

Identifying Challenges in Talent Management in the Public Educational System

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Article history:

Received date: 2020/08/22

Review date: 2020/10/25

Accepted date: 2020/10/31

Keywords:

Talent Management, Public Education System, Schools, Education

Abstract

Purpose: This study was conducted to identify the challenges of talent management in the public education system and to provide the possibility of recommending strategies.

Methodology: The present study was qualitative and the statistical population included professors, specialists and experts in the field of talent management. The statistical sample consisted of 20 experts in the field of talent management and university professors who were purposefully selected and interviewed. Data collection tools were done through semi-structured interviews with 20 experts in education in Gilan in 2019, which after providing all the new ideas, by the interviewees to analyze the data and answer questions using a qualitative analysis method. The theme was used.

Findings: The results showed that there are 16 challenges in the public education system that hinders the effective efficiency of talent management in the body of education. Among these challenges are the application of personal opinion in evaluations and the lack of an appropriate motivational approach that was presented in the challenges of talent management in the education system, after description, comparison, analysis and interpretation.

Conclusion: According to the results of this study, the method of talent management in Gilan Education Organization is not accepted by any of the experts participating in the research and in terms of appropriate arrangements of this organization to address the challenges identified by this research, it seems necessary.

Please cite this article as: Hosseinpour Dallali Niya M R, Shakibaei Z, Kazam pour E. (2020). Identifying Challenges in Talent Management in the Public Educational System. *Iranian Journal of Educational Sociology*. 3(4): 82-95.

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1. Introduction

One of the main problems of education in our country is the lack of a coherent process of talent management, which has created great challenges in education. This analysis can help us identify talent management challenges in the public education system. Criticism of research in this field reveals inconsistencies that either indicates that the research results do not come out of the basics and do not have sufficient accuracy and clarity, or are based on weak methods and as a result of strength. Have limited interpretive and descriptive (Jafari et al, 2011). The present study is important due to the importance of the subject and its novelty and has been done with a new plan in the public education system, which is hoped to be a beacon for micro and macro themes in this field and by designing new territories, while clarifying existing gaps. Previous research should be able to assist researchers in similar research and in the direction of research, examine the executive problems of talent management and identify the challenges of talent management in education and recommend strategies to education. The main questions of this research are:

What are the executive challenges of talent management in the public education system? Which of these challenges is most important?

There are several definitions of talent and its meaning. Joe Burno (1998) considers talent to be the ability to take immediate advantage of training, education, or experience in a given range of performance. Michaels & Handfield-jones et al (2017) in their article "Talent Battle" said that talent is a code or word for effective leaders and managers that can help the organization achieve its goals. Du et al (2017) the point is that a talented performer succeeds as a result of environmental factors such as intense and intense training. They say that people describe them as talented in describing the characteristics of successful people, because the use of this attribute helps them to describe the success of others more easily, and this early judgment is effective in changing the performance of performers to the desired performance. The term talent management was first coined by the McKenzie Group in the late 1990s (Sohrabi et al, 2017). According to Michaels et al (2001), the term talent management is used to describe the integrated and accurate activities of human resources with the aim of attracting and retaining the right people for the right situations at the right time. Organizations are run by individuals, and it is the talent of these individuals that determines the success of organizations. Therefore, talent management is the main priority of management. By using talent management, it ensures that each person with special talents and abilities will be in the right job. Scullion & Collings (2011), in an article entitled Global Talent Management, emphasized that human resource policies and actions must be mutually supportive and consistent. They must also fit the specific characteristics of the company, such as management leadership, values, perspectives, culture, size and type of industry. In particular, they are expected to identify challenges to the specific global talents they face in human resource policies and their choice of practices.

Evaluate their levels of accuracy and complexity. Identify the characteristics of the company that are most likely to support specific HR policies. Constantly monitor the drivers and shapers of the company's global talent challenges and facilitate the changes needed to implement them. Schuler et al (2011) stated in an article entitled Global Talent Management and Global Talent Change: The core forces identify global talent challenges and describe human resource policies to address them. They identified senior management, management and human resources, lack of talent management intervention in the subject, unwillingness to recognize differences in staff performance, lack of human resources departments and organizational structure as the main obstacles in talent management. .

Tarique & Schuler (2010) identified and categorized the challenges of global talent management in an article entitled Global Talent Management. The three main external factors of these challenges are the tendencies of global talent migration, population change and the gap between supply and demand. They also cited three key factors in strategic human resource management, such as talent recruitment, retention and development, as challenges facing talent management in multinational corporations.

Khalji et al (2015) in their article entitled "Combining the macro perspective in global talent management" identified the limitations of global talent management. They take into account individual and organizational factors, a conceptual framework for improving the quantity and quality of talent in the field. Presented locally and nationally, they also pointed to challenges such as the effects of nationality on talent mobilization and direct government intervention in the recruitment and development of national talent. Mellahi & Collings (2010) in their article "Effective Barriers to Global Talent Management" mentioned two major barriers to global talent management according to the theory of finite rationality, According to this theory, when the goals and interests of global companies are mutually exclusive. Subsidiaries try to use talent management to retain talented employees to prevent them from being recruited at headquarters. From the perspective of finite rationality theory, decision makers help to increase the skills of managers by using complex processes and understanding the position of talent management in the whole organization, by allocating sufficient information. Guthridge et al (2008) examine and identify barriers to talent management in an article entitled "Building Talent as a Strategic Priority", which includes short-term barriers for senior managers, ongoing interventions, and stopping, Talent development, reduced collaboration between talents and between business units, strategic lack of coordination between strategic management and business strategies, and ambiguity in role. Tatl, et all (2011) pointed to the relationship between talent scarcity and the presence of talented female workers in Asia and the Pacific. On the other hand, these areas lack talent, and on the other hand, they face the good potential of talented women workers. The need to legitimize gender quotas is part of a talent management strategy in these areas to use women's potential to address talent scarcity. Many Asian countries suffer from a significant shortage of talented people, yet they do not value women's hidden talents and do not take steps to bring them to fruition. Challenges and gender equality management can address challenges. Ribeiro & Machado (2017) in an article entitled Global Talent Management: Reality or Ideal? Through a qualitative approach and semi-structured individual interviews, they developed a conceptual framework that aimed to identify and analyze the talent management system developed by an orange multinational organization. The semi-structured interview text questions were based on the core functions of talent management and leadership development. They identified some of the challenges in implementing a talent management strategy as follows: 1- Internal talent versus external talent 2- Individual versus teamwork 3- Young employees versus older employees, 4- Production gap and 5- Diversity management.

Ahmadi et al (2019) in their research designed a model for managing the talent of high school teachers in Ardabil. The results of his research showed that competency (competency, competency, competency) through causal factors of talent management (organizational maturity and organizational structure), talent management strategies (staff training, talent management implementation planning, decentralization), factors Background (teacher participation, systematic structure, educational facilities) and school independence have a positive and significant effect on organizational growth. The Aston-Geisser predictor correlation index also showed that the structural model is of good quality.

Bagheri et al (2019) in their research investigated the relationship between talent management and organizational intelligence with the tendency of entrepreneurship of instructors in technical and vocational education centers in Hamadan province in the academic year 2017-18. The results of his research showed that in technical and vocational training centers of Hamadan province, there is a direct and significant relationship between organizational intelligence and talent management and the tendency of coaches to be entrepreneurs. Naim & Lenka (2017) in their article entitled "Talent Management" used structured interviews to collect initial data and then content analysis to analyze and identify factors related to talent management in IT companies in India. The Talent Management System at the IT Organization of India stated that recruitment, talent development, knowledge management, social media, performance management and reward are the main practices related to talent management.

Summary of research shows that some studies have unconvincing analyzes due to the mere collection of data related to the theoretical literature and the lack of consistency between the data and the results or the lack of consistency between theory and analysis. Being practical also has no special use. In most cases, research is not based on the needs of the day and after the implementation of these projects, their effectiveness has not been considered. However, there is some correlation between the research background and the present study, including the non-integrated talent management in Guthridge (2008), which is presented under the heading of succession planning. A slight translation of privatization is provided in the study by Khalji et al (2015) entitled Direct Government Intervention in Recruitment. Lack of an integrated human system In Schuler's research, Jackson & Tarique (2011) cited the lack of human resource components and organizational structure. Managers' resistance to change is also presented in Schuler et al (2011) under the title of unwillingness to recognize the difference in performance in personnel, which indicates the consistency between the findings of the present study and the research background.

2. Methodology

This research was a qualitative research of content analysis in terms of applied purpose, in terms of data. The statistical sample consisted of 20 experts in the field of talent management and university professors who were purposefully selected and interviewed. The duration of the interviews was about 1.5 hours per person. To ensure the feasibility of the research, the method of review by members, multidimensionality of data sources and continuous conflict with the field and review of observers were used. In general, methods of qualitative analysis can be divided into two categories: one category are methods that originated mainly from a theoretical or epistemological point of view, such as conversational analysis and interpretive phenomenological analysis, the use of which is relatively limited. Some of these methods, such as data foundation theory, used a broad theoretical framework.

The second category is methods that were essentially independent of a particular theoretical or epistemological position and can be used in a wide range of theoretical and epistemological methods. Theme analysis falls into this category. In some cases, the superiority of the qualitative method of content analysis over other qualitative methods was quite obvious. In foundation data theory, for example, analysis began from the data source and continued until all new ideas were presented. But in content analysis, all data sources were reviewed and the contents of the whole data were analyzed and interpreted. Content analysis usually does not pay much attention to the texture of the data or pays very little attention to it, which greatly reduces the richness of the data. But in contextual analysis, more attention is paid to the context of the data and their nuances, and it focuses on recognizing and explaining explicit and implicit ideas. It is therefore a flexible and useful research tool that can be used to analyze large volumes of complex and detailed data (Braun & Clarke, 2006).

Content analysis was a way to determine, analyze and express patterns in data. This method, at a minimum, organized the data and described it in detail. It can also go beyond this and interpret various aspects of the research topic. (Boyatzis, 1998) Qualitative approaches were very diverse, complex and delicate, and content analysis should be considered as a fundamental method for qualitative analysis. Braun & Clarke (2006) Theme analysis was the first method of qualitative analysis that researchers had to learn. This method provided the basic skills required for other methods of qualitative analysis. Content analysis was more than just summarizing data and actually feeling and interpreting data. Sometimes there is a common denominator in the use of contextual analysis that results from the use of interview questions instead of themes, and this only happens when data is summarized and organized instead of analyzed.

Theoretically, contextual analysis was a very flexible approach that could meet the needs of many research studies that lay the groundwork for a rich, accurate, yet complex set of data (Braun & Clarke 2006; And King, 2004). Researchers who are unfamiliar with qualitative methods may be able to perform this analysis by learning several methods and guidelines. Braun & Clarke (2004) and King (2004) stated

that contextual analysis is a useful method for examining participants' perspectives in different studies, highlighting similarities and differences, and generating remarkable insights. Content analysis also led to summarizing the key features of a large data set, developing a structured approach to analyzing data, and helping to produce a clear and well-organized final report (King, 2004). Braun & Clarke (2006) presented six steps that provided a very useful framework for this type of analysis.

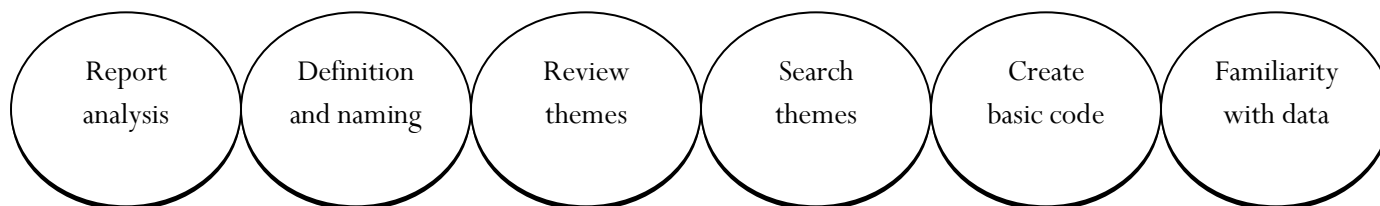


Figure1. The Six Steps of Theme Analysis (Brown and Clock 2006)

Step 1 - In order for the researcher to become familiar with the depth and breadth of the data content, it is necessary to immerse oneself in them to some extent. Immersion in data usually involves repeated reading of the data and active reading of the data (ie searching for meanings and patterns). In the present study, researchers studied the entire data several times before coding. In this case, while reading the text, some ideas and patterns were identified. This stage forms the backbone of the next stage. It was at this point that good ideas about coding and patterns were formed.

Step 2 - In this step, we start to organize the data meaningfully and systematically convert a large set of data into small meaningful components. We then encode each piece of data that reflects some interesting idea about the research question. Codes represent a feature of data that analysts find interesting. The encrypted data are different from the analysis units. The important point at this stage is that all data summaries are encoded and arranged in the form of each code. At this stage, the researchers obtained 980 initial codes from the interview, which are presented in Table 1.

Table1. Sample initial codes of the first interviewee

Basic codes
Poor execution of management processes
Ignoring the role of the teacher
Personal bias
Lack of strategic balance
Management Challenges and Barriers
Lack of a positive approach
Reluctance of managers to implement talent management
Job challenge as one of the important factors
Work time inflexibility
Lack of understanding of the position of talent
Difficulty in cost-benefit analysis
Little attention to learning opportunities
Failure to earn a competitive wage
Lack of a comprehensive approach to talent development

Step 3 - This step starts when all the data is first encoded and combined. A set of different codes is identified and generalized throughout the data set. This step involves sorting and combining potential data. It is an abstract thematic theme that brings meaning and identity with a repetitive experience in the deep and unique construction of the subject. This step involves categorizing the various codes into potential themes and sorting all the coded summaries into specified themes. The content is not necessarily specific to measurable measurements and goes beyond research questions. At the end of this step, the researchers encoded all the data and arranged it in the form of each code, and finally 256 selection codes were selected by removing irrelevant and duplicate codes.

Step 4 - During this step we review, modify and develop the initial code identified in step 3. At this stage it is useful to collect all the data related to each topic. This stage starts from the time we have identified the set of selected themes and ends until the stage of editing these designed themes. At this stage, the researchers were able to identify 64 sub-themes. Step 5 - In this step, the content is reviewed and refined in two levels. The first level includes a review at the level of coded summaries. In the second level, the validity of the themes in the relation or data set is considered. Brown and Clock (2006) ask questions at this stage that by considering the answers to these questions, the refinement of the themes is done correctly. These questions are:

What is the theme of the theme? Are there sub-themes? How do these sub-themes interact with the main themes? How do the themes relate to each other? In this analysis, the researchers finally came up with 16 main themes. These main themes were obtained after reviewing and refining the sub-themes, which are shown in Table 2.

Table2. Sub-themes and shaping the main themes

	Sub-themes	Main themes
1	Weak analysis due to personal opinion Personal bias	Apply personal opinion in evaluations
2	Improper motivation Lack of motivational approach	Improper motivational approach
3	Lack of planning to grow creativity	Lack of proper planning for the growth of creativity
4	Uncultured Cultural anomalies	Cultural barriers
5	Rapid change of managers Changes in management	Instability in management
6	Lack of implementation of ideas	Suppression of ideas
7	Inadequate human system Separate human resources	Lack of integrated human resources system
8	Poor approach to privatization Low tendency to privatization	Little attention to privatization
9	Inconsistency in identification Without identifying the talent community	Lack of identification of talents
10	Lack of talent management	Integrated talent management
11	Avoid changes	Managers' resistance to change
12	Pay close attention to archives	Paying attention to archives instead of thinking
13	Pessimism about talent management	Managers' negative view of talent management
14	Lack of facilities	Lack of budget and facilities
15	Disorder	Irregularity
16	performance management	Improper performance management

Step 6 - Starts when a complete set of final themes is provided. This step includes the final analysis and writing of the report. The task is to write a content analysis to publish or allocate the dissertation research. The interviews were analyzed by content analysis method. The extracted codes were either implemented directly in the interviewees' speech or were implicit codes extracted by the researchers from the transcripts of the interviews. In the present study, the first stage of the initial coding process was performed carefully. Finally, a total of 980 initial codes were extracted and identified from the text of the interviews, and 250 selection codes as well as 64 sub-themes, and finally the researchers achieved 16 main themes. . Various experts have proposed different criteria for quality evaluation in qualitative research, and with more emphasis on quality evaluation, they have avoided using the concepts of validity and reliability in this type of research, and instead use the words criterion of reliability or reliability. Is used. To ensure the reliability of the research, the interviewees' survey method, and multi-sided data sources

were used. In a multidimensional method of data sources, researchers obtain their findings from different channels so that they can better judge whether the findings are correct or not.

Based on this, different perspectives were examined and more comprehensive data on talent management challenges were obtained. Finally, the final themes were created. Review by interviewers, the first six interviews with first-level codes was returned to the interviewees for approval or correction, all of which were approved, and their suggestions were considered. Also, in order to continue the conflict with the field and review the observers, the full text of the first three interviews was implemented and along with coding was presented to five faculty members and their approval was received to implement and codify the texts correctly, which helped a lot in this process.

3. Findings

The type of research is exploratory and based on qualitative studies and the research method used is the qualitative method of content analysis. The use of this method has been adopted during the present study because the purpose of this research is to identify initial and in-depth ideas for developing theoretical models for future experimental research based on qualitative findings and the statistical population of this research is 20 experts. They were talented who were purposefully selected and interviewed semi-structured.

After the interviews, data collection began. Data that were directly related to the research topic were extracted by the researchers. After the content analysis process, the researchers finally came up with 16 main themes, including the expression of personal opinion in evaluations and the lack of an appropriate motivational approach to the challenges of talent management in the education system, after describing, comparing, Analysis and interpretation have been presented and the themes found in the research are in fact 16 important challenges in the public education system of the country, which are shown in Table 3.

Table 3. Challenges of talent management in the country's public education system

	Talent Management Challenges	Abundance	Frequency
1	Apply personal opinion in evaluations	19	0/95
2	Improper motivational approach	18	0/90
3	Lack of proper planning for the growth of creativity	18	0/90
4	Cultural barriers	17	0/85
5	Instability in management	16	0/80
6	Suppression of ideas	15	0/75
7	Lack of integrated human resources system	14	0/70
8	Little attention to privatization	14	0/70
9	Lack of identification of talents	13	0/65
10	Integrated talent management	11	0/55
11	Managers' resistance to change	10	0/50
12	Paying attention to archives instead of thinking	9	0/45
13	Talent Management Challenges	7	0/35
14	Apply personal opinion in evaluations	6	30
15	Improper motivational approach	6	30
16	Lack of proper planning for the growth of creativity	5	25

As it is clear from Table 3, the order of talent management challenges in the public education system of the country is presented from the perspective of experts, and according to the findings of the table and the opinions of the interviewees, it can be said that the factors of personal opinion in evaluations and lack of appropriate motivational approach. With an abundance of 19 and 18 are the most recurring challenges in education. Table 4 lists 2 examples of verbal propositions, basic codes, and extracted categories (themes).

Table4. Sample Qualitative Data Analysis for 2 Talent Management Challenges

Row	Sample macro statements of the interviewees	Sample of identified codes	Extracted category	Interviewer code
1	<ul style="list-style-type: none"> - Evaluate a talent regardless of the performance of the talents Continuous performance review and feedback. - If the evaluation in the score of a talent is affected by the scores given to other talents, a confrontational error has occurred. - Error applying personal orientation Evaluators have their own colored glasses. - It is personal tendencies and prejudices that consciously or unconsciously influence evaluation decisions. - Similar to me or a stereotype in the evaluation of biases and trends in evaluation 	Talent Performance, Coping Error Performance Review, Personal Orientation, Colored Glasses, Personal Prejudices, Bias, Bias	Apply personal opinion in evaluation	M1, M2, M3, M4, M5, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15, M16, M18, M19, M20
2	Motivation refers to the reason or why behavior and actions. The imbalance of income and expenses does not encourage talent. Lack of attention to innovation and creativity is the most important factor in reducing the motivation of talents. <ul style="list-style-type: none"> - Inattention on the part of managers and selective approach to talent innovation causes demotivation in them. - Lack of meritocracy and reduction of service level reduces motivation. People are different in terms of motivation dynamics. - Lack of knowledge about the work environment reduces motivation among talents. - Lack of participation program of talents in their achievements causes lack of proper motivation in them. - Lack of proper approach 	Motivation, lack of motivation, decrease in motivation, lack of meritocracy, motivation dynamics, lack of proper motivation, lack of appropriate approach	Improper motivational approach	M1, M2, M3, M4, M6, M7, M8, M9, M10, M11, M12, M13, M14, M15, M16, M17, M18, M20

After conducting semi-structured interviews with experts, all the codes in the interviews that seem to be directly related to the research topic were extracted and after performing the content analysis process, 16 challenges of implementing talent management in the country's public education system were identified. This is presented in the following conceptual model.

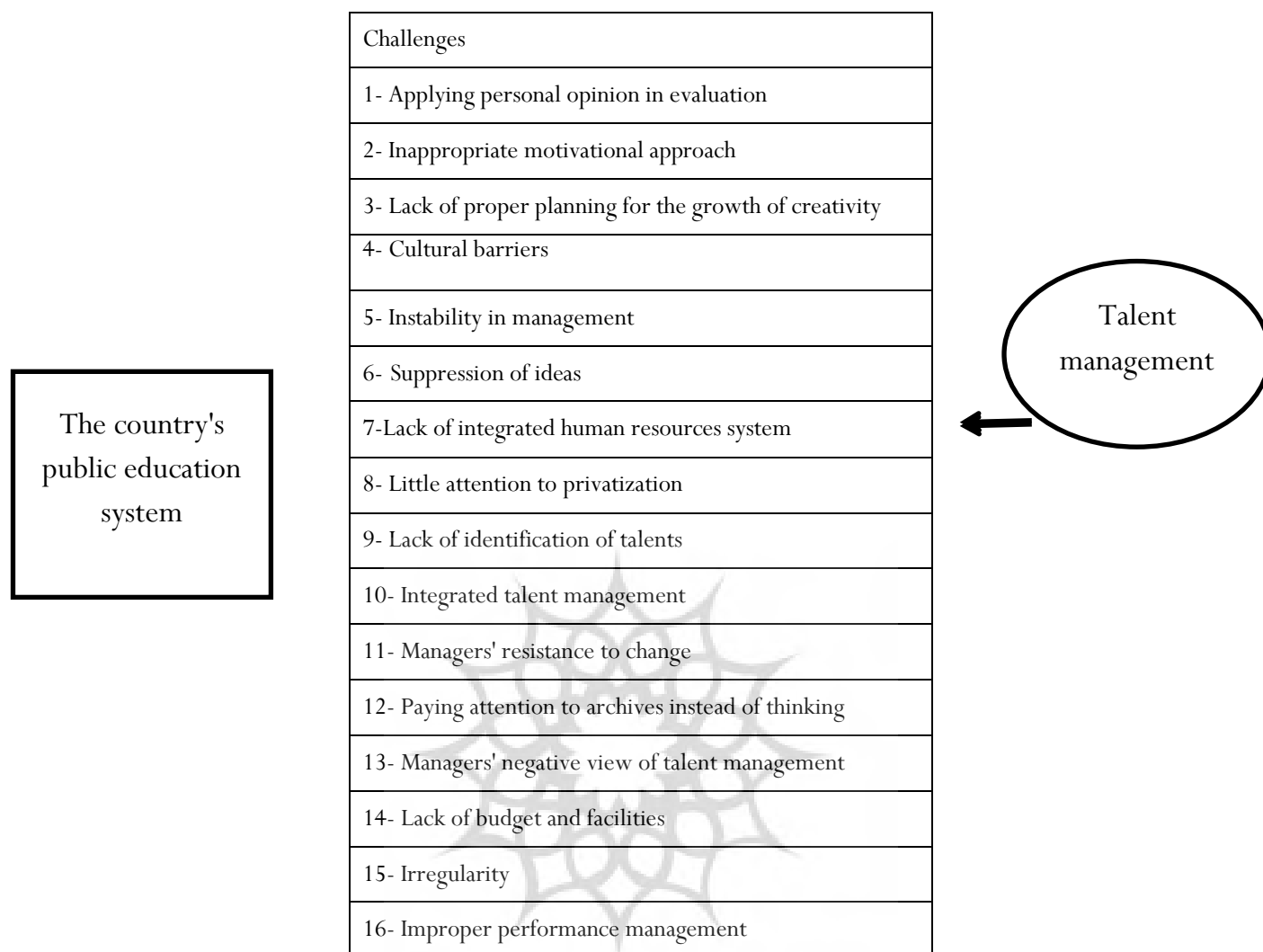


Figure 2. Conceptual model of research based on qualitative method of content analysis

Figure 2 is, in fact, a visualization of the challenges of implementing talent management in the minds of experts, based on the data obtained from the interviews and their analysis by qualitative method of content analysis. The following 16 main themes (challenges) are explained. Exercising personal opinion in evaluation: This theme was obtained from the sub-themes of weakness of analysis due to personal actions and personal bias, which was counted by analyzing the interviews taken from the experts. Assessing the performance of talents is a very important process and one of the most sensitive issues in education. Recognizing strong talents and rewarding them can motivate performance improvement through proper performance appraisal. In the minds of education experts, personal opinion is very important, but for various reasons such as assessment by the impact of past records, current status, appearance and in general the characteristics of talents, overestimation of positive or negative performance. Self, refraining from real and real comments, weighing in on average scores, unnecessary strictures, personal evaluation biases, etc. are of less value in education.

Inappropriate motivational approach: According to the sub-themes obtained during the interview, such as proper motivation, lack of motivational approach, experts consider the lack of appropriate motivational approach as important challenges in education. Motivation is one of the key issues that undoubtedly play a decisive role in various aspects of education. In order to achieve long-term goals and sustainability in today's

competitive business world, education is required to motivate talents. Motivation is generally categorized into three factors: needs, motivations, and incentives. In general, from the perspective of talent management, inappropriate motivational approach reduces creativity, poor performance, lack of optimal participation of talents in study and research activities.

Lack of proper planning for the growth of creativity: The system of creative generalization and education is a system in which educational staff and all those who directly and indirectly influence these days believe in creativity and innovation and have the necessary knowledge. In such a situation, creativity and innovation can provide the source of production of science and services, flourishing of talent, growth and material and spiritual development, Lack of proper planning for the growth of creativity leads talents to the dead end of repetition, indifference, and daily life, lack of independence in judgment, lack of self-confidence and lack of ideas.

Cultural Barriers: Given the importance and role of culture, as well as the weaknesses and moral and cultural gaps in the world today, the emphasis of thinkers and cultural organizations is increasingly focused on cultural development because cultural development in today's world seems necessary and inevitable. The challenge of cultural barriers in talent management weakens the motivation for success, mythology, emphasis on principle and lineage, overemphasis on emotions, imitation spirit, subjectivism, violence, and aversion to reality.

Instability in management: One of the challenges and problems in the education system is instability in the management system at the micro and macro levels, and the planning and implementation of long-term plans face serious problems. Instability in management, negative impact It has followed the performance of the talents and teachers of the schools and has taken motivation, effort, freshness and vitality from the school environment and education management. The Ministry of Education should have a managerial stability in macro decisions and strategies, and governments should look at education as a national asset. This perspective can play a role in approaches and prioritization of facilities and allocation of funds.

Suppression of Ideas: An idea is, in a general sense, the innovation and mental exudation of a talent. Talent always creates effects and habits. To the extent that talented people have the ability to do work in the same field. So the first thing to do to fly to their dreams is to come up with an idea. Ideation is a science. It is a new and young science that still has a handful of graduates, if this science is taught properly. It will be ideas and innovations that will compete with each other, not capital and space. It is definitely a valuable idea when there is a clear roadmap for its implementation and commercialization. Lack of attention to the ideas of talents in education and lack of a roadmap to support them in the framework of patent rights and copyright causes talents to be frustrated and suppressed due to lack of support and lack of capital from the realization of their ideas. .

Lack of an integrated human resources system: The human resources system, if integrated, helps to maximize the efficiency of talents to move in the direction of their strategic goals in the long run, at the lowest cost, Lack of integrated human resources system increases costs, time consuming calculations, lack of accurate management of human capital, creating legal and financial problems for talent achievements, increasing computational error rate, lack of accurate feedback, lack of basic evaluation indicators and non-process Training routines and so on.

Little attention to privatization: According to Article 26 of the Universal Declaration of Human Rights, parents have priority in choosing the type of education for their children, and children should not be forced to attend only public schools. Education has paid little attention to privatization, Privatization of the transfer of government assets to non-governmental organizations. Creating and expanding non-governmental schools is not privatization. Non-governmental schools must be truly non-governmental and empowered, and education must give the founders of non-governmental schools sufficient authority. It is obvious that the weakness of the supervisory system in education and the per capita disorder of students are among the factors of indiscipline in these matters.

Lack of talent identification: Education should identify future talents by using talent management and establishing a talent discovery process system. The current indicators of talent measurement are fixed and it is necessary to use various and flexible indicators more than before the missing link of these measurements. The identification of brilliant talents should not be done in one point on a point-by-point basis and should be done in different stages, continuously and using multiple research methods. **Integrated Talent Management:** In the era of global developments, talent management is one of the major concerns. It watches the flight of talents from the country, which is costly, problematic and threatens the efficiency of the education organization and even directly reduces human capital. Lack of integration of talent management causes the organization to not be able to enjoy the benefits of agile and motivated work and causes job dissatisfaction, incompetence and inflexibility of the work environment, lack of a proper performance appraisal system and lack of skills development and modify the behavior of talents and change their attitudes.

Managers' resistance to change: Advances in technology, an explosive increase in information and science, necessitate change in the education system. Researchers cite resistance to change as one of the main reasons for the failure of change. The reasons for managers' resistance to change are many and varied. Selective attention and perception, habit, security issues, economic reasons, low motivation, psychological reasons, group factors, individual factors, not having enough time to focus on change, managers not sharing the values that govern change, lack of obvious need, political reasons, lack Support, cultural and managerial barriers, supply and return, and distrust were the reasons for managers' resistance to change, according to experts.

Paying attention to archives instead of thinking: The most important challenge in education today is the politics of change, transforming the current education system into an efficient and effective education. The gift of current education for students is based on the mismatch of abilities and capabilities, the lack of transfer of life skills during learning, teaching, lack of opportunity to think and question them, the spread of memory-based teaching methods and the harmful effect of entrance exams in the process Education is one of the bitter realities of education today, and by institutionalizing an integrated view of the education process and reviewing and rebuilding structures and procedures, action must be taken to address these challenges.

Negative managers' view of talent management: Talent management is considered as a tool to improve the process of attracting, developing and promoting and maintaining talent with the skills and abilities needed to meet the current needs of the organization. However, some education administrators, due to lack of proper understanding of the position of talent management for the growth and development of education, negative thoughts and cognitive errors resist its implementation because they think it is against their interests. They think that by changing the attitude of talents and increasing the efficiency and creativity of individuals or groups of subordinates, the continuation of their management in the future will be shaken, so they try to resist the management of talent in education.

Lack of budget and facilities: The Ministry of Education, as the largest executive body in the country, has always faced the challenge of budget deficit. 90% of the total budget of the Ministry of Education is spent on personnel expenses, which has become a gateway for inclusive education in the education institution. Is. Therefore, it is necessary for education to take advantage of talent management and take measures, request a fair budget to increase per capita education for all students, especially talented people, pay attention to the quality of educational content and allocate the necessary facilities for schools across the country at all levels. Allocate specific budgets to prevent social harm and provide counselors and social workers for schools and request appropriate funding to provide standard and safe educational spaces.

Disorder: Just as discipline is the source of effects and blessings, disorder also has anomalous consequences, such as: creating chaos, damaging social character, trampling on the rights of others, wasting capital, forces and facilities, b. Identity, frustration, wasting opportunities, etc. that education can address this challenge by using integrated talent management.

Improper performance management: Performance management makes it possible to achieve goals effectively and consistently, and improves the performance of talents throughout the organization and increases the productivity and efficiency of the organization. Improper performance management prevents the transfer of talents to create a balance between individuals and their tasks does not facilitate monitoring and inspection, reduces motivation, improper control, non-validation of the selection test and lack of effective policy and planning.

4. Discussion

The purpose of this study is to identify the challenges of talent management in the public education system in Gilan province. Therefore, the researchers conducted in this field were studied. Due to the novelty of the subject and the lack of reliable research literature in this field, the qualitative method of content analysis is based on the purpose and nature of the research and its ability to identify basic and in-depth ideas to develop theoretical models for future research. Quality items were selected. With a survey of experts in the field of talent management, with a semi-structured interview tool, a comprehensive view of the current and favorable conditions of how to manage talent in education in Gilan was done. The results of this study showed that the implementation of talent management in this organization is not accepted by any of the experts participating in the research and in terms of appropriate arrangements of this organization to address the challenges identified by this research, it seems necessary. One of the results of the study was identifying 16 challenges of talent management in the public system. Among the challenges of talent management, applying personal opinion in evaluation with a frequency of 19 and inappropriate performance management with a frequency of 15 are the most frequent and least frequent challenges of talent management in Gilan education. Of course, Gilan education will lose the possibility of comprehensiveness and objectivity in planning for talents without an interactive view of these factors. The results of this study are in line with the research of many researchers and by comparing the present study with the research background, it can be said that non-integrated talent management in Guthridge et al (2008) has been presented as programmable barriers to succession. Improper performance management in a study by Schuler et al (2011) in an article entitled "Global Talent Management and Global Talent Changes" is described as a lack of willingness to confirm performance variance among employees. Little attention has been paid to privatization in the research of Khalji et al (2015) in an article entitled "Combining the macro perspective in global talent management" under the heading of direct government intervention in the recruitment and development of national documents. Lack of an integrated human resource system In Schuler's research, Jackson & Tarique (2011) used the article entitled "Global Talent Management" as the lack of human resource components and organizational structure. The resistance of managers to change in the study of Schuler et al (2011) has been used as a reluctance to recognize the difference in performance in personnel. Other findings of the research, including cultural barriers and managers' resistance to change in the findings of the theoretical background of the research, have been repeated. Criticism of the research reveals inconsistencies that indicate that the research results do not go out of context. Come and is not accurate enough. As mentioned, the present study is important due to the importance of the subject and its novelty and has been done with a new plan in the public education system of the country. The use of qualitative method of content analysis to answer research questions and data analysis in the field of public education system is the result of researchers' efforts to cross the existing psychological realm by relying on their efforts and it is hoped that the groundwork for research To be placed next. According to the results obtained, it is suggested to education policy makers:

- Research should be done with a larger sample size and a wider geographical area to provide a dense and coherent literature on how to use the mentioned factors.
- The present study includes only education in Gilan. In future research, it is suggested that the research be conducted in other provincial centers because this will both increase the generalizability and allow comparison.

- Considering that the challenges of education are influenced by the culture of the society, it is suggested to study the influence of external factors on these challenges. - Due to the limited research and the novelty of the talent management discussion, it is expected that in future studies, the impact of the identified factors of this research will be examined separately. - Gilan education officials by designing and creating an independent organization to support and guide talent management research so that future researchers using other qualitative and quantitative research tools to identify other influential factors in the public education system.



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