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Investigating the relationship between Talent Management and Organizational Socialization with Psychological Capital (Case study: Saqez primary school teachers)

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Research Paper

Abstract

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Purpose: The present research was conducted with the aim of investigating the relationship between talent management and organizational socialization with psychological capital.

Methodology: Descriptive research method is correlation type. The statistical population included all primary school teachers in Saqez city in the academic year of 2020-21. Using the random cluster sampling method, 278 teachers were randomly selected for the study. To collect research data, three standard questionnaires of talent management (Cunningham, 2007), organizational sociability (Taormina, 1997) and psychological capital (Luthans, Youssef, Avolio, 2007) were used. Pearson's correlation coefficient and structural equation model were analyzed in Lisrel and SPSS statistical software.

Findings: The results showed that the relationship between talent management and psychological capital (0.28) with a T-statistic of 4.29 is positive and significant ($P < 0.01$), as well as the relationship between organizational socialization and psychological capital (0.64) with a t-statistic of 7.36 was positive and significant ($P < 0.01$).

Conclusion: According to the findings of the present research, one of the factors affecting psychological capital can be talent management and organizational socialization.



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Detailed abstract

Purpose: The changing environmental conditions of organizations, the gap between individual and social expectations, the complexity of work life and the problems of time management in today's work environments create tension between employees. In order to succeed in such environments, organizations must study and research the psychological aspects of employees. During the last decades, many researches have been conducted by researchers about attitude and its positive aspects, including psychological capital. Psychological capital is a subset of positive psychology that is considered as a competitive resource for gaining advantage among organizations today. Psychological capital is a state of positive psychological development with the characteristics of commitment and effort necessary to succeed in tasks. Challenging tasks (confidence/self-efficacy); having positive references for present and future success (optimism); Stability in the path of the goal and, if necessary, changing the path to reach the goal to achieve success (hope) and perseverance against problems to achieve success (flexibility) are among the most important characteristics of psychological capital. Considering the importance of psychological capital and its role in creating a sustainable competitive advantage for organizations, the attention of researchers in the field of organization and management has been drawn to the factors affecting this key structure. In this context, it seems that talent management can play a significant role in improving psychological capital, because studies have shown that strategies such as talent retention play an important role in improving employees' behavioral outputs. For example, Babaian and Yousefi (2013) showed that Talent management has a positive and significant effect on intellectual capital. Therefore, it can be assumed that there is a relationship between talent management and psychological capital. The present study was conducted with the aim of investigating the relationship between talent management and organizational socialization with psychological capital.

Methodology: This quantitative research was of the type of applied studies and the method used was the descriptive method and the type of correlational studies and structural equation model. The target statistical population included 980 primary school teachers of Saqez city. The sampling method of the research was random cluster in the first stage and stratified random in the second stage, 278 teachers were selected for the study. Morgan's table was used to estimate the sample size. In order to comply with ethical considerations, confidentiality of information was done by presenting the code to the statistical sample and the principle of confidentiality was respected. To collect research data, three standard questionnaires of talent management (Cunningham, 2007), organizational socialization (Taormina, 1997) and psychological capital (2007, Luthans, Youssef, Avolio) were used. Data analysis was done with the help of statistical software SPSS21 and also LISREL8.8 at two inferential and descriptive levels. At the descriptive level, statistics such as mean, standard deviation, skewness, and kurtosis were used, and at the inferential level, Pearson's correlation coefficient tests were used. Also, to investigate the relationship between talent management and organizational socialization with psychological capital, the structural equation model was used in LISREL statistical software.

Findings: The results showed that the relationship between talent management and psychological capital (0.28) with a t-statistic of 4.29 is positive and significant ($P < 0.01$). The relationship between organizational socialization with psychological capital (0.64) with a T-statistic of 7.36 is positive and significant ($P < 0.01$). Absolute, comparative and economic fit indices are reported separately. In this study, the adjusted fit goodness index (AGFI), the fit goodness index (GFI) and also the root of the standard squared mean square (SRMR) as absolute fit indices, normalized fit index (NFI), and adaptive fit index (CFI). And non-normalized fit index (NNFI) as adaptive fit indices as well as chi-square on degree of freedom (X^2 / df), brevity fitting index (PNFI) and mean squared mean error (RMSEA) as fitting indices have taken The obtained values (AGFI-0.87, GFI-0.93, SRMR-0/04 as absolute fit indices, NFI-0.92, CFI-0.92, NNFI-0.91 as adaptive fit indices and X^2 / df -2/59, PNFI-0/64, RMSEA-0/07, as adjusted fit indices) showed that the proposed model has a suitable fit.

Conclusion: According to the findings of the present research, talent management and organizational socialization can be among the factors affecting psychological capital. Among the limitations of the research is the statistical population of the primary school teachers of Saqez city, so caution is necessary in generalizing the

results to teachers of other cities and grades. In the present study, only a questionnaire was used to collect the desired information, and methods such as interview and observation may give different results. Also, the simultaneous effect of other variables can be one of the limitations of the present study. In line with the results, suggestions have been made. It is suggested that in the stages of recruiting and hiring teachers, efforts should be made to pay attention to scientific standards and moral values, this is important through thinking together with experts and professors to identify and formulate scientific indicators and Moral values are realized. It is suggested that in order to increase the performance commitment of teachers, meritocracy, stability and job security should be given serious attention by officials, this can be achieved by speeding up the recruitment process until the final official stage. Expediting the transformation of the status of the organization's members into permanent official employment and their promotion based on specific and documented criteria at the right time. It is suggested to provide favorable and appropriate fields such as in-service training, holding training workshops for employees and apply the necessary support in this field, it is suggested that schools, through weekly meetings and preparation of information booklets, provide contexts and conditions for teachers to familiarize themselves with the goals, position, duties and roles of the educational system in relation to the society and students that it can create. Common understanding of the organization's goals and roles among teachers. It is suggested that the school environment is receptive to constructive relationships and interactions between teachers with each other, as a result of which sincere relationships and friendship networks are formed between teachers. Teachers' discussions can be done individually or in groups. It is suggested that the payments and promotion opportunities of the employees should be considered in a way that is a function of the quantitative and qualitative performance of the employees.