Talent Management According to the Psychological Capital and Positive Passion Recruitment Components Among Kindergarten and Primary Education Teachers in the Arab Republic of Egypt

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Abstract:

The current study aims to study talent management according to the employment of components of psychological capital and the positive passion of kindergarten and primary education teachers in the Arab Republic of Egypt. The basic study sample consisted of a sample of (342) with different teaching experiences (5-10), (10-15) (15-20) years of kindergarten and primary school teachers. Using the talent management questionnaire tools, the psychological capital scale, and the positive passion scale.

The study resulted in ;Teachers' perceptions of talent management strategies in the school (talent attraction, talent retention, talent development, and talent replacement) vary, and teachers' perceptions of education institutions (kindergarten and primary) for talent management as a whole are low ;There is a statistically significant relationship between teachers' perceptions of talent management strategies (talent attraction, talent retention, talent development, and talent replacement) in their schools and degrees on the psychological capital scale (hope, flexibility, self-efficacy, optimism) ;There is a statistically significant relationship between teachers' perceptions of talent management strategies (talent attraction, talent retention, talent development, and talent replacement) in their schools and degrees on the scale of positive passion for work in the school; There is a statistically significant relationship between teachers' scores on the psychological capital scale (hope, flexibility, self-efficacy, optimism) and their scores on the school's passion scale.

Keywords: Kindergarten, Positive passion, Primary education, Psychological capital, Talent management.

I. INTRODUCTION:

Educational institutions - like other institutions of society - are facing a revolution in knowledge, rapid access to information, cultural, social, and political changes, global competitiveness, depletion of natural resources, ultra-rapid changes, and uncertainty, which is often referred to by the abbreviated VUCA Volatility, Uncertainty, Complexity and Ambiguity It is no longer sufficient to rely on hierarchical, linear leadership, waiting for problems to be

resolved, short-term planning, vertical structures, routine leadership, formal systems of control, and rigid culture. (Singer, Mahmoud, & Elsaeed, 2019)

School is an essential context in children's lives and a significant source of skills and competencies that support their successful adaptation. The school needs the contribution of everyone in it to achieve its goals and prepare students for global knowledge.

Perhaps this need showed the role of teacher talent management in preparing schools to respond to challenges and turbulent contexts and urging individuals to direct their energies to developing effective institutional practices (Avolio, 2005)and to bring about a qualitative shift in the methods and means of doing work, and developing the positive psychological capabilities of employees. (Hoy, 2007) and to be more adaptable, agile, flexible, and focused on customers to achieve success and develop institutional performance.

Educational institutions require resources, strategies, and techniques to achieve success from capital, employees, and business strategies. Although these resources and strategies are important, talent management is a vital business tool for the growth of competitive institutions. (Singer & Mahmoud, 2020)

Talent management represents one of the fastest-growing areas of academic research and human resource development, where its real beginning was the announcement of the "War for Talent" in the late 1990s, as an expression of the value, retention, and attraction of highly qualified workers (Minbaeva & Collings, 2013).

Talent management has become the global challenge facing most organizations in the world. The results of studies ((Lubitsh & Smith, 2007); (Ingram & Glod, 2016); (Nojedeh & Ardabili, 2015) indicate that talent management is a critical success factor for organizations to gain a sustainable competitive advantage.

The institution's achievement is related to its employees' performance, as, in situations in which teachers have unique talents that competitors cannot imitate, the institution can gain a sustainable competitive advantage. Then the importance of managing this unique human resource is growing according to strategies for managing its talents.

Talent management is about investing, supporting, and evaluating talent and contributing to personal growth, teacher satisfaction, performance improvement, competitiveness, career development, and work-life balance on employee performance (Bibi, 2019).

(Avey J. B., 2014) concluded that talent management is related to workers' satisfaction with their profession, the growth of their self-esteem, their commitment to work standards, participation in the growth of the workplace's reputation and raising its status and a high sense of its membership, and then developing their optimism and hope for their professional advancement and passion for achievement.

Talent management differs from traditional human resource management in that it focuses only on a selective group of workers (usually between 10-20% of the organization's employees). Yet, it contributes to about 80% of the success of the organization, and talent management often gives the organization some organizational strength (Mousa & Ayoubi, 2019).

Education is an essential element to meet the needs of a changing society. This requires teachers who can activate their energies, invest their resources, and develop them continuously.

In this regard, the developed countries have realized the problem of the talent war and dealt with it in the light of the philosophy and systems of talent management, but our public and local Arab institutions still lack an understanding of the reality of this problem, especially as they focus on managing threats by measuring the performance gap and working to treat it through training and development programs and thus Achieving the acceptable level of performance and ignoring the opportunities that require effort and lower cost, which are working to achieve excellence and creativity through the management of talented people.

Hence, talent management in educational institutions is justified by evidence that confirms that it enables the school to deal with a competitive environment characterized by rapid change and to provide qualified teachers to produce a distinguished educational product for the community.

Talent management has an important role in maximizing and improving the performance and success of the organization, achieving its strategic goals, improving its future expectations, achieving competitive advantage, building institutional capabilities, empowering employees (Ahmed & Suleiman , 2013), and developing job engagement behaviors (Al-Anqari , 2012).

II. STUDY PROBLEM

Education institutions worldwide are facing major decisions and challenges in talent management because the environment has become uncertain and highly competitive in the global markets for the educational product of these institutions; thus, education providers have to reinvent themselves to stay relevant in this competitive environment increasingly.

Talent management is one of the major challenges facing the HR profession in all major economies worldwide. Research indicates that talent management challenges may be most acute in education markets. In an era where global citizenship education is an everyday encounter, every educational institution must meet future business demands by dealing efficiently with talent management for teachers and educators. We see that neglecting teachers' talent management is suicide for the educational institution, especially in the current business scenario of high competition.

The concept of talent management is a process that aims to obtain talented people in the educational institution (Armstrong, 2009), and the implementation of talent management methods requires high-quality management from leaders, politicians, human development specialists, and human resource professionals (Yoon, Kim, & Eom, 2019).

We believe that the decline of our educational institutions contributes to its failure to objectively manage leadership talents and its failure to create highly skilled human talents in front of local and international competitors.

An OECD survey (OECD, 2014) on brain drain reported that only 20% of authorities had no form of talent management in the UK.

According to (Vallerand, et al., 2003) on talent management, while there is no doubt that talent management plays an important role, there is little research and little guidance on how government can in practice implement effective talent management strategies.

We believe that one of the methods of good talent management is to focus on the components of psychological capital and a positive passion for work among teachers in educational institutions

Each educational institution must align the productivity of its workers in order to support the company's initiatives directly; This has consequently created a wide knowledge gap on the implementation of talent management and thus the need for a study on the challenges affecting the implementation of talent management in government companies in Kenya.

III. STUDY OBJECTIVES:

1. The general objective of the study:

The current study aims to study talent management according to the employment of components of psychological capital and positive passion among kindergarten and primary education teachers in the Arab Republic of Egypt.

2. The sub-objectives objective of the study:

2.1 Recognizing teachers' perceptions of talent management strategies in the school according to its dimensions (talent attraction, talent retention, talent development, and talent replacement).

2.2 Investigating the relationship between teachers' perceptions of talent management strategies in their schools and their scores on the psychological capital scale.

2.3 Investigating the relationship between teachers' perceptions of talent management strategies in their schools and their grades on the scale of positive passion for work in the school.

2.4 Studying the relationship between teachers' scores on the psychological capital scale and their school's passion scale scores.

2.5 Studying the predictability of teachers' scores on the dimensions of psychological capital from their scores on the dimensions of talent management strategies (talent attraction – talent retention – talent development – talent replacement) and their scores on the scale of positive passion for work in the school

2.6 Studying the predictability of teachers' grades with a positive passion for schoolwork from their grades on the dimensions of talent management strategies (talent attraction – talent retention – talent development – talent replacement) and their scores on the psychological capital scale (optimism – hope – flexibility – self-efficacy).

IV. STUDY CONCEPTS

5.1 Procedural concepts of the study:

5.1.1 The concept of teacher talent management:

The school can manage the talents of teachers according to the dimensions of attracting talents, retaining talents, developing talents, and replacing talents in a way that positively affects their

psychological, mental, and social characteristics, and then is reflected on the school's performance as a whole.

5.1.2 Psychological capital

The teacher's positive psychological state extends beyond intellectual capital to obtain and maintain a competitive advantage by adopting the four components of self-efficacy, optimism, flexibility, and resilience.

5.1.3 Positive passion for school work

Positive passion relates to the idea that individuals achieve success only when they pursue goals they love." Hence, positive passion expresses the extent to which the teacher enjoys a positive attitude, internal motivation, and positive self-awareness while working in a school, and then integration, commitment, and more effort towards the value or very important preference.

5.2 The basic concepts of the study:

5.2.1 Talent management

A talented individual is the one who possesses distinctive knowledge, skills, and competencies over others, and at the same time enables them to excel in the organization and to transform and change within it, and it isn't easy to transfer them through training.

Talented individuals can make a difference in the organization's performance either by directly contributing to that performance or achieving high-performance levels at the long level (Armstrong, 2009).

And (Tansley, 2011) went on to say that it is not easy to define the concept of talent because of the difference in perception of talent, as some indicate that talent reflects the level of creativity of employees, and others indicate that talent reflects their level of achievement. Others indicate that it reflects the level of ability to drive an enterprise.

On the other hand, (Tansley, 2011) reviewed in her research the history of the word "talent over thousands of years, and concluded after the research that it could be said that talent is distinguished from just being a skill."

The Longman Dictionary defines it as the natural ability to do something well. (Tansley, 2011) stated that talent is an innate talent that is manifested in a specific field of achievement and is linked to outstanding performance in some way.

And that the presence of talents in the school allows them to compete and improve performance at all levels, which requires encouraging those talents and motivating them to work creatively. Thus, competition for talent is the dominant thing in educational institutions, and if the institution cannot manage its talents, it will decline in its performance and may fail to achieve excellence.

Therefore, officials dedicate (20-40%) of their time in talent management, focus on the moral aspects, and realize that talent is the best way to achieve competitive advantage (Luthans, Avolio, Walumbwa, & Li, 2005).

Talent management is defined as having an appropriate number of workers in the right place at the right time with the right skill (Armstrong, 2009) and includes activities such as attracting, retaining, developing, and replacing talents (Tatoglu, Glaister, & Demirbag, 2016).

It is a well-studied strategy to attract, develop, and retain people with exceptional competencies and abilities, who represent a real, authentic, and confirmed value for the school, support its human resources, and are in harmony with the school's strategic directions (Singer & Mahmoud, 2021), a process aimed at attracting, retaining, developing and replacing talents in the school according to planned visions of leaders, politicians and development specialists. Humanity and the Human Resource Professional (Davies, 2010).

The mentality of talent management is derived from a firm belief that the talented within the organization exceed its competitors. They possess positive personal characteristics such as their passion for work and their optimism that they achieve positive results and their hope for the high standing of the institution, and that they possess what makes their institution significant and prestigious among other institutions (Singer, Mahmoud, & Elsaeed, 2019).

5.2.2 Talent management strategy

5.2.2.1 Talent attraction

It is the process of searching for highly qualified and qualified human resources to employ them in the appropriate places for them in the institution, and that the process of attraction is concentrated in the selection processes (Tatoglu, Glaister, & Demirbag, 2016) and refers to an activity undertaken by the school to discover qualified teachers to perform the current or expected jobs or developed positive Passion Scale.

5.2.2.2 Talent retention

The school's ability to retain talented teachers and not leave them by creating the best conditions and capabilities for them to achieve personal, professional and career achievements. It is a plan used by the school to retain talent through several methods such as perks and benefits, direct and indirect compensation, and the workplace that has a direct impact on career success and the indirect and variable impact on career success that depends on implicit rewards that reduce the loss or evasion of talents. (Tatoglu, Glaister, & Demirbag, 2016).

5.2.2.3 Talent development

It is the process that depends on the rehabilitation of individuals and their acquisition of the necessary skills for the processes of development and modernization through an organized activity based on the development of knowledge and skills of the two worlds in order to consolidate and deepen their knowledge of the objectives of the organization, taking into account the changes that occur in business technology, in addition to the future needs of the institution (Tatoglu, Glaister, & Demirbag, 2016).

Talent development depends on changes in performance, cognition, and behavior. And that the talent development process includes four broad areas (defining talent - to whom to develop, what capabilities must be developed and the time required for that? Evaluation What are the analytical tools used to measure effectiveness?

5.2.3 Psychological Capital

In the past, all attention was paid to traditional economic capital (such as cash capital and tangible assets), and employers and leaders found that this was not enough and that other capitals such as human capital should be taken care of. “What do you know?” (Experience, education, skills, knowledge, ideas) and social capital “Who do you know?” (Relationships, network of contacts and friends) It mainly includes the philosophy of “Who are you?” And what can you become in the near future?

Psychology aims to help people face problems, challenges, and difficulties, particularly diseases, disorders, and disorders (Seligman & Csikszentmihalyi, 2000). The focus of this science should be to make people’s lives more productive and worthwhile and help them realize their potential as individuals.

The concept of psychological capital, PsyCap, is derived from positive psychology when American psychologist Martin Seligman declared that society’s needs for human excellence and happiness would best be fulfilled if an emphasis was placed on the individual’s positive feelings and traits. It focuses on how to invest in its strengths rather than on weaknesses, on exploring opportunities rather than looking for threats, enhancing capabilities rather than stopping at obstacles, and thus aims to activate the effectiveness and overall efficiency of the worker rather than focusing on disruptions.

(Lubitsh & Smith, 2007) indicated that psychological capital is concerned with studying the strengths and psychological capabilities with a positive orientation for human resources that can be measured and managed effectively to improve the performance of individuals in the workplace according to the components of positive psychological capabilities (self-efficacy - hope - optimism - flexibility).

Psychological capital is characterized by (a) having self-confidence (self-efficacy) to manage and make the necessary efforts to succeed in the task and meet challenges (b) positive attribution or interpretation (optimism) about success now and in the future, i.e., having positive attitudes and expectations for success in the present Or the future (c) perseverance in achieving goals and, when necessary, redirecting paths, reconsidering the individual’s paths and options (hope) in order to achieve success (d) the ability to deal with problems and continuing to move forward, that is, when the difficulties of the individual encounters he tries to confront or contain or Overcoming it (flexibility) to achieve success (Singer, Mahmoud, & Elsaeed, 2019).

In recent years, it has been found that the four components of positive psychological capital are important components of economic growth (Luthans, Youssef, & Avolio, 2007).

For example, the components of psychological capital are predictive of employee performance and satisfaction. And they enhance the growth of the performance of the organization (Luthans, Avolio, Walumbwa, & Li, 2005) when workers get high degrees in their effectiveness, hope, optimism, and flexibility, their performance, and satisfaction from work grow, and they move effectively towards investing their strengths and show more commitment and contribute to providing a comfortable work environment that supports exceptional capabilities.

(Chan, 2009) applied psychological capital to study (264) Chinese teachers, and the results showed that when teachers have high psychological capital, they have high job satisfaction, less work attrition, and high talent leadership.

5.2.4 Harmonious Passion

Passion has been defined as a strong tendency toward a self-defined activity (or something he likes) that he finds important and to which he regularly devotes time and energy (Vallerand, et al., 2003). Passion makes individuals engage and engage, preferring an orientation that leads to positive or negative outcomes depending on the type of passion, As shown in the Dualistic Model of Passion, distinguishing between Harmonious Passion and Obsessive Passion.

Positive passion stems from the self-accommodation of a loved and preferred activity rooted in the identity of the individual, where the passion activity is freely chosen, interacting in harmony with the various aspects of life, and is under the control of the person who engages in the performance of this activity with a sense of will and determination. With harmonious passion, the activity does not conflict with other areas of life and is compatible with the personal values of the individual.

Compulsive cravings tend to feel pressure to follow through on activity and appear when an activity is being performed because of an external or internal emergency associated with it. With compulsive passion, a person feels compelled to engage in an activity, often doing so at the expense of other areas of life. And then narrowing of knowledge, motivation, inability to adapt, and the occurrence of work-related conflicts due to the difficulty of stopping engaging in the activity (Vallerand, 2008). On the contrary, those with positive passion tend to expand cognitive processes and motivational resources, and the occurrence of adaptation for results such as increased job satisfaction and reduced risk of burnout (Vallerand, Paquet, Philippe, & Charest, 2010), academic engagement (Stoeber, Childs, Hayward, & Feast, 2011), the growth of positive influence (Mageau & Vallerand, 2007), increased use of strengths and subjective vitality (Forest, 2012), and people's sense of positive influence. Satisfaction with life, self-vitalization, flow, perseverance, and a positive orientation towards employing individual talents and points of distinction (Frenzel, 2009).

Positive passion is a driving force that contributes to achieving teachers' enjoyment of their profession and mission and affects students' motivation to learn (Day, 2004) and the desire to fruit their profession and invest their talents and strengths in achieving parent, student, and community satisfaction (Frenzel, 2009) and student growth and maximization Their positive behavior in school and then in society, and their engagement in learning tasks with desire and love resulting from their imitation of the passion of teachers during classroom instruction

(Carbonneau, 2008). And (Fernet, 2014) found that positive passion contributes to the occurrence of job support and the growth of functional independence, which contributes to job satisfaction, investment of professional resources and support of the work environment, and then employing their positive psychological abilities in maximizing the productivity of the institution.

V. Study procedures

5.1 Study Sample

The main study sample consisted of a sample of (342) with different teaching experiences (5-10), (10-15) (15-20) years of kindergarten and primary school teachers. The following table illustrates this:

Table (1): Categories of the study sample and their educational stages

Categories of teaching experience and teaching stage	(5-10) Yrs	(10-15) Yrs	(15-20) Yrs	Average lifespan	The standard deviation of the time
Kindergarten (for the age group (5-6) years (second grade)	40	46	38	37.8	4.7
Primary education (first, second and third primary)	38	41	38	39.7	3.2
Primary education (fourth, fifth, and sixth primary)	32	36	33	42.1	4.2
Total	110	123	109	39.2	3.9

5.2 Study tools

The current research aims to create a talent management model based on the employment of psychological capital and positive passion in kindergarten and primary schools.

5.3 Talent management survey

5.3.1 Philosophy and description of the questionnaire

Through reviewing previous studies on talent management strategies and in line with the objectives of the study and to collect information and test study hypotheses, a questionnaire consisting of (16) items was developed that measures the independent study criteria, which is the extent to which teachers realize that the school follows talent management strategies. (Hilal, 2011)

Paragraphs (1-4) measure the strategy of attracting talents. Paragraphs (5-8) measure talent retention and paragraphs (9-12) measure the talent development strategy. Paragraphs (13-16) measure the talent replacement strategy

5.3.2 Validity and stability of the scale:

To verify the validity of the scale by exploratory factor analysis: for the questionnaire's paragraphs (16) items, and the first-factor analysis resulted in the presence of (4) factors, some of which were inexplicable, and after rotating the axes orthogonally in the Varimax method, it was possible to extract (4) interpretable factors, these factors whose underlying roots are more significant than The correct one, and together they explained (49.8%) of the total variance. And that these factors measure the same dimensions of talent management strategies, and these factors are:

- The first: its latent root is (4.2), and it has explained (13.2) of the total variance of the scale, and its saturations range between (0.41 to 0.65) and its paragraph numbers (from 1-4), and it is called the strategy of attracting talents
- The second: its latent root is (3.7), and it has explained (11.8) of the total variance of the scale, and its saturations range between (49-60) and its paragraph numbers are from (5-8), and it is called the talent retention strategy.
- The third: its latent root is (2.9), and it has explained (9.4) of the total variance of the scale, and its saturations range between (0.51-0.71) and its paragraph numbers are from (9-12), and it is called the talent development strategy.
- Fourth: Its latent root is (1.7), and it explains (7.8) of the total variance of the scale, and its saturations range between (0.44-0.68) and its paragraph numbers are from (13-16), and it measures the talent replacement strategy.

5.3.3 The stability of the scale of talent management strategies in educational institutions:

a) Re-application: using the re-application method with an interval of "two weeks for a sample of (110) kindergarten and primary education teachers with the same basic sample characteristics, and the correlation coefficients were (0.87, 0.82, 0.74, 0.79) for the dimensions of talent management strategies (talent attraction, talent retention). , talent development, and talent replacement) respectively, which are practically high coefficients and indicate an acceptable degree of stability.
b) Item stability: The item stability was calculated for the dimensions of the talent management questionnaire (talent attraction, talent retention, talent development, and talent replacement) by Alpha "Cronbach" method for the items of each dimension (with the number of items in each sub-dimension) and each time the degree of one of the items was deleted from the grade The totality of the dimension to which the paragraph belongs. Where the alpha coefficients of the paragraphs of the first dimension (attracting talents) ranged between (0.49 -0.62), the alpha coefficients of the paragraphs of the second dimension (and talent retention) ranged between (0.54 -0.68), and the alpha coefficients of the paragraphs of the third dimension (talent development) ranged between (0.47 -0.76) and ranged The alpha coefficients of the fourth dimension items (talent replacement) ranged between (0.59 -0.67) and the "Cronbach" alpha coefficient was calculated for the scale as a whole, and this coefficient was (0.77), which are acceptable stability coefficients.

5.4 Psychological Capital Scale (Luthans, Youssef, & Avolio, 2007)

The psychological capital scale consists of (24) items distributed into four sub-categories (optimism, flexibility, hope, and self-efficacy). Then (2) and then (1) according to the applicability of the paragraph to his behavior in school.

The scale in its Arabic form was applied to a sample of (115) kindergarten and primary school teachers with an average age of (33) years and a standard deviation of (5.2) and experience in teaching. The coefficients for each item and the total score for the scale were found.

5.4.1 The validity of the scale's degrees:

At first, it was relied on the sincerity of the arbitrators after translating the scale into Arabic. The paragraphs of the scale were presented to a group of specialists to judge the validity of the translation, and the opinions of the arbitrators were taken in light of the translation's appropriateness to measure each dimension of the psychological capital scale. We can say that the opinion of experts, specialists, and experienced people is a preliminary indication of the sincerity of what is to be measured.

5.4.2 Validity of the psychological capital scale: The validity of the scale was calculated through:

Exploratory factor analysis: The factor validity of the questionnaire was calculated for (24) items, and the first-factor analysis resulted in the presence of four factors, some of which were inexplicable, but after rotating the axes orthogonally by the Varimax method, it was possible to extract four interpretable factors, and these four factors have their latent roots greater than the correct one, and together they explain (55.1%) of the total variance, and these factors measure the exact dimensions of the psychological capital scale proposed by (Luthans, Youssef, & Avolio, 2007). These factors are:

- The first: Its latent root is (5.2) and explains (15.2) of the total variance, and its saturations range between (0.55 -0.71) and its paragraph numbers are (*(1)), 9, 11*, 4, 8, 19) and it is called optimism in the institution
- The second: Its latent root is (4.5) and explains (12.2) of the total variance, and its saturations range between (0.51-0.76) and its paragraph numbers (5, 7, 8*, 10, 13, 22), and it is called flexibility in the educational institution.
- The third: Its latent root is (3.4) and explains (12.7) of the total variance, and its saturations range between (0.42-0.79) and its phrase numbers are (2,6, 12, 17, 20, 24), and it is called hope in the educational institution
- Fourth: Its latent root is (2.3) and explains (9.4) of the total variance, and its saturations range between (0.62 -0.82) and its phrase numbers are (3, 4, 15, 16, 1, 23), and it is called self-efficacy in the organization.

5.4.3 Stability of psychological capital scale scores: Stability was calculated in the following ways:

5.4.3.1 Re-application: The researcher calculated the stability of the scale scores using the re-application method with an interval of "three weeks," and the correlation coefficients were (0.77 - 0.84 - 0.73 - 0.89) for dimensions of optimism, flexibility, hope, and self-efficacy in the organization), respectively, which are high coefficients that indicate an acceptable degree of persistence.
5.4.3.2 Paragraph stability: The stability of the paragraphs of the sub-dimensions of the scale was calculated by using the alpha-Cronbach coefficient for the paragraphs of each sub-dimension separately (by the number of paragraphs of each sub-dimension), and each time the degree of one of the paragraphs was deleted from the total degree of the dimension to which the paragraph belongs. Where the alpha coefficients of the paragraphs of the first dimension (optimism in school) ranged between (0.66-0.74), the alpha coefficients of the paragraphs of the second dimension (flexibility in the institution) ranged between (0.72 - 0.86), and the alpha coefficients of the paragraphs of the third dimension (hope in the institution) ranged between (0.57 - The alpha coefficients of the fourth dimension paragraphs (self-efficacy in the organization) ranged between (0.52-0.71), and we note that all the stability coefficients of the paragraphs are less than the general alpha coefficient of the sub-dimension to which the paragraph belongs (0.77, 0.85, 0.81 and 0.75, respectively). This means that entering the paragraph does not lead to a reduction in the general alpha coefficient of the sub-dimension and that all paragraphs are characterized by acceptable stability.
5.4.3.3 Cronbach's alpha coefficient was calculated for the scale as a whole, which was (0.85), and the split method was calculated using the Spearman-Brown equations, which amounted to (0.82) and Gettman (0.86), which are, in their entirety, acceptable stability coefficients. The split-half stability coefficient of the Spearman-Brown method for the four dimensions was (0.64, 0.68, 0.74, and 0.78), respectively.

5.5 Positive Passion Scale

The philosophy of the scale: that persevering individuals achieve success only when they pursue goals they love, and then commitment, effort, positive direction, internal motivation, and positive self-awareness (Diener, 2000). (Aljunaibi, (2014).

The Positive Passion Scale consists of (eight) terms; each phrase measures a specific content of the positive passion, which expresses the teacher's desire to teach, his sense of membership in the school, the effort and energy in his profession, his love for excellence, talent at work, and his positive orientation towards his profession and institution. (Bandura, 1997)

The response to the scale is made through a quadruple grading by giving a score of (4) according to the extent to which the paragraph applies to what the teacher perceives or that he performs the possible actions contained in the paragraph in the school. (Fernet, 2014)

Experts' opinions: The scale was presented to a group of experts to judge the validity of the translation and the appropriateness of the scale's paragraphs in terms of content and wording. The average percentage of the agreement reached (98%).

5.6 Internal Consistency

The questionnaire in its Arabic form was applied to a sample of (212) kindergarten and primary school teachers with an average age of (33) years and a standard deviation of (5.2) and experience in teaching. The coefficients for each item and the total score for the scale were found.

Table (2) Correlation coefficients of the scores of each item with the total score of the scale

S	Item	1
1	I have a specific field (teaching) that I'm really excited about	**0,59***
2	I have a passion to invest a lot of time to become good in the field of teaching the children and students in my school	**0,54***
3	I think I can be an expert in the field of teaching and learning for children and pupils in school	**0,66***
4	I have enough passion to become distinguished in my field and master the skills that make me distinguished, proficient and skilled in my field of specialization in teaching	**0,75***
5	I work hard and with genuine desire enough to achieve my goals and excel in teaching	**0,45***
6	I have a strong passion for certain areas, subjects or skills that will help me to master my basic job	**0,63***
7	I invest a lot of time in projects that I love and really like	**0,57***
8	My passion is important to me	**0,74***

* Indicated at the level (0,001)

It is clear from the table (2) that the correlation coefficients for the degree of each paragraph in the total score range between (0.45-0.75), which indicates the internal consistency of the scale.

5.7 Stability of the Positive Passion Scale scores The researchers calculated the reliability in the following ways

5.7.1 Re-application: re-application with an interval of "three weeks" and the correlation coefficients were (0.71), which are high coefficients that indicate an acceptable degree of stability.

5.7.2 The stability of the items: The stability of the paragraphs was calculated using the alpha "Cronbach" method, and the alpha coefficients ranged between (0.62- 0.78) for the paragraphs and the scale as a whole, reaching (0.72), which are acceptable stability coefficients.

VI. RESULTS/DISCUSSION

6.1 The results of the first hypothesis

Teachers' perceptions of the school's talent management strategies (talent attraction, talent retention, talent development, and talent replacement) vary.

To test this hypothesis, a descriptive analysis was conducted for talent management strategies in educational institutions, where their mean and standard deviation were calculated and arranged in descending order according to their relative importance according to the value of the arithmetic mean, taking into account the gradation of the questionnaire used in the study. Accordingly, the values of the arithmetic averages for the study depended on the following criterion to explain the data.

SMA	Level For The Average Arithmetic Mean
3.8 and above	**High**
3.7 – 2.5	**Average**
2.48and below	**Low**

Depending on this criterion, if the arithmetic means the value of the paragraphs is more than (3.8) or more, the teachers' estimation level will be high. Still, if the arithmetic means the value is (2.5-3.7), the teachers' estimation level will be average. If the arithmetic mean is (2.48 or less), then the teachers' evaluation level is low.

Table (3) Arithmetic averages and standard deviations of kindergarten and primary teachers' perceptions of talent management strategies in their schools.

Paragraph Sequence	Talent Management Strategies	SMA	Standard Deviation	Rank	The Level Relative To The Arithmetic Mean
1-4	Talent Attraction	2.2	0.77	3	**Low**
5-8	Talent Retention	2.1	0.82	4	**Low**
9-12	Talent Development	2.5	0.84	2	**Low**
13-16	Talent Replacement	3.6	0.89	1	**Avrage**
1-16	Overall Average	2.1	0.83		**Low**

Table (3) shows that the average dimensions of talent management strategies amounted to (2.1), and this means that the perceptions of teachers in educational institutions (kindergarten and primary education) are low.

By analyzing the dimensions of talent management strategies, it becomes clear that the talent replacement strategy took the first rank, followed by attracting talent, developing talent, and

finally retaining talent. This indicates that teachers in kindergarten and primary schools have a low perception of the importance of talent management strategies.

The paragraphs of each dimension of talent management strategies were analyzed as follows:

6.1.1 First: The level of kindergarten and primary education teachers' perceptions of the talent acquisition strategy

Table (4) Arithmetic averages and standard deviations of kindergarten and primary school teachers' perceptions of strategies for attracting talent in their schools.

Parag.#	Talent Manag. Strategies	SMA	Stand. Dev.	Rank	Level for aver. arith. mean
1	The school has a clear and specific strategy in attracting talent based on competencies and experiences.	2.4	0.71	1 repeated	Low
2	The school is looking for people with experience, competence, and competencies to benefit from them in education in the school.	2.3	0.63	2 repeated	Low
3	The school holds tests that measure the abilities and aptitudes of the gifted.	2.3	0.59	2	Low
4	The school administration adopts a culture of searching for talented and reputable teachers to employ and benefit from them.	2.4	0.67	1	Low
1-4	Overall average.	2.3	0.89	1 repeated	Low

Table (4) shows that the perceptions of kindergarten and primary education teachers for the strategy of attracting talents are low, reaching (2.3). The table also indicates that the first and fourth paragraphs occupied the first and first repeated positions, even though their level is low. This indicates that teachers in kindergarten and education schools. The primary school has a low perception regarding the implementation of the strategy to attract talent.

6.1.2 Second: The level of perceptions of kindergarten and primary education teachers, talent retention strategy:

Table (5) Arithmetic averages and standard deviations of kindergarten and primary education teachers' perceptions of the strategy for retaining talents in their schools.

Parag.#	Talent Manag. Strategies	SMA	Stand. Dev.	Rank	Level for aver. arith. mean
5	The school grants moral and material incentives and rewarding financial rewards to the teachers of innovation and teaching competencies regularly and continuously	2.5	0.8	1	**Moderate**
6	The school seeks to form good and positive relations between teachers with qualified teaching, research, and organizational talents on the one hand and between the school and them on the other hand.	2.1	0.58	4	**Low**
7	The school seeks to reduce absenteeism rates and leave work to teachers with different qualifications, qualifications, and talents	2.4	0.74	2	**Low**
8	The school follows the application of flexible and free work arrangements and rules for teachers with different competencies and talents	2.2	0.69	3	**Low**
	Overall average.	2.4	0.79		**Low**

Table (5) shows that kindergarten and primary school teachers' perceptions of the talent retention strategy are low, reaching (2.4). The table indicates that the fifth paragraph occupied the first rank at an average level, and this indicates that teachers in kindergarten and primary schools have an average perception regarding "Granting the school moral and material incentives and rewarding financial rewards for the teachers of innovation and teaching competencies regularly and continuously" The seventh paragraph occupied the second rank at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception regarding "the school's endeavor to reduce absenteeism rates and leave work to teachers with different qualifications, qualifications, and talents."

The eighth paragraph occupied the third rank with a low level. This indicates that teachers in kindergarten and primary schools have a low perception that "the school follows the application of flexible and free work arrangements and rules for teachers with different competencies and talents."

6.1.3 Third: The level of kindergarten and primary education teachers' perceptions of the talent development strategy.

Table (6) Arithmetic averages and standard deviations of kindergarten and primary education teachers' perceptions of the talent development strategy in their schools

Parag.#	Talent Manag. Strategies	SMA	Stand. Dev.	Rank	Level for aver. arith. mean
9	The school provides continuous learning and training opportunities for teachers	2.3	0.80	1	Moderate
10	The school conducts training programs, workshops, and action research for its teachers to further develop and develop their skills, abilities, and competencies at work.	2.2	0.58	2	Low
11	The school provides a lot of modern technological technologies for teachers with competencies and talents for more creativity and innovation	2.1	0.74	3	Low
12	The school identifies the strengths and weaknesses of teachers to strengthen and support them	1.9	0.69	4	Low
9-12	Overall average.	2.3	0.79		Low

Table (6) shows that kindergarten and primary teachers' perceptions of the talent development strategy are low, reaching (2.3). The table indicates that the ninth paragraph took the first rank at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception regarding "The school provides continuous learning and training opportunities for teachers. The tenth paragraph ranked second at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception regarding "the school conducts training programs, workshops, and research for its teachers to further develop and develop their skills, abilities, and competencies at work."

The eleventh paragraph ranked third at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception regarding "the school provides a lot of modern technological technologies for teachers with competencies and talents for more creativity and innovation."

6.1.4 Fourth: The level of perceptions of kindergarten and primary education teachers as a talent replacement strategy.

Table (7) Arithmetic averages and standard deviations of kindergarten and primary school teachers' perceptions of the talent replacement strategy in their schools.

Parag.#	Talent Manag. Strategies	SMA	Stand. Dev.	Rank	Level for aver. arith. mean
13	The school prepares talented teachers for future leadership roles	2.1	0.71	3	Moderate
14	The school has supportive plans for the departure of qualified teachers and educational, administrative, and research talents	2.4	0.53	1	Low
15	The school administration is evaluating its processes related to managing the job replacement process for talented teachers and those with leadership competencies	2.2	0.69	2	Low
16	The school applies the methods of job impairment for talented teachers in conferences and seminars and representing the school in forums	1.7	0.78	4	Low
	Overall average.	2.4	0.82		Low

Table (7) shows that kindergarten and primary education teachers' perceptions of the talent replacement strategy are low, reaching (2.4). The table indicates that the fourteenth paragraph ranked first at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception in "The school has supportive plans for the departure of qualified teachers and educational, administrative and research talents."
The fifteenth paragraph ranked second at a low level, and this indicates that teachers in kindergarten and primary schools have a low perception regarding "the school administration evaluates its processes related to managing the job replacement process for talented teachers and those with leadership competencies."

The thirteenth paragraph ranked third at a low level, indicating that teachers in kindergarten and primary schools have a low perception of "the school qualifies the talented teachers to occupy leadership roles in the future."

The result of this hypothesis shows that kindergarten and primary schools do not practice talent management or talent management strategies at a reduced level, and this result may be

attributed to the presence of school administrative practices that are not directed to managing talents within schools and benefiting from them. These schools may be bureaucratic in their work, and they do not find excellence in their teachers, and this is what was confirmed by a study (Myung et al. 2011), which revealed that school principals tend to benefit from teachers who are willing to take responsibility and have talents.

6.2 The results of the second hypothesis

The hypothesis text "There is a statistically significant relationship between the degrees of teachers' perception of talent management strategies in their schools and their scores on the psychological capital scale."

This hypothesis was tested by calculating a correlation coefficient between the degrees of their perception of talent management strategies and their scores on the psychological capital scale. The following table summarizes these results.

Table (8) Correlation coefficients and their significance between teachers' perceptions of talent management strategies and their scores on the psychological capital scale

Dependent And Independent Variables	**Dimensions Of Psychological Capital And Total Score**				
	Optimism	Flexibility	Hope	Self-Efficacy	**Total marks**
Talent Attraction	0,88*	0,47*	0,71*	*0,43	**0,84***
Talent Retention	0,84*	0,56*	0,69*	*0,67	**0,73***
Talent Development	0,69*	0,59*	0,66*	*0,50	**0,78***
Talent Replacement	0,76*	0,85*	0,68*	*0,57	**0,67***
Overall Average.	0,72*	0,73*	0,84*	*0,66	**0,87***

** All correlation coefficients are statistically significant at the (0,001) level.*

It is evident from Table (8) the following results:

Classification value and a value score between (0.43-0.88) between the degrees of psychological capital (optimism, flexibility, hope, self-efficacy, totality) on the one hand and the degrees of the dimensions of the talent management strategies questionnaire in the school (attracting) talent - talent retention - talent development - talent replacement - Total marks)

The result of this hypothesis proves the strategies of talent management strategies in teachers' schools for their educational value; they exercise their capital components such as their optimism, perseverance, and flexibility in the face of difficulties and challenges in the school, their confidence in their abilities to achieve the school's goals and the effectiveness of their efforts in the result on the results achieved by the school.

The result of this hypothesis proves the reciprocal relationship between psychic capital (hope, resilience, self-efficacy, optimism) and the practices of talent management strategies, which

leads to the formation of psychic capital capabilities. The psychological capital capabilities of teachers, including optimism, self-efficacy, hope, and resilience, may motivate school leaders to practice talent management strategies in line with the results of research (Avolio, 2005); (Avey J. B., 2011); (Avey J. B., 2014).

The practices of talent management strategies provide a positive organizational context that forms in teachers positive psychological capabilities such as confidence and conviction of their value as influential people in the results of the institution, their ways to achieve its goals, their flexibility when facing internal or external challenges in the school, the diversity in their paths and ways to achieve the goals of the institution and their sense that they are They provide a service that rises to the level of customer satisfaction (Avey J. B., 2011).

6.3 The results of the third hypothesis

The text of the hypothesis "There is a statistically significant relationship between the degrees of teachers' perception of talent management strategies in their schools and their scores on the scale of positive passion for work in the school."

This hypothesis was tested by calculating a correlation coefficient between the degrees of their perception of talent management strategies and their scores on the positive work passion scale in the school. The following table summarizes these results.

Table (9) Correlation coefficients and their significance between teachers' perceptions of talent management strategies and their scores on the scale of positive passion for work in the school.

Dependent and independent variables	**Dimensions of talent management strategies in school**				
	Talent Attraction	Talent Attraction	Talent Development	Talent Development	**Overall Average**
Positive passion for school work	0,85*	0,87*	0,76*	0,79*	***0,86**

** All correlation coefficients are statistically significant at the (0,001) level.*

It is clear from the table (9) that there are positive and statistically significant correlation coefficients at the level (0.001) whose value was limited between (0.76-0.87) between the degrees of talent management strategies in the school (attracting talents - retaining talents - developing talents - replacing talents - total score) and their scores on A measure of positive passion for school work.

6.4 The results of the fourth hypothesis

The hypothesis text "There is a statistically significant relationship between teachers' scores on the psychological capital scale and their scores on the school's passion scale."

This hypothesis was tested by calculating a correlation coefficient between scores on the psychological capital scale and their scores on the positive passion scale for schoolwork. The following table summarizes these results.

Table (10) Correlation coefficients and their significance between teachers' scores on the psychological capital scale and their scores on the positive passion scale for school work

Dependent and independent variables	**Dimensions of talent management strategies in school**				
	Talent Attraction	Talent Attraction	Talent Development	Talent Development	**Overall Average**
Positive passion for school work	0,89*	0,72*	0,85*	0,73*	***0,86**

** All correlation coefficients are statistically significant at the (0,001) level.*

It is clear from the table (10) that there are positive and statistically significant correlation coefficients at the level (0.001) whose value was limited between (0.72-0.89) between the degrees of psychological capital dimensions (optimism, flexibility, hope, self-efficacy, and the total score) on the one hand and their degrees on the passion scale Positive to work in school

The result of this hypothesis shows that passion for the teaching profession affects the positive psychological abilities of teachers in several aspects:

- First: increasing their interest and talents, maximizing their professional competencies, growing their motivation and alertness, and then their central role in facing school challenges (Haskins & & Shaffer, 2010) and that enjoying the profession and passion for it is an important component for the development of sense of positive school membership, positive influence, job satisfaction, and self-efficacy (Diener, 2000).
- Second: Teacher Employment Reports related to education and student motivation such as reviewing topics to be covered in oral exams or essays written with students and encouraging students who are predisposed to failure (Moe, Pazzaglia, & Ronconi, 2010).
- Third: the happiness of the self compared to others and is an essential aspect of happiness (Lyubomirsky, Sheldon, & Schkade, 2005).
- Fourth: Teachers' self-efficacy as confidence in their ability to teach, manage classrooms, support students' needs, help them learn, achieve, and motivation (Bandura, 1997), one of the main sources of motivation and commitment in all aspects of education (Moe, Pazzaglia, & Ronconi, 2010).

VII. Recommendations And Suggestions

- Employing the components of psychological capital (self-efficacy, optimism, hope, and flexibility) in developing workers' satisfaction in the workplace and improving educational services for students and parents.
- To develop the positive passion of teachers to improve educational services.

– Teachers need to work on improving the positive psychological capabilities of teachers and urging them to work by managing their talents objectively and according to a well-studied and agreed-upon plan.
– Enhancing the culture of talent and developing the concept of talent management in kindergarten and primary schools by holding workshops and conferences to ensure the formation of a competitive environment for teachers and motivate the talented and distinguished among them.
– Future studies can address the point of positive passion in improving teachers' job satisfaction, reducing teachers' stress, and supporting their passion.

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