Iranian Journal of Educational Society

Designing an Intelligence and Talent Management Pattern for Elementary School Students

Heydar Mozaffari[1] , Fariba Shayegan[2*] , Ali Mohebi[3]

1. PhD student, Department of Philosophy of Education, Science and Research Unit, Islamic Azad University, Tehran, Iran.
2. Professor, Department of Sociology, Amin University of Police Sciences, Tehran, Iran.
3. Professor, Curriculum Planning Department, Amin University of Police Sciences, Tehran, Iran.
❖ **Corresponding Author Email**: Shayegan_fa@yahoo.com

Research Paper	**Abstract**
    Article Cite: Mozaffari H, Shayegan F, Mohebi A. (2023). Designing an Intelligence and Talent Management Pattern for Elementary School Students, Iranian Society of Sociology of Education. 9(1): 349-358.	**Purpose**: Considering the importance of intelligence and talent and their role in academic performance, the present research was conducted with the aim of designing an intelligence and talent management pattern for elementary school students. **Methodology**: The present study in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The study population in the qualitative section was experts in the field of educational sciences of experts in the field of intelligence and talent management, which based on the principle of theoretical saturation number of 14 people of them were selected by purposive sampling method. The study population in the quantitative section was principals and teachers of Bushehr province, which based on the Krejcie and Morgan table number of 196 people of them were selected by stratified sampling method. The data of qualitative section were collected by semi-structured interview and the quantitative section were collected by researcher-made questionnaire. To analyze the data of qualitative section were used from coding method in MAXQDA-12 software and to analyze the data of quantitative section were used from structural equation modeling method in SPSS-25 and Smart PLS 4 software. **Findings**: The findings of the qualitative section showed that the intelligence and talent management pattern for elementary school students has 124 indicators, 15 components in 6 dimensions including the central category (with three components of attraction of talent, development and promotion of talent and retention of talent), causal factors (with three components of internal conditions, organizational conditions and current processes), contextual factors (with three components of managerial factors, human resources planning and infrastructure factors), strategic factors (with two components of structural and process), environmental factors (with two components of environmental dynamics and environmental support) and consequences (with two components of individual and social-organizational). Also, the findings of the quantitative section showed that the intelligence and talent management pattern for elementary school students had a good fit and the causal factors, contextual factors and environmental factors had a direct and significant effect on the central category, the central category, contextual factors and environmental factors had a direct and significant effect on the strategic factors and the strategic factors had a direct and significant effect on the consequences (P<0.05). **Conclusion**: The designed intelligence and talent management pattern for elementary school students in the present research can help the experts and planners in the field of education to improve the intelligence and talent of students in order to improve their academic performance.

Detailed abstract

Purpose: Regarded to the ever-increasing organizational changes and transformations, the progress of science and the development of organizations depend on synchronizing with these changes and transformations, which for this purpose the use of intelligence and talent management can be a guarantee for the life and survival of organizations. Today, financial and technological resources are not the only competitive advantage of organizations, but having talented and capable people is a very important competitive advantage that can largely solve the lack of financial and technological resources. Based on this, only successful organizations are those that understand the strategic role of their human resources and have human resources that are capable, talented, elite and competent, and the discussion of talent and intelligence management in educational organizations (including education organization) is very important. The education organization is the basis and infrastructure of the cultural, social, economic and political development of any society, and the organizational force of this organization is often hard-working and committed people who use their talent, intelligence and skills if the working and motivational conditions are favorable. The schools as a sensitive and important social system in education have a special place in talent and intelligence managing. One of the challenges of managers in organizations is insufficient use of intellectual resources, mental ability and potential human capacities, and in most organizations are not optimally used from people's abilities and managers are not able to use people's potential. The talent and intelligence management is a tool for the development of the organization against complex environmental changes and transformations through attracting, maintaining and cultivating elite people. Today, talent management is one of the most important strategic issues of organizations and means a set of practices in the field of human resources including recruitment, selection, development, program management and succession management. This structure is an attitude to attract, develop and maintain creative and elite people to achieve current and future goals and a conscious attitude to use the talent and competence of elite people to meet needs and achieve goals. Talent management represents a paradigm shift from traditional human resource management to modern human resource management, which includes special attention to elites, and one of the most important results of its implementation is the improvement of personal, inter-professional and professional performance. The dynamic organizations to operate in this competitive world are trying to create opportunities to attract talent, and organizations that cannot adapt their human resource management to today's norms are doomed to failure, and at the same time as they understand the need to recruit, develop and retain talent, organizations realize found that talents are important resources for achieving to better results and talent management is very effective in this field. Considering the importance of intelligence and talent and their role in academic performance, the present research was conducted with the aim of designing an intelligence and talent management pattern for elementary school students.

Methodology: The present study in terms of purpose was applied and in terms of implementation method was mixed (qualitative-quantitative). The study population in the qualitative section was experts in the field of educational sciences of experts in the field of intelligence and talent management, which based on the principle of theoretical saturation number of 14 people of them were selected by purposive sampling method. The population of this section was the university experts were experts in the field of philosophy of education, curriculum planning, comparative education, elementary education and managers and teachers of public and private schools. In the purposive sampling method, people are selected as samples who have predetermined criteria. The study population in the quantitative section was principals and teachers of Bushehr province, which based on the Krejcie and Morgan table number of 196 people of them were selected by stratified sampling method. In the stratified sampling method, people are selected according to classes such as gender and occupation of manager or teacher. The data of qualitative section were collected by semi-structured interview and the quantitative section were collected by researcher-made questionnaire. The validity of the interviews was confirmed by the triangulation method and its reliability was obtained by the agreement coefficient method between two coders 0.86. Also, the face validity of the researcher-made questionnaire was confirmed by the opinion of experts and its reliability was obtained by Cronbach's alpha method 0.93. To analyze the data of qualitative section were used from coding

method in MAXQDA-12 software and to analyze the data of quantitative section were used from structural equation modeling method in SPSS-25 and Smart PLS 4 software.

Findings: The findings of the qualitative section showed that the intelligence and talent management pattern for elementary school students has 124 indicators, 15 components in 6 dimensions including the central category (with three components of attraction of talent, development and promotion of talent and retention of talent), causal factors (with three components of internal conditions, organizational conditions and current processes), contextual factors (with three components of managerial factors, human resources planning and infrastructure factors), strategic factors (with two components of structural and process), environmental factors (with two components of environmental dynamics and environmental support) and consequences (with two components of individual and social-organizational). Also, the findings of the quantitative section showed that the intelligence and talent management pattern for elementary school students had a good fit and the causal factors, contextual factors and environmental factors had a direct and significant effect on the central category, the central category, contextual factors and environmental factors had a direct and significant effect on the strategic factors and the strategic factors had a direct and significant effect on the consequences ($P<0.05$).

Conclusion: In general, the findings of this research showed that the intelligence and talent management pattern for elementary school students had 124 indicators, 15 components in 6 dimensions. Other findings indicated the appropriate fit of the intelligence and talent management pattern for elementary school students and the causal factors, contextual factors and environmental factors had a direct and significant effect on the central category, the central category, contextual factors and environmental factors had a direct and significant effect on the strategic factors and the strategic factors had a direct and significant effect on the consequences. Therefore, the intelligence and talent management pattern for elementary school students can have many practical implications for specialists and planners in the field of education and help them in providing a perspective for improving the management of intelligence and talent of students in order to improve academic performance.