**A MODEL FOR DEVELOPING DIGITAL-ERA LEADERSHIP**

**OF PRIMARY SCHOOL TEACHERS IN THE NORTHEAST**

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ABSTRACT

The purposes of this research were to 1) examine the components of digital-era leadership of primary school teachers in the Northeast, 2) construct and develop a model of developing digital-era leadership of primary school teachers in the Northeast, and 3) validate the effectiveness of the developed model. This research employed a Research and Development approach which was performed in three phases with seven stages. The samples, obtained through multi-stage random sampling, consisted of 375 teachers from 375 primary schools in the Northeast in the academic year 2021. Additionally, the sampling schools were selected as the unit of analysis, and one teacher as a key informant was drawn from each school. The samples for the development process consisted of 20 primary school teachers from the 5th Basic Education Network Center under Sakon Nakhon Primary Educational Service Area Office 2. The research instruments included 1) structured interview forms for experts examining the components of digital-era leadership of primary school teachers, and 2) a set of questionnaires examining the levels of digital-era leadership of primary school teachers, and 3) teacher behavior assessment forms. Statistics for data collection were percentage, means, and standard deviation. The findings were as follows: The digital-era leadership of primary school teachers consisted of four major components with 16 sub-components and 60 indicators: 1) Instructional knowledge and abilities with seven sub-components and 15 indicators; 2) Digital skills and knowledge with four sub-components and 15 indicators; 3) Digital technology abilities of instruction with two sub-components and 15 indicators; and 4) Literacy in digital technologies with three sub-components and 15 indicators. The model for developing digital-era leadership of primary school teachers in the Northeast included five components: 1) principles, 2) objectives, 3) contents, 4) development processes, 5) instructional media and learning resources, and 6) measurement and evaluation. The assessment results of the effective index of the developed model revealed that the model, as a whole, was suitable at the highest level (X ̅= 4.67). The effectiveness index of the development of digital-era leadership of primary school teachers in the Northeast achieved 70 percent, which was higher than that of before the model implementation.

Keywords: A Development Model, Digital-Era Leadership