

Research Article

Teaching and Learning Management in Educational Administration Programs for Developing Administrators in the BANI World Era: A Mixed-Methods Study

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Abstract

This study aimed to examine teaching and learning management in educational administration programs for developing educational administrators in the BANI World era. A convergent mixed-methods design was employed. Quantitative data were collected from 124 participants selected through convenience sampling, comprising graduate employers (n = 56), instructors (n = 5), and graduate students (n = 63). Qualitative data were obtained through semi-structured interviews with five purposively selected graduate employers. The research instruments consisted of a five-point rating scale questionnaire and a semi-structured interview protocol. Quantitative data were analyzed using frequency, percentage, mean, and standard deviation, while qualitative data were analyzed using content analysis.

The findings showed that the overall perceptions of all respondent groups toward teaching and learning management were at the highest level ($\bar{X} = 4.74$). All individual items were also rated at the highest level. The highest-rated item was effective management of the teaching process ($\bar{X} = 4.84$), followed by consistent monitoring of learning progress ($\bar{X} = 4.83$), student-instructor relationships ($\bar{X} = 4.82$), opportunities for student expression ($\bar{X} = 4.81$), and diverse and authentic assessment ($\bar{X} = 4.81$).

Qualitative findings identified five key components of teaching and learning management for developing educational administrators in the BANI World era: (1) instructional management and the role of educators, (2) student development promotion, (3) learners' skills and experiences, (4) technology and instructional resources, and (5) assessment and evaluation. These findings suggest that educational administration programs should emphasize these components to better prepare educational administrators for the BANI World era.

Keywords: Teaching and learning management, Educational administrators, BANI World era

Introduction

The National Education Act B.E. 2542 (1999) and its amendment (No. 2) B.E. 2545 (2002), particularly in Section 7, emphasize the importance of producing and developing quality teachers, instructors, and educational personnel to ensure that Thai society receives quality education. Additionally, the National Education Plan B.E. 2560–2579 (2017–2036) highlights the need for the education sector to adapt to the challenges posed by the "Bani World era," which brings uncertainty, increased risks, and political fragility, leading to rising unemployment rates, political vulnerability, and mental health issues. With Thailand's status as a middle-income country and its education system still having weaknesses in developing personnel in science, English, and technology, as well as producing 21st-century educational leaders, the urgent challenges that educational leaders and administrators must face include social conflicts and violence, demographic changes leading Thailand into an aging society, changing attitudes, beliefs, cultural values, and behaviors of the population. These challenges compel educational leaders and administrators to urgently address issues related to the quality and standards of education at all levels in order to reduce inequalities within the education system, which are genuinely linked to social inequalities that cause various problems.

Due to these changes, educational administrators in the BANI World era must possess a wide range of competencies, including vision, systems thinking, digital literacy, communication and collaboration skills, and strong ethical values (Bush, 2020; Goleman, 1995; Bransford et al., 2000). They are also expected to design comprehensive policies and lead learning organizations amid complex and uncertain environments (DuFour, 2004; Klein, 2020; Dweck, 2006). Therefore, higher education institutions offering educational administration programs play a crucial role in preparing competent administrators who can respond effectively to such changing contexts. Although previous studies have discussed educational administrator competencies and the BANI World era concept in broad terms, empirical evidence remains limited regarding the specific components of teaching and learning management that can effectively prepare future administrators to cope with brittle, anxious, nonlinear, and incomprehensible educational contexts. In particular, limited attention has been given to the perspectives of multiple stakeholder groups, including graduate employers, instructors, and students. To address this gap, this study examines teaching and learning management in educational administration programs for developing educational administrators in the BANI World era and proposes practical approaches for enhancing administrator preparation.

Research Objective

1. To determine the level of stakeholders' perceptions regarding teaching and learning management in educational administration programs for developing educational administrators in the BANI World era.
2. To identify key components and practical approaches for enhancing teaching and learning management in educational administration programs to develop educational administrators for the BANI World era.

Conceptual Framework of the Research

This study is grounded in three key theoretical foundations: (1) teaching and learning management in higher education (Joyce & Weil, 2009; Chitchanawanich, 2019), (2) competencies required for educational administrators in the BANI World era (Cascio, 2020; Mitzkus, 2022), and (3) leadership roles and practices of educational leaders (Fullan, 2011; Bush, 2020). These theoretical foundations were synthesized to develop a conceptual framework for examining teaching and learning management in educational administration programs for developing educational administrators in the BANI World era.

The conceptual framework consists of five interrelated components: (1) instructional management and the role of educators, (2) student development promotion, (3) learners' skills and experiences, (4) technology and instructional resources, and (5) assessment and evaluation. Together, these components represent the key dimensions of teaching and learning management that were used to guide the investigation of stakeholders' perceptions and the identification of practical approaches for enhancing educational administration programs.

The framework also reflects the expectation that effective teaching and learning management should contribute to preparing educational administrators who are capable of responding to the challenges of brittle, anxious, nonlinear, and incomprehensible educational environments associated with the BANI World era.

Accordingly, the five components served as the analytical framework for both the quantitative and qualitative phases of this mixed-methods study. Quantitative data were collected to examine stakeholders' perceptions of each component, while qualitative data were used to further explain and enrich the findings by identifying practical approaches for improving teaching and learning management in educational administration programs.

Literature review

1. BANI World era

After the outbreak of COVID-19, the VUCA concept can no longer comprehensively explain the current world. Scholars have therefore proposed a new term to describe the rapid technological development, increased social connectivity, and ongoing global crises. They introduced the term "BANI World era," which stands for Brittle, Anxious, Nonlinear, and Incomprehensible, to reflect the new challenges in the current environment (Cascio, 2020).

In the context of the BANI world era, rapid changes have led to uncertainty and instability (Wucker, 2016), resulting in daily life instability (World Economic Forum, 2021) and increasingly severe impacts on mental health, necessitating continuous care and support (WHO, 2017). Additionally, the outcomes of various events cannot be clearly explained, such as the unexpected global pandemic, causing confusion in society (Klein, 2020). Adaptation has thus become a crucial strategy for coping with various situations by using innovation to create benefits. Most importantly, the education system must be prepared to develop new generations to effectively face the BANI world era. Students should have the ability to self-direct and navigate life in this challenging world. Cascio (2020) and Mitzkus (2022) proposed four core competencies that the education system should develop to prepare learners for the BANI world era:

1. Building resilience to cope with fragility Building resilience to cope with vulnerability
2. Mindfulness training to manage anxiety (Attention) Mindfulness training to manage anxiety (Attention)
3. Promoting adaptability to manage non-linearity Promoting adaptability to manage non-linearity
4. Promoting transparency and critical reflection to navigate the incomprehensible Promoting transparency and critical reflection to navigate the hard-to-understand (Transparency and Critical Reflection)

The education system can begin preparing learners for the BANI world era by revitalizing both body and mind. Recommendations for educational revitalization should focus on teaching essential skills, such as media literacy and critical information evaluation, to better meet the emotional needs of learners. Designing "new classrooms" that address the changing needs of students will help them better observe key points and focus on new control systems, such as information literacy, critical thinking, and modern assessment systems.

2. Teaching and Learning Management

The incorporation of ideas from different academics shows that teaching management is a more thorough and intricate process than just imparting knowledge. Teaching management, according to Joyce and Weil (2009), is the process of choosing and implementing instructional techniques that complement the objectives and diversity of students. Curriculum, instruction, assessment, and diverse evaluation are the four main elements of teaching management. According to the National Education Commission (2000), classroom environment, resource management, and community involvement are all components that enhance students' education. Chitrachayawanit (2019) sees that teaching management is a process that links planning, implementation, and evaluation. With an eye toward expanding students in all spheres not only in knowledge but also in skills, ethics, and competences that fit their situation. Teaching management should thus be a methodical and flexible process to support sustainable learning in the long run and quality.

In the BANI World era, learner-centered education must replace traditional teaching and learning management strategies in order to promote critical thinking, resilience, and adaptability all of which are vital for surviving in a world that is changing quickly and without warning. Key strategies should include experiential learning, holistic learning, flexible learning through technology, and the development of social and emotional skills in addition to encouraging lifelong learning. This will help students adjust and prosper in a world that is complicated and unpredictable. Therefore, cultivating creativity, digital skills, and the capacity to solve complex problems should all receive equal attention.

In order for students to collaborate with others and effectively manage emotional difficulties, teaching and learning management in the BANI World era should prioritize the development of social and emotional skills (Goleman, 1995). To help students adjust well to change, lifelong learning should also be encouraged in the classroom and through practical experiences (Watson, 2012). Alongside this, innovative and analytical thinking should foster the growth of creativity and sophisticated problem-solving abilities (Acemoglu & Robinson, 2012). Additionally, to help students deal with change with confidence, resilience and adaptability should be fostered

(Dweck, 2006). To help students see the value and apply their knowledge, learning should be tied to real-world situations (Bransford et al., 2000). Finally, in order to work and live in the digital age, students need to be ready to use digital technology efficiently (OECD, 2019).

3. Educational Administration

One of the most important occupations for the advancement of society and the country is considered to be educational management. It includes organizational management, strategic planning, human resource development, and the management of teaching and learning within educational institutions in order to guarantee that the educational system runs as efficiently as possible. Educational administrators must adjust and equip students, teachers, and other stakeholders to face a variety of challenges in a time of swift and complicated change. Students must actively foster and develop these skills in order to develop competent people with a variety of skills for their future lives and careers. This falls into the following main categories:

3.1 Vision and Educational Policy: Educational administrators must have a clear vision to set guidelines and policies that will lead the educational organization to success. Good planning and effective implementation will help the educational system respond to the needs of society and prepare students with the skills needed for the future (Fullan, 2011). It requires the ability to communicate the vision and build cooperation from all sectors of the educational organization to achieve the set goals (Kotter, 1996). Educational leaders must be able to create strong and creative learning communities to support change (Hargreaves and Shirley, 2009), (DuFour, 2004).

3.2 Change Management: Change management is an important skill for educational administrators in the present era because they have to deal with rapid changes in technology, policy, and student needs. Effective management will enable schools to adapt appropriately and promote new forms of learning in line with the changing context. Kotter (1996) proposed an 8-step change management model: creating a sense of urgency, building a leadership team, developing and communicating a vision, promoting participation, creating short-term successes, building on successes, and integrating change into organizational culture, which helps change to occur systematically. Meanwhile, Fullan (2001) emphasized that sustainable change requires cooperation from teachers, students, and stakeholders and must create a learning culture within the organization. Levin (2008) added that administrators should use accurate data and analysis to support decision-making about change. Senge (2006) pointed out the importance of developing a “learning organization” to be able to continuously and effectively adapt to change. Bridge (2009) also mentioned the role of clear communication and support from leaders in helping stakeholders to adapt and collaborate smoothly.

3.3 Teacher and Educational Personnel Development: The development of teachers and educational personnel is an important task of administrators who must support teachers to have up-to-date knowledge, skills and abilities to support changes in the present era effectively. Continuous development requires systematic planning, clear goals and real measurable results. Importantly, it should promote mutual learning through professional communities, coaching and the use of various teaching techniques so that teachers can develop themselves and apply them in the classroom (Darling-Hammond, 2000; Danielson, 2007; Fullan, 2007; DuFour, 2004; Joyce & Showers, 2002).

3.4 Resource Management: Resource management in the education system is a key factor that enables educational institutions to achieve their goals effectively. Limited resources must be allocated carefully in terms of budget, personnel, time, and facilities. Investing in the development of personnel skills is a worthwhile long-term investment (Becker, 1993), which results in sustainable development of teachers and students, especially in an era where education is facing continuous change (Fullan, 2001; Barber, 2013).

3.5 The Use of Technology in Education: In the digital age, the integration of technology into teaching and administration is essential. Administrators must have a vision and support for the continuous development of technology skills in teachers and students. Training, resource allocation, and clear policies will help to make the use of technology in schools effective (Fullan, 2013; Anderson, 2008). Administrators' role in creating motivation and an environment conducive to the use of technology will help teachers use it confidently and maximize its benefits in the classroom (Bebell & O'Dwyer, 2010; Ertmer, 1999; Selwyn, 2011; Hughes et al., 2006).

3.6 Building Collaboration with Communities and Parents: Building partnerships between schools, communities, and parents is a key factor in the success of students and the education system as a whole. Such partnerships enhance communication, understanding, and motivation for students to learn (Hoover-Dempsey & Sandler, 1997; Cox, 2005). Building trust between home and school requires open, transparent communication and consideration of the family's cultural context (Bryk & Schneider, 2002; Lareau, 2000).

3.7 Evaluation and Development of Educational Quality: Assessment and development of educational quality are important duties of administrators that help set the direction and raise the standards of student learning. Effective assessment not only measures achievement but also develops the teaching and learning process and school administration. For example, using the CIPP model that assesses context, data, process and outcomes (Stufflebeam, 2003) or the outcome assessment that focuses on the success of the operation (Scriven, 1991). In addition, teacher professional development and teamwork are also important factors that help assessments promote educational quality (Darling-Hammond, 2000).

In the present era, it is important for educational administrators to drive the education system to keep up with complex and uncertain changes. Administrators must have vision, flexibility, and the ability to manage change, including supporting technology, managing resources effectively, and continuously developing the curriculum and teaching profession (Hoy & Miskel, 2013; Marzano, Waters & McNulty, 2005). They must prioritize the mental health of students and teachers, as well as build partnerships with parents and communities (Hoy & Miskel, 2013; Bush, 2020). The development of administrators should use the BANI World era concept to cope with the vulnerability, anxiety, and uncertainty of the current education system (Wisendonwai, 2022). The educational administration curriculum should be flexible, promote critical thinking, communication, and creative problem solving (Marzano et al., 2005; Bush, 2020).

Research Methodology

This study adopted a convergent mixed-methods design to integrate quantitative and qualitative data. Quantitative and qualitative data were collected concurrently, analyzed independently, and interpreted together.

For the quantitative phase, data were collected from 124 participants selected through convenience sampling, comprising graduate employers (n = 56), instructors (n = 5), and graduate students (n = 63).

For the qualitative phase, semi-structured interviews were conducted with five purposively selected graduate employers who had direct experience supervising graduates of the Educational Administration Program and served as key informants.

The research instruments consisted of a five-point Likert-scale questionnaire and a semi-structured interview protocol. The questionnaire included demographic information, 30 items measuring teaching and learning management in educational administration programs, and an open-ended section for additional comments. Content validity was established by three experts using the Index of Item–Objective Congruence (IOC = 1.00), and reliability was confirmed through a pilot study involving 30 participants (Cronbach's alpha = 0.81).

Quantitative data were analyzed using frequency, percentage, mean, and standard deviation. Qualitative data were transcribed, coded, categorized into themes, and analyzed using content analysis. Findings from both datasets were then integrated during interpretation.

Results

The findings of the study are presented as follows. Table 1 shows the characteristics of the quantitative sample, followed by the findings on teaching and learning management in educational administration programs for developing educational administrators in the BANI World era.

Table 1

Characteristics of the Quantitative Participants

Group	n	%
Graduate employers	56	45.2
Instructors	5	4.0
Graduate students	63	50.8
Total	124	100

Table 1 presents the demographic characteristics of the quantitative participants. The sample comprised 124 participants, including 56 graduate employers, 5 instructors, and 63 graduate students.

The results of the analysis of the teaching and learning management in educational administration to develop educational administrators in the BANI World era shown in Table 2.

Table 2

*Perceptions of Teaching and Learning Management in Educational Administration Programs**n=124*

ข้อ	Teaching and Learning Management in Educational Administration to Develop Educational administrators in the BANI World era	Level of Opinion			Mean	SD	Level	Rank
		Graduate employers	Instructors	Graduate students				
1	Availability of Teaching and Learning Resources	4.33	5	4.65	4.66	0.36	Strongly agree	16
2	Online Learning Management and Internet Stability	4.33	5	4.70	4.68	0.39	Strongly agree	14
3	Instructors need to continuously develop their technological skills.	4.47	5	4.53	4.67	0.51	Strongly agree	15
4	Awareness of Learner Needs	4.47	5	4.65	4.71	0.42	Strongly agree	13
5	Student-Instructor Relationship	4.67	5	4.79	4.82	0.34	Strongly agree	3
6	New teaching methods are consistently introduced	4.60	5	4.68	4.76	0.39	Strongly agree	8
7	Technology Adaptation for Instruction	4.40	5	4.77	4.72	0.40	Strongly agree	12
8	Appropriate Duration of Instruction	4.60	5	4.74	4.78	0.35	Strongly agree	6
9	Effective Management of the Teaching Process	4.67	5	4.86	4.84	0.28	Strongly agree	1
10	Encouragement of Independent Learning	4.47	5	4.82	4.76	0.37	Strongly agree	8
11	Integration of Moral and Ethical Values	4.40	5	4.93	4.78	0.29	Strongly agree	6
12	Opportunities for Student Expression	4.53	5	4.91	4.81	0.28	Strongly agree	4
13	Use of Technology to Stimulate Learning Interest	4.47	5	4.75	4.74	0.36	Strongly agree	10

ข้อ	Teaching and Learning Management in Educational Administration to Develop Educational administrators in the BANl World era	Level of Opinion			Mean	SD	Level	Rank
		Graduate employers	Instructors	Graduate students				
14	Learning through Environmental Experiences	4.60	5	4.81	4.80	0.30	Strongly agree	5
15	Integrative Learning for Knowledge Construction	4.53	5	4.82	4.78	0.35	Strongly agree	6
16	Content Integration into Daily Life	4.47	5	4.77	4.75	0.34	Strongly agree	9
17	Consistent Monitoring of Learning Progress	4.60	5	4.88	4.83	0.31	Strongly agree	2
18	Varied Learning Activities Based on Learner Diversity	4.47	5	4.77	4.75	0.39	Strongly agree	9
19	Activities Emphasizing Group Process and Teamwork	4.47	5	4.82	4.76	0.37	Strongly agree	8
20	Instructors act as facilitators or idea catalysts.	4.47	5	4.86	4.78	0.30	Strongly agree	6
21	Learning emphasizes Active Learning.	4.40	5	4.79	4.73	0.36	Strongly agree	11
22	Promote the creativity of learners	4.53	5	4.81	4.78	0.32	Strongly agree	6
23	Instructors adapt teaching methods to keep up with changes.	4.53	5	4.77	4.77	0.34	Strongly agree	7
24	Modern and applicable content	4.53	5	4.75	4.76	0.35	Strongly agree	8
25	Teaching according to students' potential	4.27	5	4.70	4.66	0.42	Strongly agree	16
26	Student participation in learning plan	4.47	5	4.70	4.72	0.41	Strongly agree	12
27	Workload–Time Appropriateness	4.47	5	4.56	4.68	0.41	Strongly agree	14
28	Support for Academic Conference Participation	4.40	4.8	4.79	4.66	0.49	Strongly agree	16

ข้อ	Teaching and Learning Management in Educational Administration to Develop Educational administrators in the BANl World era	Level of Opinion			Mean	SD	Level	Rank
		Graduate employers	Instructors	Graduate students				
29	Supplementary Activities Inside & Outside Class	4.33	5	4.82	4.72	0.38	Strongly agree	12
30	Diverse and authentic assessment	4.53	5	4.91	4.81	0.26	Strongly agree	4
Total					4.74	0.36	Strongly agree	

Table 2 shows that the overall perceptions of graduate employers, instructors, and graduate students regarding teaching and learning management in educational administration programs for developing educational administrators in the BANl World era. Overall perceptions were rated at the highest level ($\bar{X} = 4.74$). All individual items were also rated at the highest level. The highest-rated item was effective management of the teaching process ($\bar{X} = 4.84$), followed by consistent monitoring of learning progress ($\bar{X} = 4.83$), student-instructor relationships ($\bar{X} = 4.82$), opportunities for student expression ($\bar{X} = 4.81$), and diverse and authentic assessment ($\bar{X} = 4.81$), respectively.

Content analysis of the qualitative data, including semi-structured interviews and open-ended questionnaire responses, identified five interrelated themes related to teaching and learning management in educational administration programs.

Theme 1: Instructional Management and the Role of Educators

Respondents emphasized the importance of updating course content to reflect changing educational contexts, adopting learner-centered instructional approaches, integrating authentic problem-solving and experiential learning, and continuously adapting instructional practices to meet emerging educational needs.

Theme 2: Student Development Promotion

Respondents highlighted the importance of promoting students' academic abilities, leadership qualities, professional competencies, and active engagement through appropriate learning activities and well-designed learning tasks.

Theme 3: Learners' Skills and Experiences

Respondents emphasized the importance of experiential learning in fostering strategic thinking, computational thinking, collaboration, and real-world problem-solving to prepare future educational administrators for complex and dynamic educational environments.

Theme 4: Technology and Instructional Resources

Respondents emphasized the importance of adequate instructional resources, digital technologies, learning platforms, and reliable internet connectivity to support effective teaching and learning.

Theme 5: Assessment and Evaluation

Respondents emphasized the importance of authentic assessment, appropriate learning tasks, continuous monitoring of learning progress, and assessment practices that support students' learning and development.

Discussion

Content analysis of the qualitative data, including semi-structured interviews and open-ended questionnaire responses, identified five interrelated themes related to teaching and learning management in educational administration programs.

1. Instructional Management and the Role of Educators: The findings suggest that instructional management should emphasize adaptability, innovation, and learner-centered practices to prepare educational administrators for the BANI World era. Instructors are no longer mere transmitters of knowledge but must become learning facilitators, change leaders, mentors, and environment designers—guiding learners through uncertainty and complexity (Chidthong & Khosito, 2017; Phra Maha Tuy Khantithammo & Phra Samuh Phutthiphong Phutthiwangso, 2021).

Effective teaching in this context requires integrating moral values, understanding diverse learner needs, and continuously adapting instructional methods to changing conditions. Instructors should utilize flexible, blended, and engaged learning strategies, as well as technology integration, to enhance both accessibility and effectiveness.

This approach aligns with experiential and reflective learning, enabling learners to develop critical thinking, collaboration skills, and creativity through real-world application. Instructors should also design learning environments that encourage innovation and self-directed learning (Phra Phromphiriya Thavaro, 2021).

Ultimately, instructors in educational administration programs must cultivate the ability to lead change and model lifelong learning themselves. This ensures that future administrators are prepared to guide educational institutions with agility and purpose in a rapidly evolving world.

2. Student Development Promotion: The findings suggest that student development promotion is an essential dimension of teaching and learning management for developing educational administrators in the BANI World era. Developing educational administrators requires promoting students' academic abilities, leadership qualities, professional competencies, and active participation both inside and outside the classroom. Instructional strategies such as guest lectures, group discussions, case studies, academic seminars, and professional training contribute to the development of these competencies (Pittangnapho, 2012).

These findings are consistent with Phichyakan et al. (2023), who emphasized that supplementary learning activities play an important role in developing creative problem-solving, critical thinking, media and technological literacy, leadership, and teamwork. Together, these competencies help prepare future educational administrators to respond effectively to the challenges of the BANI World era.

3. Learners' skills and experiences: The findings suggest that developing learners' skills and experiences is an essential dimension of teaching and learning management for preparing educational administrators in the BANI World era. The findings emphasized experiential learning,

strategic thinking, computational thinking, collaboration, and real-world problem-solving as key competencies for future educational administrators.

These findings indicate that instructors should design learning experiences that promote student voice, self-directed learning, collaboration, and the application of knowledge to authentic educational contexts. Active learning approaches that integrate real-life situations and interdisciplinary knowledge help foster meaningful learning while accommodating individual differences.

These findings are consistent with Laophaisanpong (2011), who reported that learning activities based on authentic problems enhance learners' confidence, critical thinking, communication skills, and self-esteem. Likewise, problem-based learning promotes teamwork, accountability, and enthusiasm for learning, which are essential competencies for educational leaders in a rapidly changing world.

4. Technology and Instructional Resources: The findings suggest that technology and instructional resources constitute an essential dimension of teaching and learning management for developing educational administrators in the BANI World era. The findings emphasized the importance of adequate instructional resources, digital technologies, learning platforms, and reliable internet connectivity in supporting effective teaching and learning.

These findings indicate that technology should be meaningfully integrated into instructional design to enhance student engagement, learning outcomes, and accessibility. Online learning platforms, appropriate software, stable internet connectivity, and sufficient instructional media all contribute to creating flexible and responsive learning environments.

These findings are consistent with Lussombat & Piromruen (2021), who identified seven key factors for successful technology integration in education, including technology-based planning, instruction, assessment, and clearly defined learning objectives. Likewise, Rodniyom (2021) reported that technology-enhanced learning platforms improve accessibility and support self-paced learning, enabling learners to personalize their learning experiences according to individual needs. Together, these findings reinforce the importance of technology-supported, learner-centered instruction in preparing educational administrators for the dynamic challenges of the BANI World era.

5. Assessment and Evaluation: The findings suggest that assessment and evaluation constitute an essential dimension of teaching and learning management for developing educational administrators in the BANI World era. The findings emphasized the importance of authentic assessment, appropriate learning tasks, continuous monitoring of learning progress, and assessment practices that support students' learning and development.

These findings indicate that assessment should be continuous, authentic, and closely aligned with learning objectives and real-world contexts. Appropriate learning tasks and timely feedback enable instructors to monitor students' progress and adjust instructional practices to better support learning.

These findings are consistent with Chitladap (2015), who emphasized that regular monitoring of student progress is a key mechanism for improving teaching practices through timely feedback. Likewise, Sinlarat (2014) highlighted the importance of outcome monitoring in curriculum development and educational management during periods of rapid change. Together, these findings

reinforce the role of systematic assessment and evaluation in supporting adaptive teaching practices and preparing educational administrators to respond effectively to the challenges of the BANI World era.

Recommendations

1. Educational institutions offering educational administration programs should utilize these research findings as a guideline for curriculum design and instructional management, in order to prepare educational administrators for the demands of the BANI World era.

2. Instructors should apply these instructional management guidelines to enhance and adapt their teaching practices, thereby fostering the competencies needed for educational administrators to lead effectively in the BANI World era.

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