A STUDY OF PRINCIPALS' TALENT MANAGEMENT LEADERSHIP AND TEACHERS' ORGANIZATIONAL COMMITMENT

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Abstract

The main aim of this research is to investigate the relationship between principals' talent management leadership and teachers' organizational commitment in Basic Education High Schools, Phyu Township, Bago Region. Quantitative and qualitative methods were used in this research. A total of two hundred teachers were selected as subjects from five Basic Education High Schools, Phyu Township, using the purposive sampling method. The reliability coefficient of principals' talent management leadership questionnaire was 0.959 and that of teachers' organizational commitment questionnaire was 0.773. Descriptive analysis, Independent Samples *t*-Test, One-Way ANOVA, Pearson product-moment correlation and Multiple regression analysis were conducted to analyze the data in this study. The level of principals' talent management leadership in this study was moderately high (Mean = 3.14, SD = .31). There were significant differences in the level of principals' talent management leadership among schools and principals grouped by administrative service. The level of teachers' organizational commitment in this study was moderately high (Mean = 2.80, SD = .25). There were significant differences in the level of teachers' organizational commitment among schools and teachers grouped by qualification, age, position and years of service in current school. There is a moderate positive correlation between principals' talent management leadership and teachers' organizational commitment (r = .548, $p < .01$). According to the result of multiple regression analysis, values dimension is the best predictor of teachers' organizational commitment (R^2 = .289, F (5,194) = 17.183). Information from teachers' interviews, open-ended answers and quantitative results were complementary to each other. The levels of principals' talent management leadership were associated with the levels of teachers' organizational commitment.

Keywords: talent management leadership, organizational commitment

Introduction

The current education reforms focus on the success and development of the youths who are the future of the country because the future of a nation is in the hands of educated persons. In producing valuable human resources for the nation, the role of leaders is in an important position. Today, every society emphasizes the quality, not the quantity. Our education society also emphasizes the quality of teachers, to be quality education. In twenty-first century, talent management (TM) has been one of the most important human capital challenges faced by various organizations. A talented employee was regarded as the most significant resource in both private business organizations and educational organizations (Axelroad, Michaels & Hanfield, 2001). Teachers who are talented, skillful and knowledgeable can contribute their society effectively and efficiently. Hence, the school leaders need to perform the talent management practices among their teachers.

Talent management is increasingly seen as a critical factor in developing successful organizations and is a strategic priority for business. Indeed, in a people-focused organization such as school, the key resource is the talent of the individuals who work there. In education, the 'talent' could be considered as the critical factor in school success. Organizational commitment is also a critical factor for successful organizations. Talents of the employees and school leaders' TM skills provide the basis for the success of the educational organizations (Davies & Davies, 2011).

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In a school, teachers are the most valuable asset for contributions. Teachers are human resources who can define the success or failure of the school. From the view of talent management leadership, principals need to manage teachers to be talented and deploy the talented teachers at the right place at the right time and results the right things which means the school's success. Moreover, principals need to maintain the right talented human resources for continuous long-term success. To retain and maintain talented teachers, their organizational commitment needs to be increased. Therefore, the researcher focuses to study the relationship between talent management leadership of principal and organizational commitment of teachers because both principal and teachers are important parts of school success.

The findings of the study may indicate the strengths of talent management leadership and its contributions to teachers' organizational commitment. Through this study the researcher shows that the talents must be valued and believed and commitment to organization makes continuous improvement of the organization. This study would be useful for further research.

Main Aim

The main aim of this study was to study the relationship between principals' talent management leadership and teachers' organizational commitment in Basic Education High Schools, Phyu Township, Bago Region.

Specific Aims

1. To study the levels of principals' talent management leadership in Basic Education High Schools
2. To study the differences in the levels of principals' talent management leadership in terms of administrative service
3. To study the levels of teachers' organizational commitment in Basic Education High Schools
4. To study the differences in the levels of teachers' organizational commitment in terms of teachers' personal factors such as qualification, age, position and services in current school
5. To study the relationship between principals' talent management leadership and teachers' organizational commitment
6. To investigate the predictors of principals' talent management leadership on teachers' organizational commitment

Research Questions

1. What are the levels of principals' talent management leadership in Basic Education High Schools?
2. Are there any significant differences in the levels of principals' talent management leadership in terms of administrative service?
3. What are the levels of teachers' organizational commitment in Basic Education High Schools?
4. Are there any significant differences in the levels of teachers' organizational commitment in terms of teachers' personal factors such as qualification, age, position and services in current school?
5. Is there any relationship between principals' talent management leadership and teachers' organizational commitment?
6. What are the predictors of principals' talent management leadership on teachers' organizational commitment?

Limitation of the Study

This study is limited to the selection of the following sample as the scope of the study. Due to time constraints, the study is geographically limited to Basic Education High Schools of Phyu Township, Bago Region.

Theoretical Framework

These dimensions of talent management leadership are described in details as follows.

Strategic Acumen: Strategic Acumen is the ability in which an individual can create strategic intent, shape the future, make things happen, make connections and see the big picture. First, it is important to establish the need to be a strategist. It is important for a leader with strategic acumen to set the future direction of the school- being strategic is a way of managing the impact of future trends and influences on the school and being able to make conscious decisions about those influences. It is about setting priorities and using resources to achieve those priorities. Strategic acumen has always been associated with the idea of direction setting for the organization.

Working with others: Working with others involves the abilities of communication, care and concern, credibility, and support and challenge. Leaders need to care about others in order to want to involve them. Individual leaders can make a difference but for sustainable organizations strength comes from staff working together to achieve the same goals (Barth, 1990). Leaders need to understand their school, those in the school community and those in the wider community (Davies & Davies, 2011). Talent managers and leaders nurture and develop others, and get the best out of their colleagues. They find ways to engage others and feel a sense of personal contribution to a school's development.

Personal qualities: Personal qualities are the characteristics, attributes or personality traits of an individual. Personal qualities involve the talents of resilience, confidence, risk taking, self-motivation and intellectual curiosity. Leaders with full of personal qualities always learn from experience. What leaders know and do is important but who they are also determines what they can achieve. Most importantly, effective leaders motivate loyalty and support because of the way they behave, conducting themselves with integrity and trust. Effective leaders have the confidence to work with people who are, or have the ability to become, better than themselves.

Values: Values are the guiding principles in our lives. Values focus on trust, truth and respect. Values should be at the heart of everything human beings do, both organizationally and personally. While building a values framework which is important, that they must be seen in action is critical. Leadership occurs within the context of core values. Leaders guide and facilitate others to make a positive difference in their own lives and to contribute to a larger good. Values inform the application of leadership qualities as the competencies of leadership are activated – learned, developed, and practiced within the set of core values.

Organizational Commitment

Affective Commitment: Affective commitment is a kind of commitment that emerges from respect for the organization's objectives and values; admiration for and respect for the managers; emotional closeness; sharing of organizational vision and mission. According to Meyer and Allen (1997), affective commitment is "the employee's emotional attachment to, identification with, and involvement in the organization". Organizational members who are committed to an organization on an affective basis, continue working for the organization because they **want to** do so (Meyer & Allen, 1991). Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Beck & Wilson, 2000).

Continuance commitment: Continuance commitment involves being aware of the cost of and difficulties resulting from leaving the organization. Those who have continuance commitment continue to work in order not to suffer a loss, so as to serve their own personal interests and to benefit from the organization. This type of commitment results from an individual's willingness to stay in the organization because of his past personal investments in the organization (Balay, 2001). Meyer and Allen (1991) stated that "employees whose primary link to an organization is based on continuance commitment remain because they **need to** do so".

Normative commitment: Normative commitment is the one which depends on the beliefs of the members of an organization. They stay with the organization because of their sense of responsibility and obligations towards the organization. Employees with a high level of normative commitment feel that they **ought to** remain with the organization. Meyer and Allen (1997) define normative commitment as "a feeling of obligation to continue employment".

Definitions of Key Terms

Talent consists of those individuals who can make a difference to organizational performance, either through their immediate contribution or in the long term by demonstrating the highest levels of potential. (Chartered Institute of Personnel and Development, 2007)

Talent management is the systematic attraction, identification, development, engagement/ retention and deployment of those individuals with high potential who are of particular value to an organization. (Chartered Institute of Personnel and Development, 2007)

Commitment – A force that binds an individual to a course of action of relevance to one or more targets (Cohen, 2003).

Organizational Commitment- A psychological state that reflects an attitude and a desire, a need, a necessity to continue the activities in the organization (Khoshnud, 2012).

Operational Definitions

Principals' Talent Management Leadership refers to the leadership qualities of school managers forming talent management functions such as talent identification, talent development and talent culture.

Teachers' Organizational Commitment means an attachment to an organization to exert extra effort on its behalf based on desire, necessity and obligation of teachers.

Methodology

Quantitative Method

Sample

Purposive sampling method was used in this study. The target population in this study was senior teachers, junior teachers and primary teachers from Basic Education High Schools in Phyu Township, Bago Region. A total of two-hundred teachers was selected as subject from five Basic Education High Schools in Phyu Township, Bago Region.

Research Instrumentation

In this study, the researcher used the questionnaire to investigate the teachers' perceptions. There were 40 items which are concerned with Principals' Talent Management Leadership and 35 items which are concerned with Teachers' Organizational Commitment. All the 75 items included in this questionnaire were rated in a Four-point Likert Scale ranging from (1) Strongly disagree, (2) Disagree, (3) Agree and (4) Strongly agree. Moreover, 6 open-ended question items

were included in this questionnaire. The questionnaire included demographic data of selected teachers.

Instrument Validity

Before pilot study, the instrument was checked by a panel of experts. This panel included ten experts, who are experienced educators (Ph.D. degree holders) having special knowledge and close relationship in this field from the Department of Educational Theory, Yangon University of Education. The review panel scrutinized the instrument for content, format, item clarity, and grammar and usages.

Instrument Reliability

To measure the reliability of this questionnaire, the Cronbach's alpha was used. According to the test of study, the reliability coefficient of Principals' Talent Management Leadership questionnaire was 0.959 and that of Teachers' Organizational Commitment questionnaire was 0.773.

Procedure

Firstly, the researcher explored the relevant literature which is concerned with the research problem. Then, the instrument was constructed to collect the required data under the guidance of the supervisor. The instruments were distributed to ten experienced educators (Ph.D. degree holders) from the Department of Educational Theory, Yangon University of Education to obtain the content validation. After that, necessary changes were made under the guidance of the supervisor. Next, the pilot test was conducted on the first week of September, 2019. Then, the items were modified under the guidance of the supervisor. In the last week of October, 2019, (200) questionnaires were distributed to the selected schools. Then, these questionnaires were collected again and the respond rate was 100%.

Analysis of Data

After the questionnaires were returned from the participants, the data were processed and analyzed using the Statistical Package for the Social Science (SPSS) software version 25. Descriptive analysis, Independent Samples *t*-Test, One-Way ANOVA, Pearson product -moment correlation and Multiple regression analysis were conducted to analyze the data.

In qualitative analysis, the data obtained from open-ended questions were shared with the supervisor and discussions were held to find out the similarities and differences in their findings. The interpretation and summarization of the findings from interview was also conducted with the help of the supervisor to draw conclusions.

Qualitative Method

Required data were obtained through open-ended questionnaire and interviews about the principals' talent management leadership and the teachers' organizational commitment.

Sample

Among five high schools, two schools (one with the highest mean scores and one with lowest mean scores) were selected. From selected schools, 8 teachers (at least four teachers from each school) were selected from each school.

Instrumentation

As an instrument, 6 open-ended questions and 7 interview questions were used to obtain the required data.

Procedure

Based on the related literature review, 6 open-ended questions and 7 interview questions were administered in order to obtain in-depth information about principals' talent management leadership and teachers' organizational commitment.

Findings

Quantitative Findings

Mean values, standard deviations and levels of each variable in principals' talent management leadership were described in Table 1.

Table 1   Mean Values, Standard Deviations and Levels of Each Variable in Principals' Talent Management Leadership Perceived by Teachers   (N=200)

No.	Variables	Mean	SD	Levels
1.	Strategic Acumen	3.14	.35	**Moderately high**
2.	Working with Others	3.13	.39	**Moderately high**
3.	Personal Qualities	3.10	.43	**Moderately high**
4.	Values	3.19	.48	**Moderately high**
	Principals' Talent Management Leadership	3.14	.37	**Moderately high**

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

To know the level of principals' talent management leadership, mean values and standard deviations were used. Findings were presented in Table 2.

Table 2   Mean Values, Standard Deviations and the Levels of Principals' Talent Management Leadership in Basic Education High Schools

No.	School	Mean	SD	Level
1.	**A**	2.88	.48	Moderately high
2.	**B**	3.27	.28	High
3.	**C**	3.19	.33	Moderately high
4.	**D**	3.23	.35	Moderately high
5.	**E**	3.09	.21	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

Mean values, standard deviations and the levels of teachers' perceptions on principals' talent management leadership grouped by administrative service were shown in Table 3. The administrative service group was divided into two groups such as (1-3 years) and (4-6 years).

Table 3 Mean Values, Standard Deviations and Levels of Teachers' Perceptions on Principals' Talent Management Leadership Grouped by Administrative Services
                                                                                                  (N=200)

No.	Variables	Administrative Service	N	Mean (SD)	Level
1.	Strategic Acumen	1-3	3	3.20(.29)	**Moderately high**
		4-6	2	3.01(.43)	**Moderately high**
2.	Working with Others	1-3	3	3.20(.32)	**Moderately high**
		4-6	2	2.99(.49)	**Moderately high**
3.	Personal Qualities	1-3	3	3.17(.35)	**Moderately high**
		4-6	2	2.96(.54)	**Moderately high**
4.	Values	1-3	3	3.27(.35)	**High**
		4-6	2	3.04(.63)	**Moderately high**
	Principals' Talent Management Leadership	1-3	3	3.21(.29)	**Moderately high**
		4-6	2	3.00(.37)	**Moderately high**

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

Mean values, standard deviations and levels of each variable in teachers' organizational commitment were described in Table 4.

Table 4 Mean Values, Standard Deviations and Levels of Each Variable in Teachers' Organizational Commitment   **(N=200)**

No.	Variables	Mean	SD	Levels
1.	Affective Commitment	3.08	.39	**Moderately high**
2.	Continuance Commitment	2.41	.36	**Moderately low**
3.	Normative Commitment	2.92	.29	**Moderately high**
	Teachers' Organizational Commitment	2.80	.25	**Moderately high**

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

To know the levels of teachers' organizational commitment, mean values and standard deviations were used. Findings were presented in Table 5.

Table 5 Mean Values, Standard Deviations and the Levels of Teachers' Organizational Commitment in Basic Education High Schools

No.	School	Mean	SD	Level
1.	**A**	2.69	.28	Moderately high
2.	**B**	2.88	.20	Moderately high
3.	**C**	2.82	.20	Moderately high
4.	**D**	2.85	.28	Moderately high
5.	**E**	2.73	.25	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

Mean values and standard deviations of teachers' organizational commitment grouped by qualifications were shown in Table 6.

Table 6   **Mean Values, Standard Deviations and Levels of Each Variable in Teachers'**
                   Organizational Commitment Grouped by Qualifications   **(N=200)**

No.	Variables	Qualifications	N	Mean (SD)	Level
1.	Affective Commitment	B.A. or B.Sc.	143	3.16(.34)	Moderately high
		B.Ed. or M.Ed.	57	2.88(.45)	Moderately high
2.	Continuance Commitment	B.A. or B.Sc.	143	2.45(.36)	Moderately low
		B.Ed. or M.Ed.	57	2.29(.31)	Moderately low
3.	Normative Commitment	B.A. or B.Sc.	143	2.96(.28)	Moderately high
		B.Ed. or M.Ed.	57	2.83(.29)	Moderately high
	Teachers' Organizational Commitment	B.A. or B.Sc.	143	2.86(.23)	Moderately high
		B.Ed. or M.Ed.	57	2.67(.23)	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

Mean values and standard deviations of teachers' organizational commitment grouped by age were shown in Table 7.

Table 7   Mean Values and Standard Deviations of Each Variable for the Level of Teachers'
           Organizational Commitment Grouped by Age   **(N=200)**

No.	Variables	Years of Age	N	Mean (SD)	Level
1.	Affective Commitment	21-30	24	2.91(.47)	Moderately high
		31-40	36	3.03(.34)	Moderately high
		41-50	66	3.08(.41)	Moderately high
		51 and above	74	3.15(.37)	Moderately high
2.	Continuance Commitment	21-30	24	2.21(.43)	Moderately low
		31-40	36	2.41(.28)	Moderately low
		41-50	66	2.44(.34)	Moderately low
		51 and above	74	2.45(.36)	Moderately low
3.	Normative Commitment	21-30	24	2.92(.34)	Moderately high
		31-40	36	2.85(.28)	Moderately high
		41-50	66	2.90(.30)	Moderately high
		51 and above	74	2.97(.26)	Moderately high
	Teachers' Organizational Commitment	21-30	24	2.68(.28)	Moderately high
		31-40	36	2.76(.21)	Moderately high
		41-50	66	2.81(.25)	Moderately high
		51 and above	74	2.86(.23)	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

In Table 8, mean values and standard deviations of teachers' organizational commitment grouped by position were shown.

Table 8   Mean Values and Standard Deviations of Each Variable for the Level of Teachers'
**   Organizational Commitment Grouped by Position   (N= 200)**

No.	Variables	Position	N	Mean (SD)	Level of Commitment
1.	Affective Commitment	Senior Teacher	63	2.91(.44)	Moderately high
		Junior Teacher	113	3.18(.35)	Moderately high
		Primary Teacher	24	3.03(.29)	Moderately high
2.	Continuance Commitment	Senior Teacher	63	2.35(.37)	Moderately low
		Junior Teacher	113	2.42(.34)	Moderately low
		Primary Teacher	24	2.50(.39)	Moderately low
3.	Normative Commitment	Senior Teacher	63	2.84(.32)	Moderately high
		Junior Teacher	113	2.96(.26)	Moderately high
		Primary Teacher	24	2.97(.29)	Moderately high
	Teachers' Organizational Commitment	Senior Teacher	63	2.70(.26)	Moderately high
		Junior Teacher	113	2.85(.22)	Moderately high
		Primary Teacher	24	2.83(.24)	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

In Table 9, mean values and standard deviations of teachers' organizational commitment grouped by services in current school were shown.

Table 9 Mean Values and Standard Deviations of Each Variable for the Level of Teachers'
**   Organizational Commitment Grouped by Services in Current School   (N= 200)**

No.	Variables	Services in Current School (years)	N	Mean (SD)	Level of Commitment
1.	Affective Commitment	1-10	120	3.01(.41)	Moderately high
		11-20	49	3.11(.35)	Moderately high
		21 and above	31	3.29(.33)	Moderately high
2.	Continuance Commitment	1-10	120	2.36(.38)	Moderately low
		11-20	49	2.47(.30)	Moderately low
		21 and above	31	2.51(.33)	Moderately high
3.	Normative Commitment	1-10	120	2.88(.31)	Moderately high
		11-20	49	2.94(.24)	Moderately high
		21 and above	31	3.04(.28)	Moderately high
	Teachers' Organizational Commitment	1-10	120	2.75(.25)	Moderately high
		11-20	49	2.84(.18)	Moderately high
		21 and above	31	2.94(.24)	Moderately high

1.00-1.75 = low   1.76-2.50 = moderately low   2.51-3.25 = moderately high   3.26-4.00 = high

Table 10 shows the correlation between principals' talent management leadership and teachers' organizational commitment.

Table 10 Correlation between Principals' Talent Management Leadership and Teachers'
**   Organizational Commitment**

Variables	Principals' Talent Management Leadership	Teachers' Organizational Commitment
Principals' Talent Management Leadership	1	.548**
Teachers' Organizational Commitment	.548**	1

Correlation is significant at the 0.01level (2-tailed).

Table 10 proves that there is a positive and significant relationship between principals' talent management leadership (M = 3.14, SD = .37) and teachers' organizational commitment (M = 2.80, SD = .25). There was a significant correlation but the strength of the correlation is moderate (r = .548, p = 0.01). It may be concluded that there is a positive and significant relationship between principals' talent management leadership and teachers' organizational commitment.

The beta coefficients are presented in Table 11. Values dimension significantly predicts teachers' organizational commitment when all five variables are included. The adjusted R square value was .289. This indicates that 28.9% of the variance in teachers' organizational commitment was explained.

Values dimension appears to be the only best predictor of teachers' organizational commitment. However, the effect of principals' personal variables, namely, years of service as a principal, and other dimensions such as strategic acumen, working with others and personal qualities are less striking.

Table 11   Simultaneous Multiple Regression Analysis for Factors Predicting Teachers' Organizational Commitment

Variables	B	Std. Error	Beta
Administrative service	.015	.033	.028
Strategic Acumen	.137	.071	.195
Working with Others	.012	.092	.019
Personal Qualities	.079	.077	.138
Values	.132	.048	.257**
R^2=.289, F (5,194) =17.183, **p<.01			

Findings from Interview

Various responses for interview questions are described as follows.

(1) How do you think about the long-term development of the school by the management and leadership of the principal?

Four teachers from Group I responded that the school developed and improved by their principal, they saw the success of the school and their principal had family-spirit, accountability and responsibility. Four teachers from Group II stated that the development of the school was normal and the principal was weak in managing for the development of the school.

(2) How does the principal cooperate with others?

Four teachers from Group I responded that the principal cooperated fairly and friendly with them like a family, was skillful in organizing others and managed as a united organization. Four teachers from Group II stated that the principal interacted friendly with them but ineffective for cooperation.

(3) Does your principal value and believe your talents?

Four teachers from Group I responded that the principal had the values and beliefs for their talents, the principal made round check, appreciated their efforts and supported their needs. Two teachers from Group II stated that the principal believed in them but was weak in motivating the teachers.

(4) How do you think about the leadership talent of the principal?

Four teachers from Group I responded that the leadership talent of the principal was very good, the school improved and the teachers' talents and performances also improved under the leadership talent of the principal. And they could perform their tasks happily for the long-term with this principal. Four teachers from Group II stated that the leadership talent of the principal was normal.

(5) How do you feel about the organizational commitment in this school?

Four teachers from Group I responded that they were very happy and proud for being a teacher in their school, they satisfied the objectives and values of the school and they get opportunities to show their talents occasionally. Four teachers from Group II stated that they were not happy and excited for being a teacher in their school, they were not satisfied with the school environment and their performance and they did not get chances to perform with their talents but they tried as much as they could.

(6) What are the advantages and disadvantages for being a teacher in this school?

Four teachers from Group I and three teachers from Group II responded that they were satisfied with transportation but one teacher from Group II were not satisfied with transportation. One teacher from Group I stated that all staffs united in a family type environment and another teacher from Group I stated that she can perform the contributions for her natives. One teacher from Group II answered that she can practise to be skillful in academic subject and another teacher from Group II answered that she was weak in performance.

(7) Will you leave this organization if you have a job with a better salary?

Four teachers from Group I and four teachers from Group II responded that they will not leave this organization even if they have a job with a better salary because they did not satisfy the private schools, they had desire to serve for their natives and they believed that teacher job (teaching career) is the noblest profession.

Conclusion, Discussion and Recommendations

Conclusion and Discussion

According to the findings, the result shows that the level of principals' talent management leadership in Basic Education High Schools, Phyu Township was "moderately high" level. There was a significant difference in the levels of principals' talent management leadership grouped by schools. Hughes and Rog (2008) claimed that factors such as respective behavior toward talented staff, feeling of advancement and success and making proper relationships with other colleagues are key factors for talent management in the organizations. In comparing the dimensions of principals' talent management leadership, the mean score of "values" was higher than other variables. It may be interpreted that the principals lead and manage the teachers in respectful behaviours, believe and value their talents and create the school environment with ethical values. Areiqat (2010) pointed out that leaders should have the ability to give freedom of action to his or her talented staff to form the ground of creativity in them, and also the ability to create a proper level of job challenge to motivate the talented staff. The mean score of "personal qualities" was lower than other variables. It may be interpreted that the principals should try to improve their leadership qualities and their leadership and management functions should be systematic and smart.

According to the findings, both groups of principals with administrative service of (1-3 years and 4-6 years) have "moderately high" level of talent management leadership. But, the mean value of the group of principals who have administrative service of "1-3 years" was higher than that of the group of principals whose administrative service are "4-6 years". It may be concluded that even though the more experience they had, the less their talent management leadership qualities. This is because the principals whose administrative service (4-6 years) were weak in cooperation with teachers and their emotional attachment to their job was low. Although the principals have less services, their leadership qualities were not in a bad condition.

In investigating the level of teachers' organizational commitment in five Basic Education High Schools, Phyu Township, the result showed that the level of teachers' organizational commitment is moderately high. The results supported the findings of Nayir (2012) and Coban and Demirtas (2011) who reported that teachers have moderately high level of organizational commitment, while contradicting the results of the study Balay (2001) and Yoruk and Segban (2012), suggesting that teachers have high level of organizational commitment. There was a significant difference in the level of teachers' organizational commitment grouped by schools. In comparing three domains of organizational commitment, affective commitment got higher mean value than others. It may be discussed that the teachers committed their school on an affective basis that means teachers keep working not because they "have to", but because they "want to". The continuance commitment had got the lower mean value than others. It may be interpreted that the teachers' commitment to the school may not be due to perceived costs of leaving the organization that means teachers keep working even if there are alternative job opportunities.

The researcher investigated the level of teachers' organizational commitment by grouping with personal factors such as qualification, age, position, and years of service in current school. Angel and Perry (1981) found that demographic characteristics such as age, tenure, sex and education have been linked to commitment.

According to the findings, the group of teachers who got (B.A., B.Sc.) degree and the group of teachers who got (B.Ed., M.Ed.) degree perceived as having moderately high level of organizational commitment. However, the organizational commitment of the group of teachers who got (B.A., B.Sc.) degree was greater than that of the group of teachers who got (B.Ed., M.Ed.) degree. This may be because teachers who got (B.Ed., M.Ed.) degree mostly transferred to other schools or more higher positions or ranks. The results are consistent with the findings of Camilleri (2002) and found out that teachers who got (B.A., B.Sc.) degree had more organizational commitment.

According to findings, all groups of teachers grouped by age perceived as having moderately high level of teachers' organizational commitment. The organizational commitment of the group of teachers whose age of "51 and above" years was higher than that of other groups and the organizational commitment of the group of teachers whose age of "21-30 years" was lower than that of other groups. The researcher found that the older the teachers, the higher the level of teachers' organizational commitment in their job. The results are consistent with those of Camilleri (2002) who found out that older employees have a higher degree of organizational commitment. The researcher also found that the older the teachers, the higher the continuance commitment of teachers. It seems the older groups committed in schools due to necessity and perceived costs for leaving the organization.

According to the findings, all groups of teachers grouped by position perceived as having moderately high level of teachers' organizational commitment. The organizational commitment of the group of junior teachers was higher than other groups and the organizational commitment of the group of senior teachers was lower than other groups. Moreover, there were significant differences for affective commitment and normative commitment. The group of junior teachers

committed more with affective and normative commitments than senior teachers. This means that the junior teachers performed their duties happily and proudly than senior teachers and the loyalty of junior teachers was greater than that of senior teachers. The reason may be that the transferring rate of senior teachers was higher than that of primary teachers. The results are not consistent with Camilleri (2002) who found out that the higher the position in the organizational hierarchy, the higher the degree of organizational commitment.

According to the findings, all groups of teachers grouped by services in current school perceived as having moderately high level of teachers' organizational commitment. The organizational commitment of the group of teachers whose years of services (21 and above) was higher than other groups and the organizational commitment of the group of teachers whose years of services (1-10) was lower than other groups. It was found that the greater the years of service in current school, the higher the level of teachers' organizational commitment. It can be concluded that when teachers stay longer in organizations, they committed more in their organizations. Moreover, there were significant differences in affective commitment and normative commitment. The group of teachers having more services committed more with affective and normative commitments than that of teachers having less service. This means that the more experienced teachers performed their duties happily and proudly than less experienced teachers and the loyalty of more experienced teachers was greater than that of less experienced teachers. The reason may be that when teachers stay longer in organizations, they committed more on affective and normative basis in their organizations.

Based on findings, principals' talent management leadership influences on teachers' organizational commitment. Teachers' organizational commitment was significantly influenced by some aspects of principals' talent management leadership. Findings of this study indicate that there was a significant moderate relationship between principals' talent management leadership and teachers' organizational commitment. These results are consistent with findings of Ayatac (2015) and Davies and Davies (2011), suggesting that the school leaders' TM leadership has a strong relationship with the teachers' organizational commitment.

Values dimension appears to be the only best predictor of teachers' organizational commitment. However, the effect of principals' personal variables, namely, administrative service, and other dimensions such as strategic acumen, working with others and personal qualities are less striking. According to O'Reilly (1989), organizational commitment is an individual's psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization. It can be seen that values significantly affect teachers' organizational commitment.

Balay (2001) stated that a bureaucratic school environment and a strict sense of hierarchy reinforce the continuance commitment. This suggests that school managers need to develop their TM leadership skills. According to qualitative results (open-ended and interviews), teachers generally have continuance commitment towards their school. Teachers are committed to work because they consider it a means to gain more or not to lose what they possess (Balay, 2001; Davies & Davies, 2011).

TM leadership focuses to increase the emotional attachment and organizational commitment of teachers (Davies & Davies, 2011). The lack of confidence, respect, accuracy and justice in educational administrators or lack of school administrators to represent these, can negatively affect teachers' organizational commitment (Lewis & Heckman, 2006). As a qualitative result (open-ended and interviews), based on teachers' opinions, when the principals do not possess efficiencies at a desired level, this results in teachers' low level of organizational commitment. Moreover, when the principals possess efficiencies at a desired level, this results in teachers' high

level of organizational commitment. Thus, principals' talent management leadership strongly associates with teachers' organizational commitment.

In conclusion; according to quantitative and qualitative results, it has been observed that principals' talent management leadership is an important variable for teachers' organizational commitment.

Recommendations

On the basis of the analysis of the data and interpretation of the results, the following suggestions and recommendations were drawn to promote the level of principals' talent management leadership and teachers' organizational commitment.

To increase the development of principals' talent management leadership,

- The principals should try to develop the teachers' talents, use their talents appropriately and create a successful and productive school environment with full of talented teachers.

- The principals should have respectful behaviours toward talented teachers, official acknowledgement of talented teachers for their role in organization' success, and proper relationships with teachers.

- The principals should have the ability to give freedom of action to his or her talented teachers to form the ground of creativity in them.

- The principals should provide the teachers with job challenge to motivate the talented staff.

- The principals should delegate authority and responsibility to the relevant persons in accordance with their talents in some areas of managerial functions.

To promote the level of teachers' organizational commitment,

- The teachers should have autonomy, role clarity, opportunity for expressing their talents and use their talents in the right position.

- The principals should give the teachers recognitions, rewards, warmness to reinforce the teachers' value.

- The principals should motivate the teachers to believe that they are important persons for the development of education and they are valued and appreciated.

- The government should provide opportunities for continuous professional development.

- The government should provide the basic needs, support the needs to promote the development of the schools and create a positive education society with full of talented and educated persons.

Need for Further Research

The results may be generalized if further researches with a wider teacher universe are conducted in different areas. Therefore, the need for further study is to conduct the research in more than one state, region and township to represent the whole country.

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