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Approaches to Disruptive Leadership Development of School Administrators in Schools under the Nonthaburi Primary Educational Service Area Office 2

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Abstract

This research utilized a mixed methods approach and was conducted in two phases. In the first phase, the study aimed to investigate the degree of success and important state of disruptive leadership of school administrators from the perspective of teachers in the Nonthaburi Primary Educational Service Area Office 2 (NPESAO2). A total of 306 teachers from NPESAO2 schools were selected using multi-stage random sampling based on a statistical determination using Cohen's sample sizes at a significant level of .05. A five-point Likert scale with a reliability of 0.990 and 0.986, respectively, was utilized for phase one. Statistical analyses included mean, standard deviation, and the modified priority needs index (PNI_{modified}) - the second phase aimed to develop a disruptive leadership approach for school administrators within the NPESAO2. Nine participants, including an academic expert in educational management at the directorial level (or equivalent), educational supervisors from the NPESAO2, and school administrators, were selected using purposive sampling. Semi-structured interviews were employed as the research instrument for phase two. The findings revealed that: 1) the degree of success and importance of state requirements for disruptive leadership of school administrators in schools under the NPESAO2 were at high and highest levels, respectively. The most crucial priority needs were strategic management, digital leadership, creative thinking, and lifelong learning. 2) The approach for developing disruptive leadership among school administrators under the NPESAO2 is the CLUDS model, which includes Creative Thinking, Lifelong Learning, Understanding, Digital Technology in Education, and Strong Teamwork.

Keywords: Disruptive Leadership, School Administrator, CLUDS Model

Introduction

The current global situation, characterized by rapid and volatile changes, is described by the VUCA concept, which analyzes complex and uncertain circumstances. However, as the world faced the COVID-19 pandemic and various subsequent issues, such as economic, social, and technological impacts, the VUCA framework became insufficient to explain global conditions fully. As a result, a new concept called BANI, introduced by American futurist and behavioral scientist Jamais Cascio, has been adopted. This framework suggests that many aspects of the world are fragile and can easily collapse, causing widespread effects globally and impacting individuals of all ages. This reflects the generational gap resulting from using pre-existing belief systems, known as pre-perception, to judge or perceive the current world.

Education is another sector significantly impacted by the current situation, much like other fields. However, the effects on education have been particularly severe and widespread, especially given the generation gap among school administrators, teachers, and students, which results in differing understandings and needs. The influence on education is profound in the context of the BANI situation. Although big data is used to assist in educational management, 'data overload is still challenging'. This occurs because various educational policy agencies produce inconsistent data that cannot be effectively utilized. School administrators involved in modernization should possess both knowledge and skills that their refined experiences with fresh ideas and insights from younger generations. This approach helps bridge the generation gap with a flexible mindset, often called a growth mindset. Believing in people's potential can enhance cognitive effectiveness, emphasizing the crucial role school administrators play in the success of educational institutions. Their responsibilities include planning, implementing, evaluating, and improving various educational activities to achieve institutional goals. Therefore, school administrators must be knowledgeable and capable ([Nuankaew & Chindarak, 2024](#)). Disruptive leadership has garnered significant attention from various stakeholders due to rising educational expectations and economic and social demands. There is an increasing need for individuals with specialized skills and capabilities compared to earlier years. Addressing students' needs poses a challenge that school administrators must tackle by encouraging collaboration among teachers and staff as change agents. This strategy will help organizations adapt to societal changes and effectively enhance quality.

The Nonthaburi Primary Educational Service Area Office 2 (NPESAO2) operates under the Office of the Basic Education Commission within the Ministry of Education. It follows the policies set by the Ministry and aims to address national development strategies, particularly in response to the changing landscape of education. Rapid economic and social growth has led to educational disparities. As a result, some educational institutions still face challenges in developing management

models that can adapt to the flexibility needed in today's and tomorrow's environments. Therefore, school administrators must enhance their leadership skills in disruptive leadership to effectively navigate the changes brought about by future disruptions in education.

The researcher is focused on fostering disruptive leadership among school administrators, who play a crucial role in driving educational change. These leaders need to understand and prepare for future developments in education. Possessing innovative skills and the ability to develop new educational management models is a vital competency that contemporary school leaders must have. Therefore, it is important to study existing conditions to identify factors that contribute to the success of school administrators in implementing disruptive leadership within the NPESAO2 framework. This research aims to outline the expectations for disruptive leadership of school administrators and explore ways to enhance it among them. The researcher believes that the findings will offer a framework for cultivating disruptive leadership in school administrators, enabling them to keep pace with changes in an era of disruption. This knowledge can be applied to manage educational institutions effectively and maximize their efficiency concerning their specific contexts.

Conceptual Framework

This research employed a mixed methods approach to investigate the disruptive leadership of school administrator (quantitative research), documentary research, and interviewing nine experts for approaches to disruptive leadership development of school administrators in schools under the NPESAO2 (qualitative research). Phase one aimed to develop a disruptive leadership framework for school administrators within the NPESAO2 by examining relevant documents and studies conducted by various researchers on disruptive leadership (e.g., [Kennedy \(2023\)](#), [Promsri \(2019\)](#), [Kao \(2018\)](#), [Carney \(2018\)](#), [Billington \(2017\)](#), [Warren \(2013\)](#), [Suebsai and Sod-ium \(2023\)](#), [Wacharadhorntrumrong and Sirithadakunlaphat \(2023\)](#), [Yutthasaen and Kanjug \(2023\)](#), [Nangsekun et al. \(2022\)](#)). The researcher applied five criteria to identify the highest frequency components to a conceptual framework: 1) Strategic

Management, 2) Networking, 3) Digital Leadership, 4) Creating Thinking, and 5) Lifelong Learning, as Illustrated. Phase two involved conducting documentary research using official documents as information sources (e.g., [Kaewprom et al. \(2024\)](#), [Yutthasaen and Kanjug \(2023\)](#), [Kerd-int et al. \(2023\)](#) and [Wechayaluck \(2023\)](#)) to create a structured interview framework focused on leadership development, and engaging nine distinguished expert stakeholders in series of interviews. This collaboration approach aims to gather valuable insights and expertise to enhance understanding and practices in leadership development, as illustrated in Figure 1.

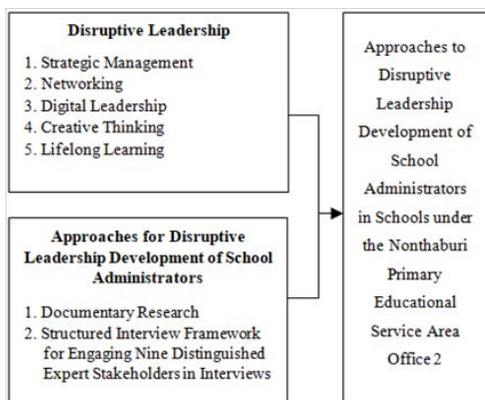


Figure 1 Overview of the Research Conceptual Framework

Research Objectives

This research aimed to examine the success levels, the significance of states, and the modified priority needs index (PNI_{modified}) of disruptive leadership among school administrators and develop a disruptive leadership approach for them within the NPESAO2.

Research Methodology

The study was separated into two phases as outlined.

Phase One: Focus on Quantitative Research

Population and Sample

The research population consists of 1,551 teachers in the NPESAO2 for the academic year 2024.

The study included a sample size of 306 teachers. The sample was determined based on Cohen's

sample size recommendations ([Cohen et al., 2018](#)) at a significant level of .05. The sampling process began with multi-stage random sampling. First, stratified random sampling was employed to categorize the teachers into four educational quality network groups at the district offices, specifically from the NPESAO2 districts: Sai Noi, Bang Bua Thong, Bang Yai, and Pakkret. Next, stratified random sampling was used to select four schools of each size category (small, medium, and large). Finally, simple random sampling was conducted to select teachers from the NPESAO2 to participate in this research.

Research Tools

A questionnaire was designed to gather teachers' perspectives on the levels of disruptive leadership exhibited by school administrators under the NPESAO2 frameworks. The aim is to study the degree of success, the important state, and the essential needs related to disruptive leadership in this context. The questionnaire utilizes a five-point Likert scale ([Likert, 1974](#)) comprising 45 items. The Item Objective Congruence (IOC) index ranges from 0.8 to 1.0 ([Rovinelli & Hambleton, 1977](#)). The reliability score for the critical state is 0.990, and for the importance states, it is 0.986, indicating a high-reliability level ([Tavakol & Dennick, 2011](#)).

Data Collection

The online questionnaires were distributed to the directors of NPESAO2 through the Faculty of Education at Ramkhamhaeng University to gather information from government teachers under NPESAO2. The response rate was 100 percent.

Data Analysis

General information about the sample was analyzed using frequency and percentage. The disruptive leadership styles of school administrators were evaluated through mean, standard deviation, and the modified Priority Needs Index (PNI_{modified}) ([Wongwanit \(2019\)](#)). Compare the differences between the means of the degree of success and the important stages, as presented in Equation 1.

$$PNI_{\text{modified}} = (I - D)/D$$

Where I = the mean of the Degree of Success
D = the mean of the Important Stages

Phase Two: Focus on Qualitative Research

Sample

Nine individuals were selected using purposive sampling, including three educational administrators at the director level or equivalent, two educational supervisors under the NPESAO2, one educational scholar, and three school administrators.

Research Tools

The research tool employed in this study was a structured interview derived from comprehensive documentary research, including works by [Kaewprom et al. \(2024\)](#), [Yutthasaen and Kanjug \(2023\)](#), [Kerd-int et al. \(2023\)](#), and [Wechayaluck \(2023\)](#). Furthermore, the study involved engaging nine distinguished expert stakeholders through interviews to explore disruptive leadership development among school administrators in schools under the NPESAO2 framework.

Data Collection

Participants will be invited to schedule interview appointments with precise specifications regarding the date, time, and location. The researcher will introduce themselves, explain the purpose of the interview, inform participants about its duration, ask them to complete a consent form, and seek permission for photography, videos, and audio recordings.

Data Analysis

The data collected from interviews with target experts will be analyzed using content analysis. The information will be organized by category and frequency distribution. The top five categories with the highest frequency will form a framework for developing disruptive leadership among school administrators under the NPESAO2 initiative.

Table 1 Degree of Success, the Importance States, and the Modified Priority Needs Index (PNI_{modified}) of Disruptive Leadership among School Administrators under the NPESAO2

| Disruptive Leadership | Degree of Success (D) | | | Importance States (I) | | | PNI _{modified} | Rank |
|-----------------------|-----------------------|------|-------|-----------------------|------|---------|-------------------------|------|
| | \bar{x} | S.D. | Level | \bar{x} | S.D. | Level | | |
| Networking | 3.87 | 0.79 | High | 4.64 | 0.54 | Highest | 0.1990 | 4 |
| Lifelong Learning | 3.88 | 0.77 | High | 4.64 | 0.53 | Highest | 0.1959 | 5 |
| Strategic Management | 3.85 | 0.79 | High | 4.65 | 0.49 | Highest | 0.2078 | 1 |
| Digital Leadership | 3.85 | 0.82 | High | 4.64 | 0.53 | Highest | 0.2052 | 2 |
| Creative Thinking | 3.87 | 0.78 | High | 4.66 | 0.53 | Highest | 0.2041 | 3 |
| Total | 3.86 | 0.76 | High | 4.65 | 0.50 | Highest | 0.2047 | |

Findings

Phase One: Examining the impact of disruptive leadership on teachers' perspectives in the NPESAO2

Table 1 outlines the degree of success, the important states, and the modified Priority Needs Index (PNI_{modified}) for disruptive leadership among school administrators under the NPESAO2 framework:

The overall degree of success was rated high. When evaluated by individual aspects, all received high ratings. Lifelong learning received the highest average rating, followed by creative thinking, networking, strategic management, and digital leadership, in that order.

The overall importance of the states was related at the highest level. Upon examining each aspect, all were rated at this top level. Creative thinking had the highest average rating, followed by strategic management, digital leadership, lifelong learning, and networking.

The modified Priority Needs Index (PNI_{modified}) for disruptive leadership among school administrators under the NPESAO2 is 0.2047. When analyzed by aspect, the highest index of essential needs is found in strategic management, followed by digital leadership, creative thinking, networking, and lifelong learning, in that order.

Phase Two: Developing disruptive leadership among school administrators under the NPESAO2

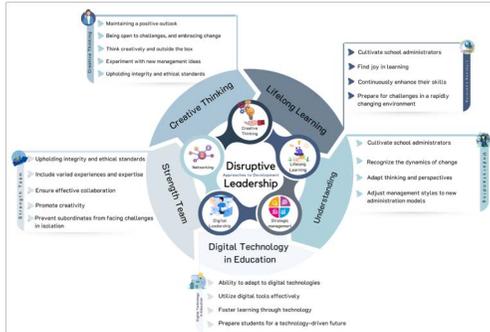


Figure 2 The CLUDS Model of Disruptive Leadership Approach Among School Administrators

The approaches to developing disruptive leadership among school administrators under the NPESAO2 framework involve five key components: creative thinking, lifelong learning, understanding, digital technology in education, and strong teamwork, collectively known as the CLUDS model.

Creative Thinking: This component emphasizes maintaining a positive outlook, being open to challenges, and embracing change. It involves thinking outside the box and experimenting with new management ideas while upholding integrity and ethical standards.

Lifelong Learning: This element focused on cultivating school administrators who take joy in learning and continuously enhance their skills to prepare for the challenges of a rapidly changing environment.

Understanding: School administrators need to grasp their schools' context, recognize the dynamics of change, and adapt their thinking, perspectives, and management styles to new administration models.

Digital Technology in Education: This refers to school administrators' ability to adapt to and utilize digital technologies effectively, fostering learning and preparing students for a future increasingly centered around technology.

Strength Team: This component highlights the importance of building a diverse team with varied experiences and expertise to ensure effective collaboration. This approach promotes creativity and helps prevent subordinates from facing challenges in isolation.

Discussion Disruptive Leadership of School Administrators under NPESAO2

Teachers within the NPESAO2 reported that the degree of success and importance of state requirements for disruptive leadership among school administrators were rated as high and the highest, respectively. The priority needs identified were strategic management, digital leadership, creative thinking, networking, and lifelong learning. The following sections will detail each aspect of disruptive leadership for school administrators under NPESAO2.

Strategic Management has revealed that the degree of success among organizations is generally high, while the importance of strategic planning is at the highest level. The Modified Priority Needs index (PNI_{modified}) for this area is 0.2078, indicating that effective strategic planning is fundamental to the success of any organization. When school administrators have a solid understanding of their field and are aware of their institution's context - including its strengths, weaknesses, opportunities, and threats - they can facilitate effective communication through SWOT analysis. This process enables collaborative goal setting with their teams, encouraging participation and empowering individuals to share their opinions. Consequently, all parties involved can establish and accept a shared direction for action. Additionally, a comprehensive understanding of staff dynamics allows school administrators to assign tasks that align with individual capabilities. This not only improves work efficiency but also reduces stress and pressure. The role of a good advisor and leader is crucial in navigating challenges. This effective management strategy aligns well with the educational context and receives support from all stakeholders, leading to enhanced collaboration through shared goals. Research conducted by [Suebsai and Sod-ium \(2023\)](#) on disruptive leadership characteristics among school administrators within the Loei Primary Educational Service Area Office 1 found that strategic management ranks are the most critical. Administrators must embody three essential elements: a commitment to learning, strong leadership qualities, and a strategic vision. This aligns with [Dubrin \(2015\)](#) assertion that strategic

management is vital for determining direction and inspiring organizational creativity and sustainability.

Digital Leadership indicates that the degree of success rates is generally high, while the importance states are at the highest level. The modified Priority Needs Index (PNI_{modified}) for digital leadership is 0.2052. This suggests that while the world is transitioning into a digital society, many work processes still adhere to traditional, documentation-focused methods. The responsibility for change now largely rests on school administrators. To effectively adapt to the new digital era, they must transform their roles from directive management to leadership. This involves effectively leveraging technology within their organizations to reduce workloads and enhance opportunities and success rates. These leaders emphasize the importance of new information, particularly in technology, by fostering the development of knowledge, skills, and technology use among their subordinates. They also create opportunities for team members to demonstrate their potential and encourage growth, motivating effective organizational development. Supporting this, [Wacharadhorntrumrong and Sirithadakunlaphat \(2023\)](#) found that digital leadership among school administrators in the Eastern Special Development Zone is high level. Similarly, the researcher argues that administrators must allocate appropriate resources as digital technology evolves rapidly. Incorporating such technology in schools allows for greater flexibility and adaptation in work processes.

Creative Thinking has been found to correlate highly with success, while the importance of this mindset is at its highest level. The modified Priority Needs Index (PNI_{modified}) for this area is 0.2041. The figure reflects workplaces that cultivate a creative atmosphere and enhance job satisfaction. When school administrators show openness to creative ideas and innovations from their staff - by valuing unique concepts and accepting beneficial proposals for the organization - they improve their and their subordinates' abilities to think innovatively and creatively. This aligns with [Wacharadhorntrumrong & Sirithadakunlaphat \(2023\)](#), who studied disruptive leadership among school administrators in the Eastern Special Development Zone and discovered that creative thinking ranked second in average

scores. Furthermore, this is consistent with [Li \(2019\)](#) assertion that influential leaders exhibit creativity, persistence, and adaptability to changing circumstances. They are committed to their goals and believe in finding better ways to accomplish tasks. Such leaders view challenges as opportunities for learning and remain open to diverse opinions, which helps to stimulate new ideas and perspectives.

Networking has shown that the level of success is generally high, while the most critical factors are identified as crucial. The modified Priority Needs Index (PNI_{modified}) for this area is 0.1990. This indicates that education is viewed as a means to enhance quality of life, allowing everyone to participate in development. If school administrators can create an organization that promotes knowledge exchange internally and externally, they will be effective role models for collaboration. This approach helps build a strong network that bridges gaps among organizational members and reduces feelings of isolation among employees. A robust internal network can be established by fostering positive relationships between school administrators and subordinates and effectively utilizing human resources by forming diverse working teams. This aligns with [Yutthasaen and Kanjug \(2023\)](#), who explored leadership development models among Khon Kaen Primary Educational Service Area Office 4 school administrators, identifying the most significant indicators. It also resonates with [Brown \(2019\)](#) concept, which emphasizes that building networks or professional learning communities in educational institutions is beneficial when school administrators take the initiative and provide strong leadership to set the direction for implementation.

Lifelong learning has been recognized as highly effective, particularly in the most critical areas. The modified Priority Needs Index (PNI_{modified}) for this domain stands at 0.1959, highlighting that in an era of rapid technological, economic, and social change, lifelong learning has emerged as a vital concept in school administration. When school administrators exemplify continuous skill development, they enhance their knowledge and skills and inspire and motivate their subordinates to improve. The competencies of school administrators reflect their ability to adapt and manage change effectively. This

aligns with the findings of [Nangsekun et al. \(2022\)](#), which identified lifelong learning as a significant component in the development of disruptive leadership indicators among school administrators under the Office of Basic Education Commission, achieving a standard score of 0.929. Furthermore, [Steenkamp \(2021\)](#) emphasizes that for individuals to engage in lifelong learning, they must be provided with opportunities and support for skill development, whether in work settings or through experiences outside the classroom.

Approaches to Disruptive Leadership Development of School Administrators under the NPESAO2

The development of disruptive leadership among school administrators within the framework of the NPESAO2 is centered around the CLUDS model, which encompasses Creative Thinking, Lifelong Learning, Understanding, Digital Technology, and Strong Teamwork.

Creative Thinking. School administrators must cultivate a cheerful disposition toward change, demonstrating a willingness to think divergently and explore innovative management practices creatively and ethically. Administrators should embrace diverse perspectives and maintain flexibility in their strategic plans, creating an environment where educators and staff can propose and experiment with novel ideas without fear of retribution. Fostering a climate characterized by happiness and relaxation is essential to encourage uninhibited creative thought.

Lifelong learning. School administrators must exemplify a commitment to continuous learning and skill enhancement in response to the rapid changes inherent in educational contexts. They are tasked with comprehensively understanding their responsibilities and functioning as influential advisors and adaptable planners. Administrators must support the professional development of their subordinates, framing failures as valuable learning opportunities. This entails reflective practice, progress evaluation, and the identification of avenues for growth.

Understanding. School administrators must deeply comprehend the institutional context and the dynamics of change. They should be receptive to revising their mindsets, perspectives, and management approaches in light of evolving

circumstances. Understanding the strengths, weaknesses, opportunities, and challenges their institutions face is vital, along with recognizing the diverse needs of all stakeholders. Facilitating a collaborative atmosphere where subordinates can propose new ideas while carefully assessing individual capabilities prior to task assignment is central to effective management.

Digital Technology. School administrators must advocate for integrating digital technology within educational settings, promoting enhanced learning experiences, and preparing for a technology-driven future. This includes mastering the utilization of digital tools to alleviate workloads and improve efficiency. Encouraging subordinates to develop their digital competencies continuously is essential for operational efficiency and ensuring that support and resources for technology procurement are readily available.

Strength Team. School administrators must establish diverse teams characterized by varying experiences and expertise, crucial for enhancing efficiency and fostering creativity. School administrators should support their subordinates in facing challenges through collaborative teamwork. Cultivating trust and embracing team differences can mitigate workplace stress, while active listening to diverse opinions contributes to a positive communication environment. This collaborative problem-solving approach should emphasize collective resolution rather than assigning blame.

Adopting a practical approach to leadership development for school administrators is essential in today's rapidly evolving educational landscape. The CLUDS model is a guiding framework emphasizing the importance of creative thinking, lifelong learning, understanding, digital technology in education, and strength team. It is considered an essential role for educational institution administrators challenged in self-development. To effectively lead through rapid change and the uncertainties that executives face. School leaders must cultivate a deep understanding of their environment. This includes establishing visions and strategies that foster development in response to challenges impacting educational institutions. In particular, school leaders need to be attuned to the needs of individuals within a modern global society,

especially given the fragility caused by change. The impact of these changes can affect mental well-being, as seen in the BANI framework, which school administrators cannot afford to overlook. This aligns with [Abeysseker \(2023\)](#), who noted that ‘VUCA’ and ‘BANI’ are conceptual frameworks that help explain and understand the rapidly changing and uncertain nature of the modern world. These concepts shed light on contemporary society’s challenges & unique characteristics, resonating with [Murgatroyd \(2024\)](#), who stated that society has become more complex, made by increased cultural diversity and divisions. Everyone finds themselves at a point of confrontation with the effects of a VUCA and BANI world.

This model aligns with the work of [Yutthasaen and Kanjug \(2023\)](#), which underscores the significance of transformational leadership in education, particularly concerning lifelong learning, collaboration, the application of digital technology, adaptability, and empowerment. Furthermore, it resonates with findings from [Nangsekun et al. \(2022\)](#) highlighting the importance of courage, digital leadership, creativity, and networking. Additionally, the perspectives of [Kao \(2018\)](#) & [Promsri \(2019\)](#) reinforce the necessity of attributes essential for adeptly navigating change in the digital era, including lifelong learning, acceptance, risk management, and strategic innovation.

Implication of the Study

The findings from the investigation into Strategic Management underscore the critical role of disruptive leadership among school administrators within the NPESAO2. The calculated Priority Needs Index (PNI_{modified}) of 0.2078 signifies a substantial priority for addressing this need. School administrators must articulate a vision that adapts to evolving conditions and capitalizes on emergent opportunities. Furthermore, it is essential for them to actively listen to feedback from their subordinates actively, thus fostering a sense of inclusion in the formulation of long-term objectives. Effective management of resources - including budgetary allocations, personnel deployment, and temporal resources - is paramount to optimizing benefits for the educational institution. Consequently, school leaders should adopt a strategic mindset.

In the context of Lifelong Learning, the study’s findings reveal that the current success levels and the perceived importance of disruptive leadership among school administrators under NPESAO2 yield a Priority Needs Index (PNI_{modified}) of 0.1959, indicating a relatively lower level of necessity for further development in this area. This observation suggests a pressing need for school administrators to emphasize self-development and consistently exemplify positive leadership qualities. Such a commitment to lifelong learning cultivates trust and confidence within their respective teams. Moreover, these leaders must foster an environment that encourages skill development among their subordinates, providing both motivation and guidance to instill a sense of security. Promoting self-assessment, embracing failures as learning opportunities, and remaining open to continual improvement are essential components of a practical leadership approach.

To cultivate disruptive leadership among school administrators, the NPESAO2 should consider implementing targeted strategies that include establishing a training curriculum before their appointment in administrative roles. Such an innovative leadership paradigm is vital in this era of rapid change, as it empowers administrators to reflect critically on their practices and actively pursue avenues for self-enhancement. Augmenting their knowledge and competencies across diverse areas - particularly in digital technology - will facilitate a more creative management framework and enhance collaborative endeavors to achieve the institution’s overarching goals.

Suggestions for Future Research

Testing strategies to develop disruptive leadership among school administrators is essential to evaluate their effectiveness. The assessment results should be utilized to refine and enhance the development approach for disruptive leadership within the NPESAO2, making it more comprehensive and practical.

Additionally, studies on disruptive leadership among school administrators in diverse educational authorities - such as those under the Bangkok Metropolitan Administration, the Department

of Local Administration, and the Office of the Commission for Private Education Promotion - should be conducted. This research would seek to improve the effectiveness of disruptive leadership development for school administrators across various contexts.

A study of leadership in the replacement by regional school administrators should be conducted. The study should compare leadership in the era of modernization in educational institutions with different contexts and use the CLUDS model to further develop leadership in the era of modernization among school administrators at the regional level.

Conclusion

From the perspectives of teachers within the NPESAO2, school administrators exhibit disruptive leadership at the highest and lowest levels, respectively. The most critical priorities include strategic management, digital leadership, creative thinking, and lifelong learning. These elements empower educators to develop effective solutions and foster an environment where subordinates can grow and collectively achieve their goals.

The CLUDS model is a framework for developing disruptive leadership among school administrators under NPESAO2. It emphasizes creative thinking, lifelong learning, comprehension of digital technology, and strong teamwork. This model is essential for school administrators to enhance their skills and cultivate the necessary capabilities in their subordinates, ultimately leading to more effective educational institutions.

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