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Executive potential development for reaction, learning, and behavior of Phrapariyattidhamma schools, department of general education

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Abstract---The objective of this study is to understand the factors that are critical in the executive potential development for reaction, learning, and behavior of Phrapariyattidhamma Schools in Thailand. Indeed, the potential development of executives is critical to understand in the context of organizations for getting an advantage with this development. The target population for this study was the executive members of the Department of General Education of Thailand and the sample size of the study was 350 with a response rate of 50%. However, this study was conducted on a quantitative method and a cross-sectional method of data collection was adopted with the help of a developed questionnaire on the Likert scale. This study concludes that there is an important role of talent development, leadership talent, and leadership development for executive potential development for reaction, learning, and behavior of Phrapariyattidhamma Schools, Department of General Education in Thailand. Significantly, this study addresses the theoretical gap in the literature and provides practical implications for improving executive potential development.

Keywords---executive potential development, leadership development, leadership talent, talent development.

Introduction

In modern times, the potential development of executives has become a critical challenge for the organization and the public institution for development in a productive way. In this way, different factors are reducing the development of executives and act as barriers in the way of sustainable development. In this regard, the more responsibility is on the management to conduct the programs for the potential development of executive members of the institutions to provide quality in an appropriate way for better results in the form of reaction, learning and behavior. Importantly, according to Masenya (2022), the organizations that

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are badly failed to provide appropriate training to the executives for better development, in result the prosperity of the organization is at stake.

Talent development refers to the development of skills and capacity building of individuals for any purpose of management (Masenya, 2022). The organization that is developing the talents of their executives, these organizations have a competitive advantage based on their talent. Leadership talent refers to the qualities of leadership to handle any kind of critical situation while working in any organization or individual. In this regard, leadership talent training programs are conducted for the executives of the organization to improve their performance within the organization. Leadership development refers to the department of leaders in any organization from the individual managerial staff for their best products and getting the best outcome by leading the other teams (Kalbarczyk et al., 2022). Leadership development courses are designed to train the executive and the management for leading the teams to get the work done appropriately. The executive potential of development refers to the development of the executive of any organization for the potential benefit of the organization for a longer time. Importantly, in modern times organizations are developing this concept to design program and capacity building workshops for or potential drilling of skills for executive members (Kalbarczyk et al., 2022). Reaction, learning, and behavior are the three stages of evaluation of the individual's capacity in the outcome of the training program. Modern organizations are evaluating their executive based on learning reaction and behavior to identify to what extent the management have effectively trained the executive members of the organization.

The objective of this study is to understand the role of Executive Potential Development for reaction, learning, and behavior of Phrapariyattidhamma Schools, Department of General Education in Thailand, to identify to what extent management is successful in managing activities for better results. This study aims to understand what is the role of talent development leadership development and leadership talent in executive potential development. It is important to understand that in the post-pandemic era, the organization of public and private sectors is working to improve the capacity-building programs of the executive members to get better performance by them. In this regard, the study is based on the theoretical framework drafted with careful consideration to determine the influencing role of leadership development, leadership talent, and talent development in executive potential development and learning, reaction, and behavior. Also, the study is designed to identify the role of executive potential development in learning reaction and behavior as it is important to understand in the organizational context (Leroy et al., 2022).

The significance of the study is that no studies earlier have discussed the role of executive potential development to understand learning reaction and behavior of the management of schools in Thailand. In this way, this study is designed with a purpose to address the theoretical gap in the literature and provide practical implications for the best organization management, particularly the schools in Thailand with the help of executive potential development. Importantly, with the help of this study, it would be appropriate for management to design programs of influencing factors to improve executive potential training for best learning reaction and behavior.

Literature review

Role of talent development in executive potential development and reaction, learning and behavior

Talent development is the appropriate way of developing the skills and capabilities for the management of any organization to perform the functions of the organization in the best way. However, according to Leroy et al. (2022), some organizations are focusing on the development of the talent for the individuals and the personnel that are working for that organization, and this organization considers talent development as a competitive advantage. Furthermore, Burrell, Kelly, Kelly, and Matthews (2022) demonstrates that there is not a limited scope of talent development, but at the same time, there are organizations that are leading in organizations functions with the help of talent by increasing the role of talent development for the organizations. The organization considered talent development as a critical factor for the success of the organization because according to the management, the more talented qualities and skills the management of an organization would have, in a result the better outcome would be expected for the organization. In the same way, according to Khan and Ghayas (2022), in the developed countries the workshops and drilling sessions for talent development are conducted for the high-class organizations to develop the competitive advantage based on outcomes produced by the management. The organizations that are failed to develop the talent of their individuals and executives these organizations are not considered as best due to a lack of focus on skills development for the executive members of the organization (Kalbarczyk et al., 2022). Indeed, according to Macambira, Shimabuku, Godoy, Galvão Junior, and Sobral (2022), the best organizations have arranged the regular pattern for development and upgrading the capabilities and skills in the employees to develop strategies for effective management and getting better and appropriate outcomes. Therefore, the developed hypotheses are;

H1. There is a relationship between talent development and reaction, learning, and behavior.

H2. There is a relationship between talent development and executive potential development.

Role of leadership talent in executive potential development

Leadership talent is also a category of talent development, but it is particularly associated with the development of talent in the leadership of any organization. The organizations that are working for developing talent for the leadership of the organization, these organizations are getting better results in the outcome because of their focus on the development of executive skills in the leadership (Kalbarczyk et al., 2022). Moreover, according to Burrell et al. (2022), the organization that is badly failed to provide leadership talent program to the employees of the organizations, as result the performance of a member is reduced concerning the other organization. In this regard, in the modern time after the post-pandemic era, the organizations are emphasizing to focus on leadership talent for the organization. According to Macambira et al. (2022), it is a fact that if the leadership of an organization is well talented and has skills to deal with any

kind of problem, in result the organization gets the best outcome, and works in an appropriate direction. On the other hand, the organizations that are badly failed to provide leadership qualities to the management for leading the team and getting work done appropriately, the organization are not developing due to their lack of focus on leadership talent (Kalbarczyk et al., 2022). For any organization, the role of leadership is critical because leadership is responsible to manage the functions of the organization with the help of different teams and departments. Therefore, if the leadership is not provided with appropriate qualities and skills then as result the performance of the organization would not only be failed, but it would collapse due to the internal problem of the organization (Macambira et al., 2022). Therefore, the developed hypotheses are;

H3. There is a relationship between leadership talent and executive potential development.

Role of leadership development in executive potential development and reaction, learning and behavior

Leadership development is referred to the development of leadership from the teams and employees of any organization to develop the strategies for the organization, and also to improve the performance of the organization. It is a fact and important to understand that in the modern time, it has been become critical for organizations to develop strategies for improving the performance of the employee, and developing leadership qualities in the employee to improve not only their performance (Macambira et al., 2022), but making them capable to lead a team to get the work done for the organization. In this regard, the organization that is effective to develop leadership qualities for the employees to make sure that the employees are not involved in any kind of problems, but they are rightly working for the organization and leading the teams for the performance of the organization to increase. On the other hand, according to Mashele and Alagidede (2022), many public and private sectors are failed to develop leadership qualities for the employees and provide the appropriate solution to the problem within the organization for leading the teams, in this way the performance of such organizations is decreased over time. However, according to Macambira et al. (2022), it is also noted that the modern organization is emphasizing the important role of leadership qualities for developing better strategies for the employees to get the work done appropriately for the better performance of the organization. Moreover, Ullah et al. (2022) demonstrates that leadership qualities are important to lead the teams of the individual for not only the better performance but to focus on the collective organizational role by all the employees to make sure that the vision and mission of the organization are being fulfilled by the whole team collectively. Leadership qualities are responsible for developing strategies not only at the organization level, but for the international organization these qualities are important because the employees of the international organizations are representing their organization at a different platform, and the appropriate representation of the organization is critical go for it (Kalbarczyk et al., 2022). Therefore, the developed hypotheses are;

H4. There is a relationship between leadership development and executive potential development.

H5. There is a relationship between leadership development and reaction, learning, and behavior.

Role of executive potential development in reaction, learning, and behavior

In modern organizations, the potential development of the executive has become critical because with the help of potential development the performers of the executive can be increased. It is important to understand that the organizations that are working effectively to provide appropriate training to the executive with the help of talent development, leadership talent (Maskell et al., 2022), and leadership development programs not only improve the performance of the organization but provide a larger image for development competitive advantage these organizations are successful in their function. However, the potential development of executives can be done by emphasizing the importance of reaction, learning, and behavior to understand the role of the process of evaluation for the better development of the organization's employees (Kalbarczyk et al., 2022). Importantly, according to Williams, Donlan, Byrne, and Jardine (2022), those organizations that are successfully launched different capacity building programs for the leadership of the organizations, in results the performance of these organizations is increased based on developed strategies. Oppositely, according to Maskell et al. (2022), the organizations that are badly failed to perform well and provide the capacity building training workshop for the leadership development, as result the executive body of these organizations is badly failed to perform well. Importantly, according to Ullah et al. (2022), the role of executive potential development is not limited to providing just information, but it is to focus on the reaction of the members during learning, but also on the behavior of the employees after that learning. If the potential development of the executive has been concluded appropriately, then the behavior of the executive members would be changed according to the new learning (López-Cabarcos, Vázquez-Rodríguez, & Quiñoá-Piñeiro, 2022). The relationship between all these variables is presented in the theoretical framework (see Figure 1. Theoretical Framework). Therefore, the developed hypotheses are;

H6. There is a relationship between executive protentional development and reaction, learning, and behavior.

H7. Executive potential development mediates the relationship between leadership talent and reaction, learning, and behavior.

H8. Executive potential development mediates the relationship between talent development and reaction, learning, and behavior.

H9. Executive potential development mediates the relationship between leadership development and reaction, learning, and behavior.

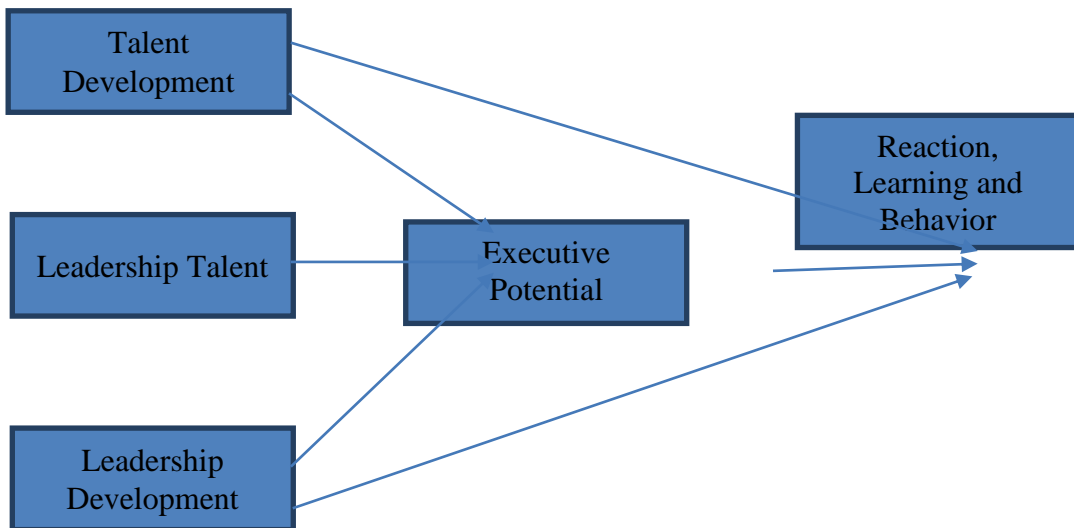


Figure 1. Theoretical Framework

Methodology

For this study, the cross-sectional data was collected with the help of a questionnaire. To develop the questionnaire on the Likert scale, the scale items for each variable were taken from the earlier studies. In this regard, the scale items for talent development, leadership talent, and leadership development were taken from the study of Black and Earnest (2009). Furthermore, the scale items for executive potential development to measure the importance of it were taken from the study of Black and Earnest (2009). Importantly, all the scale items were carefully considered and the purpose of these scale items was to test the hypotheses that are developed with the help of previous literature. The sample size for this study was 350 with a response rate of 50%.

To collect the data for this study, the questionnaire was provided to the target respondents with a brief introduction and purpose of the study. In this regard, the consent of the respondents was taken before passing them the questionnaire to get their response. The respondent was provided appropriate help in fulfilling the questionnaire and all of their problems were addressed. Moreover, they were asked to provide the impersonal and right information to the questionnaire, to contribute to the worth of the study. When the respondent fulfilled the questionnaire, the questionnaire was taken back from them and they were appreciated for their great effort. The questionnaire was collected and arranged for the final data analysis for this study.

Findings

Convergent validity

In this section of the study, the convergent validity was checked for the reliability and validity of the scale items. However, for it, Smart PLS 3 software was used to find the factor loadings, composite reliability, and average variance extraction. According to the values presented in Table 1, all the values of factor loadings were

greater than 0.60 which is recommended by the study of Wong (2013). Furthermore, all the values of composite reliability were greater than 0.70. At the same time, the values of AVE were greater than 0.50 which is recommended by the study of Wong (2013) for it. Importantly, by analyzing the values it was identified that there is a clear validity and reliability in the scale items for this study (see Figure 2. Measurement Model).

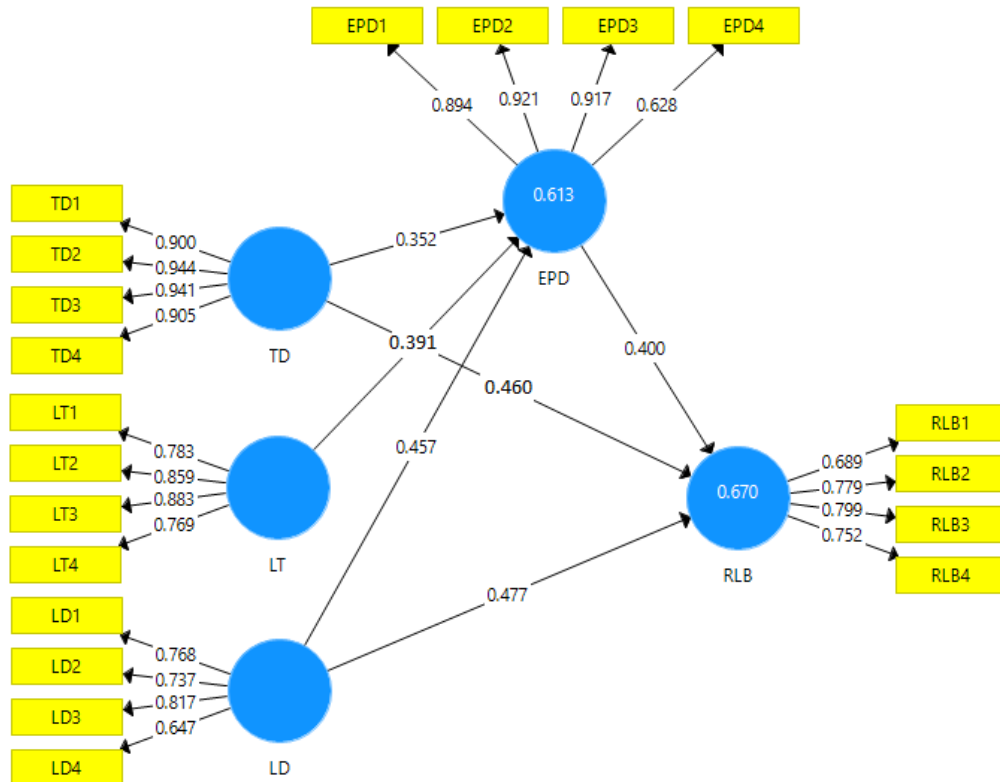


Figure 2. Measurement Model

Table 1
Factor Loadings, CR and AVE

Variables	Items	Loadings	Alpha	CR	AVE
Executive Potential Development	EPD1	0.894	0.863	0.910	0.720
	EPD2	0.921			
	EPD3	0.917			
	EPD4	0.628			
Leadership Development	LD1	0.768	0.734	0.832	0.555
	LD2	0.737			
	LD3	0.817			
	LD4	0.647			
Leadership Talent	LT1	0.783	0.842	0.895	0.680
	LT2	0.859			
	LT3	0.883			

Reaction, Learning and Behavior	LT4	0.769			
	RLB1	0.689	0.759	0.842	0.571
	RLB2	0.779			
	RLB3	0.799			
	RLB4	0.752			
Talent Development	TD1	0.900	0.942	0.958	0.851
	TD2	0.944			
	TD3	0.941			
	TD4	0.905			

Discriminant validity

In this section of the study, the discriminant validity was checked with the help of Smart PLS 3. In this regard, the PLS Algorithm calculations were used to identify the values. According to the values presented in Table 2, there is a clear discriminant validity between the scale items by using the HTMT model. Furthermore, all the values were less than 0.90 recommended by Wong (2013).

Table 2
Discriminant Validity

	EPD	LD	LT	RLB	TD
EPD					
LD	0.892				
LT	0.575	0.740			
RLB	0.856	0.877	0.886		
TD	0.779	0.829	0.505	0.678	

EPD= Executive Potential Development, LD= Leadership Development, LT= Leadership Talent, RLB= Reaction Learning and Behavior and TD= Talent Development

The PLS-SMEs results

This section of the study has the results of hypotheses presented in Table 3. H1 was tested to check its significance and according to the results TD has a significant effect on RLB ($\beta = 0.460$, $t = 7.666$, $p = 0.000$) and H1 is supported. H2 was tested to check its significance and according to the results TD has a significant effect on EPD ($\beta = 0.352$, $t = 5.878$, $p = 0.000$), and H2 is supported. H3 was tested to check its significance and according to the results, LT has a significant effect on EPD ($\beta = 0.391$, $t = 7.820$, $p = 0.000$), and H3 is supported. H4 was tested to check its significance and according to the results, LD has a significant effect on EPD ($\beta = 0.457$, $t = 7.439$, $p = 0.000$), and H4 is supported. H5 was tested to check its significance and according to the results, LD has a significant effect on RLB ($\beta = 0.477$, $t = 7.357$, $p = 0.000$), and H5 is supported. H6 was tested to check its significance and according to the results EPD has a significant effect on RLB ($\beta = 0.400$, $t = 7.700$, $p = 0.000$) and H6 is supported (see Figure 2. Structural Model).

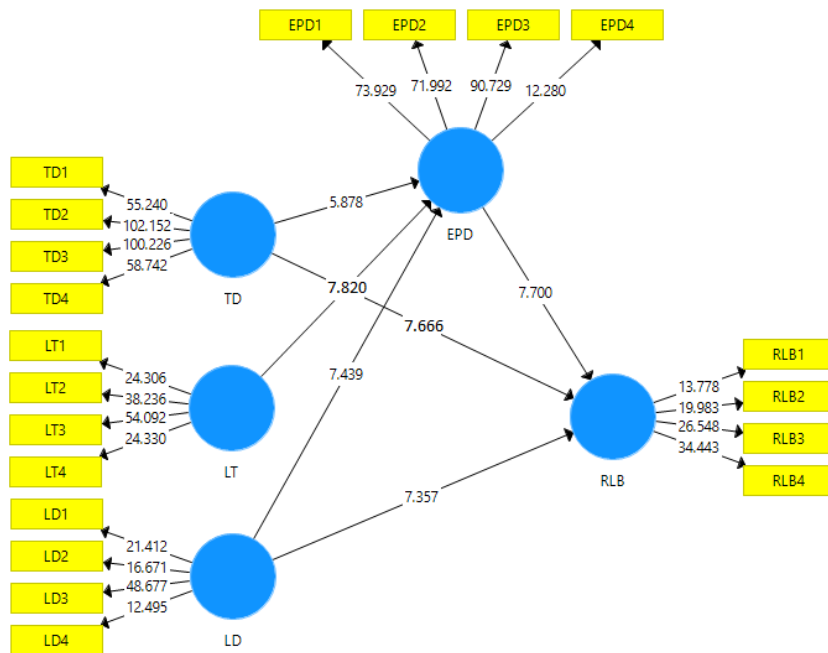


Figure 3. Structural Model

Table 3
Direct Effects

Hypotheses	B	STDEV	T Value	P Values	Decision
H1. TD -> RLB	0.460	0.060	7.666	0.000	Supported
H2. TD -> EPD	0.352	0.060	5.878	0.000	Supported
H3. LT -> EPD	0.391	0.050	7.820	0.000	Supported
H4. LD -> EPD	0.457	0.061	7.439	0.000	Supported
H5. LD -> RLB	0.477	0.065	7.357	0.000	Supported
H6. EPD -> RLB	0.400	0.052	7.700	0.000	Supported

EPD= Executive Potential Development, LD= Leadership Development, LT= Leadership Talent, RLB= Reaction Learning and Behavior and TD= Talent Development

Furthermore, the mediation analysis for this study was also checked with the help of Bootstrapping calculation of Smart PLS 3. According to the results presented in Table 4, EPD mediates the relationship between LT and RLB ($\beta=0.101$, $t= 4.809$, $p=0.000$), hence H7 is supported. Also, according to the results, EPD mediates the relationship between TD and RLB ($\beta=0.141$, $t=4.518$, $p=0.000$), therefore, H8 is supported. Moreover, H9 was tested and according to the results, EPD mediates the relationship between LD and RLB ($\beta=0.183$, $t=6.077$, $p=0.000$), therefore, H9 is supported.

Table 4
Indirect Effects

Mediation Effects	B	STDEV	T Value	P Values	Decision
H7. LT -> EPD -> RLB	0.101	0.021	4.809	0.000	Supported
H8. TD -> EPD -> RLB	0.141	0.031	4.518	0.000	Supported
H9. LD -> EPD -> RLB	0.183	0.030	6.077	0.000	Supported

EPD= Executive Potential Development, LD= Leadership Development, LT= Leadership Talent, RLB= Reaction Learning and Behavior and TD= Talent Development

Discussion and Conclusion

According to the results of H1 and H2, there is a significant relationship between talent development executive potential development and reaction learning behavior. In this regard, it is important to understand that with the help of talent development organizations have achieved the criteria for the development of executives for the prosperity of the organization. Importantly, the well-developed countries are focusing on developing the strategies for implementation of talent development programs for the executive and employees of the organizations to improve their performance. Similarly, most of the organizations in America and Canada are continuously conducting awareness sessions for the executive developing the organization to generate more revenue (WESTCOTT & ROSSER, 2022). Not only, the public but also the organizations of the private sector are also working to improve the performance with the help of talent development. In this way, talent development has a critical role in the strategic implementation of strategies for or executive potential development. According to the results of H3, there is a significant relationship between leadership talent and executive potential development. It is a fact that leadership development is playing a critical role in the development of the executive class in any organization. Importantly, with the help of leadership talent and the capabilities of leadership, it has become easier for the organization to get prosperity by executive potential development.

According to the results of H4 and H5, there is a significant relationship between leadership development executive potential development and learning reaction and behavior. It is important to understand that the organization that is emphasizing to improve their leadership capacities of the employee for leading the team to get the work done for the better performance of organizations, these organizations are successful. However, on the other hand, the organizations that are not contributing to improving the leadership development qualities of the employee these organizations are badly failed to enhance the performance of their employees collectively. In this regard, the responsibility is on management to establish strategies for it. According to the results of H6, there is a significant relationship between executive potential development and reaction learning and behavior in the organization. Moreover, it is a critical factor to understand that with the help of executive potential development, the process of evaluation can be improved for the organization of not only for the public (Mashele & Alagidede, 2022), but also for the private sector. According to the results of H7, H8, and H9, there is a significant mediating role of executive mediating between the relationship of talent management, leadership management, leadership

development and learning, reaction, and behavior. Indeed, with the help of executive potential development, it would be easier for the organizations to work in a way for not only improve the capacities of employees but focuses on getting better results in a long term.

Implications

This study addresses the theoretical gap in literature because no earlier study considered the role of executive potential development in learning reaction and behavior of Phrapariyattidhamma Schools, Department of General Education in Thailand. However, this study provides the relationship between the variables that are influencing the role of executive potential development as similar rationale was presented in the study of Black and Earnest (2009). These variables are leadership development, leadership talent, and talent management with the mediating role of executive potential development. This study has provided the relationship between the variables that were not considered in the context of the executive potential development of the Phrapariyattidhamma Schools, Department of General Education in Thailand. In this regard, this study emphasizes the role of leadership management, leadership development, and talent management for the potential development of executives in Thailand. The theoretical contribution of this study would be appropriate for future researchers to consider when understanding the relationship between leadership development and talent management in the context of organizational development. Moreover, with the help of that developed framework of the study, it would be best for future researchers to not repeat the same work.

This study has practical implications as well for improving the executive potential development in the Phrapariyattidhamma Schools, Department of General Education of Thailand. To begin with, this study demonstrates that there is an important rule of leadership development to improve the executive potential development in the schools of Thailand. Secondly, this study highlights that there is an important role of leadership talent in managing the training program for executives of Phrapariyattidhamma Schools, Department of General Education in Thailand. It is a fact that with the help of leadership skills it would be appropriate to get the evaluation of learning reaction and behavior. In this regard, the more leadership talent would be, the more efficient information would be gathered with the help of the executive of the organization. Thirdly, this study emphasizes the important role of talent development because talent development is critical for the employees of any organization whether it is the public or private sector. It is because talent is based on the skills and capacities that are needed for developing prosperity integrity and strategic management for any organization. Therefore, this study provides significant practical implications for the Phrapariyattidhamma Schools, Department of General Education in Thailand to implement strategies for schools, to get the best result in a prosperous way without any hurdle.

Future direction

This study focuses on the role of leadership development, leadership talent, and talent development in the context of executive development for the Phrapariyattidhamma Schools, Department of General Education. However, many

other factors are also contributing to executive development. In this regard, the focus of future research should be on the role of organizational behavior, job design, and the role of incentives to understand the role of executive potential development for reaction, learning, the behavior of Phrapariyattidhamma Schools, Department of General Education in Thailand.

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