



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(10): 67-70
www.allresearchjournal.com
Received: 11-08-2016
Accepted: 12-09-2016

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A study on “Talent management of secondary school teachers,” in Bangalore

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Abstract

Talent Management is a conscious, deliberate approach which helps to attract, develop and retain secondary school teachers with the abilities to response to a changing and complex operating environment of an educational organizations. The main objectives of this study aims to examine the talent management of secondary school teachers. The researchers has adopted the survey method of research. The sample consists of 250 secondary school teachers from 25 schools selected by stratified random sampling technique. The researcher developed a self-made questionnaire of 50 items to measure the talent management of the secondary school teachers towards talent management planning, requirement process, induction, professional development, adjustment with work place, performance management, empowerment of teachers, working conditions, rewards and compensation and teaching skills. The questionnaire was developed on four point likert scales to elicit the opinions of secondary school teachers. The researcher established content validity and reliability by split-half method, and the value is 0.76. To find out the meaning, interpretation of the raw scores, the data were analyzed using mean, standard deviation, ‘t’ test and ‘F’ test. The findings show (a) there is no significant difference in the talent management of secondary school teachers with regard to (i) gender, (ii) academic qualification (iii) experience and (iv) type of organizations. It also shows there is significant difference in the talent management of secondary school teachers with regard to designation.

Keywords: Talent management, secondary school teacher, professional development, teaching skills, performance management and organization development

1. Introduction

Talent management or work place psychology or occupational psychology refers to the study of the relationship between man and the work place. It is the strategic human resource planning to improve organizational value and to make it possible for organizations and organizations to reach their goals. Talent Management, often referred to as Human Capital Management, Is the process of recruiting, managing, assessing developing and maintaining an organizations most important resource its people (Shukla, 2009).

Talent management, as a practice, around the world are highly implemented to keep desirable employees in order to meet organizational objectives. Education is the groundwork based on which any country can progress and develop. The Secondary schools respond to today’s workforce and the demographic needs are challenged, they have begun to examine their assumptions about the talent management planning, requirement process, induction, professional development, adjustment with work place, performance management, empowerment of teachers, working conditions, rewards and compensation and teaching skills of the secondary teachers. The necessity of attracting talented teachers in various areas have made schools realize the contributions made by the talented teachers in terms of knowledge creation among students, building relationships with the community and parents thus upholding the reputations of the schools (Bryan, 2007).

In a secondary education context, best performing schools usually identify talented teachers. Secondary Schools like other organizations must develop their most valued teachers since parents attach their children’s success to particular teachers upon which if the school fails to retain such teachers, customer royalty is likely to be lost. Therefore, Morton, (2005), points it out that for schools to obtain a competitive advantage over their competitors, the demand for human capital will drive talent management basing on the strategies of talent management of; attracting, selecting, engaging and developing competent teachers.

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The talent management of secondary school teachers is the need of the day. Its adequate recognition and implementation of its relevant needs is crucial for developing talented secondary teachers and upholding the performance of the secondary schools. The talent management strategies are the powerful instruments to achieve the survival of the future talented teachers generation and organizations have to show light of hope to the future talented teachers generation.

1.2 Need for the Study

The present study throws light on the talent management of secondary school teachers. Talent management has great potential for enhancing secondary school teachers talent in the educational setting. Secondary school teachers can use talent management strategies in different ways to aid professional development by effective teaching skills and performance management. It helps the individual secondary school teacher to improve the overall efficiency of being a talented teacher, Which would ensure the organization development.

The secondary school teachers who have not developed favorable attitude towards talent management as an instrument, its adoption in the professional development would not have given fruitful results. Talent management helps the secondary school teachers to adopt emerging innovative strategies in the teaching skills and performance. Talent and the polished skills of a secondary school teachers are reflected on the students and the quality of the outcome education. From the present day talent management point of view, exposure of secondary school teachers to different strategies of talent management and their application aspects with special reference to talent management planning, requirement process, induction, professional development, adjustment with work place, performance management, empowerment of teachers, working conditions, rewards and compensation and teaching skills would ensure not only the required teaching skills and performance management, but also make them to imbibe desirable attitude and love for the profession and organization development.

So to say, In today's volatile and educational climate, managing talent for high performance of secondary school teachers will play an increasingly crucial role in professional and organizational development. The effective talent management is a top priority in educational organizations everywhere. Thereby the significance of the present study is felt by the researcher probing into the talent management of secondary school teachers.

1.2 Objective

To find out whether there is any significant difference in the talent management of secondary school teachers with regard to certain demographic variables – (i) gender, (ii) designation, (iii) academic qualification, (iv) experience and (v) type of organizations.

1.3 Null Hypothesis

There is no significant difference in the talent management of secondary school teachers with regard to certain demographic variables – (i) gender, (ii) designation, (iii) academic qualification, (iv) experience and (v) type of organizations.

1.4 Operational Definitions of the Key Terms

1.4.1 Talent management: is the science of using strategic human resource planning to improve organizational value and to make it possible for organizations and organizations to reach their goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning.

1.4.2 Secondary school teacher: A person who teaches at a secondary school or high school is called as secondary school teacher. Secondary school education normally takes place in secondary schools, taking place after primary education and may be followed by higher education.

1.4.3 Professional development: may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

1.4.4 Teaching skill: is the activities of educating or instructing; activities that impart knowledge or skill. The different pedagogical activities a teacher has performed are all part of his or her teaching qualifications. These teaching qualifications are what the teacher presents as a basis for an assessment of teaching skills. Teaching skills are related to the way in which the teacher has performed the activities. The assessment of teaching skills should focus on how the teacher works, not what the teacher has done.

1.4.5 Organization development (OD): is the study of successful organizational change and performance. Organization development emerged from human relations studies in the 1930s, during which psychologists realized that organizational structures and processes influence worker behavior and motivation. More recently, work on Organization development has expanded to focus on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management and transformation of organizational norms and values. Key concepts of Organization development theory include: organizational climate (the mood or unique "personality" of an organization, which includes attitudes and beliefs that influence members' collective behavior), organizational culture (the deeply-seated norms, values and behaviors that members share) and organizational strategies (how an organization identifies problems, plans action, negotiates change and evaluates progress). (Wikipedia)

2. Methods and Procedures

The researcher has adopted the survey method of research, to study the talent management of secondary school teachers. The present study consists of a sample of 250 secondary school teachers from 25 secondary schools selected by stratified random sampling technique. The researcher developed a self-made questionnaire of 50 items to measure the talent of the secondary school teachers. The researcher established content validity and reliability by split-half method, and the value is 0.76. To find out the meaning, interpretation of the raw scores, the data were analyzed using mean, standard deviation, 't' test and "F" test.

3. Data Analysis

3.1 H01: There is no significant difference in the talent management of secondary school teachers with regard to gender.

Table 1: Difference in the talent management of secondary school teachers with regard to Gender

Gender	N	M	SD	't' value	Remarks at 0.05 level
Male	72	1.540	11.87	1.77	Not Significant
Female	178	1.500	17.37		

It is inferred from the table that there is no significant difference between male and female secondary school teachers in their talent management with regard to gender as the calculated 't' value 1.77 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

3.2 H02: There is no significant difference in the talent management of secondary school teachers with regard to Designation.

Table 2: Difference in the talent management of secondary school teachers with regard to Designation

Designation	N	M	SD	't' value	Remarks at 0.05 level
PGT	120	1.476	17.53	3.45	Significant
TGT	130	1.545	13.85		

Table 1: Difference in the talent management of secondary school teachers with regard to Experience

Experience	SS	DF	MS	F	Significance	Remarks at 0.05 level
Between groups	689.78	2	344.89	1.34	0.264	Not significant
Within groups	63588.80	247	257.44			
Total	64278.59	249				

It is understood from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their talent management with regard to experience as the calculated 'f' value 1.34 is less than the table value 3.03 at 5% level of significance. Hence the null hypothesis is accepted.

Table 1: Difference in the talent management of secondary school teachers with regard to Types of organizations

Types of organizations	SS	DF	MS	F	Significance	Remarks at 0.05 level
Between groups	113.05	2	56.53	0.218	0.805	Not significant
Within groups	64165.52	247	259.77			
Total	64278.59	249				

It is inferred from the table that there is no significant difference belonging to between groups and within groups of secondary school teachers in their talent management with regard to type of organizations as the calculated 'f' value 0.218 is less than the table value 3.03 at 5% level of significance. Hence the null hypothesis is accepted.

4. Findings and Discussion

There is no significant difference in the talent management of secondary school teachers with regard to (i) gender, (ii) academic qualification, (iii) experience, and (iv) type of organizations.

There is significant difference in the talent management of secondary school teachers with regard to designation.

It is understood from the above table that there is significant difference between Post graduate teachers and Trained graduate teachers in their talent management with regard to designation, since the calculated 't' value 3.45 is greater than the table value 1.96 at 5% level of significance. It is also clear that post graduate teachers have high talent management. Hence the null hypothesis is rejected.

3.3 H03: There is no significant difference in the talent management of secondary school teachers with regard to Academic qualification.

Table 1: Difference in the talent management of secondary school teachers with regard to Academic qualification

Academic qualification	N	M	SD	't' value	Remarks at 0.05 level
Graduate	112	1.504	13.00	0.671	Not Significant
Post Graduate	138	1.518	18.19		

It is learnt from the table that there is no significant difference between graduate and post graduate secondary school teachers in their talent management with regard to academic qualification as the calculated 't' value 0.671 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

3.4 H04: There is no significant difference in the talent management of secondary school teachers with regard to Experience.

3.5 H05: There is no significant difference in the talent management of secondary school teachers with regard to Types of organizations.

The 't' test results of the present study reveal that there is no significant difference between gender, academic qualification, experience, and types of organizations of secondary school teachers in their level of talent management. Similar results have been derived with regard to the significance of differences between designation of secondary school teachers.

The table 1, 3, 4 and 5 shows the meager level mean differences between the above mentioned demographic variables. There is no wonder that the omnipotent and the all pervading strategies of talent management with their wider applications help everyone to develop a favorable attitude towards professional and organizational development

despite their gender, academic qualification, experience and type of organizations.

But still, there is significant difference between the designation of secondary school teachers. It is quite natural that the post graduate teachers with professional skills get along with effective performance management. The post graduate teachers, help their learners to aspire a lot about the subjects. Comparatively the trained graduate teachers with academic skills lag behind a lot regarding the effective performance management. By conducting seminars, workshops and orientation programs about talent management and by giving training in developing talent aspects with regard to professional and organizational development, one can develop higher level of talent management, which is one of the constructive traits of the dynamic personality of the secondary school teachers.

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