affect the country's capacity to prepare learners for a global economy increasingly driven by knowledge, technology, innovation, and cross-border connectivity. Therefore, education should not be viewed merely as a mechanism for producing labor for the economy. Rather, it should be understood as a strategic foundation for national development, human capital formation, and the strengthening of national capacity to respond to global uncertainty (Flint, 2021; Marginson, 2025; OECD, 2023).

The main area-based and situational problem concerns Education Hub schools under the Secondary Educational Service Area Office Bangkok 1. These schools operate in a large urban context marked by social diversity, economic complexity, intense educational competition, and strong international orientation. Such schools tend to encounter global trends more directly than general schools, particularly in curriculum development, learning management, teacher development, resource

allocation, technology, collaborative networks, and stakeholder expectations. In this context, school administration is required to be more responsive and resilient in translating national and institutional policies into practice under changing external conditions (McDiarmid & Zhao, 2022; OECD, 2021; Silalaiy, 2023). Furthermore, this context is particularly relevant because Education Hub schools provide internationalized educational programs, operate in environments connected to global economic, technological, cultural, and educational flows, and are required to align educational provision with both Thai national policies and international academic standards. Consequently, geopolitical and global changes may become school-level administrative considerations in areas such as curriculum alignment, teacher development, digital infrastructure, resource allocation, international collaboration, stakeholder communication, and the development of students' global competencies.

Although existing literature has explained geopolitical dynamics and their effects on social institutions, including the role of education in human capital development amid power competition, technological transformation, and cross-border knowledge mobility (Flint, 2021; Flint & Taylor, 2025; Marginson, 2025; Tuathail, 2010), empirical evidence remains limited regarding how these broader changes are perceived and addressed through school-level educational administration. Existing policy frameworks emphasize adaptation, educational resilience, and 21st-century competencies, while previous studies highlight leadership and administrative responses to changing conditions; however, systematic evidence remains insufficient regarding administrators' coping capacity across core administrative domains and the gap between current and desired conditions (McDiarmid & Zhao, 2022; OECD, 2020, 2021, 2023; Silalaiy, 2023). Context-specific evidence is particularly scarce in large urban and internationally connected school settings, including Education Hub schools, where global and local dynamics intersect.

Accordingly, the rationale of this study follows a contextual and analytical chain rather than a causal assumption: global geopolitical changes constitute external pressures and uncertainties; Education Hub schools interpret and encounter these pressures within their particular educational context; such conditions may be reflected in school-level administrative practices across management functions, leadership, relationship management, resource management, and educational processes; and examining the gap between current and desired conditions provides evidence for identifying priority needs and developing context-sensitive administrative guidelines. The study therefore does not assume that geopolitical change directly causes administrative needs, but empirically examines existing and desired conditions as perceived within the selected Education Hub school context.

Therefore, the study of current and desired conditions, priority needs, and guidelines for educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1 is significant both academically and practically.

Research Objectives

1. To examine the current and desired conditions of school administrators' ability to cope effectively with educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1.
2. To identify the priority needs of school administrators' ability to cope effectively with educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1.
3. To propose appropriate guidelines for school administration in response to global geopolitical change for Education Hub schools under the Secondary Educational Service Area Office Bangkok 1.

Literature Review and Conceptual Framework

The conceptual framework of this study was developed from a review of literature on global geopolitical change, educational administration under uncertainty, and priority needs assessment. Global geopolitical change was used as the external context of the study because contemporary geopolitics is concerned not only with territory or military rivalry, but also with power relations, strategic competition, technology, economic reordering, knowledge mobility, governance fragmentation, and regional uncertainty (Dodds, 2019; Flint, 2021; Flint & Taylor, 2025; Marginson, 2025; Mearsheimer, 2019; Tuathail, 1997, 2010). The geopolitical variables were derived through a systematic and iterative documentary analysis of ten relevant open-access studies published between 2021 and 2025 and retrieved from Google Scholar and ThaiJO. Recurring concepts and patterns were coded, grouped, and synthesized into five components: *Strategic Rivalry and Power Transition*, *Technological and Economic Reordering*, *Soft Power and Knowledge Mobility*, *Geopolitical Fragmentation in Governance*, and *Regional Multipolarity and Strategic Ambiguity*. The synthesis was further grounded in relevant geopolitical theories concerning power competition, geo-economics, soft power, knowledge networks, governance, and multipolarity. These components represent interconnected external pressures relevant to Education Hub schools operating in internationally connected urban contexts.

Educational administration amid global geopolitical change was conceptualized as the ability of school administrators to manage, adapt, and respond to these external pressures through practical administrative mechanisms. International literature emphasizes that education systems must become more responsive and resilient, prepare learners for uncertain futures, develop digital and globally relevant competencies, and maintain educational quality under changing social, technological, and economic conditions (McDiarmid & Zhao, 2022; OECD, 2020, 2021, 2023; Silalaiy, 2023; UNESCO, 2021, 2023). The administrative variables were derived from a synthesis of educational administration theories and thirteen relevant open-access studies. The theoretical foundations included Fayol's (1917) Management Functions, Bass and Avolio's (1994) Transformational Leadership, McGregor's (1960) Theory X and Theory Y, Katz and Kahn's (1966) Open Systems Theory, and Tyler's (1949) Curriculum and Evaluation framework. This synthesis generated five administrative components: *Management Functions*, *Leadership*, *Relationship Management*, *Resource Management*, and *Educational Process*. These components serve as the internal administrative capacity through which school administrators interpret and respond to external change

through school-level planning and coordination, leadership and decision-making, stakeholder collaboration, resource allocation, and curriculum, instruction, and assessment.

Rather than treating the geopolitical and administrative components as separate concepts, the framework links them through an external context and internal response mechanism. The five geopolitical components represent interconnected external pressures that may create overlapping administrative demands. Strategic rivalry and regional uncertainty are particularly related to Management Functions and Leadership. Technological and economic reordering is related to Resource Management and Educational Process. Soft power and knowledge mobility are related to Relationship Management and Educational Process, while geopolitical fragmentation is associated with coordination, networks, resource flexibility, and adaptive leadership. These relationships are not one to one or causal. Instead, the five administrative components function as an interconnected response system through which Education Hub schools interpret, prioritize, and manage geopolitical pressures.

Accordingly, the conceptual mechanism begins with Global Geopolitical Change as an external contextual pressure. These pressures are interpreted within the Education Hub school context and reflected in Educational Administration across the five administrative components. The current and desired conditions are then compared to identify priority needs using $PNI_{modified}$. (Wongwanich, 2015). The identified priority needs subsequently inform the development of context sensitive Guidelines for Educational Administration. This framework provides an analytical structure for examining administrators' coping capacity without assuming that geopolitical change directly causes particular administrative outcomes.

Finally, quantitative priority-needs findings are integrated with qualitative information from school administrators and relevant contextual evidence to develop practical and context-sensitive guidelines grounded in both external geopolitical conditions and internal administrative capacities. This process is consistent with the research scope in the full study, which integrates documentary evidence, quantitative findings, and qualitative information in developing the proposed guidelines. The conceptual framework of this study is presented in Figure 1.

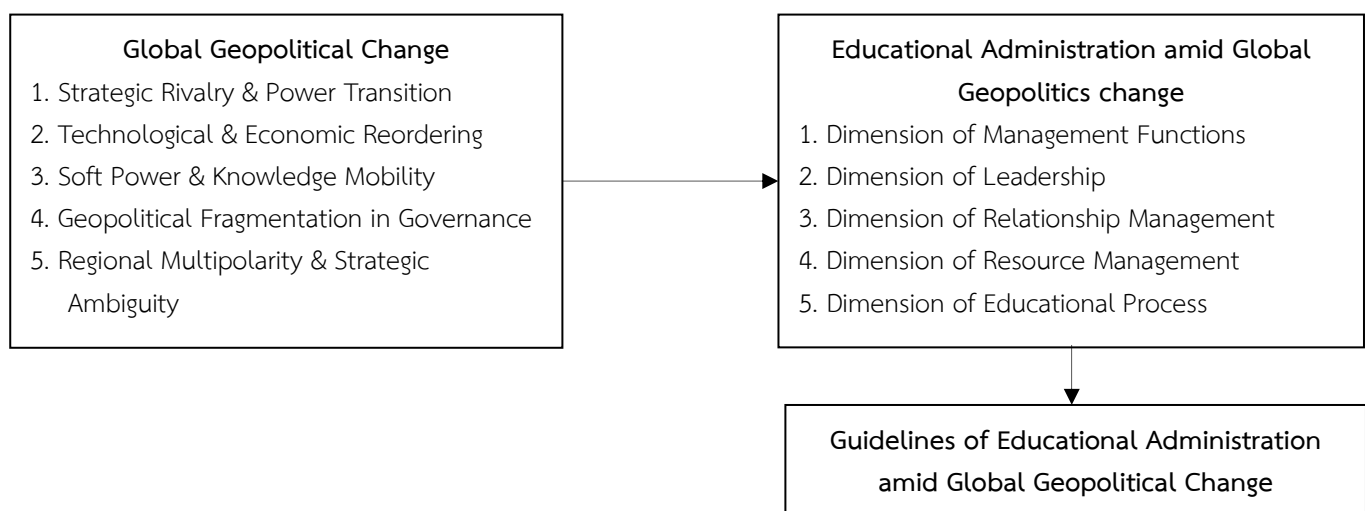


Figure 1 Conceptual Framework

Research Methodology

This study employed a mixed-methods research design to investigate educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1. The research combined quantitative data from teacher questionnaires with qualitative data from semi-structured interviews with school administrators. The quantitative and qualitative findings were integrated at the interpretation stage, with the qualitative findings used to explain and elaborate on the quantitative results and support the development of context-sensitive administrative guidelines. The research procedures were as follows.

1. Population, Sample, and Key Informants

The population consisted of 468 teachers from three Education Hub schools under the Secondary Educational Service Area Office Bangkok 1. The sample comprised 216 teachers, determined using Krejcie and Morgan's sample size table (Krejcie & Morgan, 1970). Stratified random sampling with proportional allocation was employed to ensure that teachers from each school were represented in proportion to the population size of each stratum (Cochran, 1977).

For the qualitative phase, the key informants were three school administrators from the participating schools. They were included as key informants because they were directly involved in school administration within the Education Hub context and were able to provide in-depth information relevant to the research objectives (Creswell & Creswell, 2018; Creswell & Poth, 2018).

The three administrators represented the three Education Hub schools included in the study and were directly responsible for school administration within this specific context. They were selected because they could provide in-depth explanations of the quantitative findings and practical information for developing the proposed administrative guidelines. However, three administrators was based on their direct administrative responsibility and coverage of all three Education Hub schools in the study context.

2. Research Instruments

The research instruments consisted of a questionnaire and a semi-structured interview protocol. The questionnaire was divided into sections covering general information, current and desired conditions and the priority needs of school administrators' ability to cope effectively with educational administration amid global geopolitical change. It used a five-point Likert scale. (Likert, 1932) It consisted of 30 items: five items on respondents' demographic information and 25 substantive items measuring the current and desired conditions of school administrators' ability to cope effectively with educational administration amid global geopolitical change. The 25 items covered five administrative dimensions: *Management Functions, Leadership, Relationship Management, Resource Management, and Educational Process*. Each substantive item employed a five-point dual-response rating scale for both current and desired conditions.

The semi-structured interview protocol was developed to obtain in-depth information from school administrators regarding administrative challenges, contextual constraints, and possible guidelines for educational administration amid geopolitical uncertainty.

Moreover, content validity was evaluated by five experts in educational administration, geopolitics, and research methodology. The experts examined the relevance, clarity, content coverage, and alignment of the items with the research objectives and operational definitions. Following expert review, the questionnaire was revised before pilot testing. The instruments were validated by five experts,

with IOC values ranging from 0.67 to 1.00. The questionnaire was then pilot-tested with 30 teachers who were not included in the main sample. Cronbach's alpha coefficients were $\alpha = 0.971$ for the current-condition scale and $\alpha = 0.984$ for the desired-condition scale, with an overall coefficient of $\alpha = 0.986$ for the combined current and desired responses, indicating very high internal consistency. (Cronbach, 1951)

The semi-structured interview protocol was developed from the research objectives, conceptual framework, operational definitions, and relevant literature to obtain in-depth qualitative information from school administrators. It consisted of five open-ended questions focusing on administrators' interpretations of global geopolitical change, school-level administrative responses, contextual constraints, coping strategies, and recommendations for practical administrative guidelines. The interview protocol was reviewed by the same five experts for relevance, clarity, content coverage, and alignment with the research objectives and operational definitions and was revised according to their recommendations before data collection. The interview data were intended to explain and elaborate on the quantitative findings and support data triangulation.

3. Data Collection

Quantitative data were collected from 216 teachers through an online questionnaire distributed to the three participating Education Hub schools. The researcher requested official permission before data collection and checked the completeness of all responses before analysis.

Qualitative data were collected through semi-structured interviews with three school administrators as the key informants. The interviews were conducted along with a questionnaire phase to clarify and expand upon the quantitative findings and to obtain strategic-level insights for developing administrative guidelines.

4. Data Analysis

Quantitative data were collected from 216 teachers through an online questionnaire distributed to the three participating Education Hub schools. The researcher requested official permission before data collection and checked the completeness of all responses before analysis. A total of 216 questionnaires were administered through Google Forms, and all 216 were returned and valid for analysis, resulting in a 100% response rate. The quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, standard deviation, mean difference, and the Modified Priority Needs Index (PNI_{modified}). The Modified Priority Needs Index (PNI_{modified}) and mean difference were used to identify and rank priority needs by comparing desired conditions with current conditions.

Qualitative data were collected through scheduled semi-structured interviews with three school administrators as key informants. The interviews were used to clarify, explain, and elaborate on the quantitative findings and to obtain contextual and strategic insights for developing the administrative guidelines. To analyze the qualitative data from interviews, the researcher analyzed using thematic analysis. The analysis involved verbatim transcription, repeated reading and familiarization with the data, open coding, axial coding, theme construction, and theoretical interpretation. The resulting themes were used to explain and elaborate on the quantitative findings and to support the development of practical and context-sensitive administrative guidelines.

To establish qualitative trustworthiness, an audit trail was maintained to document coding, category development, theme construction, and the selection of representative quotations. Credibility

was supported by comparing the interview findings with the quantitative results; transferability through sufficient contextual description of the Education Hub school setting; dependability through systematic coding and documentation of the analytical process; and confirmability by grounding interpretations in the key informants' data.

Triangulation was conducted by cross-checking questionnaire findings on current and desired conditions, PNI_{modified} results, and semi-structured interview data. The quantitative and qualitative findings were integrated at the interpretation stage.

5. Ethical Considerations

Ethical standards were observed throughout the research process. Participants and key informants were informed of the study objectives and provided informed consent prior to participation. Confidentiality and anonymity were maintained during data collection and reporting, and the collected data were securely stored and used exclusively for academic purposes.

Research Results

The research findings on guidelines for educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1 are summarized according to the research objectives as follows.

1. Current and Desired Conditions of School Administrators' Ability to Cope Effectively with Educational Administration amid Global Geopolitical Change in Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1

The findings related to the first research objective showed that, overall, the current condition of school administrators' ability to cope effectively with educational administration amid global geopolitical change was rated at a high level ($M = 3.908$, $S.D. = 0.806$). Similarly, the desired condition was also rated at a high level ($M = 4.312$, $S.D. = 0.760$).

When considering the current condition by dimension, all five dimensions were rated at a high level. The highest mean score was found in the Educational Process dimension ($M = 3.930$, $S.D. = 0.790$), followed by Resource Management ($M = 3.923$, $S.D. = 0.784$), Relationship Management ($M = 3.917$, $S.D. = 0.807$), Leadership ($M = 3.891$, $S.D. = 0.848$), and Management Functions ($M = 3.880$, $S.D. = 0.800$), respectively.

For the desired condition, all five dimensions were also rated at a high level. The highest mean score was found in the Educational Process dimension ($M = 4.331$, $S.D. = 0.744$), followed by Resource Management ($M = 4.317$, $S.D. = 0.757$), Relationship Management ($M = 4.312$, $S.D. = 0.777$), Leadership ($M = 4.301$, $S.D. = 0.780$), and Management Functions ($M = 4.300$, $S.D. = 0.740$), respectively.

The results therefore show that the current administrative capacity was already perceived at a high level across all five dimensions, while the consistently higher desired-condition scores indicate a remaining developmental gap. In particular, the pattern suggests that existing administrative practices should be further strengthened to become more anticipatory, integrated, and responsive to changing external conditions rather than being interpreted as evidence of inadequate administration.

2. Priority Needs of School Administrators' Ability to Cope Effectively with Educational Administration amid Global Geopolitical Change in Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1

The findings showed that the overall mean difference between the desired and current conditions was 0.404, and the overall Modified Priority Needs Index (PNI_{modified}) was 0.104. When ranked by dimension, Management Functions had the highest priority need ($PNI_{\text{modified}} = 0.109$), followed by Leadership ($PNI_{\text{modified}} = 0.106$), Educational Process ($PNI_{\text{modified}} = 0.102$), Relationship Management ($PNI_{\text{modified}} = 0.101$), and Resource Management ($PNI_{\text{modified}} = 0.100$), respectively.

A closer examination by item showed that, in the Management Functions dimension, the most urgent developmental issue was the establishment of contingency plans and coordination mechanisms for geopolitical emergencies, such as safe spaces and internal communication systems ($PNI_{\text{modified}} = 0.124$), followed by the systematic integration of global trends into school planning ($PNI_{\text{modified}} = 0.117$). In the Leadership dimension, administrators were expected to serve as role models in adapting to change and using new technologies, as well as to inspire teachers and students to develop themselves for future changes ($PNI_{\text{modified}} = 0.115$). In the Educational Process dimension, the highest priority need was curriculum revision aligned with 21st-century skills, such as programming, analytical thinking, and creative problem-solving ($PNI_{\text{modified}} = 0.110$). In the Relationship Management dimension, priority should be given to continuous collaboration with communities, local organizations, and international networks ($PNI_{\text{modified}} = 0.110$). In the Resource Management dimension, schools should further develop the use of digital technology to support teaching, learning, and administration, such as Google Classroom and online meeting systems ($PNI_{\text{modified}} = 0.105$).

Although Management Functions ranked first, the PNI_{modified} values across the five dimensions were relatively close, ranging from 0.100 to 0.109. The ranking should therefore be interpreted as an indication of relative developmental priority rather than as evidence that Management Functions is substantially more problematic than the other dimensions. The results suggest that the five administrative dimensions require interconnected development, with Management Functions receiving the highest immediate priority.

At the item level, the relatively high priority given to contingency planning and coordination mechanisms ($PNI_{\text{modified}} = 0.124$) and the integration of global trends into school planning ($PNI_{\text{modified}} = 0.117$) further indicates that the principal development need concerns systematic preparedness and forward-looking planning rather than routine administrative operation.

In summary, the priority needs identified in this study emphasize the need to strengthen school administrators' ability in strategic planning, crisis preparedness, adaptive leadership, future-oriented curriculum development, strategic networking, and digital resource management. In this study, PNI_{modified} was used as a priority-setting mechanism rather than as a tool for explaining causal relationships.

3. Guidelines for School Administration in Response to Global Geopolitical Change for Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1

The proposed guidelines were developed through the integration of the quantitative findings on current and desired conditions, the PNI_{modified} priority-needs rankings, and qualitative findings from semi-structured interviews with the three school administrators. The interview data were analyzed through

verbatim transcription, open coding, axial coding, theme construction, and theoretical interpretation. The qualitative findings were used to explain the quantitative patterns and provide contextual evidence for developing practical guidelines.

The thematic analysis showed that the administrators interpreted geopolitical change in practical school-level terms rather than solely as international political events. Three recurring themes emerged: technological and economic competition requiring digital and future-oriented skills, knowledge mobility and network expansion supporting collaboration with universities and international institutions, and institutional uncertainty requiring greater flexibility and rapid decision-making. For example, one administrator highlighted the risks associated with inappropriate reliance on technology, noting that excessive AI use could cause students to lose the ability to think independently or act independently (Administrator 3, personal communication, January 20, 2026). This statement was coded in relation to technological change and learner preparedness and contributed to the broader theme of Technological and Economic Reordering. Other interview evidence showed the use of SWOT-based contextual analysis in strategic planning and the identification of future curriculum trends, including a transition from robotics and AI toward Cyber Security programs.

Moreover, based on the integration of the quantitative and qualitative findings, five interconnected guidelines were identified. First, in the Management Functions dimension, schools should institutionalize systematic geopolitical environmental scanning and anticipatory planning. School development plans should be based on contextual analysis, student needs, parental expectations, community capacity, and future curriculum trends. Contingency plans and rapid coordination mechanisms should also be established to enable schools to respond effectively to unexpected geopolitical, technological, economic, or social disruptions.

Second, in the Leadership dimension, school administrators should strengthen adaptive and transformational leadership. Administrators should set future-oriented goals, translate vision into concrete programs, promote innovation, and manage resistance to change through supportive organizational conditions. Leadership should also be distributed across different levels of the school structure in order to enhance flexibility, participation, and institutional readiness.

Third, in the Relationship Management dimension, schools should move beyond traditional cooperation toward strategic partnership ecosystems. Collaboration with parents, communities, universities, professional organizations, business sectors, and international institutions should be formalized through diversified MOUs. These partnerships should support curriculum development, student portfolio pathways, advanced learning opportunities, and access to specialized expertise.

Fourth, in the Resource Management dimension, resources should be managed as strategic investments rather than routine administrative inputs. Schools should prioritize investment in human capital, digital infrastructure, cybersecurity, educational technology, and cost-effective budgeting. External resources should also be mobilized to strengthen instructional quality, administrative efficiency, and long-term institutional resilience.

Fifth, in the Educational Process dimension, curriculum, instruction, and assessment should be continuously realigned with globally relevant competencies. Schools should promote future-oriented curriculum development, such as cybersecurity, entrepreneurship, digital literacy, analytical thinking,

innovation, and real-world problem-solving. Assessment should move beyond paper-based examinations toward authentic performance assessment, project-based learning, student-created work, and rubrics that reflect knowledge, skills, and learner attributes.

Taken together, the findings do not suggest five independent recommendations. Rather, they indicate an interconnected administrative response in which Management Functions provides planning and coordination mechanisms, Leadership supports adaptation and organizational direction, Relationship Management provides collaborative networks, Resource Management provides the human and technological capacity for implementation, and Educational Process translates these capacities into curriculum, instruction, and assessment. The proposed guidelines therefore represent an integrated response derived from the empirical findings rather than a separate set of general recommendations.

Discussions

Based on the study results, the findings can be discussed as follows:

1. Current and Desired Conditions of School Administrators' Ability to Cope Effectively with Educational Administration amid Global Geopolitical Change in Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1.

The results from Research Objective 1 showed that the current condition of school administrators' ability to cope effectively with educational administration amid global geopolitical change in Education Hub schools under the Secondary Educational Service Area Office Bangkok 1 was at a high level ($M = 3.908$, $SD = 0.806$), while the desired condition was also at a high level ($M = 4.312$, $SD = 0.760$). Educational Process had the highest mean score in both the current and desired conditions, followed by Resource Management, Relationship Management, Leadership, and Management Functions.

The prominence of Educational Process can be understood in relation to the specific characteristics of Education Hub schools. These schools operate in an internationalized urban context, provide internationalized programs, including Cambridge and Thai curricula delivered in English, collaborate with foreign partners, and are required to align their practices with both national regulations and international academic standards. Consequently, curriculum, instruction, assessment, digital learning, and the development of globally relevant competencies are highly visible areas of school administration and are likely to receive continuous administrative attention.

The high level of Educational Process is also consistent with the qualitative findings. The three administrators reported actual practices such as curriculum revision, the introduction of Cyber Security and entrepreneurship-related learning, project-based learning, research and innovation tasks, authentic assessment, the use of rubrics, and the integration of digital technology and AI across subjects. These findings suggest that Educational Process was not merely perceived as important in the questionnaire but was already reflected in concrete school practices.

This finding is consistent with McDiarmid and Zhao (2022), who argued that education in a technology-transformed world requires alignment among technology, pedagogy, and learner development. It also accords with Janlasee et al. (2024), who found that Thai secondary schools require continuous development in planning, leadership, resource management, stakeholder collaboration, teaching, and quality assurance even when overall administrative practice is already at a high level.

The Thai context is particularly important in interpreting these results. Janlasee et al. (2024) study of Thai secondary schools found that a high level of current practice can coexist with continuing needs for systematic planning, resource management, and stakeholder collaboration. Similarly, Silalaiy (2023) found that school management in Thailand after the COVID-19 disruption required adaptive management strategies to sustain educational quality. These studies support the interpretation that the high current-condition scores in the present study should not be understood as indicating that further development is unnecessary. Rather, the consistently higher desired-condition scores across all five areas reflect teachers' expectations for school administration to become more systematic, adaptive, and future-oriented.

The results are also broadly aligned with OECD (2021), which emphasizes responsive and resilient educational leadership, and with UNESCO (2021, 2023), which stresses the need to prepare education systems for changing technological, social, and global conditions. However, in this study, these policy frameworks serve as contextual support rather than the primary empirical basis of the discussion; the interpretation is supported more directly by the empirical studies of McDiarmid and Zhao (2022), Janlasee et al. (2024), Rodpipat (2024), Silalaiy (2023), Wongthongdee et al. (2024), and Zhou & Zhang (2025).

Notably, Management Functions had the lowest current-condition mean ($M = 3.880$, $SD = 0.800$), although it remained at a high level. At the item level, the lowest current score concerned contingency plans and coordination mechanisms for geopolitical emergencies ($M = 3.796$, $SD = 0.786$). This suggests that the key developmental issue is not routine administration itself, but the institutionalization of anticipatory planning, contingency preparation, global trend monitoring, and coordination under uncertainty.

2. Priority Needs of School Administrators' Ability to Cope Effectively with Educational Administration amid Global Geopolitical Change in Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1.

The results from Research Objective 2 showed that the overall $PNI_{modified}$ was 0.104. Management Functions had the highest $PNI_{modified}$ value (0.109), followed by Leadership (0.106), Educational Process (0.102), Relationship Management (0.101), and Resource Management (0.100). These results should be interpreted cautiously because the $PNI_{modified}$ values across the five dimensions were very close, ranging only from 0.100 to 0.109. Therefore, Management Functions should not be interpreted as substantially more problematic than the other four dimensions. Rather, it represents a slightly higher relative priority within a set of closely related developmental needs. The narrow range of values suggests that the five dimensions function as an interconnected administrative system and require parallel development.

The slightly higher priority of Management Functions can be explained by the item-level results. The highest priority item was contingency plans and coordination mechanisms for geopolitical emergencies ($PNI_{modified} = 0.124$), followed by systematic integration of global trends into school planning ($PNI_{modified} = 0.117$). These two items indicate that teachers placed greater emphasis on anticipatory and system-level planning than on routine administrative functions.

This finding is consistent with recent empirical research. Silalaiy (2023) found that educational administration under changing conditions requires adaptive management strategies and systematic responses to disruption. Rodpipat (2024) found that visionary and forward-looking leadership supports effective responses to complex environmental challenges through flexible governance and inter-agency cooperation. Wongthongdee et al. (2024) similarly highlighted ethics, innovation, and data-informed decision-making as important competencies for executives working under VUCA conditions.

The finding also corresponds with Janlasee et al. (2024), whose study of Thai secondary schools found that schools may demonstrate a high overall level of administrative practice while still experiencing weaknesses in systematic planning, resource management, and stakeholder collaboration. This is particularly relevant to the present findings because the schools were already rated highly across all dimensions, yet the priority-needs analysis still identified a small but consistent gap between current and desired conditions.

Cascio's (2020) BANI concept and OECD (2020, 2021) provide useful explanatory contexts for these findings because they emphasize uncertainty, fragility, rapid change, and organizational preparedness. However, the empirical interpretation is that Management Functions ranked first because the quantitative data specifically identified gaps in contingency planning and global trend integration, not simply because management functions are theoretically fundamental.

The ranking also indicates an interconnected developmental pattern. Leadership, with $PNI_{\text{modified}} = 0.106$, was only slightly below Management Functions, while Educational Process, Relationship Management, and Resource Management ranged from 0.100 to 0.102. Thus, the results do not support a hierarchy in which one dimension should be developed independently. Instead, Management Functions can be viewed as the structural mechanism for planning and coordination, Leadership as the adaptive capacity that mobilizes change, Educational Process as the area in which change is translated into curriculum and assessment, and Relationship and Resource Management as enabling conditions for implementation. This interpretation is consistent with the integrative pattern identified in the full study.

3. Guidelines for School Administration in Response to Global Geopolitical Change for Education Hub Schools under the Secondary Educational Service Area Office Bangkok 1.

The results from Research Objective 3 indicated that appropriate guidelines for educational administration in response to global geopolitical change should be developed through five interconnected dimensions: Management Functions, Leadership, Relationship Management, Resource Management, and Educational Process.

It is important to distinguish between the empirical findings and the researcher's proposed guidelines. The data themselves showed high current and desired conditions across all five dimensions, relatively close PNI_{modified} values, and specific item-level priority gaps. The proposed guidelines were then developed by integrating these quantitative findings with qualitative evidence from the three school administrators. Thus, the guidelines should be understood as evidence-informed interpretations of the findings rather than as direct quantitative results. The study explicitly integrated questionnaire results, PNI_{modified} rankings, and semi-structured interview data at the interpretation stage.

The recommendation for geopolitical environmental scanning and contingency planning is supported quantitatively by Management Functions having the highest PNI_{modified} value (0.109), particularly

contingency planning (0.124) and integration of global trends into school planning (0.117). Qualitatively, administrators reported using SWOT-based contextual analysis, future curriculum trend analysis, and strategic planning in response to changing conditions. Therefore, the recommendation extends existing practices toward a more systematic and institutionalized environmental-scanning process.

The recommendation for adaptive and distributed leadership is supported by the Leadership PNI_{modified} value of 0.106 and by the two highest leadership items, both at $PNI_{\text{modified}} = 0.115$, concerning administrators as role models in adapting to change and their ability to inspire teachers and students. It is also supported by qualitative findings showing that schools require faster decisions, flexibility, and shared organizational capacity under uncertainty. This interpretation accords with Rodpipat (2024) and Wongthongdee et al. (2024), who emphasize visionary, adaptive, ethical, and innovative leadership in uncertain contexts.

The recommendation for strategic partnership development is supported by the Relationship Management findings, particularly the priority need for continuous collaboration with communities, local organizations, and international or cross-border partners ($PNI_{\text{modified}} = 0.110$). The qualitative findings further showed that Education Hub schools already collaborate with universities and external organizations and use such networks to support curriculum development, student pathways, specialized learning, and access to external expertise. Therefore, the recommendation is not to create partnerships from nothing, but to formalize and diversify existing collaboration into more systematic strategic networks.

The recommendation for strategic resource investment is supported by the Resource Management finding that the highest item-level priority was the use of digital technology for teaching and administration ($PNI_{\text{modified}} = 0.105$). The qualitative interviews also showed investment in human capital, digital infrastructure, cybersecurity, technology, university credit pathways, and cost-effective resource use. These data support the interpretation that resources should be treated as strategic capacities for resilience rather than only as routine administrative inputs.

The recommendation for continuous curriculum, instruction, and assessment alignment is supported by the Educational Process priority need for curriculum revision aligned with 21st-century skills ($PNI_{\text{modified}} = 0.110$). It is also strongly supported by qualitative findings showing curriculum revision, Cyber Security and entrepreneurship programs, project-based learning, authentic assessment, rubrics, research and innovation tasks, and the integration of AI and digital technology across subjects.

These findings are consistent with McDiarmid and Zhao (2022), who emphasized the redesign of education for a technology-transformed world, and with Janlasee et al. (2024), who identified the continuing need for planning, leadership, stakeholder networks, resource management, teaching, and quality assurance in Thai secondary schools. They are also consistent with Silalaiy (2023), who emphasized adaptive school management under changing conditions. OECD (2023) and UNESCO (2021, 2023) further provide policy-level support for future competencies, resilience, digital transformation, and educational quality.

Taken together, the discussion suggests that the five guidelines should not be interpreted as separate policy prescriptions. Rather, they represent an interconnected response to the empirical pattern identified in the study. Management Functions provide the structures for planning and coordination; Leadership mobilizes adaptation; Relationship Management provides collaborative networks; Resource

Management provides the human and technological capacity for implementation; and Educational Process translates these capacities into curriculum, teaching, learning, and assessment. This interpretation is particularly relevant to Education Hub schools in Bangkok because they operate at the intersection of Thai national educational requirements and internationalized programs, partnerships, technologies, and learner expectations.

Originality and Body of Knowledge

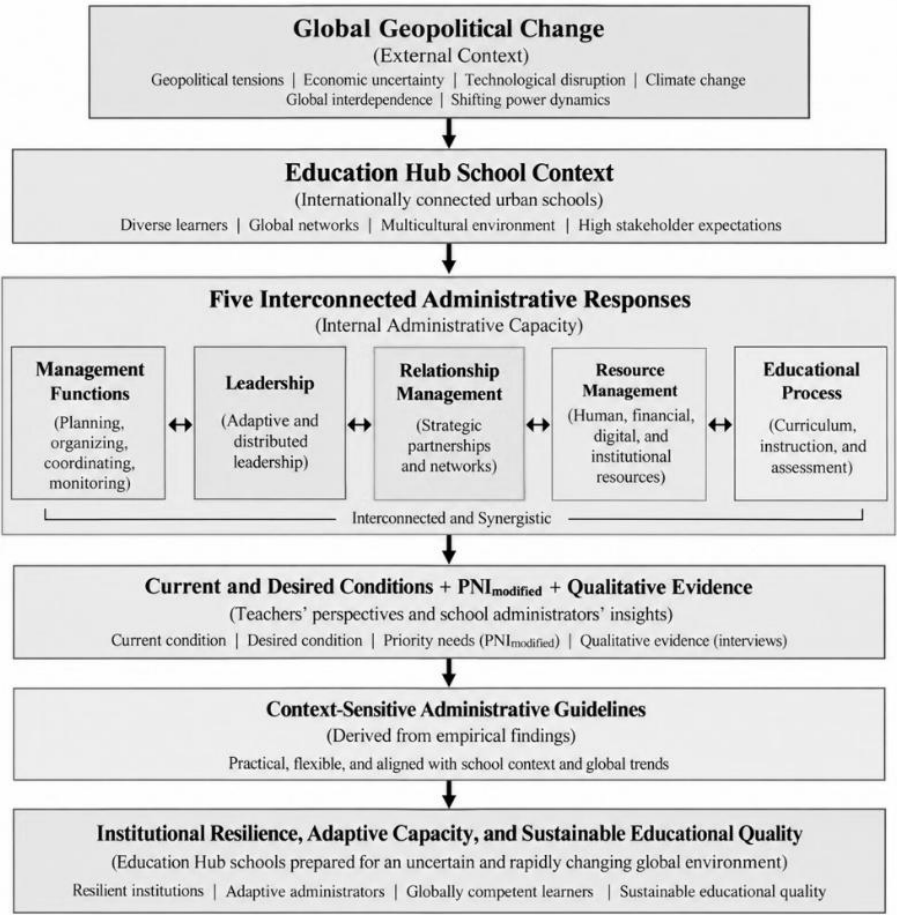


Figure 2 Conceptual and Practical Synthesis

This study provides a conceptual and practical synthesis of educational administration amid global geopolitical change in the context of Education Hub schools. Rather than proposing a completely new administrative theory, the study integrates existing educational administration concepts with empirical evidence from teachers’ current and desired conditions, PNI_{modified} priority needs, and interviews with school administrators. The synthesis shows how five interconnected administrative areas; Management Functions, Leadership, Relationship Management, Resource Management, and Educational Process can be organized into a coherent response to external geopolitical change.

The practical contribution lies in transforming existing school practices into a more systematic framework. These include future-oriented planning and environmental scanning, adaptive and distributed leadership, strategic partnerships, investment in digital infrastructure and personnel, and continuous alignment of curriculum, instruction, and assessment with globally relevant competencies. In the full

study, these elements were derived directly from the empirical findings and integrated into a model intended to support movement from short-term adaptation toward institutional resilience and sustainable educational quality.

Thus, the contribution of the study is not the invention of five entirely new administrative mechanisms, but the context-specific integration of established administrative concepts into an evidence-based framework for Education Hub schools responding to global geopolitical change.

Conclusions

The findings of this study lead to three main conclusions. First, Education Hub schools already demonstrate a high level of administrative capacity to cope with global geopolitical change; however, the consistently higher desired conditions indicate that existing practices still need to be strengthened in a more systematic, anticipatory, and future-oriented manner. The key issue is therefore not a lack of administrative capacity, but the need to institutionalize existing practices so that schools can respond more consistently to uncertainty and external change.

Second, although Management Functions emerged as the highest priority need, the five administrative dimensions should not be treated separately. Planning and coordination provide strategic direction, leadership enables adaptation, relationship management extends collaborative capacity, resource management supports implementation, and the educational process translates these capacities into curriculum, instruction, and assessment. The findings therefore point to the importance of strengthening the five dimensions as an interconnected administrative system rather than emphasizing one dimension in isolation.

Third, educational administration in a geopolitically changing context should move beyond routine and short-term problem solving toward adaptive, networked, and future-oriented administration. This requires schools to institutionalize environmental scanning, contingency planning, shared leadership, strategic partnerships, flexible resource use, and continuous curriculum and assessment alignment. The overall implication is that Education Hub schools should develop from short-term adaptation toward systematic resilience, adaptive capacity, and sustainable educational quality under conditions of global uncertainty.

Recommendations

1. Policymaking Recommendations

1.1 Education Hub schools should prioritize management functions, particularly strategic planning, contingency planning, and rapid coordination. Schools should institutionalize geopolitical environmental scanning and integrate global trends, technological disruption, economic uncertainty, and crisis scenarios into school development plans.

1.2 School administrators should strengthen adaptive administration through distributed leadership, strategic partnerships, digital resource management, and future-oriented educational processes. Collaboration with universities, communities, professional organizations, and international institutions should be formalized through MOUs, while curriculum, instruction, and assessment should be aligned with globally relevant competencies.

2. Limitations and Recommendations for Future Research

2.1 A key limitation of this study is that it examined current and desired conditions, identified priority needs, and developed context-sensitive administrative guidelines, but did not implement or experimentally test the effectiveness of those guidelines. Therefore, the findings indicate areas for development but cannot establish whether applying the proposed guidelines will actually increase school administrators' adaptive capacity, organizational resilience, or educational outcomes.

2.2 Future research should therefore employ longitudinal, intervention, or implementation-based designs to apply the proposed guidelines over time and evaluate changes in administrators' adaptive capacity, school readiness, organizational resilience, and related educational outcomes. Such studies would provide stronger empirical evidence regarding the effectiveness and sustainability of the proposed approach.

2.3 Future research should develop and validate an adaptive educational administration model amid global geopolitical change across schools of different sizes, locations, and levels of internationalization. This would help determine the extent to which the framework is applicable beyond the three Education Hub schools examined in this study.

2.4 Comparative studies should be conducted between Education Hub schools and general secondary schools to examine differences in strategic planning, leadership, partnership networks, resource management, curriculum responsiveness, and readiness for global change. Future studies may also include broader stakeholder perspectives, including students, parents, policymakers, community partners, and international collaborators.

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