

Designing and Validating a Talent Management Model for Primary School Principals in Zanjan

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Abstract

Purpose: The aim of this study was to design a talent management model for primary school principals in Zanjan.

Methodology: The method of the present study was a combination (qualitative and quantitative) and in terms of purpose it was an applied research. The statistical population of the qualitative section was experts who were theoretically familiar with the concept of talent management and based on purposive sampling, 17 of them were interviewed until theoretical saturation. The statistical population in the quantitative part was all primary school principals in Zanjan province (1079 people) in the academic year 2018-19 that according to Krejcie and Morgan table, 283 people were selected by stratified random sampling method. Qualitative research tools were interviews and in the quantitative part, a researcher-made questionnaire was developed based on qualitative results. The validity of qualitative results was obtained by reviewing the codings and using the agreement coefficient between the coders and for the questionnaire with face validity and reliability by Cronbach's alpha test (0.88). For the analysis of qualitative data, the method of basic theory and open, axial and selective coding were used, and for a small part of the structural equations in Amos software version 24.

Findings: Qualitative data analysis identified 63 concepts and 10 central themes (environmental, cultural, motivational, educational, human resource management, personal characteristics, regulatory, communication, organizational, managerial and structural factors) that the theme Selective research also obtained effective factors on talent management. The results of structural equations also showed that organizational factors with factor load (0.85), educational (0.83) and cultural (0.80) were more important and in general, the proposed model had a good fit.

Conclusion: Improving talent management requires attention to various factors that the education system by investing in organizational, educational and cultural factors can help improve the talent management of managers.

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1. Introduction

Talent management is one of the most important factors in business and maintaining competitive advantage in organizations. Talent management strategy is part of the essential changes of the 21st century and a complementary component of the establishment of change in organizations (Grossman, 2007). With the crystallization of knowledge-based economy, thinkers have reached a common understanding that the growth and development of societies in various political, social, economic, scientific, etc. dimensions will not be possible except by developing talents and using them effectively at different levels of society (Deepika, Sampurna, 2018). Achieving sustainable competitive advantage and having a developed community depend on a comprehensive ability to attract, develop and nurture a rich set of talented individuals (Bhattacharya, Sen, Korschun, 2008). Thus, in recent years, the concept of talent management has emerged to attract, develop and nurture talented people and use their skills and competencies to meet the current and future needs and goals of societies (Morris, 2014).

Talent management represents a paradigm shift from traditional human resource management to modern human resource management, which involves paying attention to organizational elites and a hidden weapon in the global talent war over talent. Talent management is an approach that requires collaboration and communication between senior managers. It includes the processes of labor force planning, personnel recruitment, personnel training and development, talent review, planning success, performance appraisal, talent retention (Latukha, 2018).

Talent management has five components: recruiting and hiring talent, evaluating and discovering talent, developing talent, using talent, and retaining talent (Oehley, Theron, 2010). At present, identifying, attracting and retaining talented employees are the main factor of competition between companies and organizations, and in fact, the talents and skills of employees are seriously considered, because only then can organizations survive. Applying talent management processes in the organization prevents the loss and wastage of knowledge capacities, talents and skills of employees and guides them in line with the goals and mission of the organization. In addition, talent management as a system for identifying and maintaining, nurturing and developing the talents and skills of employees has many consequences and effects, including improving employee performance, and if any of the talent management processes are properly implemented in the organization, performance Employees will increase (Zare Khalili, Choyani, 2010).

Despite many studies on talent management in recent years, available knowledge about this concept is also limited in countries whose economies are developing (Muratbekova-Touron, Kabalina, Festing, 2018). In order to take advantage of the competitive advantage of human resources and talent, it is not enough to identify key approaches and find the best action or solution. In fact, competitive advantage in talent development is not just about identifying key approaches and achieving the best one, but achieving or finding the best in talent debate makes sense when the solution is designed for a specific context (Gibb, Zhang, 2017).

Although domestic and foreign researches have been done in relation to talent management, but a brief review of the researches in this field shows that these researches are generally in the field of production and industrial organizations and educational organizations are less studied and on the other hand are among the few. Educational studies, secondary and university levels are predominant and less attention is paid to low levels (elementary course). Taghizadeh Yazdi et al. (2018) in a study concluded that the brand and reputation index of the university and the component of being a model in the university network have the greatest impact on attracting and retaining talent in the University of Tehran. Saberi et al. (2018) concluded in a study that between the current and the current state of talent management, there is a challenge to find better practices for hiring, retaining, motivating and nurturing talented people for the future. Sohrabi et al. (2017) in a study concluded that the five dimensions of recruitment, selection, application, development and maintenance of talent management are related to the approach of labor agility. Shoghi 2015 in a study concluded that the talent management model in NAJA training centers includes human capital,

organizational learning, organizational social responsibility, organizational culture and employee motivation. Barkhuizen et al. (2017) concluded in a study that in universities, it is important to pay attention to the preservation of scientific talents. Martin (2015) concluded in a study that paying attention to employee talent indicates the growth and sustainability of the organization. Luna – Arocas, Morley (2015) found in a study that talent management strategies affect organizational performance and this effect acts as a mediating variable through job satisfaction. Vaiman, Scullion, Collings (2012) concluded in a study that talent scarcity, social and demographic trends, organizational social responsibility, workforce diversity, increasing staff turnover, moving towards a knowledge-based economy, the importance of growth and the emergence of new markets are major contributing factors. They are considered as an organization's talent management decisions.

Since Iranian education has a multitude of the most diverse talents, it is important and necessary to study the issue of management and these talents in a more comprehensive and comprehensive way and to provide the grounds for the flourishing of talents so that the results, the individual, Enjoy the organization and the community. Another reason that makes this research necessary in the Iranian education system is the direct relationship between the talents in the organization and the superior performance of the organization. The results of some studies show that when an organization invests in its talents, it achieves better individual and organizational results, because talent management seeks to identify and differentiate organizational talents for the realization and excellence of organizational performance (Schweyer, 2004). In education and training in Zanjan, the lack of studies related to talent management has created a research vacuum, and field evidence shows that the departure of some talented and highly educated forces from primary school has created many problems in this period. Therefore, with the results of the present study, it can be hoped that a model will be drawn and proposed for the managers of the elementary course to see less talented forces leaving this course to secondary education courses. Also, the results of the present research at the macro level can be used as scientific studies at the disposal of the Ministry of Education to better understand the subject and provide models for talent management. Therefore, the purpose of this study is to provide a model of talent management for primary school principals in Zanjan province and answer the following questions: 1- What are the components of talent management of primary school principals in Zanjan province? What is the fit of the talent management model of primary education principals in Zanjan province?

2. Methodology

The present study was applied in terms of purpose (combined-qualitative) in terms of purpose, cross-sectional and in terms of time. The statistical population was the qualitative part of managers who were theoretically familiar with the concept of talent management and had managerial backgrounds in education. 17 of them were interviewed by purposive sampling method until theoretical saturation (Table 1) and in the quantitative part all managers the primary education of Zanjan province (1079 people) was in the 2018-19 academic year. By random sampling method (from 9 regions and 5 cities of the province) 283 people were selected based on Krejcie and Morgan table. Research tools in the qualitative part of the interview and in the quantitative part of the questionnaire containing 10 components and 63 items (organizational environment (3 items), motivation (3 items), education (3 items), human resource management (6 items), personal characteristics (4 items), organization Organizational (5 items), Organizational Communication (5 items), Organizational structure (6 items), Strategic Management (11 items) and Organizational Excellence (15 items) were adjusted based on a range of 5 options from strongly agree (score 5) to strongly disagree (score 1). In the qualitative section for validity, the coding results were provided to some participants and they were asked to critique the results. Also, according to the principle of multilateralism, the data, in addition to school principals, through interviews with professors at Rajaei University and Farhangian and the Education Research Institute, who had a history of

service in education and had a managerial position and were theoretically familiar with the concept of talent management, were extracted. For reliability, interviews were conducted in the form of an interview team and in each interview. At least two interviewers were present, and the original interview file was reviewed several times to make sure. The reliability method between the two coders was used to ensure the reliability. The researcher and the evaluator outside the study coded 4 interviews and the percentage of agreement within the topic that is used as an indicator of research reliability was calculated and its reliability was 0.83. The validity of the questionnaire was used through the views of professors and Cronbach's alpha test was used for reliability, which was 0.88. The basic theory method was used to analyze the qualitative data and the structural equations were used for the quantitative part to confirm the proposed model in 24Amos software.

3. Findings

Table1. Characteristics of the studied experts

Row	Field of Study	Service location	CV	Interview duration (minutes)
1	PhD in Curriculum Planning	Zanjan Farhangian University	5 related topics	60
2	PhD in Educational Management	Zanhan Education	3 related topics	90
3	PhD in Educational Management	Dabir Rajaei University	Teaching the basics of talent	60
4	PhD in Educational Management	Zanjan Education	Performer of talent development course	120
5	PhD in Higher Education Management	Zanjan Farhangian University	Teaching management	70
6	PhD in Educational Management	Education	Teaching human management	60
7	PhD student in Educational Management	Education	Compilation	120
8	PhD student in Educational Management	Education	Thesis related topic	80
9	PhD in Educational Management	farhangian University	Related writings	60
10	PhD in Distance Education	Mohaghegh Ardabili University	Related authorship	75
11	PhD in Educational Psychology	Education Research Institute	Teaching	80
12	PhD in Human Resources	Education Research Institute	Related writings	80
13	PhD in Educational Management	Azad University	3 volumes of manpower management	120
14	PhD in Human Resources	farhangian University	Performer of talent training courses	80
15	PhD in Philosophy, Education and Training	Education	Performer of talent training courses	75
16	PhD in Human Management	State university	7 related topics	70
17	PhD in Higher Education	State university	Thesis related topic	65

Three stages of open, central and selective coding are used in basic theory. First, in the open coding stage, the entire text of the interviews was analyzed line by line. The result of the analysis of 169 concepts was that irrelevant and inappropriate concepts were removed and key sentences and concepts were extracted and similar concepts were merged. Finally, 63 final concepts were identified. Then, in the pivotal coding stage, the concepts were categorized and subclasses were formed based on the closeness and similarity of the concepts; finally, the subclasses formed based on the grounded theory model created the main classes. Finally, the selected theme of the research, the factors affecting the talent management

of elementary school principals was formed. Table (2) presents the coding steps. Finally, the Strauss and Corbin paradigm model for talent management was formed (Figure 1).

Table2. Themes obtained from open and axial coding

Open coding	Axial coding
Economic, social and cultural development	Environmental factors
Political-economic support	
Organizational environment	
Pay attention to the differences of cultures	Cultural factors
Respect for ideological differences	
Job motivation	Motivational factors
Strengthen inner motivations	
External motivation	
Strengthen professional skills	Educational factors
In-service training	
Continuous learning	
Organizational maturity	
Increase competitiveness	
Professional development	
Development and improvement	Human resources management
Maintenance	
Employment	
Identification and absorption	
Training and improvement	
Evaluate and provide objective feedback	
Pay attention to individual differences	Individual factors
Responsibility	
Individual values	
Forming a think tank	Regulatory factors
Talent tank design	
Scientific meetings	
Definition and formation of discovery centers	
Define talent identification centers	Communication factors
effective communication	
Effective communication with other institutions	
Interaction with other institutions	
Dynamic interaction	
communication skill	
Decentralization	Structural factors
Establishment of a participatory system	
Decentralized structure	
team work	
Opportunity to grow and flourish	Management factors
Alignment of strategies	
Conceptualizing talent	
Discover Talents	
Succession	
Attract talents	
Talent retention	
Meritocracy	
Management style	
planning	
Understand talent management	
Understand talent management	

Needs assessment	
Corporate Culture	
Organizational atmosphere	
Develop a mission and vision	
The fit of the individual and the organization	
Service incentive and compensation system	
Central justice	
Job Satisfaction	
Amend the rules	
Organizational values	
Achieving the goals of the organization	
Quality upgrade	
Efficiency	
Organizational Commitment	
Performance improvements	
Organizational citizen	

Organizational factors

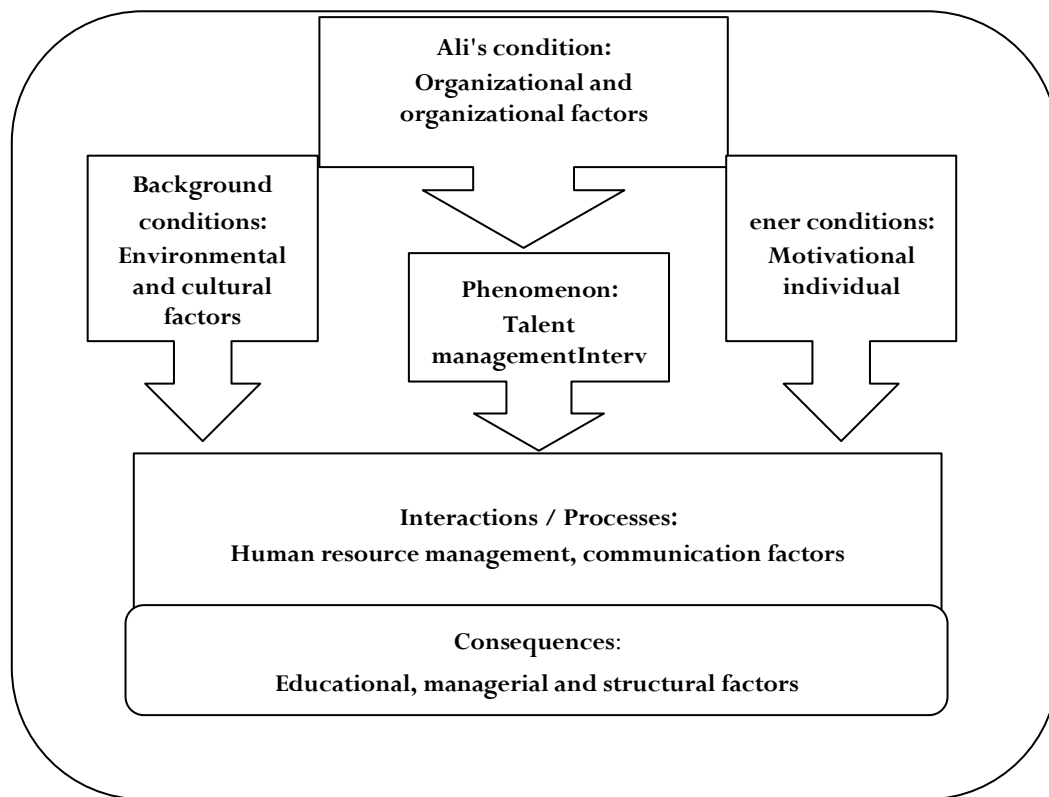


Figure 1. Strauss and Corbin paradigm model for talent management in education

From the perspective of the subjects in the education system, talent management is a phenomenon that interacts with causal, contextual and intervening factors as well as strategies and leads to consequences. Causal factors affecting the development of an appropriate model for talent management include organizational factors. Environmental factors affecting the development of a suitable model for talent management include environmental factors. Interfering factors affecting the development of an appropriate talent management model include the establishment of motivational and individual factors. Also, from the respondents' point of view, strategies such as the use of human resource management, communication factors and organizational factors are appropriate for the development of talent management. Finally, the research findings showed that the consequences of the development and implementation of talent management from the perspective of the subjects are the achievement of perspectives, missions and main

goals of education in terms of educational, structural and managerial factors. Participants in the quantitative section were 286 managers who answered the questionnaire. In the statistical sample, 179 people were equal (62.25) percent of men and 107 people were equal (37.75 percent) of women, and in terms of education, 7 people (2.47) percent were graduates; 27 people (9.54) associate degree; 126 bachelors (44.52) percent; 107 people had a master's degree (37.80) percent and 19 people (6.71) percent had a doctorate degree. SPSS software version 24 and Amos version 24 were used for quantitative data analysis. Prior to factor analysis, Kaiser-Mir-Alkin (KMO) and Bartlett test values were tested. When the KMO value is greater than 0.6, factor analysis can be used (Zare, Talebi & Seif, 2018). Table 3 presents the results of the Kaiser-Mir-Alkin test and the Bartlett test.

Table3. Kaiser-Mir-Alkin values and Bartlett test

Sampling Adequacy Index (Kaiser Mir Alkin)		0/894
Bartlett spherical test	Chi-square statistics	10784/132
	Degree of freedom	1953
	Significance level	0/000

The results of Table 3 show that the value (KMO) is equal to 0.894. Therefore, the sample size is suitable for factor analysis. Also, the value of Bartlett test is significant at the level of 0.001. Accordingly, the necessary condition for factor analysis is provided. In this study, confirmatory factor analysis consists of 10 factors. Output 2 shows that all factors have a suitable factor load and therefore it can be said that the model has a good fit. The factor of organizational characteristics with factor factor (0.85), education factors with (0.83) and cultural factors with (0.80) are more important than other factors.

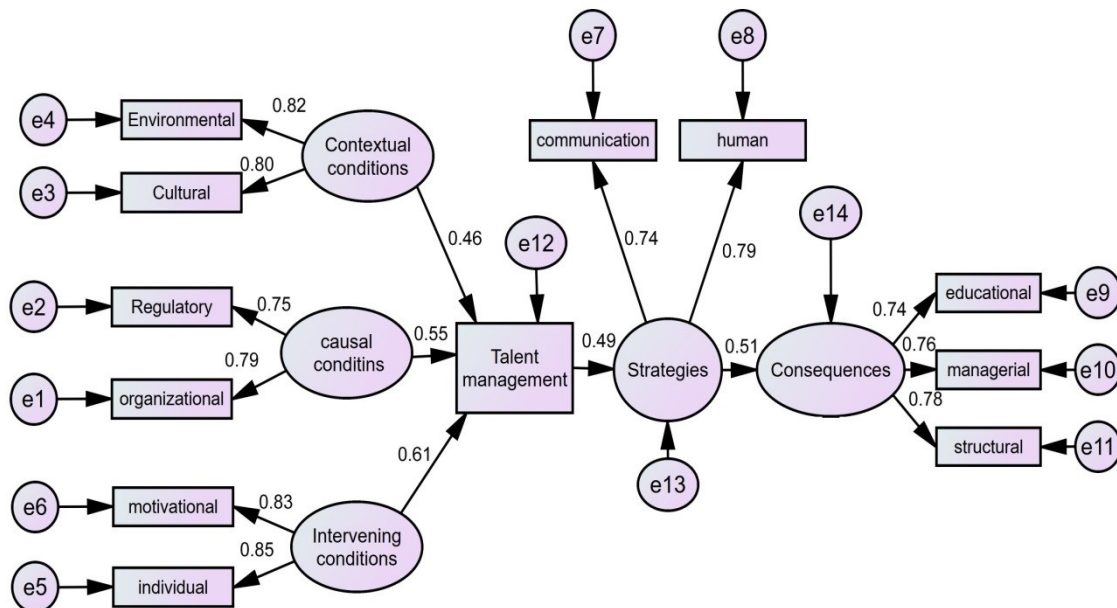


Figure2. Emus output for confirmatory factor analysis of the talent management structure

Given that the calculated ratio of chi-square to degree of freedom (CMIN / DF) is equal to 2.092. Also, the value of the second root index of the mean square squares (RMSEA) is equal to 0.063 and the value of the good fit index is GFI equal to 0.935 and the modified good fit index is AGFI equal to 0.991 and the adaptive fit index is CFI equal to 0.908 and normalized fit index of Bentler-Bonnet (NFI) equal to 0.948, Tucker-Lewis fit index (TLI) equal to 0.922 and incremental fit index IFI equal to 0.917 and relative fit index RFI) Are also equal to 0.952; Based on this, it can be concluded that the talent management model has a very good fit.

4. Discussion

Talent is a central category for all organizations and institutions, especially education. Primary school principals play a key role in guiding the education system because the presence of talented and elite principals solves many of the challenges of the education system. Accordingly, the present study was conducted to design a talent management model for primary school principals in Zanjan province. Findings showed that the talent management model has 10 main factors (environmental factors, motivational factors, education, human resource management, individual, organizational, communication, structural, managerial and organizational factors) and 63 components that ultimately select the themes of factors affecting talent management. The principals formed the elementary school. From the perspective of the subjects in the education system, talent management is a phenomenon that interacts with causal, contextual and intervening factors as well as strategies and leads to consequences. Causal factors affecting the development of an appropriate model for talent management include organizational factors. Environmental factors affecting the development of a suitable model for talent management include environmental factors. Interfering factors affecting the development of an appropriate talent management model include the establishment of motivational factors and individual factors. Also, from the respondents' point of view, strategies such as the use of human resource management, communication factors and organizational factors are suitable for the development of talent management.

The present findings are in line with the results of some studies such as Taghizadeh Yazdi et al. (2018) which concluded that the position of the organization and human resources in general have the greatest impact on attracting and retaining talent; According to the research of Saberi et al (2018) who concluded that the desired and current situation of talent management should focus on better practices for hiring, retaining, motivating and nurturing talented people for the future; According to the research of Sohrabi et al. (2017) who concluded that the dimensions of recruitment, selection, application, development and maintenance of talent management are important elements of the talent management model; According to Shoghi 2015, which concluded that the talent management model in NAJA training centers includes human capital, organizational learning, organizational social responsibility, organizational culture and employee motivation; According to the research of Barkhoyzan et al. (2017) who concluded that attention to the preservation of scientific talents is important in developing a talent model; According to Martin (2015) who concluded that the components of dynamism and employee growth are very important in developing a talent management model; According to Luna – Aroca, Morley (2015) who concluded that organizational performance and attention to employee motivation are important elements of the talent management model and Vaiman, Scullion, Collings (2012) who concluded that talent deficiency, social trends and population Cognitive, social responsibility of the organization, diversity of workforce, increasing staff turnover, moving towards a knowledge-based economy, the importance of growth and the emergence of new markets are important components of talent management of an organization, are consistent.

In explaining the present results, it can be said that each model is formed based on environmental, value and cultural conditions. In the existing model, organizational and organizational factors were identified as causal factors that can be said that talents are affected by different conditions and organizational and organizational factors that are both in the field of administrative relations have a significant effect on talent management. Therefore, organizational and organizational factors can be considered as direct and effective factors in talent management. In addition to other causal factors, similar underlying and intervening conditions can have direct and indirect effects on talent management. In the present study, environmental and cultural factors were the underlying conditions and motivational and individual factors were the intervening factors. This combination of factors along with causal factors can be effective in the formation of talent management. Talent management theory also emphasizes the promotion and increase of talent management by removing its factors and obstacles (Mucha, 2004). The emergence of talent requires environmental conditions and other human factors, so in the present research model, these factors were

effective in creating talent management. Other components of the model were strategies. Strategies are actions and reactions to the phenomenon (talent management). In this regard, it should be said that talented employees, when faced with obstacles, may use a variety of behaviors for their dissatisfaction or satisfaction. In the present study, strategies were human and communication factors. Ultimately, the consequences of talent management were improving the state of education, the management system, and strengthening the structure. In explaining this finding, it can be said that talent management is choosing the best opportunities and options over things. Once employees are properly qualified and focused on expertise, it is not unreasonable to expect the organization to reap its various benefits. Based on the present findings, it can be concluded that the paradigm model of talent management with the identified dimensions and components can be a good model for the education system. In the meantime, serious attention to the organizational and organizational factors of employees should be given priority.

One of the limitations of the present study was the limited access to elementary school principals who are theoretically familiar with the concept of talent management. Lack of cooperation of some managers in completing the questionnaire; Despite the explanations, some managers were concerned and somewhat anxious about completing the questionnaires. Another limitation due to financial and time constraints, research has been conducted in Zanjan province. According to the results, it is suggested to pay attention to efficiency, specialization and standardization in relation to motivational factors in job divisions and to move towards the desired situation, to provide the ground for autonomy, responsibility, experience, innovation and interdependence of managers. In connection with the factors related to the field of human resource management, it is suggested that a specific system be created in the education organization to manage the talents within the organization in order to meet the future demand for efficient personnel. In relation to individual factors, it is suggested that the recruitment process be based on individual background, individual and team competencies. In relation to managerial factors, it is suggested that the performance appraisal system be based on competency, limited training, possible rewards and based on individual and team competencies, and most importantly, encourage any innovative movement within the organization and promote innovation and creativity in doing things and strengthen morale. Be a team work.

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