



IC-05

A Model of Transformational Leadership for Small Primary School Administrators in the Northeast Region

Saifhon Sawat-uea¹ Chaiya Pawabutra² and Tawatchai Pailai³

¹Degree of Doctor of Education, Education administration, Sakon Nakhon Rajabhat University

^{2,3} Professor Dr. Faculty of Education, Sakon Nakhon Rajabhat University

Email: fhonfhon210723@gmail.com

Abstract

The purposes of this research were to 1) study the components and need of transformation leadership for small primary school administrators in the northeast region, 2) establish and develop a model of transformation leadership for small primary school administrators in the northeast region, and 3) study the effectiveness of a model of transformation leadership for small primary school administrators in the northeast region. This research employed a research and development approach. The samples for need assessment were 344 small primary school administrators in the northeast region in 2022 academic year. The target groups for examining the effectiveness of a model of transformation leadership for small primary school administrators in the northeast region were voluntary 30 small primary school administrators under the office of Kalasin primary educational service area office 3. The research comprised 3 phases: Phase I was the components studying and need of transformation Leadership, Phase II was a model establishment and development, and Phase III was the study of a model effectiveness. Data were analyzed through means, standard deviation and Priority Needs Index (PNI_{modified}).

The findings were as follows:

1. The components of transformation leadership for small primary school administrators in the northeast region comprised 4 components, and Priority Needs Index were Network building and participatory, Visionary, Digital competency and Instructional leadership in order.

2. The model for developing a model of transformation leadership for small primary school administrators in the northeast region comprised 5 parts: principles, objectives, contents, process, and measurement.

3. The effectiveness of a model of transformation leadership for small primary school administrators in the northeast region revealed that: transformation leadership after a model implementing was higher than before. The participants' satisfaction was at the highest level and the performances after performing was higher than before performing.

Keywords: A Model, Transformational Leadership, Small Primary School Administrators.

1. Introduction

In an environment of extreme change and advancement in innovation and digital technology that has developed exponentially, as well as widespread and limitless communication, every country in the world community has given importance. and accelerate preparations to cope with changing world conditions the government itself has also raised the country's competitiveness on the national agenda. and set the 20-year National Strategy 2018-2037 as the country's development goal to achieve the vision "Thailand is stable, prosperous, sustainable, being a developed country. with the development of the philosophy of sufficiency economy" as well as increasing competitiveness in the international arena which begins with the development of quality human resources in order to develop Thai people to have potential, skills, knowledge and abilities and the ability to deal with external pressures the development of human resources to have quality. It will become the cornerstone of economic and social progress and also create competitive advantages. stand on the world stage sustainably (Secretariat of the Council of Education, 2020) Article 54 of the Constitution of the Kingdom of Thailand, 2017, stipulates that the state must ensure that every child receives 12 years of education from pre-school age until completion of compulsory education. quality without charge and all education must focus on developing learners to be good, disciplined, proud of the nation, able to specialize according to their aptitude. Be responsible to family, community, society and the nation. (Office of the Constitutional Court, 2021) and



to have appropriate technology applied in the administration. to integrate databases of all government agencies together there is an update develop structure management system Manpower to keep pace with changes and new challenges by operating according to the mission of the agency. Personnel management has been improved and developed in order to attract people with true knowledge and competence to work. and can progress according to their abilities and achievements honesty Have the courage to make decisions and do the right thing. Taking into account the common interests rather than personal interests Be creative and invent new innovations to make the performance and administration of the country work efficiently. (Office of the Constitutional Court, 2021)

From the situation of the epidemic of Coronavirus Disease 2019 (COVID-19), which is continuously severe. Educational institutions must prepare for learning management according to the policy, which are On-Site, On-Air, On-Demand, On-Line and On-Hand. "Competency-based curriculum" that will be used in the 2022 academic year and active learning management for "new Thai children" Everyone can read and write" is to raise the level of international competitiveness as an indicator and operational goal of the Office of Educational Service Areas. According to the urgent policy on education management and driving community quality schools can see that the trend will change in the future and the spread of COVID-19 It also affects the trend of change significantly. Executives need to know and find ways to prevent it. Edited so that education continues to develop. School administrators are regarded as variables and important mechanisms in providing quality education. can lead the reform to achieve the goal and manage to keep pace with changes (Sarisa-Swian Jenkhwao, 2017)

Setting goals to develop people in all dimensions and in all ages to be good, talented, qualified, ready for the way of life in the 21st century and Thai society. Developing the country and human resources in the context of rapid, violent and sudden changes. It is necessary to consider the impact of changing trends. both the complete aging society and the advancement of digital technology (Office of the Secretariat of the National Strategy Committee, 2018) Thailand has a high-performance workforce. focus on continuous learning Meeting the needs of future development According to the 12th pin in the Thirteenth National Economic and Social Development Plan, 2023-2027 (Office of the National Economic and Social Development Council, 2022), it can be seen that human development is an important factor that will cause Other developments followed according to the National Education Plan 2017-2036, especially in the management of a large number of small educational institutions. which found problems in both the quality of education and spending a relatively high budget Therefore, participation of all sectors should be promoted in managing and supporting education to reduce the burden of government expenses. and further reform the financial system for education (The Secretariat of the Education Council, 2017)

29,871 schools under the Office of the Basic Education Commission [OBEC] are small schools with 15,158 students from 120 people down (data as of June 10, 2019), representing a percentage. 50.74 of the total number of educational institutions and tends to increase every year Caused by the fertility rate decreasing. Values for parents who want to send their children to study in the city and occupational migration of parents the presence of many small educational institutions as a result, education management cannot reflect quality and efficiency. As a result, the management is not cost-effective. However, focusing on and accelerating the development of education causing widespread education reform especially early childhood education and basic education which is the foundation of the development of the nation and to create justice reduce inequality in society Especially the unresolved problems of small educational institutions, such as the shortage of teachers. inadequate teacher the teacher did not complete the major. The curriculum and lesson plans are inconsistent with the context. Media and learning resources are limited. In addition, most small school administrators do not have management skills. as a new executive and educational institutions are located in small communities. the population is poor (Bureau of Basic Education Policy and Planning, 2020) There are 20 provinces in the northeastern region, with the number of small schools more than all regions, accounting for 48% of the total number of small schools. and has the largest area in Thailand According to the policy for the administration of small educational institutions that the Secretary General of the OBEC has given to the Office of Educational Service Areas. Develop small educational institutions in the fiscal year 2019-2022 in five strategies. Must rely on educational institution administrators as a driver and successfully reform education the results of the entire access management system Equity, quality, and efficiency that meet the needs of keeping up with changes are 4 aspects: identity change; focus shift paradigm shift and cultural transformation (Amporn Pinasa, 2018).

"Transformational Leadership" is a leadership style that is appropriate for the current situation. It is the characteristics and behaviors that affect the behavior of people in the organization. and has a great effect on success (Nuch Sattachatmongkol, 2016). Executives must play their full role and use strategies. High level management technique (Sasirada Phaengthai, 2016) is a person with good characteristics. knowledgeable, competent, skilled, moral



and ethical in management Able to adapt to changes in various fields, including changes in policies, society, economy, and rapidly changing digital technology. Teachers and personnel have changed their behaviors in their work under trust, cooperation, confidence, and faith, which resulted in the achievement of the goals (Panon Thienprapakul, 2018). Change, be a thinker, developer, have a vision for management that is ready for change. democratic administration Listen to other people's opinions, think together, act together, solve problems, and develop educational institutions by using new innovations, taking into account the achievement of the vision and strategy of the educational institutions (Sukanya Rodrakam, 2018). educational institutions as well Clearly define the roles and directions of educational institutes. as well as expanding ideas for teachers and personnel to accept comply with trust and willingness (Panon Thienprapakul, 2018). Place and use resources appropriately and encourage subordinates to bring out their abilities to improve and develop work to be more efficient and effective (Arunrung Uareesuksakul, 2016)

Therefore, it can be concluded that from the present condition Problems of small educational institutions that have to face both the spread of COVID-19 responding to government policies Ministry of Education, OBEC, educational institution administrators therefore need to be ready for all situations. And change, self-development, as well as helping to promote, support, and recommend teachers and educational personnel. and stakeholders from all sectors jointly improve the quality of education according to the context for continuous development to eliminate problems that arise in small educational institutions in terms of budget, manpower and quality of students. Hence, transformational leadership should be developed in order to motivate, persuade or empower teachers and educational personnel and stakeholders. and those involved in the development of educational quality to participate in the management to be effective. and continue to maximize benefits.

2. Purposes

- 1) Study the components and need of transformation leadership for small primary school administrators in the northeast region.
- 2) Establish and develop a model for developing transformation leadership for small primary school administrators in the northeast region.
- 3) Study the effectiveness of a model of transformation leadership for small primary school administrators in the northeast region.

3. Research Methodology

A research a model of Transformation Leadership for Small Primary School Administrators in the Northeastregion. Using research and development (R&D) methodology, the operation is divided into 3 phases with 7 steps as follows:

Phase 1 studied the elements and needs of transformational leadership of administrators of small primary schools.

Step 1: Study documents, theoretical concepts, and related research.

Step 2: Confirm the Elements of Transformative Leadership

Step 3: Study the needs and necessities of transformational leadership.

Phase 2: Create and develop a transformational leadership development model for administrators of small primary schools.

Step 4: Draft a transformational leadership development model for administrators of small primary schools.

Step 5: Develop a model and confirm the transformational leadership development model of small primary school administrators.

Phase 3 was to study the effectiveness of transformational leadership development model for administrators of small primary schools.

Step 6: Trial on the transformational leadership development model of administrators of small primary schools.

Step 7: Summarize the results of using the transformational leadership development model of administrators of small primary schools.

4. Results

A model of transformation leadership for small primary school administrators in the northeast region,



there are the following research results:

1. The results of the study of the components and necessary needs of transformational leadership Of administrators in small primary schools.

1.1 The results of the study of the components of transformational leadership of administrators in small primary schools in the Northeast region. It was found that there were 4 components: 1) Networking participation, 2) Vision, 3) Competency in using digital technology, and 4) Instructional leadership.

1.2 The results of the study of the needs for transformational leadership of administrators in small primary schools in the northeastern region, it was found that school administrators have a need (PNI_{modified}) descending is to create a network of participation. having a vision competency in using digital technology and Instructional leadership respectively

2. The results of creating and developing a transformational leadership development model for administrators of small-sized primary education institutions in the northeastern region, it was found that

2.1 The components of the development model consist of 5 parts: principles, objectives, content, development process. and evaluation

2.2 Evaluation results of the suitability and feasibility of the transformational leadership development model of administrators of small primary education institutions in the northeastern region, it was found that the suitability was at a high level and the likelihood was at the highest level.

3. The effectiveness of the transformational leadership development model of administrators of small primary schools in the northeastern region found that

3.1 Participants in the workshop had a higher average score after development than before. And the results of the side in descending order as follows: building a network of participation Visionary Performance in using digital technology and Instructional leadership.

3.2 The satisfaction assessment results of the workshop participants and study visits were satisfied at the highest level.

3.3 The results of the transformational leadership practice of the participants were higher than before. In descending order as follows: Competency in using digital technology having a vision Participation networking and Instructional leadership after practice

5. Discussion

Conducting a research on the transformational leadership development model of administrators of small primary schools in the Northeast region, the findings were as follows:

1. Components of transformational leadership of administrators in small primary schools in the Northeast region, consists of 4 components: 1) Network participation, 2) Vision, 3) Digital technology competency, and 4) Instructional leadership. This may be because in the current situation, there is a rapid change in digital technology. As a result, school administrators must adapt to changes. in order to be able to manage educational institutions efficiently When considering each component, the transformational leadership of administrators in small primary schools can be discussed as follows:

1.1 Participatory network building components consist of building teamwork. Creating a Participatory and Network-Based Culture This is a process that school administrators encourage teachers to Basic education committees, communities, parents and other agencies, both public and private sectors and civil society. Realizing the importance of roles and responsibilities, being a participant, owner and responsible for the development of educational quality of educational institutions. as well as having an important role in promoting Encourage quality education management Flexibility and efficiency This is in line with Pisit Thepkraiwan (2011) who has studied the cooperation network model for the quality of education management in small primary schools, consisting of 6 steps of networking process, namely 1) the awareness of the necessity of creating a network; net 2) Coordination of agencies/network organizations, 3) Mutual covenant building, 4) Network management, 5) Relationship development, and 6) Maintaining ongoing relationships. The components of the cooperation network for educational management quality in small primary schools were: 1) characteristics or important activities that enhance the efficiency of the network's mission; 2) scope and mission of school management; 3) techniques/methods. development of network members, 4) network empowerment processes, 5) good character traits of network leaders, and 6) network performance and reflection. The results of the experimental model of cooperation networks for educational management quality in small primary education institutions found that groups of individuals, agencies/organizations



who voluntarily form a cooperative network by following the operational processes of the network From analyzing the context to know the strengths and developmental points of academic operations, budgeting, human resources and general administration, then summarizing the strengths and developmental points of each operation. to set goals for work A vision, mission, objectives are set and joint development plans are made. affecting changes in academic administration, budgeting, personnel and general administration and affecting learners according to the scope of expectations higher than last year Consistent with Paranathat Sanwiset (2012) The model of community participation with educational institutions was studied. 1) Participation model with Tambon Administrative Organization 2) Participation model of the basic education committee 3) Participation model 4) Alumni Participation Model 5) Four Parties Committee Participation Model 6) Community Organization Participation Model 7) Participation model of professional groups and community enterprise entrepreneurs 8) Participation model of the general public in the community 9) Participation model of government agencies and government officials 10) Participation model Participation of private sector and enterprises 11) Participation model of network director center and 12) Participation model in fundraising. The participatory process consisted of 5 steps: 1) Needs Survey, Basic Information Survey, 2) Educational Institution Standard Setting, 3) Educational Institution Development Planning According to Vision, 4) Implementation, 5) Evaluation. 6) Co-benefits the level of community participation in basic education management consists of 4 levels: 1) participation in planning and decision-making; 2) operational level. 3) Benefit level and 4) Evaluation level. Consistent with Pattaraphon Pisuwan (2014), the components of parent-teacher association participation in educational institute management that are suitable for Thai society consist of 6 components: 1) Network creation 2) Organizational atmosphere 3) School-Community Relationships 4) Member Participation 5) Evaluation and 6) Resource Support The model of participation in school management of parent-teacher associations that is suitable for Thai society analyzed components is consistent with the empirical data. There is a direct relationship between educational institutions and communities, assessment, resource support, and network alliances. Organization atmosphere Member participation and the indirect relationship between Organization atmosphere and networking as a result, small educational institutions have liquidity in management and can develop the potential of quality learners.

1.2 The component of having a vision consists of having an ideology. and strategic management, which is a characteristic of school administrators in determining the direction There are operational guidelines that use participatory processes. Be modern, creative, accept change. able to see concrete practices the executives need to have an ideology. and strategic management in order to achieve the goals of management in accordance with Wilmore (2002) has studied behaviors that show visionary management. The characteristics of a visionary executive include the development of a vision that informs the current state of affairs. and the desired condition in the future Must be consistent with vision, goals and strategies in order to achieve the desired results. The dissemination of executive vision must be communicated to both parents. Community members and others, both related and unrelated, let them know what our mission is. and what is the purpose in order to invite these people to join in thinking together to set guidelines This results in a new and useful concept. and help achieve the success of the vision Fulfilling a vision is the process of making a vision a reality. by targeting strategic plan and activities in line with the vision, the responsibility for the vision that is School administrators must continue to implement the plan or follow a cyclical process until the vision is achieved. Consistent with Nuengchompoo (2013) has studied effective strategic management for small educational institutions in the northeastern region, consisting of 6 components: 1) Strategic Planning 2) Condition Assessment 3) Direction 4) Strategy 5) strategy execution, and 6) strategy evaluation. Consistent with Sukhon Hengsantia (2015) has studied factors that affect the vision of school administrators. In the jurisdiction of Nakhon Ratchasima Primary Educational Service Area Office, Region 4, it was found that both in terms of administrative behavior and educational institutions Overall and each issue in each subject is the most true. 2) The vision of school administrators as a whole and in each aspect is at a high level. 3) Factors affecting the vision of school administrators. Listed in order of importance includes: Policy for administration of central education institutions data processing and the atmosphere within the school enabling educational institutions to achieve their expected goals efficiently.

1.3 Components of competency in using digital technology, consisting of development of digital technology competency Situation awareness and management with digital technology This is a skill that school administrators must use computers, telephones, various applications to communicate in a modern era. In order for the management to be accurate, fast and efficient. The executives must develop competence in digital technology. knowing the situation and management with digital technology In line with Punnittha Mazek (2022) said that digital



knowledge is Expressive behaviors of administrators of basic education institutions. that demonstrate digital literacy Understand the changes in the digital world There is a use of digital in school management. Including bringing digital to help manage work. Information is collected for use in decision-making on management matters. There is a critical thinking in choosing the right digital media. including information processing in the digital world can identify which information is reliable knowledgeable in legal ethics and etiquette and use of digital from the following indicators:

1.1 Understanding digital refers to behavior of basic education administrators. The indicators of behavior are as follows: 1) understand the context of the digital world 2) keep up with changes in the digital world 3) encourage colleagues to understand digital 4) know digital laws 5) use digital ethically 1.2 Using digital means the behavior of administrators of basic education institutions The indicators of behavior were as follows: 1) Use digital in work 2) Use digital in administration 3) Use digital in command communication 4) Use digital media to attract agency interest 5) Use digital to communicate between departments 1.3 Information literacy refers to the behavior of administrators of basic education institutions. From behavioral indicators as follows: 1) access to information digital search 2) Critical thinking in choosing information 3) Use information to make decisions 4) Manage information systematically 5) Promote and develop information sources and digital learning resources in line with Phakaporn Quit Nok (2020) to study the approaches for school administration in the digital age. for school administrators under the Office of Khon Kaen Primary Educational Service Area 4 found that administrators should assist in work and develop personnel to be more efficient. Develop and promote knowledge and competence in information technology and innovation. There is an online training to provide teachers with up-to-date knowledge. Able to apply digital technology and innovation in learning management for maximum benefit to learners. Create an online community to coordinate with the parents' community network for faster coordination and faster communication. Establishing a database system for both learners and learners teachers and educational personnel to make it easier to search for information Build up-to-date information system databases for financial budgeting, as well as create databases about personnel. concerning recruitment, appointment, and recruitment in a systematic and verifiable manner This results in accuracy and speed, resulting in management achieving results as expected.

1.4 The component of Instructional leadership consists of curriculum development. stimulation of intelligence Achievement-oriented and supervision, monitoring, and evaluation, which are the characteristics or behaviors expressed by school administrators who use art to create cooperation with teachers, parents, communities, and networks of those involved. in developing the quality of learners to achieve success According to the goals set in the curriculum, the school is consistent with the context. This is consistent with Phanat Duangek (2012) studying the instructional administration of school administrators under the Office of Buriram Primary Educational Service Area 1 and found that 1) school administrators practice instructional administration. According to the opinions of instructional teachers as a whole and each aspect was at a high level. 2) School administrators practiced instructional administration. according to the opinions of instructional teachers with different experiences the overall and each aspect were at high levels and were not different. Except for the items on coordinating, promoting, supporting the use and administration of the curriculum. Having teachers analyze curriculum content before learning management and giving opportunities for all parties to participate in measurement and evaluation the difference was statistically significant at the .01 level, consistent with Nattawut Kusonkoom (2022) having studied suggestions for developing management of small educational institutions. under the Office of Chaiyaphum Primary Educational Service Area 1 found that 1) instructional administration is the heart of educational institutions. instructional planning Each school has a different context in terms of personnel and number of students. Therefore, instructional management should be consistent between teachers and students. It is something that must be done in parallel. And must take into account many factors in order to maximize the benefit of the students. It is a quality development for teachers and students.

2. The transformational leadership development model of administrators in small primary education institutions consisted of 1) Principles 2) Objectives 3) Contents 4) development process and 5) evaluation, with a high level of suitability and a high level of feasibility, possibly because the created model is confirmed by experts who provide advice. There are suggestions to update the content. are suitable for the current situation It is useful and ready to be used in actual work. Consistent with the research of Prapatsorn Supasorn (2012), the model was created that was most appropriate, consisting of principles and reasons. Purpose of the model Basic Concepts of Patterns Contexts or feeders, processes and results are consistent with Lalida Charuangej (2012) who created a transformational leadership development model for school administrators. It is a systematic model, at a high level, and executives undergoing development must continually review and develop change leadership. Consistent with Warunee Noiphala (2013) has created a transformational leadership development model for women executives consisting of principles, objectives,



content, process and follow-up. The effectiveness of administrators of small basic education institutions According to the system method approach, it consists of Input Process Output. The pattern is complete, correct, and clear at 93.08%. This is consistent with Pitul Aphaiso (2013) has created a transformational leadership development program for executives consisting of principles, explanations, name of the program, sources and results. Important, aims, concepts, theories and content, approaches, evaluation results applied to executives to develop personality Various abilities and human potential development. In line with Suntreeporn Kaewkanok (2014), created a transformational leadership development package for executives consisting of 4 parts: 1) Curriculum 2) Manual for using the development kit 3) Activity plan development of transformational leadership, amounting to 2 units and 4) evaluation results of suitability and feasibility assessment. Before using the leadership development kit to try it out, it was found that both the overall and the structure of the development kit is appropriate and the possibility is at a high level, consistent with Pattaranit Wongbunyarit (2014) has created a development model and manual that are appropriate and feasible at the highest level, can be used to develop transformational leadership of school administrators who administer using educational institutions as a base. Consistent with Phantipa Sangchang (2014), the model has been constructed with 4 parts: 1) principles and concepts, 2) is the system of the model, 3) is the guideline for applying the model, and 4) is the condition of the model. The results of the examination and evaluation of the average suitability and feasibility of the transformational leadership development model for school administrators. Under the Office of the Basic Education Commission by experts found that overall pattern It is appropriate and possible at a high level, consistent with Saithong Traiyawipak (2016) has created a leadership development model for school administrators. Experts and experts have evaluated and confirmed that the model is appropriate, consistent with Sunisa Kongsuwan (2017) modeling change management in small primary schools. Under the Office of the Basic Education Commission consists of 3 parts: 1) principles and concepts 2) purpose and 3) process Evaluation of the usefulness and feasibility of developing a change management model in small primary schools. Under the Office of the Basic Education Commission, it was found that it was at a high level, consistent with Sureerat Tohkeaw (2017) who had created a leadership model for basic education institute administrators in the 21st century. And the leadership style of basic education school administrators in the 21st century was appropriate at the highest level, consistent with Jirayu Srisangachai (2018) who developed the transformational leadership development model of school administrators. Education in the 21st century under the Office of Khon Kaen Primary Educational Service Area 2 has a structure of a model of 5 parts: 1) Principles 2) Objectives 3) Components of development, which has 5 elements, namely knowledge and vision. Ability to work team development Promotion of cooperation and the aspect of being a good role model 4) development methods and 5) evaluation consistent with Sirinart Patamawilo (2019) has created a model for developing leadership competencies for change of school administrators in the 21st century. It was found that the results Inspection and confirmation from qualified people/experts There is a consensus that appropriate to the context There is a possibility to apply the pattern. Theoretically correct. It is useful for educational institute administrators to use to develop themselves and the organization for maximum benefits. In line with Pichapat Hona (2019), he created a model for the development of school administrators' competency in the Thailand 4.0 era. correctness, suitability the overall feasibility and usefulness were at a high level. This was because the model of school administrator competency development in the Thailand 4.0 era that the researcher had created through a systematic step-by-step construction process. under the guidance of the thesis advisor and can explain the relationship of various components of the competency of school administrators in the era of Thailand 4.0 to be useful in the actual operation.

3. The effectiveness of the transformational leadership development model of school administrators in small primary schools. in the Northeast When the format and the manual for the use of the 5 books were tested with school administrators, it was found that the overall average after practice was higher than before practice. This may be because the generated form has a content order. development activities systematically sort by preference and school administrators can study by themselves Corresponding with Jirayu Srisangachai (2018) created a transformational leadership development model of school administrators, it was found that teachers and school administrators were satisfied with the developed model at the highest level and tasks. Thappunitit's research Pinphak Phullada (2017) studied the needs and requirements in the development of transformational leadership of school administrators. Under the Office of Primary Educational Service Area Study in Nakhon Ratchasima, Region 6 found that there was a level of desirable condition in overall transformational leadership development at the highest level, consistent with Pattaranit. Wong Bunyarit (2014) developed the transformational leadership of school administrators. under the Office of Nakhon Ratchasima Primary Educational Service Area 5 by experimenting with the developed model. Participants were satisfied with the development process at the level most of all Consistent with the research of



Phanthipa Sangchang (2014) who studied the transformational leadership behavior after experimenting with the transformational leadership development model for school administrators under the OBEC. The overall level was at a high level, it can be seen that the transformational leadership development model of administrators of small primary education institutions was truly beneficial and valuable. in the development of transformational leadership of school administrators that affects school effectiveness

6. Conclusions

1. The components of transformation leadership for small primary school administrators in the northeast region comprised 4 components, and Priority Needs Index were network building and participatory, visionary digital competency, and instructional leadership in order.

2. The model for developing a model of transformation leadership for small primary school administrators in the northeast region comprised of 5 parts: principles, objectives, contents, development process, and measurement. The overall appropriateness was at the high level and the possibilities was at the highest level.

3. The effectiveness of a model of transformation leadership for small primary school administrators in the northeast region revealed that: transformation leadership after a model implementing was higher than before implementing a model. The participants' satisfaction was at the highest level and the performances after performing was higher than before performing

7. Recommendations

1. Suggestions for applying the research results

1.1 From the research results, it was found that the transformational leadership components of small primary school administrators consisted of 1) participatory networking, 2) vision, 3) digital technology competency, and 4) Instructional leadership. executive or organizational leader can be used as a guideline for effective management

1.2 The development of transformational leadership of school administrators should encourage the agency or related agencies are responsible for making educational institution administrators see the value, realize the importance and develop it systematically and continuously.

1.3 The development of transformational leadership of school administrators It is a behavior change that executives should have and should apply in the work process. or the process of living in today's world So that executives themselves have knowledge, skills or important techniques that affect themselves. and the organization succeeds in achieving its goals

2. Suggestions for further research

2.1 A research should be conducted on the transformational leadership development model of school administrators in other regions or at the national level. to compare the findings that are similar or different If there is a difference, the different causes will be considered. If they are the same, they will confirm the findings. This will make the findings more reliable.

2.2 Research should be done to compare on the same issue. between schools of different sizes or between the public and private to bring their findings to develop their organization and lead to effective practice

2.3 Other areas of leadership should be studied. related to educational administration in accordance with the context of the educational institution

8. References

- Nuengchomphu, Kumnong. (2013). A Model of the Effectiveness Strategic Management for Small Schools in the Northeastern Region. *Journal of Education. Bangkok University Thonburi*, 1(2), 25-29.
- Srisangachai, Jirayu. (2018). *Development Model of Transformational Leadership for School Administrators 21st Century in School under the Jurisdiction of the office of Khon Kaen Primary Educational Service Area 2*. [Doctor of Philosophy, Rajabhat Maha Sarakham University].
- Pinphakpullada, Thappunithis. (2018). Development Strategies of Transformational Leadership for School Administrators in Nakhon Ratchasima Primary Educational Service Area Office 6. *Journal of the Fum*, 16(3), 209-226.
- Sattachatmongkol, Nuch. (2016). Transformation Leadership in Globalization towards Sustainable Development. *Business Review Journal*, 8(1), 167-182.



- Kusonkhum, Nuttawut. (2022). Introduction of small school administration under the Chaiyachum Primary Education Service Area office1. *Journa of MCU Nakhondhat*, 9(1), 138-150.
- Supasorn, Prapatsorn. (2012). *The development of a model for enhancing transformational leadership of administrators, teachers and school committees. according to distribution guidelines Administrative power and educational management of basic education institutions in the northeastern region*. [Doctor of Education Degree, Sakon Nakhon Rajabhat University].
- Thienprapakul, Pontanont. (2018). Leadership of school administrators in the era of education 4.0. *Thai version of The journal Humanities, Social Sciences and Arts*, 11(2), 1994-2013.
- Sanwised, Panathad. (2011). Community Participation in Basic Education Management in the Primary Schools: A Grounded Theory Approach. *Journal Education SWU*, 16(1), 69-82.
- Machek, Punnitha. (2022). *Administration of educational organizations in digital Era*. Education Administration Faculty of Education, Burapha University.
- Duangkek, Phanat. (2012). *Instructional Administration of School Administrators*. Under the jurisdiction of Buriram Primary Educational Service Area Office 1. [Doctoral Education thesis, Buriram Rajabhat University].
- Aphaiso, Pitoon. (2014). *Transformative Leadership Development Program of School Administrators aiming to become a learning organization of schools under the Office of the Area. Primary education in Nakhon Phanom Province*. [Doctor of Education thesis, Sakon Nakhon Rajabhat University].
- Thepkraiwan, Pisit. (2011). *Development of Collaborative Network Model for Educational Management Quality in Small Primary Schools*. [Doctor of Philosophy Thesis, Khon Kaen University].
- Sangchang, Pantipha. (2015). Transformative Leadership Development Model for School Administrators. Under the Office of the Basic Education Commission. *Maharakham University Journal of Education*, 9(3), 78-90.
- Loeknok, Phakcapohn. (2020). Education institution administration in digital era for school administrators Under the Office of Khon Kaen Primary Education service area office 4. *Journal of Graduate MCU KhonKaen Campusl*. 7(2), 150-166.
- Hona, Phichaphat. (2019). *A Model of Educational Administrator Competency Development in the Era of Thailand 4.0*. [Doctoral Education Thesis, Nakhon Sawan Rajabhat University].
- Wongbunyarit, Pattaranit. (2014). *Models for the development of transformational leadership of school-based school administrators. under the district office Nakhon Ratchasima Primary Education Areas 1-7*. [Doctoral Education Thesis, Nakhon Ratchasima Rajabhat University].
- Puisuwan, Pattharaporn. (2014). The Appropriate to Thai Society Guidelines for Participation in school Administration of Parent Teacher Association. *Suthiparitat Journal*, 28(87), 345-367.
- Charuangdej, Lalida. (2012). *Transformative Leadership Development Model of School Administrators under the Office of the Basic Education Commission*. [Doctor of Education thesis, Maharakham University].
- Meesanun, Vathit. (2013). *Effective transformational leadership model of administrators of small basic education institutions. Under the Office of the Education Commission Basic*. [Doctor's Thesis, Eastern Asia University].
- Noiphala, Warunee. (2013). *Transformative leadership development model of female executives. Under the Office of the Basic Education Commission in the 11th government district*. [Doctor of Education thesis, Sakon Nakhon Rajabhat University].
- Phaengthai, Sasirada. (2016). The role of school administrators in the 21st century. *Journal of the Asian Graduate School*, 6(1), 7-11.
- Triyawipak, Saithong. (2015). *Leadership development model of school administrators. Under the Office of Maharakham Primary Education Service Area 3*. [Doctor of Education thesis, Rajabhat Maha Sarakham University].
- Jenkhwao, Sarisa., Svian. (2017). Professional management in the era of Thailand 4.0. *Journal of Nakhon Ratchasima College*, 11(3), 267-276.
- Padmawilai, Sirinart. (2019). Leadership Competency Development Model for Transformation of School Administrators in the 21st Century. *Al Hikmah University Journal. Fatoni*, 9(17). 91-103.
- Rodrakam, Sukanya. (2018). The role of school administrators in the era of Thailand 4.0. *GRADUATE SCHOOL NATIONAL RESEARCH CONFERENCE. CONFERENCE 2018*, 575-579.



- Hengsantia, Sukhon. (2015). *Factors affecting the vision of school administrators. under the jurisdiction of Nakhon Ratchasima Primary Educational Service Area Office, Region 4.* [Thesis Educational Administration and Management, Mahasarakham University].
- Keawkanok, Soontareeporn. (2014). *The Construction of Change Agent's Leadership Development of Primary School Administrators.* [Doctor of Education Degree, Ubon Ratchathani Rajabhat University].
- Kongsuwan, Sunisa. (2017). *The Development of Change Management Model in Small Primary Schools. Under Office of the Basic Education Commission of Thailand.* [Doctor of Education Degree, Phranakhon Si Ayutthaya Rajabhat University].
- Tokeaw, Sureerat. (2017). *Leadership model of Basic Education School Administrators in the 21st Century.* [Doctor of Education Degree, Nakhon Sawan Rajabhat University].
- Office of the Education Council. (2017). *National Education Plan. 2017-2036.* Bangkok: Prikwan Graphic Co., Ltd.
- _____. (2020). *Competency in Thai Education in the International Stage 2019 (IMD 2019).* Ministry of Education, Bangkok: 21st Century Co., Ltd.
- Office of the Secretary of the National Strategy Committee. (2018). *National Strategy 2018–2037 (short version).* Bangkok: Office of the National Development Commission. National economy and society.
- Bureau of Basic Education Policy and Planning. (2020). *Small School Management Plan.* Office of the Basic Education Commission, Ministry of Education.
- Office of the National Economic and Social Development Council. (2022). *Draft of the Thirteenth National Economic and Social Development Plan, 2023-2027.* Office of the Prime Minister.
- Office of the Constitutional Court (2021). *Constitution of the Kingdom of Thailand B.E. 2560.* (5th edition) Bangkok: P. Press Co., Ltd.
- Euaree Suksakul, Aroonrung. (2016). Transformational Leadership: Changing Challenges to Achieve Organization Sustainability. *Veridian E-Journal, Silpakorn University*, 9(1), 845-858.
- Pinasa, Amporn. (2018, August 13). *Transition through the past of Thai's education towards Management directional of Sustainable Education 4.0.* www.dsdw.go.th
- Wilmore, E.L. (2002). *Principal Leadership: Applying the New Educational Leadership Constituent Council (ELCC) Standards.* Thousand Oak, California: Corwin.