

The Strategic Leadership Development Model in The Digital Age of Educational Institution Administrators Under The Office of the Non-Formal and Informal Education in The North

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Abstracts

In today's world that is changing rapidly and with the rapid development of technology. Driving a quality education administration requires the leadership of the school administrators to drive the organization to success. Strategic leadership in the digital era is therefore important in this era that will lead to the improvement of the quality of educational institutions and the enhancement of management efficiency, which will result in a link to the development of the quality of education and Developing students' future skills. The objectives of this research were to study the states conditions problems guidelines and analyze the components of development of a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north, create an development of a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north, and evaluate the model. The research was conducted by studying the states problems guidelines and analyze the model components of strategic leadership in the digital age, and developing a model of strategic leadership model in the digital age. The data was collected using questionnaires, a workshop, connoisseurship, and public hearing. The data was then analyzed using mean, standard deviation, and content analysis. The research findings revealed that the eight components of the model consisted of 1) Principle 2) Objective 3) Input including create focus vision mission and corporate direction in the digital age, strategic planning in the digital age, originality and build relationships in the digital age, control strategy in the digital age, evaluate strategies in the digital age, 4) Process including implement strategies in the digital age, maintain a productive culture in the digital age, effective communication in the digital age, working as a team in the digital age, 5) Outputs, 6) Results, 7) Effect and 8) Success conditions. The strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north was accurate and suitable at a highest level.

Keywords: The Strategic Leadership Development Model, The Digital Age of Educational Institution Administrators, The Office of The Non-Formal and Informal Education

Introduction

Today's world is in an era of change and more competition that is becoming more and more intense. Stepping into a globalized world and a knowledge-based economy society under the changing circumstances of the way-based era. The new life that has emerged after the coronavirus disease 2019 (COVID-19) outbreak requires adjustment in management of all professions to lead to success and progress, especially in the education sector, which has Role and importance in the lives of people and society educational development plan Issue 12 (2017–2021) has set goals in order to improve the quality of education of Thai people better. Thai people have morals, ethics, are immune to changes and the country's future development. Manpower has been produced. And develop to enhance the country's competitiveness, have knowledge, innovative technology, support the country's sustainable development, receive continuous learning opportunities throughout life, and have an efficient educational management system according to principles. Governance through participation from all sectors (Ministry of Education, 2016 : 50).

Educational administration in the changing era the administrators play an important role in improving the quality of education in educational institutions. They must have competencies, knowledge, abilities, and morals, ethics, and good professional ethics. This will lead to the organization and administration of good, effective and efficient educational institutions (Teera Runcharoen, 2010 : 7). Leaders are the most important factor in the successful management of any organization whether small or large. A good leader should have the knowledge, abilities, direction and goals. This will determine the direction of the organization to work with full efficiency. Leaders must use the pursuit, not the talent, consisting of acquiring theoretical and practical knowledge and experience from successful people for sustainability and organizational excellence (Poompipat Rukponmongkol, 2015 : 143-160). Therefore, the administrators must show leadership to their subordinates to have faith and confidence in the executives to cooperate in working to achieve the goals of educational management (Phimphan Suriyo, 2014 : 2) Strategic leadership is the type of leadership that brings advancement to an organization. Many successful corporate leaders have strategic leadership (Netpanna Yawirat, 2006 : 44). Strategic Leaders are leaders who are responsible for the creation and transformation of an organization. From setting the strategic vision to the organization, implementing strategy into action. See the overview and scope of work more broadly and clearly, able to operate and use resources to compete effectively and achieve better results than general management (Kankanat Suwanratchapoom, 2014 : 37).

The outbreak of the coronavirus disease 2019 (COVID-19) has resulted in teacher schools Government students have to adapt to the changes in the new lifestyle base era, which uses "digital technology" as a hero in Thai education management. Leadership in the digital era is therefore an important aspect of management in the new era that requires technology to be used in educational institutions to manage learning for learners. Executives must have the courage to have a digital vision in the online community (Jinnawat Pakotang, 2018 : 69). The application of technology in educational institutions for maximum benefit has changed in thinking, planning strategies for adjusting the work plans of personnel. In order to keep up with the new digital technology that is rapidly emerging, it can increase the efficiency and effectiveness of the operations within the educational institutions (Jiraphon Sangpho et al, 2018 : 2).

The Office of the Non-Formal and Informal Education was established in accordance with the National Education Law stipulating that lifelong education for citizens is a central organization to promote, support and coordinate non-formal education system and informal education and to decentralize the administration to manage education thoroughly and with quality by operating under the role of mission in driving education policy into practice through various project activities vigorously. This is to increase the capacity and distribution of opportunities to access education widely and equally among the people (Office of the Non-Formal Education Commission, 2016 : 13).

The strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education is therefore a necessary skill for administrators in managing education a new normal. Because it is an important element that indicates the success or failure of educational management in educational institutions. This is the unique ability of leaders to plan strategies in the digital era to cover all missions and scope of educational institutions. Strategic management in the digital era, having a clear vision of work, can clearly determine the direction of change, is committed to creating a new image of the organization as well as being a promoter of change. This enables decision-making, appropriate support solutions to optimize operational transformation in the digital age. Therefore, the researcher is interested in studying the pattern of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north. To be used as a guideline for developing strategic leadership in the digital age of school administrators Center for Non-Formal and Informal Education. This will result in better management of educational institutions, resulting in upgrading the quality of education of educational institutions to meet the standards to achieve the objectives with efficiency and effectiveness.

Research Objectives

1. To study the conditions, problems, approaches and elements of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.
2. To develop a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.
3. To assess the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Research Methodology

This research was a mixed method research. The instrument used in this research step was a questionnaire for the opinions of administrators, teachers and personnel of the office of the non-formal and informal education in the north.

Step : 1 Study the conditions, problems, approaches and elements of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Step 1.1 Study the condition and problems of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Step 1.2 Study the approaches of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Step 1.3 Study the elements of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Step : 2 Develop a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Step 2.1 Draft a strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north through a workshop.

Step 2.2 Examine the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north through a connoisseurship.

Step : 3 Assess the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north through a public hearings.

Conceptual Framework

The researcher has created a model for developing strategic leadership of educational institution administrators in the digital age. This was derived from the study of documents and research related to the theory of leadership, the theory of leadership development, the theory of strategic leadership development in the digital age of educational institution administrators under the office of the non-formal and informal education in the north and has been defined as a research conceptual framework as shown in Figure 1.

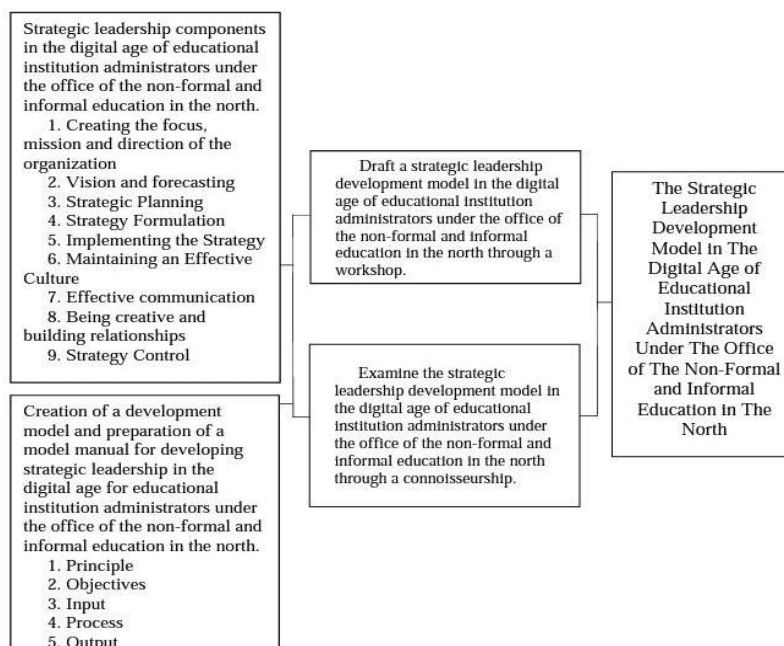


Figure 1. shows the research conceptual framework.

Results

Step : 1 Study the conditions, problems, approaches and elements of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Presentation of data analysis results the researchers used the data to calculate mean, standard deviation, skewness, kurtosis of the observed variables in the model affecting strategic leadership in the digital age of school administrators under the office of the non-formal and informal education in the north as shown in Table 1.

Table 1. Show mean, standard deviation, skew, and defining variables were observed in models affecting strategic leadership in the digital age of school administrators under the office of the non-formal and informal education in the north of the elements

Variable	\bar{X}	S.D.	Skewness	Kurtosis	Level
1. Creating a focus, mission, and organizational direction in the digital era	4.35	0.59	-1.19	2.97	High
2. Vision and forecast	4.34	0.60	-1.14	3.07	High
3. Strategic Planning in the Digital Era	4.34	0.60	-1.12	3.10	High
4. Strategy in the digital age	4.31	0.63	-1.09	2.51	High
5. Implementation of strategies in the digital age	4.29	0.62	-0.98	2.09	High
6. Maintaining an effective culture in the digital age	4.33	0.61	-1.02	2.17	High
7. Effective communication in the digital age	4.34	0.61	-1.11	2.70	High
8. in the aspect of being creative and Building relationships in the digital age	4.35	0.61	-1.25	3.33	High
9. Controlling strategy in the digital age	4.32	0.61	-1.08	2.82	High

From Table 1, shows the mean. The standard deviation, skewness, and kurtosis of the observed variables were found that the mean of the observed variables ranged from 4.29 to 4.35. The standard ranges from .59 to .63 and is therefore classified as normal distribution. When considering the skewed distribution of the observed variables, it was found that all were negative and close to 0, indicating a normal distribution, indicating that the left skewed data was at a high score. The distribution of data from kurtosis considerations means that higher kurtosis means less kurtosis. The results of the analysis revealed that the highest value was creativity and relationship building in the digital era, which was 3.33, followed by strategic planning in the digital era, which was 3.10, and the visionary aspect and the forecast were 3.07 respectively.

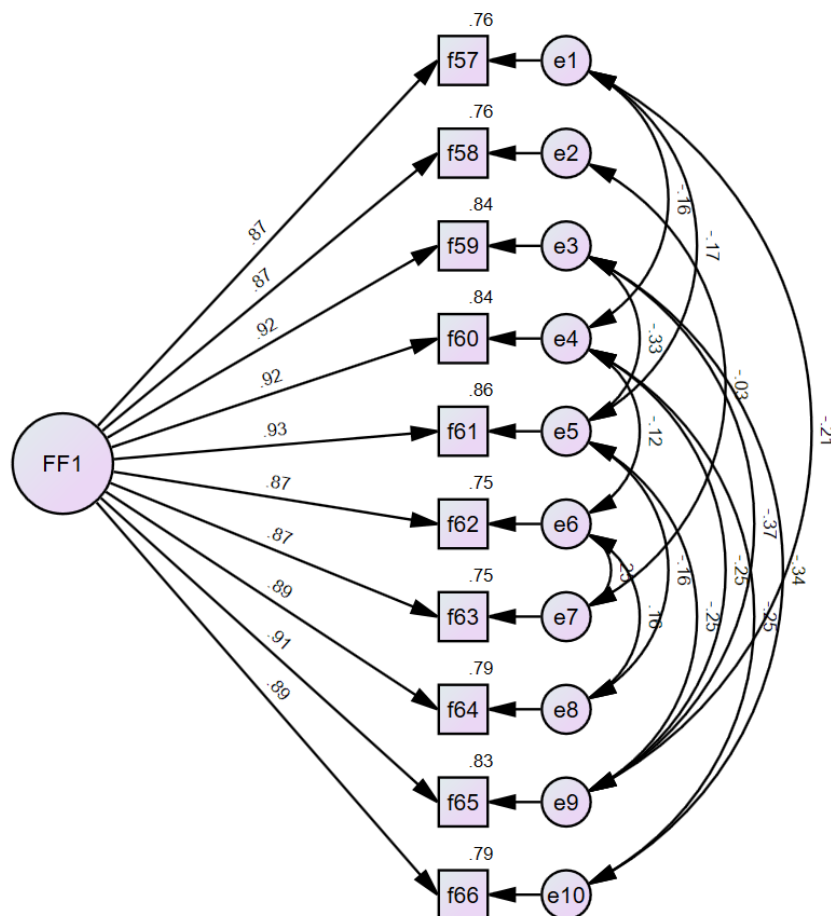
The presentation of the results of the data analysis, the researcher used the data to calculate the Inter correlation coefficient of the components to determine the relationship characteristics of the sample for determining the suitability of the matrix to be used in the composition analysis. By considering the relationship of the elements to be analyzed from the study, it was found that the components are related as shown in Table 2.

Table 2. The correlation coefficient between the 9 observed variables of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

	AA	BB	CC	DD	EE	FF	GG	HH	II
AA	1								
BB	.900**	1							
CC	.880**	.937**	1						
DD	.852**	.907**	.943**	1					
EE	.836**	.887**	.905**	.914**	1				
FF	.861**	.880**	.891**	.882**	.898**	1			
GG	.845**	.872**	.884**	.874**	.890**	.933**	1		
HH	.830**	.866**	.877**	.865**	.882**	.891**	.920**	1	
II	.841**	.876**	.886**	.877**	.884**	.903**	.893**	.921**	1

** Statistically significant at 0.01 level

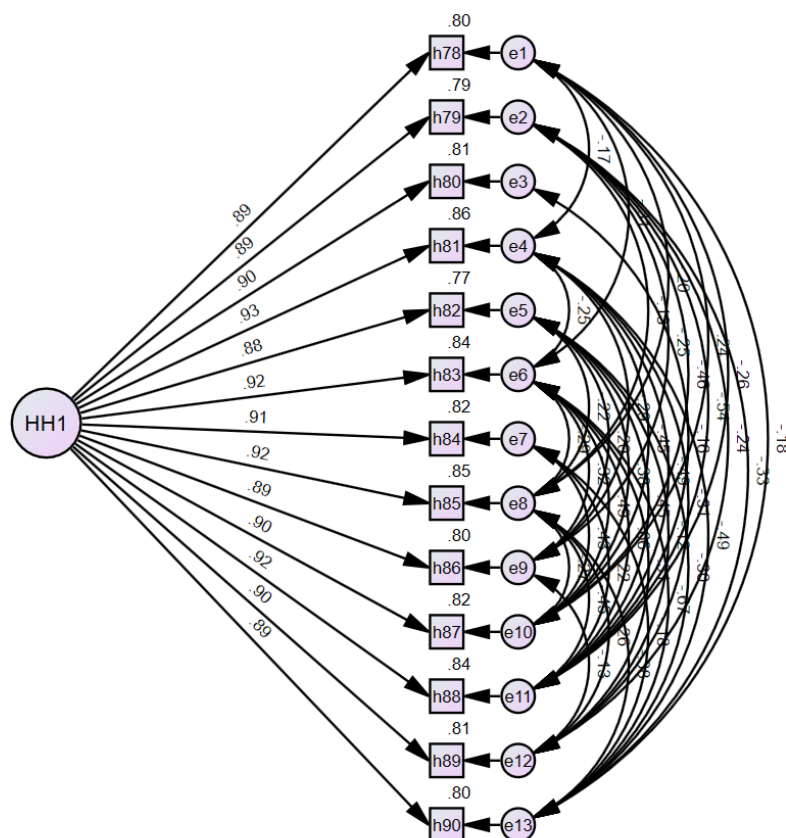
From Table 2, all correlations were found to have a statistically significant positive correlation at the 0.01 level. The correlation level was between .0.830 – 0.943



Chi-square = 48.337 df = 21 p = 0.001 ratio = 2.302
CFI = .996 NFI = .992 RMSEA = .051 GFI = .981 AGFI = .951

Figure 2. shows a model from the corroborative component analysis of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north of effective culture in the digital age.

The model evaluation results showed that the model with the lowest value had the value χ^2 value was 48.337, the number of degrees of freedom was 21, and p -value = 0.001, which was found to be statistically significant. And it shows that hypothetical models are not fit with empirical data. But since the χ^2 statistic already has that limitation. Therefore, other evaluation indexes must be considered, resulting in the following results: Comparative Fitness Index (CFI) of .996, Well-being Index (GFI) of .981, Adjusted Harmony Index (AGFI) of .951, Normal Fitness Index (NFI) of .992. It is acceptable that the fitness model is consistent with the empirical data, an RMSEA index of .051 is considered good, and a normal χ^2 or χ^2/df value of 2.302 or less than 3 is considered eligible. It was concluded that the theoretical model was fit or consistent with the empirical data.



Chi-square = 77.249 df = 26 p = 0.000 ratio = 2.971
 CFI = .994 NFI = .991 RMSEA = .063 GFI = .977 AGFI = .919

Figure 3. shows a model from the corroborative component analysis of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north of creativity and building relationships in the digital age.

The model evaluation results showed that the model with the highest value had the value χ^2 was 77.249, the number of degrees of freedom was 26, and p-value = 0.000, which was found to be statistically significant. And it shows that hypothetical models are not fit with empirical data. But since the χ^2 statistic already has that limitation. Therefore, other evaluation indexes must be considered, resulting in the following results: Comparative Fitness Index (CFI) of .994, Body Harmony Index (GFI) of .977, Adjusted Harmony Index (AGFI) of .919, Normal Fitness Index (NFI) of .991. The fitness model was accepted as consistent with the empirical data, an RMSEA index of .063 was considered good, and a normal χ^2 or χ^2/df of 2.971 or less than 3 was considered acceptable. It was concluded that the theoretical model was fit or consistent with the empirical data.

The researcher was able to summarize the results of the constituent analysis confirming the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north of effective culture in the digital age as shown in Table 3.

Table 3. A summary of the constituent analysis of the corroborating elements of the development of strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

Component	Chi-square	df	P-value	ratio	CFI	NFI	GFI	AGFI	RMSEA
1. Creating a focus, mission, and organizational direction in the digital era	96.191	41	0.000	2.346	.992	.986	.972	.937	.052
2. Vision and forecast	44.149	17	0.000	2.597	.996	.993	.985	.941	.057
3. Strategic Planning in the Digital Era	96.470	33	0.000	2.923	.993	.989	.973	.925	.062
4. Strategy in the digital age	66.490	25	0.000	2.660	.994	.990	.974	.944	.058
5. Implementation of strategies in the digital age	61.256	23	0.000	2.663	.993	.989	.973	.947	.058
6. Maintaining an effective culture in the digital age	48.337	21	0.001	2.302	.996	.992	.981	.951	.051
7. Effective communication in the digital age	64.957	27	0.000	2.406	.994	.990	.978	.946	.053

8.	in the aspect of being creative and Building relationships in the digital age	77.249	26	0.000	2.971	.994	.991	.977	.919	.063
9.	Controlling strategy in the digital age	78.087	28	0.000	2.789	.993	.988	.972	.944	.060

From Table 3, it was found that the results of the corroborative component analysis of the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north of the nine components, it was found that the Comparative Fitness Index, CFI of all 10 components, was greater than .09, in descending order of the highest value vision and forecast with the aspect of maintaining an effective culture in the digital era equal to .996, followed by the aspect of setting strategies in the digital era Effective communication in the digital age Creativity and building relationships in the digital age equals .994 in strategic planning in the digital age, implementation of strategies in the digital age, the aspect of strategy control in the digital era respectively The nine components of normal fitness index (NFI) were greater than .09, in descending order of greatest: vision and forecasting was .993, followed by an effective culture in the digital era, equal to .992, and creativity and relationship building in the digital era, equal to .991, respectively. The harmonization index (GFI), all nine elements are greater than .09, in order of greatest value: vision and forecasting was .985, followed by effective culture in the digital age was .981 and effective communication in the digital age was .978, respectively. The Normal Fitness Index (AGFI) for all 9 components had Values greater than .09, in order of greatest value, are The aspect of maintaining an effective culture in the digital era was .951, followed by the strategy implementation in the digital era, .947, and effective communication in the digital era, equal to .946, respectively, while the RMSEA index was low. Greater than 0.05 indicates a very suitable model; greater than 0.05 – 0.08 indicates a very suitable model. The most suitable element is the aspect of maintaining an effective culture in the digital era was .051, followed by the creation of focus, mission and direction of the organization in the digital era, equal to .052, and effective communication in the digital era, equal to .053.

Step : 2- 3 Develop, Assess a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

The researcher has created a model for developing strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north by carrying out two parts: 1) Drafting a model for developing strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north by a workshop from 11 experts. 2) Examine the draft development of strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north. by expert-based seminars from 13 experts. The results showed that there was a model of strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north. as shown in the Figure 4.

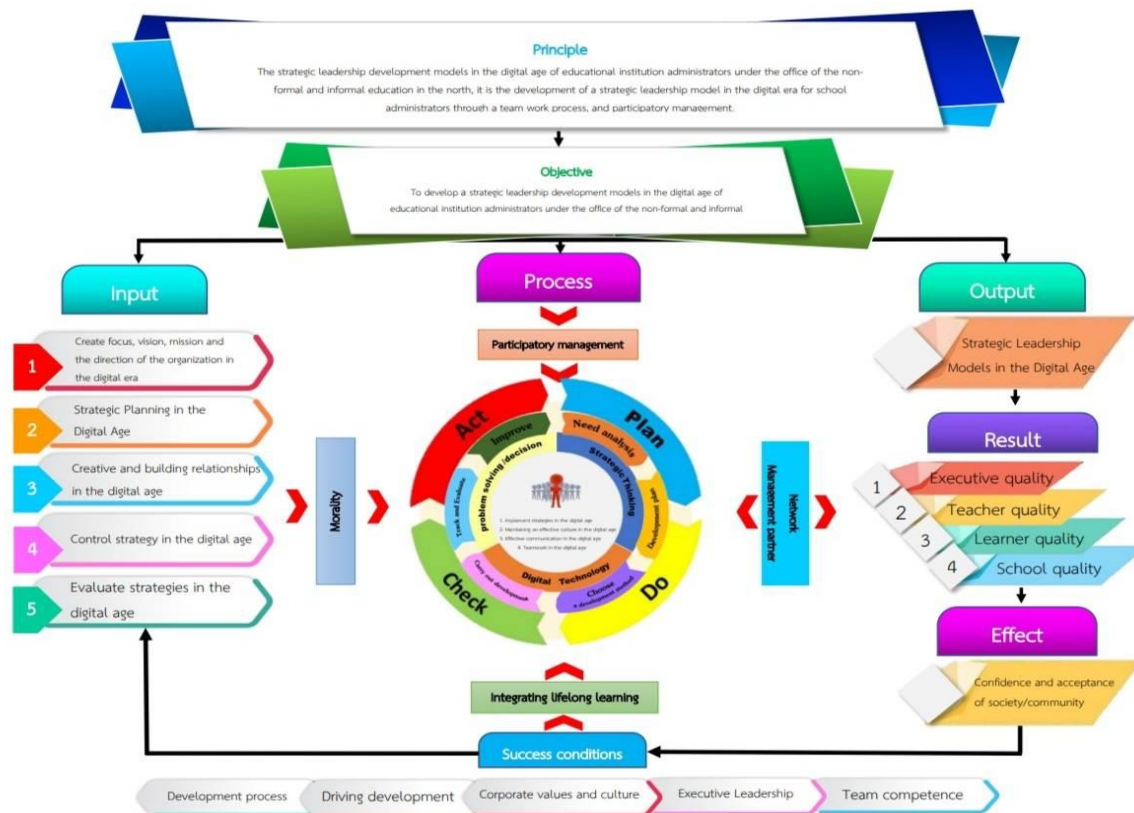


Figure 4. The strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north

From Figure 3, The strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north, it consists of 8 components: (1) Principles (2) Objectives (3) Imports consisting of creating a focus on visions missions and organizational directions in the digital era, strategic planning in the digital age, creativity and building relationships in the digital age, controlling strategy in the digital age, assessment of strategies in the digital era (4) The process consists of implementing strategies in the digital era, maintaining an effective culture in the digital age, effective communication in the digital age, teamwork in the digital era (5) Productivity (6) Outcome (7) Impact (8) Conditions for success

Discussion

1. The results of the study of the conditions, problems, approaches and elements of strategic leadership in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

1.1 The results of the study condition that the most practical aspect is creating a focus, mission, and organizational direction in the digital age, and being creative and building relationships in the digital age followed by having a vision and forecast. The least practical aspect is the implementation of strategies in the digital age. It can be seen that school administrators are able to change their attitudes and management ideas to keep up with the

situation in the digital age and the changes that occur in the epidemic of the Coronavirus 2019 (COVID-19). The vision and direction of the organization in the digital era of the future are clearly set, strategic planning, and implementation of strategies by maintaining an effective culture and effective communication in the digital era, in line with the concept of Rangsan Prasertsri, (2006 : 10) said the development of education in the country. This will affect the sustainable development of the community, society and the nation. Executives or leaders must seek more strategic management knowledge and develop themselves into strategic leaders. Change the vision, strategy and culture of the organization in accordance with the current situation. From the study of the problem, it was found that the problem was at a very low level. This may be because executives have developed themselves and are ready to accept changes in the digital age with their vision, mission, strategy and implementation of such vision, mission, and strategy. They are the ones who set the direction in bringing the strategic plan as a tool to manage the organization towards the desired goals or objectives, as well as motivate, inspire, promote the process of developing personnel's abilities to be more competent. To develop educational institutions for successful strategic management.

1.2 The results of the guideline study revealed that there were 6 additional components, namely (1) digital participatory management (2) morality and ethics in the digital age (3) lifelong learning integration (4) teamwork In the digital era, (5) network management partners in the digital era and (6) boost morale in the digital era, possibly because executives, in addition to having knowledge Competent, skills and competencies must also be operated under the changing circumstances in the digital era. To achieve the goals that have been defined, the principle of teamwork, participatory management, both internal personnel and working together will be required, with network partners under good conscience, morality, ethics, fusion of old knowledge and study new knowledge in accordance with the current situation, resulting in quality school management (Suwatsan Rakkantho, 2016 : 14-16).

1.3 The results of the component analysis showed that it was consistent with the empirical data at a good level. This may be because the executives must have creative ideas together to create a focus, set the mission, direction of the organization, combine to change goals, have a clear strategic plan. Set goals for how to operate in the digital era that are highly effective in leading to future goals. It will help to achieve the goals and directions set, as well as build teamwork and maintain an effective culture in the digital age to forge together innovation in operations and solve problems and emergencies. They have effective communication in the digital era, creativity and building relationships in the digital era that are diverse and innovative to achieve their objectives and achieve efficiency in the digital era (Poompipat Rukponmongkol, 2015 : 1).

2. The results of develop a strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

2.1 The draft a strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north through a workshop consisting of 8 components: (1) Principle (2) Objective (3) Input Factors It consists of creating a focus. Mission and direction of the organization in the digital age, having a vision in the digital age and forecasting, strategic planning in the digital era, strategy formulation in the digital era, strategy implementation in the digital era, and strategy control in the digital era (4) the process consists of maintaining an effective culture in the era. Digital, effective communication in the digital age, creativity and relationship building

in the digital age, teamwork in the digital age (5) productivity (6) results (7) impact (8) success conditions. The principles and objectives of the model are consistent with Paradee Anannawee Confirm that the implementation of strategic leadership in the organization is important and necessary that the executive or leader should have and is important to the organization because the leader is able to bring out the knowledge, abilities and skills. To benefit the survival of the agency or organization (Paradee Anannawee, 2002 : 77-78).

2.2 The results of the examination and evaluation of the model were found to consist of the principle of the model. The purpose of the success conditions which has been modified from the original, the details are as follows. The principle of the model is the strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north. It is the development of a strategic leadership model in the digital age for school administrators through teamwork and participatory management. The objective of the model is to strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north.

The molding process has been adapted to adapt the model's process to a system approach such as inputs, processes, results, outputs, effects, and the success conditions allow the model to be more efficient. Be more global to clearly show the steps for developing a strategic leadership model in the digital era. To make it easier for minors. It was found that the process of this model has 5 components which are: Inputs, processes, results, outcomes, impacts and the success conditions. The input of a model process consists of three components: In the planning aspect, step 1 needs analysis consists of (1) appointing a working group (2) exploring the need for strategic leadership development in the digital era of school administrators (3) analyzing the development needs Strategic Leadership in the Digital Age of Educational Institutions (4) Data Collection (5) Data Analysis (6) Prioritize in order of development needs (7) Present information to stakeholders Step 2 The development plan consists of (1) considering the development target groups (2) determining the details of the scope and work plan (3) determining the appropriate method for developing strategic leadership in the digital era consisting of (3.1) self-study (3.2) training (3.3) hands-on practice (4) collecting and analyzing data (5) formulating guidelines (6) reviewing and evaluating Step 3: Selecting a development method consisting of (1) determining development objectives (2) evaluating before the development to obtain information about the strengths Disadvantages of Service Leadership Characteristics of School Administrators (3) Choose a method for developing service leadership of school administrators. The model process consists of three components: the operational side. (Do) Step 4, proceed with development, consisting of (1) coordinating speakers prepare the place Coordinate development participants to provide necessary documentation, materials, and other facilities; (2) implement development in accordance with established methods; (3) assess evidence-based post-development outcomes. by collecting information from traces of evidence Documents arising from related persons such as supervisors subordinates and service recipients Using a variety of assessment methods, such as interviews, observations, questionnaires or actual results from practice, then draw conclusions from the assessment. Assessment and Conclusion (Check) Step 5: Monitoring and Evaluation consists of (1) Determining the Assessment Scope (2) Assessment Design (3) Data Collection and Analysis (4) Summarizing the Assessment Results Revision (ACT) Step 6: Revision consists of (1) analyzing the success of the development (2) presenting the results to the executives (3) devising an expansion plan for further improvements and developments in the next time.

The outputs, outcomes, impacts and success conditions of the expert-led model are as follows: The output is a strategic leadership development model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north through a connoisseurship. The outcome consists of 3 aspects (1) Executive Quality: Executives have clear goals, vision, mission and direction for the future of educational institutions in the digital era, with skills and competencies that can effectively manage schools in the digital era. effective, have characteristics and good values that are ready to manage the change towards goals in the digital age (2) Teacher quality is that teachers have to learn through the process of thinking and practice and can be applied to Able to manage teaching and learning in the digital era, using innovations and technologies that facilitate learning in the digital era, exchanging knowledge together to find a way to solve the problem to operate in the digital era The development and improvement of learning management to achieve goals in the digital era (3) learner quality is learners who have achievements in school curriculum, are able to use information and communication technology, have characteristics and values. Good popularity as determined by educational institutions. (4) The quality of an educational institution is an educational institution that can manage education in terms of organizing the learning process, developing teachers and educational personnel, developing media, materials, equipment, and an environment conducive to learning. To lead to a quality organization that can manage education systematically to achieve the goals and objectives set. The impact is that educational institutions gain confidence and acceptance of society/community, which will create cooperation among people in the community, affecting the management and learning management of educational institutions for efficiency and effectiveness in the digital era. There are 5 conditions for success of the model: (1) corporate values and culture, (2) executive leadership, (3) team competency, and (4) the process of developing strategic leadership in the digital era of managers. Study (5) Driving the development of strategic leadership in the digital age of school administrators. The model evaluation results consisted of 8 components: principles, objectives, inputs, processes, outcomes, outputs, impacts, success conditions. This model has been evaluated by the following experts. The overall consistency of the assessment results was at a high level. The overall accuracy assessment results were at a high level. The overall suitability assessment result was at a high level (Wachirawut Panprom, 2013 : Abstract).

3. The results of the assessment of the strategic leadership development model in the digital era of educational institute administrators under the Office of Non-Formal and Informal Education in the Northern Region found that the results of validation and suitability in The overall picture is at a high level, consisting of 8 components: 1) Principle 2) Objective 3) Inputs include: Creation, Focus, Vision, Mission. and the direction of the organization in the digital era, strategic planning in the digital era, creativity and relationship building in the digital era, strategy control in the digital era, strategy evaluation in the digital era Digital implementation, effective culture in the digital age, effective communication in the digital age, teamwork in the digital age 5) Productivity 6) Outcomes 7) Impact 8) Success conditions Consistent with the research of Suwatsan Rakkanto, it was found that the results of the evaluation of the usefulness and feasibility of the Strategic Leadership Development Model for Sangha Administration's affairs Overall, it's at a high level (Surasak Ladathanasak, 2018 : 196). And consistent with the research results of Wachirawut Panprom said that the leadership development model for administrators in sufficiency education institutions should consist of part 1 content, part 2 development principles, part 3 processes and methods of leadership development. As for the

assessment of leadership development models, it was found that every component is of high quality (Suwatsan Rakkantho, 2016 : Abstract).

Recommendation

Policy recommendations

1. Regional Institute for Non-Formal and Informal Education can apply strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north to develop educational institution administrators in developing Strategic Leaders in the Digital Age

2. Educational institutions can apply strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north to develop strategic leadership in the digital age of educational institution administrators.

3. Office of the Non-Formal and Informal Education should develop a manual, strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north from policy-level agencies to enable to use widely

Recommendations for the school administrators

1. Strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north should be put to practice in educational institutions.

2. Strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education in the north can be applied to develop strategic leadership in the digital age of educational institution administrators in every school.

Recommendations for further research

1. Should study the pattern of development of strategic leadership model in the digital age of educational institution administrators under the office of the non-formal and informal education that are different according to the nature of the context of each area.

2. There should be a study of factors affecting the development of strategic leadership styles in the digital age of school administrators.

3. There should be a study on the development of strategic leadership styles in the digital age of school administrators by studying the Exploratory Factor Analysis (EFA).

4. There should be in-depth research and development on the development of strategic leadership styles in the digital age of school administrators in other dimensions, such as the process of creating understanding between administrators and teachers and personnel within schools, media/supervising tools, technologies and innovations used to develop strategic leadership in the digital era as knowledge gained from valuable developments in the field of strategic leadership development in the digital era.

5. There should be a qualitative research on the model of strategic leadership development in the digital era of educational institute administrators under the Office of Non-Formal and Informal Education Promotion in the Northern Region for educational establishments under other jurisdictions.

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