

An Investigation of the Relationship between Talent Management and the School Principals' Empowerment in Chaypareh County in the Academic Year 2021-2022

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ABSTRACT

This study aimed to determine the relationship between talent management and the school principals' empowerment in Chaypareh County in the academic year 2021-2022. It is basic research in terms of purpose and descriptive correlation in terms of method. The statistical population of this study included all 111 school principals working in Chaypareh County. The sample size of the study was chosen based on the statistical population by using the census method. For data collection, two tools were used, including Oehley's Talent Management Questionnaire (2007) and Spreitzer's Psychological Empowerment Questionnaire (1996). Since they are standard questionnaires, their validities were confirmed and their reliabilities were obtained at 0.873 and 0.822, respectively, using Cronbach's alpha. Descriptive statistics (mean and standard deviation) and inferential statistics (Pearson correlation coefficient and multiple regression analysis) were used to analyze the data. The obtained data were analyzed by SPSS and the results showed that talent management ($r = 0.518$; $p < 0.05$) and its components (Recruiting and hiring talented employees, Identifying and segregating talented employees, Utilizing talents, Developing talents, Establishing and maintaining positive relationships, and Retaining talents) have a positive and significant relationship with the school principals' empowerment in Chaypareh County. ($r = 0.406$, $r = 0.436$, $r = 0.674$, $r = 0.423$, $r = 0.419$, $r = 0.408$; $p < 0.05$). Also, the results of regression analysis showed that regarding the components of talent management, utilizing talent can predict the school principals' empowerment ($p < 0.05$).

Keywords: Talent Management, School Principals' Empowerment, Chaypareh County.

1. Introduction

Education is the single most important factor in the development of a country. In this regard, effective and efficient management in schools can increase the level of teachers' job satisfaction, strengthen the parent-students bond and parent-teacher associations, reduce academic failure, improve innovation and creativity, optimize the use of human and financial resources and finally contribute to flourishing the children and adolescents' personality (Seif, 2013). Educational leadership and management are recognized as one of the important factors for the improvement and effectiveness of schools, and hence for effective education. The results of previous studies revealed that successful schools are run by successful principals successful principals. As schools have been facing fundamental and turbulent changes and challenges,

principals' necessary and critical role has become more complex and difficult (Mestry & Grobler, 2014). On the other hand, empowerment is based on assumptions that are different from what is currently implemented by the school principals. Empowerment is defined as giving employees the freedom to perform their assigned duties well. Empowered principals need to overcome controls, constraints, and barriers and instead motivate, guide, and encourage employees' behaviors. Evidence reveals that empowered employees are more productive, satisfied with their work initiative, and provide better service than underpowered employees (Asadi and Ahqar, 2016). In addition, rapid environmental changes require organizations to adapt to the environment by relying on a variety of management mechanisms, while empowerment is one of these mechanisms and plays an important role in the life of new organizations. Empowerment goals are achieved when power, information, technical knowledge, and rewards are distributed proportionally within an organization (Moradi et al., 2015). Talent management can be used as a tool to solve these challenges.

Talent management is defined as the implementation of integrated strategies or systems designated to increase workplace productivity by developing improved processes of attracting, developing, retaining, and utilizing people with the required skills and talents so that they can meet the current and future needs of an organization (Dunham, 2018). Implementing an effective talent management system increases the competitiveness of the organization thereby employees' turnover is dropped, and their job satisfaction, as well as their involvement in the organization, are boosted (Ernst & Andreas, 2015). Talent management is a tool that can be used to improve the recruitment process and develop people with the necessary skills and abilities to meet the current needs of the organization. Talent management suggests a process in which an organization identifies, manages, and then develops the employees for the present and future (Branham & Hirschfeld, 2018). Talent management in education refers to attracting and employing effective teachers and administrators for all schools and classrooms and equipping them with the educational and leadership skills needed to significantly improve students' success (Khademian, 2013). Two aspects of talent management are important for improving school performance. The first aspect is talent. One of the main tasks of talent management is to identify, recruit, apply, develop and retain the highest quality human resources as school teachers, principals, and leaders at all levels of the education system. The second aspect is strategic; while identifying, attracting, developing, and retaining talent is not enough or desirable in this aspect, these factors need to be aligned with the direction and strategy of the education system or school through strategic management. Talent management in the education sector intends to b and coordinate all aspects of the human resource management system, i.e. recruitment, selection, employment, familiarization, professional development, performance appraisal, working conditions, service rewards, and promotion to educational leadership. Achieving this goal increases learning efficiency and improves student achievement. In short, the primary goal of talent management in education is to acquire, develop and retain top talent to enhance students' academic achievement (Keshvari, 1390). The results of previous studies show that talent management can affect the desired organizational performance. Mirza Hakim and Poursayeed (2018) found a direct and significant relationship between talent management and organizational effectiveness. Amini and Faizi (2017) reported that talent management and all its components (talent acquisition, talent discovery, talent development, and talent retention) have a positive and significant effect on employees' performance. In addition, Mohammadi et al. (2017) concluded that talent management implemented by the Collings and Malahi model and its components have a positive and significant effect on employees' performance. Also, Ramazan et al. (2015) showed that talent management and resilience have a positive and significant effect on organizational performance. Tavakoli Yerki (2015) found that five main areas of talent management, attracting, developing, retaining, employing, and selecting talented people, have a positive and significant effect on high organizational performance. Shah Amiri and Gandumkar (2015) reported that talent management has a positive effect on succession. Also, Maroufi et al. (2016) concluded that talent management and structure characteristics have a significant effect on organizational innovation, and they are considered effective factors on organizational innovation. Moreover, Golbeki and Shahrakipour (2017) showed a relationship between talent management and teachers' educational performance through organizational trust in primary schools in District 2 of Zahedan

city. On the other side, regarding the foreign studies, Aksakal et al. (2013) showed that qualified personnel who have high performance in abilities, knowledge, skills, and other abilities have an important role in the success of the organization and also play a decisive role in improving the quality of the organization. The results of research by Iles et al. (2009) showed that talent management and human resource management both emphasize the integration of business strategies. Chung-Hosiao (2014) concluded that companies that use talent management in organizations with uncertain business environments show better organizational performance than organizations that do not use performance talent management. Half (2007) reported a positive relationship between talent management and organizational performance (quoted in Nopasand Asl & Ashegh Hosseini Mehravani, 2014). James Sanday Kehinde (2020) conducted a study entitled "Talent management: effective on organizational performance" and reported the effect of talent management on organizational performance. He found that strategic employees are considered as company talent, and talent management positively affects the performance of the whole organization.

Therefore, talent management in schools is associated with the principals' empowerment which is enhanced through knowledge sharing, attracting innovative teachers in teaching methods which boost students' learning, and employing creative assistants in support, education, administration, etc. Thus, considering the importance of the school principals' empowerment which is the starting point of students' learning, the present study aimed to answer the following question: Is there a relationship between talent management and school principals' empowerment in Chaypareh County?

2. Method

The present study was descriptive and applied. Also, the research method was descriptive-correlation. The statistical population of the study included all 111 school principals of Chaypareh County in the academic year 2021-2022. The sample size of the study was chosen based on the statistical population by using the census method. The data collection tools were Oehley's 36-item Talent Management Questionnaire (2007), while its validity was confirmed by experts due to its appropriate theoretical foundation and necessary content validity. The purpose of using this tool was to evaluate the internal and external factors of talent management (Hosseinpour et al., 2015). The rating was done through a 5-point range from 1 (very low) to 7 (very high), and it was positive. Higher scores indicate higher talent management in the organization and vice versa. The following table shows the components and items of each component.

Table 1. Components of the Talent Management Questionnaire

Components	Components
Recruiting and hiring talented employees	1 to 5
Identifying and segregating talented employees	6 to 12
Utilizing	13 to 19
Developing talent	20 to 25
Establishing and maintaining positive relationships	26 to 30
Retaining talents	31 to 36

The validity and reliability of the questionnaire have been confirmed in the research of Hosseinpour et al. (2015). Also, the reliability of the questionnaire used in this study was confirmed by Cronbach's alpha

coefficient, which was obtained at 0.873. Besides, Spreitzer's Psychological Empowerment Questionnaire (1996) was used to measure competency-related information. This questionnaire consists of 18 items on a five-point Likert scale with Cronbach's alpha of 0.74. The validity of this questionnaire was confirmed in Asadi and Ahqar's (2016) study, and its reliability was obtained through Cronbach's alpha coefficient, which was obtained at 0.84. Also, in the present study, the reliability of the used questionnaire was confirmed by Cronbach's alpha coefficient, and it was obtained at 0.822.

3. Findings

In analyzing the obtained data, the research hypotheses were analyzed by using the Pearson correlation test. The results of the correlation test are presented in Table 2.

Table 2. Pearson Correlation Tests of Variables

Variables	N	Coefficient	Significance level
Total talent management	111	0.516	0.01
Recruiting and hiring talented employees	111	0.406	0.01
Identifying and segregating talented employees employees	111	0.436	0.01
Utilizing	111	0.674	0.01
Developing talents	111	0.423	0.01
Establishing and maintaining positive relationships relationships	111	0.419	0.01
Retaining talents	111	0.408	0.01

According to Table 2, the calculated correlation coefficient between the total talent management and principals' empowerment is 0.516, so the correlation between the two variables at the level of 0.01 is positive and significant. Meanwhile, the components of academic motivation (Recruiting and hiring talented employees, Identifying and segregating talented employees, Utilizing talents, Developing talents, Establishing and maintaining positive relationships, and Retaining talents) significantly correlate with the school principals' empowerment. Then, to predict the use of the principals' empowerment through talent management components, multiple regression analysis was used, and the results are presented in Tables 2 and 3.

Table 3. Regression Analysis Results to Predict Principals' Empowerment Regarding Components of Talent Management

Criterion variable	R	R2	Modified R2	SE	Mean squared	Freedom degree	Total squared	F score	Significance
Principals' empowerment	0.678	0.460	0.428	.23972	7550.21 8878.72	6 104	1258.36 85.37	14.74	0.01

Regarding the table above, the correlation of Multiple Regression Analysis (MRA) with the school principals' empowerment in Chaypareh County was 0.678, and the adjusted R squared was obtained at 0.428. In the following, the multiple regression table is presented.

Table 4. Multiple Regression of Principals Regarding Talent Management Components

Criterion change	Predictive variables	B	SE	Beta	T	Significance
Principals' empowerment	Fixed	30.32	3.82		7.93	0.001
	Recruiting and hiring talented employees	-.008	0.487	-0.003	-0.016	0.987
	Identifying and segregating talented employees	0.116	0.386	0.06	0.3	0.764
	Utilizing talents	1.3	0.184	0.646	7.091	0.001
	Developing talents	0.202	0.394	0.094	0.514	0.608
	Establishing and maintaining positive relationships	0.318	0.484	-0.126	0.567	0.513
	Retaining talents	0.065	0.406	0.03	0.16	0.873

According to the table above, the significance level of utilizing talent component was obtained lower than 0.05 thus this component can predict the school principals' empowerment.

4. Discussion and Conclusion

The analysis of the obtained data showed that talent management has a positive and significant relationship with the school principals' empowerment in Chaypareh County. It should be noted that the present success of education lies in having empowered and talented principals who can manage the school effectively. To this end, identifying talents can facilitate effectiveness. Talent management in education refers to identifying and employing effective teachers for all schools and classrooms and equipping them with the teaching and leadership skills needed to significantly improve student achievement. Therefore, principals should use their empowerment in school management through utilizing teachers and administrative staff in the process of teacher affairs, and these talented staff can help the management in the optimal performance of school affairs. This result is consistent with the results of studies conducted by Ramazan et al. (2018), Golbeki and Shahrakipour (2017), Aksakal et al. (2013), and James Sanday Kehinde (2020).

In addition, statistical analysis showed that recruiting and hiring talented staff has a positive and significant relationship with the school principals' empowerment in Chaypareh County. It should be noted that when school principals try to use the teachers with high teaching abilities and talents in the school, teachers can be expected to improve their ability. Although the selection of teachers in some schools (especially in ordinary schools) may be done by the school principals, when he/she interacts with the district management, empowered employees can be recruited in the school. Thus, it is possible through selecting this kind of school by teachers during organizing human resources. This result is in line with the results of Tavakoli Yerki (2018), Shah Amiri and Gandumkar (2015), Chadnovski (2016), and James Sanday Kehinde (2020).

The analysis also showed that identifying and segregating talented staff has a positive and significant relationship with the school principals' empowerment in Chaypareh County. If the principal properly monitors the teacher's performance and continuously evaluates their skills, teachers with high teaching talents can be expected to stay in the school for a long time and improve the principal's skills. This result is in line with the results of Maroufi et al. (2015), Half (2007, quoted in Nopasand Asl, Ashegh Hosseini Mehravani, 2014), and Aksakal et al. (2013).

Moreover, the results showed that utilizing talent has a positive and significant relationship with the school principals' empowerment in Chaypareh County. Thus, when the school principal tries to balance teachers with the role they play in the school, preparing plans to make the teachers ready for teaching in new classrooms and modern environments and hiring talented people can increase the empowerment of school principals. This result is consistent with the results of Mirza Hakim and Poursaeed (2018), Shah Amiri and Gandumkar (2015), and Aksakal et al. (2013).

In addition, the results of the analysis showed that developing talent has a positive and significant relationship with the school principal's empowerment in Chaypareh County. In explaining this result, it should be noted that in preparing programs for paying attention to teachers' promotions, monitoring their performance, and giving benefits and reward services to teachers, a principal can improve his empowerment as well. This result is in line with the results of Amini and Faizi (2017), Keshvari (2011), Maroufi et al. (2016), and Chambers (2004 quoted in Tajaddin and Ma'ali Tafti, 2016).

In addition, the analysis also showed that establishing and maintaining positive relationships with teachers has a positive and significant relationship with the school principals' empowerment in Chaypareh County. To explain this result, it should be noted that when the school principal has a good relationship with the teachers so that they feel they are teaching in a familiar environment, it is expected that talented teachers show their ability, which can improve the principal's empowerment. This result is consistent with the results of research by Mohammadi et al. (2017), Iles et al. (2009), and Chang Hoshigo (2014).

The analysis also showed that retaining talents has a positive and significant relationship with the school principals' empowerment in Chaypareh County. To explain this result, it should be noted that the principal's efforts to encourage teachers to stay in school for a long time are possible by creating an appropriate and friendly environment at school. This result is consistent with the results of Mirza Hakim & Poursaeed (2018) and Aksakal et al. (2013).

Considering the obtained results, it is suggested to employ school principals who believe in utilizing and retaining talents. It is also suggested that standard models of global talent management be identified and implemented in schools. Besides, various organizational strategies need to be justified in meetings and seminars for principals to identify and segregate talented employees and ask for principals' contribution in implementing the strategies. Finally, in appointing a principal, the ones who have high experience in participation and can communicate well with others should be appointed. It is also suggested that educational decision-makers base their experience and abilities on the appointment of principals who can influence teachers and other staff to improve their performance according to school goals.

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