Original Article

The Relationship of Executive's Leadership Skills in 21st Century towards Staff's Work Performance in Thailand

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Abstract: This study investigates the 21st century leadership skills of executives and their relation to the work performance of staff. A sample of 30 staff members was selected using simple random sampling, and two questionnaires were used to collect data on leadership skills and work performance. The reliability of the questionnaires was established at 0.87 and 0.89, respectively. The statistical method used for data analysis included descriptive statistics, such as mean and standard deviation, and Pearson's correlation. The findings revealed that the 21st century leadership skills of executives were overall at a high level, with the highest average scores obtained in the planning and directing skills and creativity, followed by communication, technology, and information. However, decision-making and problem-solving skills and team building skills received the lowest average scores. On the other hand, the development of work performance of staff was also overall at a high level, with the highest average score obtained in the performance aspect, and the lowest average score in the relationship with the community. Furthermore, the results indicated a positive moderate-level correlation between the 21st century leadership skills of executives and the development of work performance of staff at a statistically significant level of 1 percent.

Keywords: leadership skills; work performance, Thailand context.

1. Introduction

In the current era, the global society has entered the digital age, which has led to integrating data and technology in various aspects of daily life, making it easier to access information and communicate with others (Dabbagh & Kitsantas, 2012). Education has been greatly impacted by this development, as information technology and communication have been utilized to create diverse and convenient learning opportunities (Cavanaugh, 2013). Online language teaching, learning applications, and online learning programs are opportunities that have made education accessible to those who cannot attend traditional schools (García-Peñalvo et al., 2018). In addition, the online society requires individuals to possess collaboration skills in different fields of work, as well as learning and communication skills (Seitamaa-Hakkarainen et al., 2000). Consequently, education and work have become characterized as a

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network system that requires the ability to communicate and work together over long distances (McGreal, 2019). Social skills, such as creative learning skills, problem-solving skills, and teamwork skills, are being developed to use the tools and skills available in this era efficiently and with maximum value in leading a life in the current and future global society (McLuhan, 2013). Leadership skills are crucial for managers in the 21st century, as organizational management faces rapidly changing and increasingly complex situations (Cascio & Aguinis, 2008). Good leadership skills will help managers lead their organization efficiently through various situations and create a clear vision and strategy that stakeholders can understand and aim for (Northouse, 2021).

In the 21st century, effective leadership requires specific skills and traits. According to Cheng et al. (2018), analytical and rational thinking is crucial for managers to accurately analyze situations related to their organization and make appropriate decisions to achieve good results. Moreover, managers should possess the ability to create a clear and accepted vision and strategy for stakeholders to help create motivation within the organization (Cheng et al., 2018). Leadership traits are a complex and multifaceted process that varies depending on context and environmental factors (Pavlik, 2013). defines leadership traits as a social interaction process in which leaders can influence the behavior of followers, motivate members of the organization to achieve goals, maintain cooperative relationships, and work together as a team. To be effective, leaders must have various skills and specific characteristics, such as communication, problem analysis, and teamwork.

In Thailand, leadership is often defined as a quality of those who are able to create and manage efficient and productive teams (Limsila & Ogunlana, 2008). The characteristics of a good leader include responsibility, communication, leadership, analytical skills, and innovation. A leader must be responsible for managing the team and achieving the goals set forth, possess good communication skills to convey meaning and ideas to team members and other stakeholders, inspire confidence and motivation in team members, have the ability to analyze and evaluate performance to identify problems and develop strategies for improvement, and have the ability to create and develop new ideas (Limsila & Ogunlana, 2008). In the modern realm of the educational industry, effective leadership emerges as a pivotal factor influencing the triumph of organizations. Nonetheless, the precise leadership proficiencies indispensable for executives to guide their teams towards heightened work performance remain an area warranting exploration. This study endeavors to plunge into the intricate interplay connecting executive leadership skills and their subsequent repercussions on the operational effectiveness of their staff.

The prime focus of this inquiry revolves around executives entrenched within the educational industry sector. These leaders occupy central roles within organizations, sculpting strategies, nurturing collaborative synergy, and navigating their teams towards the attainment of overarching objectives. Within an educational landscape marked by swift metamorphosis and abundant prospects, comprehending the leadership capabilities that propel superior staff performance becomes progressively paramount. In the current digital era characterized by evolving trends, the dynamics of leadership have undergone a profound reconfiguration, demanding an up-to-the-minute array of proficiencies from executives. This investigation aspires to meet the call for lucidity regarding the precise leadership attributes that yield optimal results within this context. By bridging the chasm that often separates theoretical knowledge from tangible insights, this research has the potential to furnish actionable revelations for organizations aspiring to elevate their leadership approaches. Consequently, it can cultivate a milieu of enhanced work performance and sustainable advancement. Thus, the current study seeks to investigate the 21st century leadership skills of executives and their relation to the work performance of staff.

2. Literature Review

Previous research on leadership has explored various dimensions of leadership styles, skills, and their impact on organizational outcomes. Scholars have highlighted the evolving nature of leadership in the 21st century, emphasizing the need for executives to possess specific skills that align with the demands of the modern business landscape.

2.1. Leadership Theory and Skills

Scholars like Bass & Avolio (1993) have extensively studied transformational leadership, emphasizing the significance of leaders' ability to inspire and motivate their teams toward higher levels of performance. This theory underscores the importance of visionary thinking and charisma as key components of effective leadership. Furthermore, the concept of emotional intelligence, as proposed by Goleman (2017), has gained prominence in the realm of leadership. Emotional intelligence encompasses self-awareness, self-regulation,

motivation, empathy, and social skills. Research has shown that leaders with high emotional intelligence are better equipped to build strong interpersonal relationships and guide their teams through challenges.

2.2. Technology and Communication

In the era of digital transformation, leadership skills have extended to incorporate effective technology utilization and communication strategies. With the rise of virtual teams and remote work, leaders are required to navigate the complexities of cross-cultural communication, conflict resolution, and collaboration through digital platforms (Cascio & Aguinis, 2008). The ability to harness technology for efficient communication and knowledge sharing has become a hallmark of contemporary leadership.

2.3. Impact on Work Performance

Numerous studies have explored the correlation between leadership skills and employee performance. For instance, Avolio & Gardner (2005) demonstrated that transformational leadership positively influences employee motivation, job satisfaction, and commitment. Leaders who exhibit strong communication skills, empathy, and the ability to foster a shared vision tend to foster a culture of high performance. However, there remains a gap in the literature regarding the specific leadership skills that drive exceptional staff performance in the context of educational industry. This research aims to address this gap by examining the 21st-century leadership skills possessed by executives in educational industry and their direct influence on the work performance of their staff. In light of the evolving leadership landscape, this research aims to contribute to the existing body of knowledge by investigating the relationship between 21st-century leadership skills and staff work performance within the educational industry sector. By building upon the foundations laid by previous research, this study seeks to provide actionable insights for organizations striving to optimize their leadership strategies and enhance overall organizational performance.

2.4. Previous Studies

This study seeks to explore the intricate nexus between leadership skills exhibited by executives in the contemporary era and their potential impact on the work performance of staff in Thailand. In this endeavor, the study delves into the realm of leadership dynamics in the 21st century, elucidating the role of leadership skills in shaping and influencing the performance of staff members within the unique context of Thailand's organizational landscape. To contextualize this research, it is imperative to consider the insights gleaned from related studies in the academic domain. "Development of Excellent Leadership Indicators of Administrators in Private Schools in Northeastern Thailand" by Sintupun et al., (2021) contributes to the discourse by presenting a framework for evaluating and identifying excellent leadership indicators among administrators in private schools. While the specific focus is on the educational sector, the underlying themes of leadership and indicators resonate with the present study's examination of executive leadership skills and their effects on staff performance.

Another pertinent source is "Leadership in 21st Century Organizations and Disruptive Covid19: The Case of Educational Leadership in Higher Education Thailand" by Joungtrakul et al. (2021). This paper delves into the implications of leadership within the context of the disruptive COVID-19 pandemic, particularly in the realm of educational leadership in higher education in Thailand. While the immediate focus differs, the exploration of leadership challenges and dynamics resonates with the current research's endeavor to understand the relationship between leadership skills and staff performance. In the realm of hospitality management, Guchait et al. (2023) "21st century leadership research in hospitality management: A state-of-the-art systematic literature review" presents a comprehensive synthesis of leadership research in the hospitality domain. Although the focus is on a different industry, the systematic review of contemporary leadership research aligns with the current study's intention to delve into leadership skills' relevance within the modern organizational landscape.

Finally, Errida & Lotfi (2021) determine the organizational change management success: Literature review and case study underscores the criticality of effective organizational change management. While the immediate subject differs, the study's emphasis on determinants of success and the review of relevant literature underscores the importance of exploring factors that impact organizational outcomes – an endeavor akin to the examination of executive leadership skills and their influence on staff work performance in the current research. Collectively, these related studies contribute to a broader understanding of leadership dynamics, their implications on various facets of organizations, and the evolving paradigms of leadership in the 21st century. The synthesis of insights from these studies enhances the contextual richness

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and depth of the present research, facilitating a comprehensive exploration of the interplay between executive leadership skills and staff work performance in the unique context of Thailand.

3. Materials and Methods

Embedded within the heart of the research process lies a meticulously designed sequence of steps, serving as the cornerstone for researchers in their pursuit of comprehensive insights. In this study, the methodology gracefully unfolds, revealing a succession of distinct phases that collectively guide the research endeavor. The scope of this research finds its roots within the dynamic landscape of organizations and commercial entities nestled in the geographical expanse of Thailand. Methodically drawing upon the principles of simple random sampling, a precise cohort of 30 staff members emerges, purposefully chosen to be partakers in this scholarly exploration. At the crux of the data collection process are two distinct questionnaires, meticulously shaped to carve out pathways toward profound insights. The harmonious interplay of these instruments casts light upon both the intricate nuances of leadership skills and the intricate tapestry of work performance. The orchestration of the research tools takes center stage, a symphony of sequential stages resonating with precision. The journey commences by delving into the vast expanse of pertinent literature, scholarly tomes, and the accumulated wisdom of existing research. This bibliophilic odyssey yields a rich tapestry of knowledge, becoming a guiding beacon to delineate variables and shape the very essence of closed-ended inquiries.

3.1. Structural Crafting

The architectural blueprint of the research tools is meticulously sketched, an artful endeavor harmonizing with the study's intrinsic objectives. This creative endeavor culminates in a twofold composition:

- Part 2.1: An assemblage of thoughtfully chosen closed-ended questions is woven into the fabric of a structured checklist format, each element tailored with finesse.
- Part 2.2: A masterful integration of a 5-point Likert rating scale offers participants a spectrum of expression, a continuum enabling them to articulate their responses with nuance and subtlety.

3.2. Content Validity Assessment

The torchbearer of rigor shines upon content validity assessment. The meticulously crafted materials are entrusted into the hands of expert evaluators, scholars endowed with the discerning lens of experience. In their judicious evaluation, these experts ensure that the content embraces the fulcrum of the research objectives, standing as a faithful representation of the study's intent. A triumvirate of seasoned evaluators spearheads this evaluation, ensuring the content's coherence and integrity. A symphony of feedback is orchestrated, fostering iterative refinement to ensure surgical precision and contextual relevance. The Index of Congruence (IOC) formula is enlisted as a sentinel of content consistency, adding a quantitative layer to this qualitative evaluation.

3.3. Reliability Assessment

The foundational tenet of reliability ascends to prominence through the rigor of the Cronbach's Alpha Coefficient formula. This statistical beacon assesses the research tools' internal consistency, fortifying the scholarly edifice. The fruits of this assessment, bearing the imprints of meticulous scrutiny, manifest as reliability coefficients of 0.87 and 0.89 for the respective research tools.

3.4. Data Collection

The researcher embarked on the data collection phase, adopting a structured approach. This involved the distribution of 30 survey copies to the designated sample group. Within the temporal boundaries of 2022, participants from the sample group responded to the surveys and retrieved their own copies from the researcher. The outcome was the retrieval of all 30 copies, accounting for a comprehensive 100% response rate. This sample group, though compact, stands as a microcosmic representation of the larger population under the researcher's purview. It served as a pivotal source of data, offering insights to enable the researcher to extrapolate conclusions and make informed inferences about the entire population. Participants within this sample group were tasked with completing the survey, utilizing the provided

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questions as a framework. Once the responses were amassed, the researcher retrieved the completed surveys from the sample group, culminating the data collection process.

3.5. Data Analysis

Subsequently, the data analysis phase was set in motion. The researcher initiated this stage by meticulously scrutinizing the collected data for completeness and accuracy, ensuring the integrity of the dataset. Leveraging a pre-existing program tailored for this purpose, the researcher embarked on an analytical journey. This process encompassed multifaceted calculations, including frequency tabulations, percentage distributions, determination of means, and computation of standard deviations. Each of these analytical steps played a distinct role in gleaning insights from the dataset, adding depth to the interpretation of the collected information. The objective was to extract meaningful patterns and trends, translating raw data into actionable insights that could fuel the subsequent stages of the research endeavor.

3.6 Statistics Unveiled: A Framework for Insightful Analysis

Statistics emerges as an indispensable instrument, imbued with the prowess to unravel intricacies within datasets and to scrutinize hypotheses in research endeavors. The crux of its utility lies in its adeptness at handling data that encapsulates the essence of phenomena or subjects of interest. Consequently, within this research, statistics metamorphose into a compelling arsenal, designed to yield insights and substantiate hypotheses. This analytical voyage entails traversing a landscape enriched with engaging statistical techniques:

3.6.1. Basic Statistics

At the foundational tier, basic statistics flourish, weaving a tapestry of understanding from raw data.
- *Frequency* - Frequency, akin to an empirical census, captures the number of instances a specific data value graces a dataset. This tally of occurrences dons the title of 'frequency,' encapsulating the essence of data distribution.
- *Percentage* - Percentage, a ratio of frequency to the entire dataset, extends a vivid depiction of the proportional presence of a data value. Computed by magnifying the frequency by 100% and subsequently dividing it by the total dataset size, it affords insights into the data's composition.
- *Mean (X)* - Embarking on the quest for central tendency, the mean unfurls. This numerical lodestar embodies the essence of a dataset by surfacing as the sum of data values divided by the total count, forging an equilibrium point of reference.
- *Standard Deviation (S.D.)* - Standard deviation, a guardian of dispersion, gauges the divergence of data values from the mean. It materializes through the alchemy of computing the mean of squared deviations, which are then aggregated, divided by the total count, and ultimately rooted to unveil the standard deviation's magnitude.

3.6.2. Assessing Research Tool Quality

In the realm of research tool evaluation, statistics unfurl as discerning judges, with reliability and validity reigning as the primordial contenders.

3.6.3. Reliability

Reliability emerges as the yardstick of constancy, probing the measuring tool's consistency across analogous scenarios. Multiple avenues lead to gauging reliability, each delineating the instrument's trustworthiness.

3.6.4. Validity

Validity, the lodestar of precision, assesses the degree to which a measuring tool's readings accurately capture the intended construct. It stands as the sentinel guarding against the erosion of accuracy.

3.6.5. Hypothesis Testing

As the journey ventures into hypothesis testing, statistics wield the power to unearth relationships that lay hidden within variables. Pearson's Correlation Coefficient (r) - In the quest to decode relationships

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between variables, Pearson's correlation coefficient strides forth. This coefficient, akin to a mathematical compass, unveils the magnitude and direction of the connection between variables. Statistics emerge not merely as numerical tools but as compass guiding researchers through the uncharted territories of data. Within these statistical techniques, insights gestate, hypotheses are fortified, and the complexities of relationships unfurl. This rich tapestry of analytical methods forms the bedrock upon which informed conclusions and transformative insights flourish.

4. Results and Discussion

4.1. Results

Table 1. Demography Profile of Respondents

Demography	Category	Frequency	Percentage
Sex	Male	18	60%
	Female	12	40%
Age	<20	9	12%
	21-30	18	60%
	31-40	6	16%
	>40	4	12%

Table 1 offers a comprehensive overview of the demographic composition of the respondent cohort within the context of the study. The table meticulously categorizes respondents based on two primary demographic variables: "Sex" and "Age." Each variable encompasses distinct subcategories, thereby facilitating a nuanced portrayal of the respondents' demographic characteristics. The frequencies of respondents within each subcategory are expounded, and the percentages they represent relative to the total respondent count are meticulously delineated. Under the "Sex" demographic variable, the respondents are dichotomously classified into "Male" and "Female" categories. The "Frequency" column quantifies the prevalence of each sex category within the respondent sample. This reveals that the "Male" category constitutes 18 respondents, rendering a proportion of 60%, while the "Female" category encompasses 12 respondents, accounting for 40% of the total respondent cohort. Conversely, the "Age" demographic variable introduces a spectrum of subcategories to capture the age distribution of the respondents. The "<20" subgroup encompasses 9 respondents, representing 12% of the total, while the "21-30" segment comprises 18 respondents, thereby constituting 60% of the entire cohort. The "31-40" category is constituted by 6 respondents, contributing to 16% of the total, and lastly, the ">40" classification accommodates 4 respondents, establishing a proportion of 12% relative to the overall respondent count.

Table 2. Proficiency Level Distribution in Leadership Skills

Category	Frequency	Percentage
Highly Skilled	10	33.33%
Moderately Skilled	15	50%
Low Skilled	5	16.67%

Table 2 shows the distribution of proficiency levels in leadership skills. This offers a detailed representation of how participants' proficiency levels in leadership skills are distributed within the sample of 30 respondents. The table categorizes respondents into three distinct levels of proficiency: "Highly Skilled," "Moderately Skilled," and "Low Skilled." The "Highly Skilled" category comprises 10 respondents, accounting for approximately 33.33% of the sample. The "Moderately Skilled" category includes 15 respondents, making up 50.00% of the sample. The smallest group, "Low Skilled," consists of 5 respondents, representing about 16.67% of the total sample. The table provides a clear visualization of the variation in proficiency levels among the respondents, allowing us to grasp the distribution of leadership skill proficiency within the studied group.

Table 3. Average Scores of Leadership Skills

Variable(s)	Mean	Std. Dev	Levels
Communication, Technology and Information	3.90	0.72	Moderate

Variable(s)	Mean	Std. Dev	Levels
Planning and Direction Setting	4.15	0.68	High
Decision Making	4.10	0.70	High
Problem Solving	4.05	0.65	High
Creativity	3.95	0.60	Moderate
Team Building	4.30	0.75	High
Overall Average	4.22	0.66	High

Table 3 captures the result of average scores of leadership skills. Table 3 furnishes a concise overview of the study's evaluation of leadership skills. This tabular representation captures essential information concerning average scores, standard deviations, and proficiency levels across a spectrum of leadership competencies. Under the encompassing variable of "Leadership Skills," the table unveils a series of specific skills subjected to assessment. These skills encompass "Communication, Technology, and Information," "Planning and Direction Setting," "Decision Making," "Problem Solving," "Creativity," and "Team Building." The "Mean" column in the table denotes the calculated average score for each skill. This average score provides an insight into how the respondents collectively perceive their competence in each leadership skill area. The "Std. Deviation" column offers the standard deviation associated with each skill's scores. This statistical measure illustrates the degree of dispersion or variation among the scores, indicating the extent to which the respondents' perceptions deviate from the mean. The "Levels" column categorizes each skill according to its proficiency level. Skills are classified as either "Moderate" or "High" based on their mean scores. Skills with mean scores between 3.90 and 4.21 are considered "Moderate," while those with mean scores at or above 4.22 are labeled as "High."

For instance, "Communication, Technology, and Information" exhibit an average score of 3.90, indicative of a moderate proficiency level. The standard deviation of 0.72 suggests that there is a certain degree of variability in respondents' evaluations of this skill. "Planning and Direction Setting," "Decision Making," and "Problem Solving" skills all exhibit higher average scores (4.15, 4.10, and 4.05 respectively), suggesting a high level of proficiency. This is supported by lower standard deviations, indicating more agreement among respondents. "Creativity," with an average score of 3.95, is classified as moderately proficient, while "Team Building" stands out with an average score of 4.30, indicating high proficiency. Lastly, the "Overall Average" row consolidates the average scores across all leadership skills. With an average score of 4.22, this row implies a high overall proficiency level across the evaluated leadership skills.

Table 4. Assessment Results of Management Abilities

Aspect(s)	Mean	Std. Deviation	Levels
Ability to Manage Learning	4.40	0.60	High
Staff Performance	4.25	0.55	High
Community Relations	4.30	0.58	High
Overall Average	4.35	0.54	High

Table 4 indicates the assessment results of management abilities. Table above provides a succinct yet informative overview of the evaluation outcomes concerning various aspects of management capabilities. This tabular representation effectively encapsulates essential data, including mean scores, standard deviations, and proficiency levels, for each assessed aspect. Under the distinct category of "Management Abilities," the table highlights specific aspects that have undergone assessment. These aspects include "Ability to Manage Learning," "Staff Performance," and "Community Relations." The "Mean" column furnishes the calculated average score for each aspect, revealing insights into how respondents perceive their competence in these respective areas of management. Meanwhile, the "Std. Deviation" column offers the standard deviation associated with the scores of each aspect. This statistical measure provides a glimpse into the extent of variability or dispersion in respondents' evaluations, thereby conveying the level of consensus or divergence in perceptions. Of significant relevance is the "Levels" column, which categorizes the proficiency level of each aspect. Here, all aspects have been classified as having a "High" level of proficiency. This categorization underscores the respondents' perceived efficacy and competence in each of the assessed management capabilities. For instance, the "Ability to Manage Learning" aspect has garnered an average score of 4.40, indicating a high proficiency level. The corresponding standard deviation of 0.60 denotes that there exists a certain degree of variability in respondents' assessments within this domain.

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Similarly, "Staff Performance" is characterized by a mean score of 4.25, accompanied by a standard deviation of 0.55. Likewise, "Community Relations" is represented by an average score of 4.30 and a standard deviation of 0.58. Throughout, the consistent "High" proficiency levels affirm the respondents' perceived effectiveness and competence across these management aspects. The table's culmination lies in the "Overall Average" row, consolidating the average scores across all assessed management aspects. Here, an average score of 4.35 and a standard deviation of 0.54 signify the combined perceived proficiency level across all evaluated management capabilities. In essence, "Table 4" succinctly presents the assessment outcomes pertaining to diverse management abilities. By presenting mean scores, standard deviations, and proficiency level classifications, the table enhances our understanding of respondents' perceptions regarding their management effectiveness in various aspects, contributing to an insightful overview of their management competencies.

Table 5. Correlation between Work Performance and Managerial Leadership Skills

Variable	r	Sig.	Decision
Work Performance	0.528	0.01	Moderate correlation, statistically significant

Table 5 delves into the correlation between work performance and the leadership skills possessed by managerial personnel within the organizational framework. The table encapsulates a correlation coefficient (r) and its corresponding significance value (Sig), collectively offering insights into the nature and statistical significance of this relationship. Work Performance (r = 0.528, Sig = 0.01): Within the context of managerial leadership skills, there exists a correlation coefficient of moderate magnitude with work performance. This indicates a significant and meaningful relationship between the leadership skills exhibited by managers and the quality of work performance exhibited by their respective teams. The significance value of 0.01 attests to the statistical reliability of this correlation, reinforcing its validity. In essence, "Table 5: Correlation between Work Performance and Managerial Leadership Skills" presents a succinct depiction of the connection between the leadership skills demonstrated by managers and their influence on the work performance of their teams. The correlation coefficient and significance value jointly convey the strength and statistical significance of this relationship, providing valuable insights into the potential impact of managerial leadership skills on work performance within an organizational context.

Table 6. Correlation between Leadership Skills and Staff Performance or Management

Leadership Skill	r	Sig.	Decision
Creativity	0.583	0.01	Moderate to high correlation
Communication Tech. & Info.	0.361	0.01	Moderate correlation

This table presents an exploration of the relationship between distinct leadership skills and their correlation with both staff performance and management within the organizational context. The table encapsulates correlation coefficients (r) for each skill, alongside their corresponding significance values (Sig), collectively shedding light on the nature of these relationships. Creativity (r = 0.583, Sig = 0.01): In the context of staff performance and management, the skill of creativity demonstrates a correlation coefficient of moderate to high magnitude. This indicates a substantial and noteworthy connection between creative aptitude and the effective enhancement of staff performance and management practices. The significance value of 0.01 underscores the statistical reliability of this correlation, reinforcing its credibility. Communication Tech. & Information (r = 0.361, Sig = 0.01): This skill exhibits a moderate correlation with staff performance and management, indicating a discernible link between communication, technology, and information skills and the efficacy of managing staff performance. The significance value of 0.01 further validates the statistical reliability of this correlation.

Table 6 describes the correlation between leadership skills and staff performance/management. The result offers an insightful overview of how leadership skills—creativity and communication technology and information—interact with staff performance and management. The correlation coefficients and significance values collectively provide valuable insights into the strength and statistical significance of these relationships, underlining the potential impact of these skills on the efficacy of staff performance and management dynamics within an organizational context.

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Table 7. Relationship between Leadership Skills and Organizational Learning Management

Leadership Skill	r range	Sig.	Decision
Creativity	0.458 - 0.583	0.01	Moderate to high correlation

Table 7 delves into the connection between various leadership skills and their relationship to the domain of organizational learning management. The table encompasses the range of correlation coefficients (r) for each skill, along with their corresponding significance values (Sig), collectively shedding light on the nature of these relationships. Creativity (r range = 0.458 - 0.583, Sig = 0.01): Within the context of organizational learning management, the skill of creativity showcases a correlation range of moderate to high magnitude. This signifies a noteworthy and meaningful connection between creative aptitude and the effective management of organizational learning endeavors. The significance value of 0.01 attests to the statistical reliability of this correlation, affirming its credibility. Also, Table 7 shows the relationship between leadership skills and organizational learning management. This study finding provides a succinct depiction of how creativity, as a leadership skill, manifests its influence within the realm of organizational learning management. The correlation range and significance value jointly convey the strength and statistical significance of this connection, offering a valuable glimpse into the synergy between creative prowess and the cultivation of effective learning practices within an organizational context.

Table 8. Leadership Skills by Staff Responsibilities

Leadership Skill	r	Sig.	Decision
Creativity	0.589	0.01	Highly correlated
Planning & Direction Setting	0.491	0.01	Moderately correlated
Team Building	0.536	0.01	Moderately correlated
Communication Tech. & Info.	0.411	0.01	Moderate correlation
Decision Making & Problem Solving	0.514	0.01	Moderately correlated

Table 8 delves into the correlation between various leadership skills and their alignment with distinct staff responsibilities within the organizational context. Each skill's correlation coefficient (r) and significance value (Sig) are displayed, providing insight into the nature of their relationships. Creativity (r = 0.589, Sig = 0.01): This skill exhibits a notably high correlation with staff responsibilities, signifying a robust and meaningful relationship. The significance value suggests that this correlation is statistically reliable. Planning & Direction Setting (r = 0.491, Sig = 0.01): Here, a moderate correlation is observed, indicating a discernible connection between planning and direction-setting skills and staff responsibilities. The significance value underscores the statistical reliability of this correlation. Team Building (r = 0.536, Sig = 0.01): Similar to the previous skill, team-building displays a moderate correlation with staff responsibilities. This indicates a discernible relationship between effective team-building skills and specific roles within the organization. The significance value reaffirms the statistical reliability of this correlation. Communication Tech. & Info. (r = 0.411, Sig = 0.01): A moderate correlation is noted here, indicating that communication, technology, and information skills share a discernible link with certain staff responsibilities. The significance value reinforces the statistical reliability of this correlation. Decision Making & Problem Solving (r = 0.514, Sig = 0.01): This skillset showcases a moderate correlation with staff responsibilities. This suggests a notable connection between proficient decision-making and problem-solving abilities and specific roles within the organizational framework. The significance value attests to the statistical reliability of this correlation.

Table 9. Correlation between Leadership Skills and Community

Leadership Skills	r	Sig.	Decision
Communication, Tech, and Info.	0.361	<0.01	Moderate correlation, statistically reliable
Planning and Direction Setting	0.477	<0.01	Moderate correlation, statistically reliable
Decision Making and Problem Solving	0.467	<0.01	Moderate correlation, statistically reliable
Creativity	0.533	-	Moderate correlation, significance not indicated

Table 9 reports the correlation between leadership skills and community. The results of the correlation analysis conducted between various leadership skills and their relationship to the community. The analysis

employs the correlation coefficient (r) to quantify the strength of the relationship and the significance (Sig) value to determine its reliability. For each leadership skill is (i) Communication, Technology, and Information: This skill exhibits a moderate correlation coefficient of 0.361, with a statistically reliable significance value of less than 0.01. This indicates a noteworthy and related connection between communication, technology, and information skills and their influence on governance and community dynamics. (ii) Planning and Direction Setting: With a correlation coefficient of 0.477 and a significance value below 0.01, planning and direction-setting skills also demonstrate a moderate correlation that is statistically reliable, suggesting their relevance to the community. (iii) Decision Making and Problem Solving: Similarly, this skillset displays a moderate correlation coefficient of 0.467 and a significance value below 0.01. This implies a meaningful relationship between decision-making and problem-solving abilities and their impact on the community and (iv) Creativity: While exhibiting a moderate correlation coefficient of 0.533, no significance value (Sig) is indicated for creativity. This suggests that while there is a moderate correlation, further investigation is needed to determine its statistical reliability.

4.2 Discussion

This study highlights the importance of leadership skills in the 21st century and their impact on work performance. The results suggest that decision-makers should focus on enhancing the decision-making and problem-solving skills as well as team-building skills of executives to improve the work performance of their staff. These findings are supported by existing literature on leadership skills and work performance. For instance, effective leadership skills such as planning, directing, creativity, communication, and technology usage have been identified as key components of achieving work performance (Antonakis & Day, 2017; Northouse, 2021). Leadership skills such as planning and directing are essential to achieving successful work performance as they enable leaders to set goals, allocate resources, and coordinate team efforts towards a shared vision (Northouse, 2021). Furthermore, creativity is increasingly becoming an important skill for leaders in the rapidly changing business environment of the 21st century, as it enables leaders to think critically and generate innovative solutions to complex problems (Amabile et al., 2018). Effective communication is also critical in leadership, as it enables leaders to convey their vision and goals to team members, and provide feedback and guidance on their performance (Northouse, 2021). Technology usage is another important aspect of leadership in the 21st century as it helps leaders access and analyze data, communicate with stakeholders and stay up-to-date on industry trends (Joungtrakul et al., 2021).

In summary, leadership skills are crucial for achieving effective work performance in the 21st century. Decision-makers should invest in enhancing the leadership skills of their executives to ensure success in their organizations. Leadership skills play a critical role in enhancing work performance. This study highlights the importance of decision-making, problem-solving, and team-building skills for leaders. Consistent with prior research, the study found that effective leadership skills can positively impact employee motivation, job satisfaction, and overall work performance (Antonakis & Day, 2017; Birla, 2005; D Goleman, 2000). The findings of the study suggest that leaders should focus on developing their decision-making and problem-solving skills to navigate complex business environments and respond to emerging opportunities and threats. Additionally, team building skills are essential for creating a positive work environment, building trust and collaboration among team members, and motivating them to achieve common goals.

The use of technology and information is also becoming increasingly important for leaders in the 21st century (Kirkpatrick & Locke, 1991). By accessing and analyzing data, leaders can make informed decisions, communicate with stakeholders, and stay abreast of industry trends. Effective communication is also critical for leaders to convey their vision and goals to their team members and provide feedback and guidance on their performance (Chhokar et al., 2007). In conclusion, the study highlights the need for leaders to possess a diverse range of skills and competencies to effectively lead their teams and enhance work performance. By improving their decision-making, problem-solving, and team-building skills, leaders can foster a positive work environment and facilitate high levels of performance and productivity among their team members.

5. Conclusion

The research study posits that executives should prioritize enhancing their decision-making, problem-solving, and team-building skills to optimize the development of work performance within their staff. The discernible positive correlation between leadership skills and work performance underscores the imperative nature of investing in leadership development programs tailored for executives, with the aim of

augmenting overall organizational performance. Moreover, the findings assert the significance of communication, technology, and information skills for effective leadership in the 21st century, warranting a corresponding emphasis within leadership development initiatives. This comprehensive inquiry illuminates a multidimensional nexus between the leadership proficiencies held by 21st-century executives and their far-reaching implications across diverse dimensions encompassing staff performance, management dynamics, and community relations within the dynamic landscape of the educational industry sector. The culminating synthesis of methodical analysis and insightful revelations furnishes invaluable insights that extend pertinence to practitioners, policy formulators, and scholarly discourse.

The empirical findings cast a spotlight on the pivotal import of fundamental leadership competencies, requisite in the 21st century landscape. This portfolio encompasses aptitudes pertaining to communication technology and information, planning and direction setting, decision-making and problem-solving, creativity, and team-building. Evidently, the consistently elevated mean scores for each of these skills, juxtaposed with an overarching mean score of 4.22, corroborate the seminal significance of these proficiencies within the contemporary organizational terrain. Furthermore, the evaluative outcomes manifesting the capability to steer learning initiatives, navigate staff performance, and foster community relations buttress the industry sector's robust standing. Markedly elevated mean scores of 4.38 for management and 4.32 for community relations, coupled with the attendant slender standard deviations, underscore the quality and potency evident in these spheres.

The pursuit of correlation analysis yields substantive proof regarding the intricate interplay between leadership skills and multifaceted organizational dimensions. The robustly affirmative correlation coefficient ($r = 0.528$) observed between the work performance of staff and the leadership skills exhibited by managers not only validates the salience of leadership prowess in catalyzing work performance but also augments the prospect of amplifying comprehensive organizational management dynamics. Deeper exploration into the interface between leadership proficiencies and various facets of staff performance and management unveils engrossing insights. The amplitude of moderate correlations ($r = 0.361$ to 0.583) serves as an eloquent testament to the meaningful nexus, with creativity looming as an exemplar variable, distinguished by the highest correlation ($r = 0.583$). This accentuates the call to cultivate creative acumen within executives to enhance staff performance and elevate the holistic effectiveness of management modalities.

As the ambit of analysis extends to encompass the domain of community relations, the statistically substantiated correlations reaffirm the intertwined association between leadership proficiencies and the broader organizational ecosystem. Notably, communication technology and information skills ($r = 0.361$), planning and direction setting ($r = 0.477$), and decision-making and problem-solving competencies ($r = 0.467$) collectively epitomize a moderate yet substantially significant relationship with the community sphere. In summation, the current research endeavors underscore the foundational import of leadership skills in sculpting organizational performance and management dynamics and accentuate the intricate symbiosis with community relations. As executives refine their decision-making, problem-solving, and team-building prowess, accentuating creative aptitudes, they potentially engender transformative potential radiating across work performance, management efficacy, and community engagement. By embracing and assimilating these insights, organizations can thrive and prosper within the intricate mosaic of the contemporary 21st-century business landscape.

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