The Mediating Role of Positive Psychological Capital of the Relationship Between Visionary Leadership and Talent Management According to Teacher Perceptions

*Kübra Özdilek ⓘ, **Semiha Şahin ⓘ

Abstract. The aim of this study is to investigate the mediating role of teachers' positive psychological capital levels in the relationship between visionary leadership and talent management competency of school principals according to the perceptions of teachers working in secondary education institutions. The research was conducted with a relational survey model. In order to test the theoretical model generated by the variables of the research, a structural equality modelling and path analysis were established. The study was carried out with 287 teachers working in the official secondary schools of the Ministry of National Education within the borders of Büyükçekmece and Çatalca districts of Istanbul province in the 2017-2018 academic year. In the research, the Visionary Leadership Scale, Talent Management Scale in Education and Positive Psychological Capital Scale were used as data collection tools. In order to test the theoretical model formed by the variables of the study, structural equation modelling was established and path analysis was created. According to the teachers' perceptions, it was determined that the positive psychological capital levels of the teachers showed a partial mediator role in the relationship between school principals' visionary leadership and talent management.

Keywords. Visionary leadership, talent management, positive psychological capital.

* Math Teacher, Ministry of National Education, Istanbul, Turkey

e-mail: kubraozdilek@yahoo.com

** Assoc. Prof. Dr., Dokuz Eylul University, Faculty of Education, İzmir, Turkey

e-mail: ssahin66@gmail.com

Todays, schools need to an effective leader more than before. In fact that today's rapid changes point to the existence of a visionary leader. Such visionary leaders, on the other hand, must recruit talented employees to project from the present into the perspective of the future. Because, an important area of human resource management is talent management, which is one of the important arguments of organizational performance.

At the same time, managers need to have various leadership skills and should effectively use the human resource of the organization (Acar, 2006; Fachri, Paminto and Effendi, 2021; Pereira and Gomes, 2012). In today's conditions, there is a need for a visionary leader who can shed light on the future for good management of human resource, including positive psychology capital and talent management. The three most important functions of educational organizations today are to plan the present, the near and far future well, to do this with teachers and personnel with advanced features and positive psychological capital, and to attract and keep these personnel in the institution. Because, as Akçakaya (2012), human are indispensable for organizations and quality is important in human resources.

From here, organizational vision is an inspiration for employees (Kantabutra and Avery, 2011; Perrin, 2003). If the school has a strategic vision, a talent model can be developed to suit the needs of the school. In other words, the visionary feature should be emphasized by clearly revealing the current situation of the school and how and where it wants to be in the future (Davies and Davies, 2014). There is a positive relationship between the visionary leadership competencies of school administrators and their job enthusiasts.

While it is understood that positive psychological capital has a relationship with talent management, Seligman and Csikszenmihalyi (2000) point out the right applications of positive psychology provide employees with opportunities to use their skills and abilities, and to make a difference in the work environment. In other studies, through positive psychology, positive aspects of individuals are emphasized and their strengths are supported, making it easier for individuals to develop their competencies (Sarıcı, 2015; Çınar, 2011; Karaırmak and Siviş, 2008). As it is clear from all this, a visionary leader who brings together the present and the future needs talented employees to make this meeting effective, and positive psychological capital for his employees to meet the future and become the stronghold of talent management.

Meanwhile, when the related literature is examined, about visionary leadership Başaran (2016), Eranıl (2014), Bulut and Uygun (2010), Aksu (2009a), Aksu (2009b) and about talent

management, Damanik, Lumbanraja and Sinulingga (2020), Lei, Basit and Hasan (2018), Dixit and Arrawatia (2018), Güneş and Keskinkılıç-Kara (2017), Tabancalı and Korumaz (2014), Aytaç (2014), Bashori (2012), Akar (2012), and about positive psychological capital, İra and Bulut (2018), Eser (2018), and Büyükgöze and Kavak (2017), Tösten (2015), Çınar (2011), and similar studies touch on another subject. Only, Öztürk-Çiftçi (2018) studies the mediator role of positive psychological capital in the relationship between authentic leadership style and employee commitment. Depending on the connotation of this research model and the links established above, the idea of examining the mediating role of positive psychological capital in the relationship between visionary leadership and talent management has emerged. In addition, no relational modelling study was found on the variables. Thus, it is assumed to be original and believed to be making a significant contribution to literature and practice. In this context, the problem statement of the research is as follows.

The Problem Statement

Does visionary leadership affect talent management directly, or does visionary leadership affect talent management mediating positive psychological capital.

Visionary Leadership

Management aims to improve the performance and the life quality of employees (Çalık and Şehitoğlu, 2006). According to Taylor, Cornelius and Colvin (2014), visionary leadership, "a form of transformational leadership", seeks to develop the capacity of organizational components. Zhu, Chew and Spangler (2005), visionary leadership help the workers for more "cohesion, commitment, trust, motivation, and enhanced performance in the new organizations". In addition, as Nwachukwu et al. (2017) visionary leaders aim to consist "commitment, trust and loyalty" to creat and achieve the today and future mission and vision. At the same time, Taylor et al. (2013) touched that visionary leaders "inspire and model focus on organizational interests, not personal interests". And, this leaders encourage the people to to cooperate each other (Zhou and Wu, 2018) to prepared their sachool for the future.

Çınar and Kaban (2012) discuss visionary leadership in four dimensions: visionary thinking, action-orientation, future portrayal and being open to change and this study take these dimensions as base. Leaders with a visionary tendency nurture their own individual vision and then incorporate their employees into that vision. They draw the picture of the future together with their employees on the way to success (Tekin and Ehtiyar, 2011). The picture, which we call vision, should be

accepted by the followers and motivate them to act (Şişman and Turan, 2001). Communicating the vision to employees forces them to act. On the contrary, if employees are not working well, either the vision is not communicated vividly or employees are not appreciating the effort and time they spent. This may cause employees to get tired and ineffective (Heath and Heath, 2010; Madugu and Manaf, 2019).

Visionis required for effective leadership. Vision, which is a need for achieving organizational goals, is the heart of the manager in decision-making, participation, communication, innovation, and action-orientation (Çelik, 1997). Erçetin (2000) defines the visionary leader as the person to clearly point the desired goal and perceive the transformation of organizational culture as a priority. Because visionary leaders have imaginary and new perspectives, they can analyze events, read the change very well and look to the future with a new sight.

Schools that educate people for the future of the country, should be visionary organizations that foresee the future, determine the needs for change and implement them effectively (Beycioğlu and Aslan, 2010). Visionary leaders increase performance by providing motivation to employees and create a strong organizational culture by spreading it across the organization (Tekin and Ehtiyar, 2011). Sabancı (2007) lists the visionary leadership characteristics of the school principal as thinking visionary, using resources, communicating, being action-oriented, taking the risk, making decisions and being motivating. The visionary school principal draws a picture in collaboration with teachers and makes the vision a common framework for the school (Durukan, 2006). School principals may turn their visionary perspectives into the culture of their school and positively influence the academic success (Küçük and Demirtaş, 2016). Starratt (1995) states that an institutionalized vision in school life can positively affect student achievement.

Talent Management

Ability may be mental, physical, academic, general or special according to the characteristics possessed. Talent management integrates cultural norms, processes and programs in organizational patterns designed and implemented to attract, develop, implement and maintain talent to achieve strategic goals and meet future business needs (Silzer and Dowell, 2011). Even though successful talent management generally assumed to be containing career management, the human resource literature pretty much separates both areas of interest (Crowley-Henry, Benson and Al-Ariss, 2019). Today, managing talent is given importance in human resource management. Human resources,

which is the most important element of organizations, have been recognized and brought to fore by attracting people and keeping them in work (Doğan and Demiral, 2008).

The concept of talent management gain importance in educational organizations (Tabancalı and Korumaz, 2014). Accordingly, successful an organizaion or school leaders should be able to attract talented or teachers and employees to their schools and ensure their loyalty. In researches, the relationship between talent management and organizational performance is mostly pointed out, and talent management is one of the factors that most affect performance (Akar (2012, Sariwulan et al., 2021). Whereas, transformational leadership, which has overlapping aspects with visionary leadership, affects talent management (Sariwulan et al., 2021). Here, the direct and indirect relationship of the visinary leader with talent management is a matter of curiosity.

Akar (2012) sees talent management as a planned and structured approach that include the process of recruitment, development, and retention of talented individuals with the highest capacity to achieve the highest performance of the organization. Each organization should develop its own talent management model in which best use of its resources and the highest efficiency is ensured in line with school's strategy. It is vital for organizations to know how to identify, select, develop talent, and how it would contribute to the organization at the highest level (Davies and Davies, 2014). According to Meyers, Van-Woerkom and Dries (2019), there is a relationship between the size of organization and talent philosophies: human resource managers in smaller organizations are more likely to have talent philosophies. Talent philosophy is also found to be in relationship with the talent descriptions and workforce allocations in organizations.

The organization needs to manage HReffectively in order to educate talented individuals and to raise educational organizations to a level that can make a difference at national and international levels (Tabancalı and Korumaz, 2014). Schools, where both inputs and outputs are human, have to choose and use the work force well. In order for schools to continue their existence effectively and for staff to contribute to the institution at a high level, the selection, development and increasing commitment to the organization make talent management necessary in educational organizations (Aytaç, 2014). Talent management is also critical in educational organizations, where both inputs and outputs are human. The effectiveness of educational organizations is ensured through the recruitment and continuity of talented individuals (Tabancalı and Korumaz, 2014).

Positive Psychological Capital

Like talent management, to Sheldon (2011,) positive psychology, is for the scientific study of human power and virtues too. Luthans (2002) defines positive organizational behaviour as an examination of positively focused human resources forces and psychological capacities that can be measured, improved, and effectively managed for performance improvement at work (Luthans and Youssef, 2007). According to Luthans (2002), positive organizational behaviour is an approach that focuses on the strengths of employees rather than focusing on their weaknesses. The role of positive psychology in the organizational environment is expressed as positive organizational behaviour, and the organizational behaviour dimension of positive psychology is positive psychological capital. Studies in the field of positive psychology have shown its impact on organizational behaviour and positive psychology in the organizational field has been defined as positive organizational behaviour (Beal, 2011).

Positive emotions, meaningfulness, and participation positively affect the individual's learning, development, and contribution to the environment (Tekinalp and Terzi, 2015). In this context, the importance of the science of positive psychology, which emphasizes the positive aspects of the individual, is increasing. Positive psychology is a modern approach that emphasizes and focuses on developing an individual's innate strengths. It tries to identify and explain the most suitable conditions by analyzing emotions, thoughts, situations and characteristics of individuals on development and betterment (Seligman and Csikszentmihalyi, 2000).

Meanwhile, Gable and Haidt (2005) defined positive psychology, which is another important issue of human resources, that enable individuals, groups and institutions to function appropriately and contribute to people's development (Yıldız, 2015). In fact that positive psychology aims emphasizes well-being, rather than emphasizing the negative aspects, and reveals human potential and strengths at the highest level (Sarıcı, 2015; Çınar, 2011; Karaırmak and Siviş, 2008).

While the cognitive aspect of psychological capital has a positive impact on the performance and development of the individual, the organizational aspect is seen as a resource that increases productivity and provides a competitive advantage (Çetin, Şeşen and Basım, 2013). Cheung (2011) stresses that positive psychological capital's dimensions are "optimism, psychological durability, hope, and self-efficacy". According to Kersting (2003), "the time and future benefits within the framework of experience, knowledge, skills, and talent" are shaped by positive psychological capital. The teachers' professionalism and "psychological capital's dimensions" affect "career

development and learning" (Rehman et al., 2017). It is never discussed that the importance of positive psychologic's features and gains in education and school organizations that exist with human resources.

Method

Research Model

The research tests the theoretical model developed to explain the mediating role of positive psychological capital in the relationship between visionary leadership and talent management skills of school principals based on the perceptions of teachers in secondary education. Testing the model was performed with structural equality model. Structural equality analyses reveal the level of validation by testing the theoretical patterns between the variables covered in a research with the data obtained (Şimşek, 2007). The structural equality model is basically a combination of factor analysis and regression analysis and is a theoretical structure represented by hidden variables (Hox and Bechger, 1998). In this study, there are three variables, one independent, one dependent and one intermediate variable. In the research, visionary leadership was used as an independent variable, talent management as a dependent variable, and positive psychological capital as intermediate variable.

Study Group

The universe consists of 1182 teachers from 31 official secondary education institutions in Çatalca and Büyükçekmece districts of Istanbul province in the 2017-2018 academic year. 23 official secondary education institutions in Büyükçekmece district and 8 in Çatalca district were taken as sample in the research. The number of teachers serving in the specified schools in these districts were 932 and 250, respectively.

In this study, cluster sampling method was used in sample selection. The cluster sampling method is used when all clusters in the universe have an equal chance of being selected. According to Yazıcıoğlu and Erdoğan (2004), the sample selection is projected to produce a sample of 278 people in the 1000-person universe with 5% sample error and 333 people in the 2500-person universe. In this study, each high school in the universe was considered a cluster, and random sampling was selected.

Data Collection Tools

Visionary leadership scale. The "Visionary Leadership Scale" developed by Çınar and Kaban in 2012 was used in this research to measure the visionary leadership levels of school principals based on teacher perceptions. The scale is of the likert type of 5 and consists of 14 items and four dimensions. The 5-point likert was sorted from 1 "Strongly Disagree" to 5 "Strongly Agree". The first dimension consists of 4 substances (1, 2, 3, 4), the second dimension consists of 4 substances (5, 6, 7, 8), the third dimension consists of 3 substances (9, 10, 11) and the fourth dimension consists of 3 substances (12, 13, 14). Both explainer and verifier factor analyses were performed for this scale. The Cronbach Alpha reliability coefficients of this scale, consisting of 14 items and 4 sub-dimensions, are respectively, .84 for the sub-dimension of visionary thinking, .83 for the sub-dimension of being action-oriented, .87 for the sub-dimension of picturing the future, and .82 for the sub-dimension of being open to change. The Cronbach alpha coefficient value of the scale questions related to each dimension was found between (α = .82 - .87). These results indicate that the question groups for each dimension are high reliable (Çınar and Kaban, 2012).

Talent management scale in education. The "Talent Management Scale In Education", developed by Yerlikaya in 2017, was used in the research to measure the ability management levels of school principals based on teacher perceptions. The scale is of the likert type of 5 and consists 18 items and two sub-dimensions. The 5-point likert was sorted as 1 "Never", 2 "Rarely", 3 "Sometimes", 4 "Often" and 5 "Always". The first 9 items (1, 2, 3, 4, 5, 6, 7, 8, 9) constitute the first dimension of goals and ability development, and the last 9 items (10, 11, 12, 13, 14, 15, 16, 17, 18) constitute the second dimension of performance evaluation and ability retention. Exploratory and confirmatory factor analyses for scale were conducted by Yerlikaya (2017). The Cronbach Alpha internal consistency coefficient was used to determine the scale's reliability. Cronbach Alpha reliability coefficients were respectively, .918 for the sub-dimension of goals and ability development and .897 for performance evaluation and ability retention, adding to a total of .942. When the reliability levels of the sum and the sub-dimensions of the scale are examined, it is understood that the scale of Talent Management in Education is reliable (Yerlikaya, 2017).

Positive psychological capital scale. The positive psychological Capital Scale developed by Tösten and Özgan in 2014 was used to measure the positive psychological capital levels of teachers in the study. The scale, consisting of 26 items and six sub-dimensions, is of the likert type of 5. The 5-point likert was sorted as 1 "Strongly Agree" to 5 "Strongly Disagree". Evaluating the arithmetic

averages of the answers given by the participants: 1.00-1.79 "Strongly Disagree", 1.80 – 2.59 "Disagree", 2.60 – 3.39 "Undecided", 3.40 – 4.19 "Agree", and 4.20 – 5.00 "Strongly Agree" scoring was taken as the basis. In this case, the psychological capital adequacy of teachers rated 4.20 and above is considered to be "very good", teachers rated between 3.40-4.19 is considered to be "good", teachers rated between 2.60-3.39 is considered to be "undecided", teachers rated between 1.80-2.59 is considered to be "low" and those rated between 1.00-1.79 is considered to be "very low". The scale was determined to consist of 6 dimensions as a result of the expressionist factor analysis. The first factor (self-sufficiency) consist of 4 items (1,2,3,4), the second factor (optimism) consist of 5 items (5, 6, 7, 8, 9), the third factor (confidence) consist of 4 items (10, 11, 12, 13), the fourth factor (extraversion) consist of 5 items (14, 15, 16, 17, 18), the fifth factor (psychological robustness) consist of 5 items (19, 20, 21, 22, 23), and the sixth factor (hope) consist of 3 items (24, 25, 26). Cronbach Alpha reliability coefficients for the reliability of the scale are .796 for the first dimension (self-sufficiency), .801 for the second dimension (optimism), .825 for the third dimension (confidence), .794 for the fourth dimension (extraversion), fifth dimension (psychological robustness). for .757 and for the sixth dimension (hope) .727, which makes .927 in total (Tösten and Özgan, 2014).

Process

In order to apply the measurement tools to collect the data, the permission of the Ethics Committee of Dokuz Eylül University, Institute of Educational Sciences and the permission to apply the questionnaire from the Istanbul Provincial Directorate of National Education were obtained. The scales were hand-delivered to the schools where the research would be conducted, together with the permission letter from the National Education Directorate. Volunteer teachers participated in the research. In the 2017-2018 academic year, 287 scales returned from the scale applied to 534 teachers working in 13 public secondary education institutions, 7 and 6 respectively, in Büyükçekmece and Çatalca districts of Istanbul were evaluated.

Data Analysis

Lisrel 8.7 and SPSS 20.0 programs were used in the analysis of the data. Structural equality modelling was applied to determine whether the decency role of positive psychological capital (intermediate variable) in the relationship of visionary leadership (independent variable) and talent management (dependent variable) of school principals based on teachers' perceptions. Path diagrams and alignment indexes were used when establishing the structural equality model. Path

analysis is a multivariate technique that allows estimating the importance and magnitude of default causality relationships between two or more variables (Asher, 2013). The relationship between the variables was determined by Pearson moments multiplication correlation technique.

Results

The aim of this study is examining the intermediary role of positive psychological capital of secondary education teachers on their perceptions of the relation between visionary leadership and talent management of principals. The average scores and correlation analysis of the relevant variables are given in Table 1.

Table 1.

Correlation Coefficients Between Variables

Variables	$\bar{\text{X}}$	VL	TM	PPC
Visionary Leadership	3.91	1	79[**]	.36[**]
Talent Management	3.89		1	.42[**]
Positive Psyc. Capital	4.47			1

As shown in Table 1, a high level positive relation (r=.79) between visionary leadership and talent management characteristics of school principals according to teacher perceptions, a low level positive relationship (r=.36) between the visionary leadership characteristics of school principals and the positive psychological capital levels of teachers, and a moderate positive relationship (r=.42) between the talent management characteristics of school principals and the positive psychological capital levels of teachers was found.

The role of the intermediate of positive psychological capital in the relationship between visionary leadership and talent management. To decide the existence of the intermediate variable, firstly the effect of the independent variable on the intermediate variable is examined (1st path in Figure). In the second phase, the relation of the independent variable with the dependent variables is examined (3rd path in Figure 1). If the results are meaningful in both stages, independent and intermediate variables are analyzed together and the effect on dependent variables is examined (The sum of 1st and 2nd paths in Figure 1). If the effect of the independent variable on dependent variables is decimated or weakened, then the variable in the model is considered to be an intermediate variable (Baron and Keny, 1986).
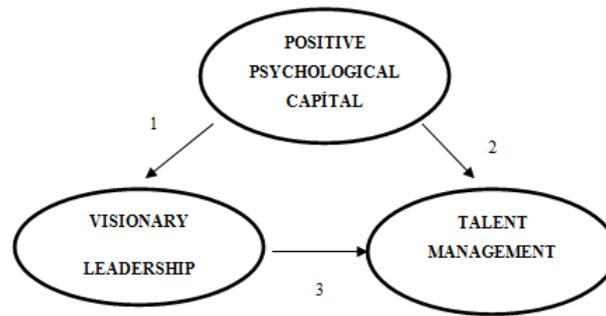
Figure 1. Relationship Diagram Between Variables (Baron, R. M., and Kenny, D. A., 1986).

In order to conclude the mediation role test by obtaining stronger evidence, the mediation test was examined in structural equation modelling. This analysis needs to be done with measurement models that give acceptable fit indexes. Then, the path showing the effect of independent variable on dependent variable (Model 1 in Figure 2), the path from the independent variable to intermediate variable and from intermediate variable to dependent variable (Model 2 in Figure 2), and the model in which the path from independent variable to dependent variable is added to the path from the independent variable to intermediate variable and from intermediate variable to dependent variable (Model 3 in Figure 2) should be tested respectively. In order to determine the mediating role, the best fit indexes should be obtained from "the path from the independent variable to intermediate variable and from intermediate variable to dependent variable" and the path coefficient of "the path showing the effect of independent variable on dependent variable" should be decreased in Model 3 compared to Model 1 or the effect should be entirely eliminated (Şimşek, 2007).
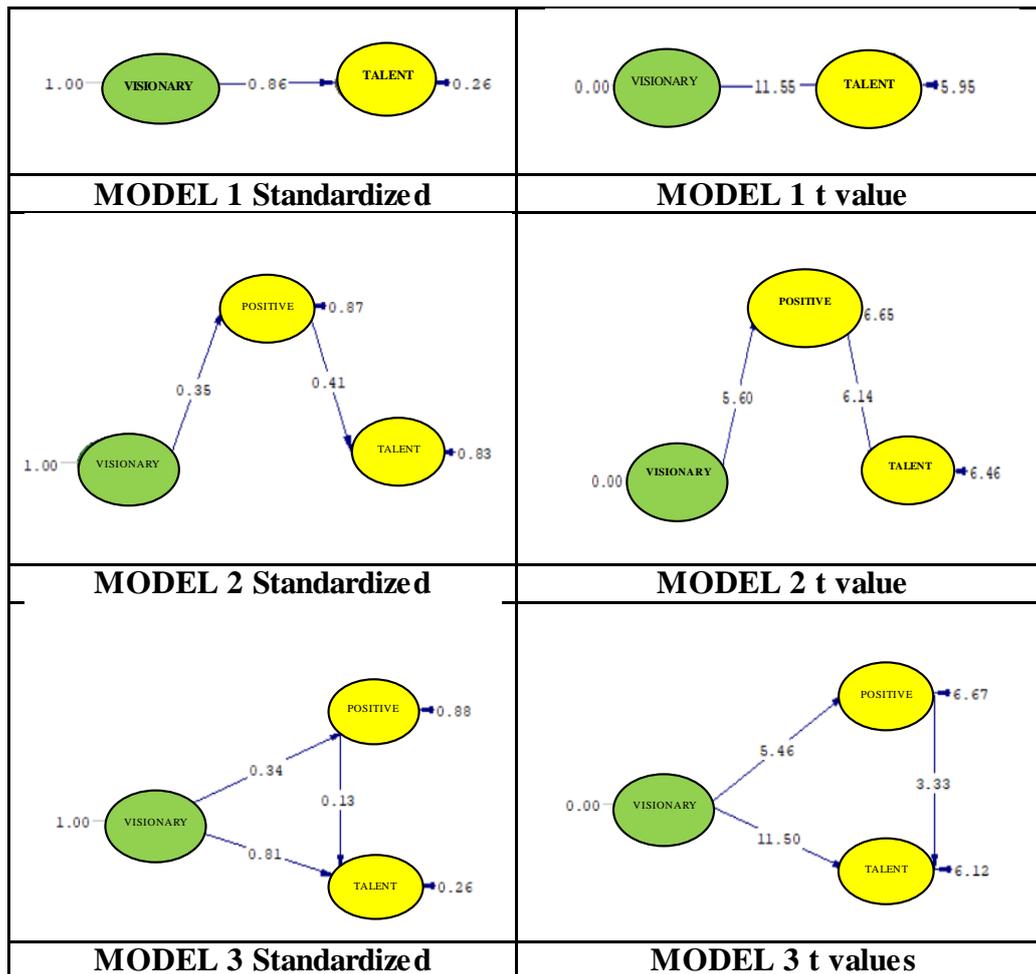
Figure 2. Path Diagram for The Mediating Test Of Positive Psychological Capital

The findings seen in Figure 2 show that the mediated effect can be decided since it meets expectations about path coefficients. The findings to be evaluated in deciding the mediation effect in terms of fit indexes are given in Table 2.

Table 2.

Limitation of Model Compliance Criteria

Compliance Criteria	Perfect Compliance	Acceptable Compliance
$\chi2/sd$	≤ 3	≤ 5
RMSEA	$0 < RMSEA < 0.05$	$0.05 \leq RMSEA \leq 0.10$
NFI	$0.95 \leq NFI \leq 1$	$0.90 \leq NFI \leq 0.95$
CFI	$0.95 \leq CFI \leq 1$	$0.90 \leq CFI \leq 0.95$
GFI	$0.95 \leq GFI \leq 1$	$0.90 \leq GFI \leq 0.95$
AGFI	$0.90 \leq AGFI \leq 1$	$0.85 \leq AGFI \leq 0.90$

Source: Schermelleh-Engel and Moosbrugger, 2003

(RMSEA: Root Mean Square Error of Approximation, SRMR: Standardized Root Mean Square Residual, GFI: Goodness of Fit Index, AGFI: Adjusted Goodness of Fit Index)

Table 3.

Fit Indexes On Positive Psychological Capital Mediation Test

Compliance Criteria		Fit Indexes								
		X^2	sd	p	X^2/sd	AGFI	GFI	CFI	NFI	RMSEA
MODEL	1	1731.35	454	.000	3.81	0.880	0.890	0.970	0.960	0.099
	2	5116.47	1589	.000	3.21	0.890	0.920	0.950	0.930	0.088
	3	5387.00	1590	.000	3.39	0.900	0.910	0.950	0.930	0.091

Model is meaningful: p<0.01
Model eligibility: X^2/sd<5.0

The findings in Table 3 show that the necessary conditions are met for deciding the mediating effect through structural equality modelling. A model of mediation testing has been created to study the effect of mediation. Accordingly, the analysis results of the model created to examine whether the relationship between visionary leadership and talent management is meaningful and the fit indexes obtained indicate that the model is within acceptable limits ($\Delta\chi2$=1731.35, sd=454, $\Delta\chi2$/sd=up to 3.81, GFI=.89, CFI=.97, NFI=.96 RMSEA=0.099). After determining a meaningful relationship between visionary leadership and talent management, in the model created, visionary leadership was taken as an independent variable, talent management was taken as an dependent variable, and positive psychological capital was taken as the mediator variable. The fit indexes obtained from the test, show that the model is within acceptable limits ($\Delta\chi2$=5387,00 sd=454, $\Delta\chi2$/sd=3.39, GFI=.97, CFI=.95, NFI=.93 RMSEA=0.091).

Discussion, Conclusion and Recommendations

In this study, the role of positive psychological capital as a partial intermediary in the effects of visionary leadership of school principals on talent management skills was examined. In other words, the question of whether visionary leadership affects talent management directly or through psychological expression has been questioned. First, the relationship between variables was determined and a very high relationship between visionary leadership and talent management was determined. "Thinking visionary", "being action-oriented", "portraying future" and "being open to change" was found to have a strong relationship with "goals and ability development" and "performance evaluation and ability retention" , with this study. Zhou, Zhao, Tian, Zhang and Chen (2018) also reveal the positive relationship of visionary leadership with the creativity of employees.

In addition, a mid-level relationship was determined with visionary leadership with developing goals and talent, performance evaluation and retention of talent and talent management through positive psychological capital.

According to the perceptions of teachers', the increasing levels of visionary leadership of school principals positively affect their talent management characteristics. The partial effect of visionary leadership on talent management increase significantly with only the inclusion of the positive psychological capital to the model. So, the visionary leadership behaviors of the principles effects talent management both directly and through positive psychological capital. In other words, according to teacher perceptions, as visionary leadership levels of principles increase, their level of talent management and the positive psychological capitals' of teachers increase. The effect of perceived visionary leadership with positive psychological capital, on the perceived talent is found to be higher.

In addition, the mediating role of talent management in the relationship between visionary leadership and talent management has been revealed in this research. In similar studies, Eser (2018) revealed that positive psychological capital has a partial mediating role in the impact of teachers' perceptions of ethical leadership on integration with work. The results of the study show that ethical leadership characteristics positively affect the institutional climate and teachers' integration with the work. Öztürk-Çiftçi (2018) has shown that authentic leadership style positively affects employees' dedication to work, and this effect occurs through the partial mediating role of psychological capital. As it clear in literature, school organizations need measurable and improvable HR with positive orientation and the positive orientation focusing on strengths rather than weaknesses on employees (Luthans, 2002; Luthans and Youssef, 2007). There is also a need for HR which is aware of and able to use their abilities. Silzer and Dowell (2011) had explained material sources as the source of life, and HR as the brain. In this case, it is important to discover, develop, motivate and gain talents in organizations by right allocations. Here, for managers to develop visionary leadership skills in order to manage talents gain importance. Both the direct effect of visionary leadership on talent management and the partial mediating role of positive psychological capital in this relationship are important results of this research. Positive psychological capital is an important feature in schools, especially for teachers to see the good sides of administrators and the organization, and taking positive attitudes towards work and people which is revealed by this research. Because positive attitudes and behaviours towards the institution can contribute to the development of talent management in addition to the vision of principals. Using this capital

correctly will provide creative opportunities to good management with skills and abilities (Seligman and Csikszenmihalyi, 2000; Akçay, 2011).

As teachers' positive psychological capital levels increase, their perceptions on school principals' talent managements are also affected positively. In this case, it would be beneficial for teachers of visionary school principals to conduct studies and organize activities to raise the level of their positive psychological capital. Accordingly, teachers would evaluate the positive attitudes and applications in their institutions more positively and be more proactive and motivated. Of course, studies and awareness workshops can also be organized for school principals in order to develop their skills to discover, develop and benefit from the vision and talents. Similar studies may be conducted with different sample groups or by modelling the relevant variables with other variables.

About Authors

First author: Kübra Özdilek is a math teacher at Ministry of Education. She has a master degree in educational administration from Dokuz Eylul University.

Second author: Semiha Şahin is an associate professor at Buca Education Faculty, DEU. She was a visiting researcher at the University of Wisconsin-Madison in the USA for a total of 3 years, twice in 2004-2005 and 2014-2016. Her areas of interest are organizational psychology, school leadership, school culture, school architectures.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Funding

Ethical Standards

There is ethics committee approval and it was received from Dokuz Eylul University, and can presented if it is required.

ORCID

Kübra Özdilek https://orcid.org/0000-0002-1016-4231
Semiha Şahin https://orcid.org/0000-0002-1135-0327

References

Acar, S. (2006). İlköğretim okul yöneticilerinin vizyoner liderlik rollerine ilişkin öğretmen görüşleri, Yayımlanmamış Yüksek Lisans Tezi, Elazığ: Fırat Üniversitesi Sosyal Bilimler Enstitüsü.

Akar, F. (2012). Yetenek yönetiminin bazı Türk üniversitelerinde uygulanmasına ilişkin öğretim üyelerinin görüş ve önerileri, Yayımlanmamış Doktora Tezi, Ankara: Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.

Akçakaya, M. (2012). Kamu sektöründe performans yönetimi ve uygulamada karşılaşılan sorunlar. *Karadeniz Araştırmaları, 32,* 171-202.

Akçay, V. H. (2011). *Pozitif psikolojik sermayenin kişisel değerler bakımından iş tatminine etkisi ve bir araştırma*, Yayımlanmamış Doktora Tezi, İstanbul: İstanbul Üniversitesi Sosyal Bilimler Enstitüsü.

Aksu, A. (2009a). Kriz yönetimi ve vizyoner liderlik. *Journal of Yaşar University, 4*(15), 2435-2450.

Aksu, A. (2009b). İlköğretim okullarında toplam kalite yönetimi ve vizyoner liderlik. *Eğitim ve Bilim, 34*(153), 100-116.

Asher, Herbert B. (1976). *Causal Modeling.* Beverly Hills, CA: Sage Publications, Inc.

Avey, J.B.; Luthans, F. & Carolyn M. (2008). The additive value of positive psychological capital in predicting work attitudes and behaviors. *Journal of Management*, 2421, 1-42.

Aytaç, T. (2014). Okullarda bütünleştirilmiş yetenek yönetimi modeli: Öğretmen görüşleri, *Eğitim Bilimleri Dergisi*, 39, 1-24.

Baron, R.M. & Kenny, D.A. (1986). Themoderator-mediator variable distinction in social psychological research: Conceptual, strategic, andstatistical considerations. *Journal of Personality and Social Psychology,* 51, 1173-1182.

Bashori, K. (2012). Talent management for optimizing the productivity of civil servants, *Journal of Policy and Management of Civil Servants*, Vol. 6(2), 61-73.

Başaran, M. K. (2016). *Okul müdürlerinin vizyoner liderlik yeterliliklerine ilişkin müdür ve öğretmen görüşleri*, Yüksek Lisans Tezi, İstanbul: İstanbul Üniversitesi Eğitim Bilimleri Enstitüsü.

Beal, D.J. & Ghandour, L. (2011). Stability, change, and the stability of change in daily workplace affect. *Journal of Organizational Behavior, 32*(4), 526-546.

Beycioğlu, K. ve Aslan, M. (2010). Okul gelişiminde temel dinamik olarak değişim ve yenileşme: Okul yöneticileri ve öğretmenlerin rolleri. Yüzüncü Yıl Üniversitesi, *Eğitim Fakültesi Dergisi*, 7(1), 153-173.

Bulut, Y. ve Uygun, S.V. (2010). Etkin bir yönetim için vizyoner liderliğin önemi: Hatay'daki kamu kurumları üzerinde bir uygulama. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi.* 7(13), 29-47.

Büyükgöze, H. ve Kavak, Y. (2017). Algılanan örgütsel destek ve pozitif psikolojik sermaye ilişkisi: Lise öğretmenleri örnekleminde bir inceleme. *Kuram ve Uygulamada Eğitim Yönetimi, 23*(1), 1-32.

Cheung F., Kum Tang C., Tang, S. (2011). Psychological Capital as a Moderator Between Emotional Labor, Burnout, and Job Satisfaction Among School Teachers in China. International Journal of Stress Management. 18(4), 348-371.

Crowley-Henry, M., Benson, E.T. & Al-Ariss, A. (2019*).* Linking Talent Management to Traditional and Boundaryless Career Orientations: Research Propositions and Future Directions, *European Management Review,* 16, 5-19.

Çalık, C. ve Şehitoğlu, E. T. (2006). Okul müdürlerinin insan kaynakları yönetimi işlevlerini yerine getirebilme yeterlikleri, *Milli Eğitim Dergisi,* 34(170), 94-111.

Çelik, V. (1997). Eğitim yönetiminde vizyoner liderlik. *Eğitim Yönetimi,* 3(4), 465-474.

Çetin, F., Şeşen ve H, Basım H.N. (2013). Örgütsel psikolojik sermayenin tükenmişlik sürecine etkileri: Kamu sektöründe bir araştırma. *Anadolu Üniversitesi Sosyal Bilimler Dergisi,* 13(3), 95-108.

Çınar, E. (2011). *Pozitif psikolojik sermayenin örgütsel bağlılıkla ilişkisi,* Yayımlanmamış Yüksek Lisans Tezi, İzmir: Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü.

Çınar, F. & Kaban, A. (2012). Conflict management and visionary leadership: An application in hospital organizations, *Procedia – Social and Behavioral Sciences, 58,* 197-206.

Cheung F., Tang C., Tang, S. (2011). Psychological Capital as a Moderator Between Emotional Labor, Burnout, and Job Satisfaction Among School Teachers in China. *International Journal of Stress Management.* 18(4), 348-371.

Damanik, Y.R., Lumbanraja, P. and Sinulingga, S. (2020). The effect of talent management and self-efficacy through motivation toward performance of population and civil notice of simalungun district, *International Journal of Research and Review*, 7(1), 486-492.

Davies, B. & Davies B.J. (2014). *Eğitimde yetenek yönetimi* (Çev. Tufan Aytaç ve Cemalettin İpek), Ankara: Nobel Kitap Akademi.

Dixit, S., ve Arrawatia, M. A. (2018). The Impact of Talent Management on Job Satisfaction and Employee Performance in Public Sector Banks of Rajasthan, *IJCRT Journal*, 6 (1), 426-435.

Doğan, S. ve Demiral Ö. (2008). İnsan kaynakları yönetiminde çalışanların kendilerine doğru yolculuk: Yetenek yönetimi, *Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, 17*(3), 146-158.

Durukan, H. (2006). Okul yöneticisinin vizyoner liderlik rolü, *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD), 7*(2), 277-286.

Eranıl, A. K. (2014). *Mesleki ortaöğretim kurumlarında görev yapan yöneticilerin vizyoner liderlik özellikleri ile öğretmenlerin iş doyumu düzeyleri arasındaki ilişki,* Yayımlanmamış Yüksek Lisans Tezi. Tokat: Gaziosmanpaşa Üniversitesi Eğitim Bilimleri Enstitüsü.

Erçetin, Ş. (2000). *Lider sarmalında vizyon.* Ankara: Nobel Yayınları.

Erkuş, A. ve Afacan, F.M. (2013). Psikolojik sermayenin iş tatmini, iş performansı ve işten ayrılma niyeti üzerindeki etkisine yönelik bir araştırma. *İstanbul Üniversitesi İşletme Fakültesi Dergisi,* 2(42), 302-318.

Eser, İ. (2018). *Öğretmenlerin etik liderlik algısının işle bütünleşme ile olan ilişkisinde pozitif psikolojik sermayenin aracılık etkisi,* Yayımlanmamış Doktora Tezi, Gaziantep: Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü.

Fachri, M., Paminto; A. & Effendi, A.S. (2021). Leadership, Organizational Culture, and Quality of HR towards Job Satisfaction and Performance, *Technium Social Sciences Journal*, 348-378.

Güneş, D.Z. ve Keskinkılıç-Kara, S. B. (2017). Özel okullarda yetenek yönetimi uygulamaları, *Sakarya University Journal of Education,* 7(1),142-154.

Hox, J.J. & Bechger, T.M. (1998). An introduction to structural equation modeling. Family Science Rewiew, 11, 354-373.

Ira, N. & Bulut, S. (2018). Organizational power resources and psychological capital relations in schools, *International Online Journal of Primary Education,* 7(2), 17- 25.

Kantabutra, S. & Avery, G.C. (2011). Follower effects in the visionary leadership process. *Journal of Business & Economics Research (JBER),* 4(5), 57-66.

Karaırmak, Ö. & Siviş, R. (2008). Modernizmden postmodernizme geçiş ve pozitif psikoloji. *Türk Psikolojik Danışma ve Rehberlik Dergisi,* 3(30), 102-115.

Karasar, N. (2016). *Bilimsel araştırma yöntemi.* (30. Basım). Ankara: Nobel Yayınları.

Kersting, K. (2003). Turning happiness into economic power. *Monitor On Psychology*, 34, 11- 26.

Koçer, M.C., Bostanc, A. B. (2021). Okul yöneticilerinin vizyoner liderlik yeterlikleri ile öğretmenlerin işe tutkunlukları arasındaki ilişki, *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi* (*ASEAD),* 8(2), 119-143.

Küçük, Ö. ve Demirtaş, Z. (2016). Ortaöğretim okullarında görev yapan okul müdürlerinin vizyoner liderlik davranışları ile öğrenci akademik başarısı arasındaki ilişki. *Uluslar Arası Türk Eğitim Bilimleri Dergisi,* 4(7), 53-68.

Lei, K. Y., Basit, A., & Hasan, Z. (2018). The Impact of Talent Management on Job Satisfaction: A Study among the Employees of a Travel Agency in Malaysia, *Indonesian Journal of Applied Business and Economic Research*, Vol. 1 (1), 1 – 19.

Luthans, F. (2002). The need for and meaning of positive organizational behavior, *Journal of Organizational Behavior,* 23(6), 695-706.

Luthans, F. & Youssef, C. M. (2007). Emerging positive organizational behavior, *Journal of Management*, 33(3), 321-349.

Madugu, U. & Manaf, H.A (2019). Visionary Leadership and Individual Academic Staff Performance: The Mediating Influence of Knowledge Sharing, *Management Research Spectrum,* 9(2), 60-66.

Meyers, N.C.,Van-Woerkom, M. & Dries, N. (2019). *HR managers' talent philosophies: prevalence and relationship swith perceived talent management practices, The International Journal of Human Resource Management,* 31(4), 562-588.

Nwachukwu, C., Chladkova, H., Zufan, P., & Olatunji, F. (2017). Visionary leadership and its relationship to corporate social performance. *Imperial Journal of Interdisciplinary Research*, 3(4), 1302-1311.

Öztürk-Çiftçi, D. (2018). *Otantik liderlik tarzı ve çalışanların işe adanmışlıkları arasındaki ilişkide pozitif psikolojik sermayenin aracı değişken rolü*, Yayımlanmamış Doktora Tezi, Bolu: Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü.

Pereira, C.M.M. & Gomes J.F.S. (2012). The strength of human resource practices and transformational leadership: impact on organisational performance, *The International Journal of Human Resource Management*, 23:20, 4301-4318

Perrin, T. (2003). The 2003 Towers Perrin talent report: Working today: Understanding what drives employee engagement. *Research Report Stamford Conn*, 11(18), 2-33.

Rehman, F., Yusoff, R. ,Zabri, S.M., İsmail, F. (2017). Impacts of Psychological Capital on the Ethical Behavior of Teachers: A Case of Educational Sector in Pakistan. *MATEC Web of Conference,*

https://www.proquest.com/docview/2050497364?pqorigsite=gscholar&fromopenview=true.

Sabancı, A. (2007). Yöneticilerin vizyoner liderlik özelliklerine ilişkin yöneticilerin, yönetici yardımcılarının ve öğretmenlerin görüşlerinin değerlendirilmesi. *Milli Eğitim Dergisi,* 174, 333-342.

Sarıcı, D.(2015). *Öğretmenlerin iş doyumu ile pozitif psikolojik sermaye düzeylerine yönelik görüşleri (İzmir-Foça ilçesi örneği)*, Yayımlanmamış Yüksek Lisans Tezi, Bolu: Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü.

Sariwulan, T. ., Thamrin, S. ., Suyatni, M. ., Agung, I. ., Widiputera, F. ., Susanto, A. B., & Capnary, M. C. . (2021). Impact of Employee Talent Management. *Academic Journal of Interdisciplinary Studies*, 10(5), 184-200.

Seligman, M.E.P. ve Csikszentmihalyi, M. (2000). Positive psychology: An introduction, *American Psychologist, 55*, 5-14.

Sheldon, K. M. (2011). What's positive about positive psychology? Reducing value-bias and enhancing integration within the field. In K. M. Sheldon, T. B. Kashdan, & M. F. Steger (Eds.), *Designing positive psychology: Taking stock and moving forward* (pp. 421–429).

Silzer, R. & Dowell, B. E. (2011). S*trategy-Driven Talent Management: A Leadership Imperative* (Ed. R. Silzer, B. E. Dowell), Strategy-DrivenTalent Management: A LeadershipImperative, San Francisco: John Wiley & Sons.

Şişman M, Turan S, 2001. *Toplam kalite yönetimi*. Pegem A Yayıncılık: Ankara.

Şimşek, Ö. F. (2007). *Yapısal eşitlik modellemesine giriş: Temel ilkeler ve lisrel uygulamaları*. Ankara: Ekinoks.

Tabancalı, E. ve Korumaz, M. (2014). Eğitim örgütlerinde yetenek yönetimi. *The Journal of Academic Social Science Studies*, (25), 139-156.

Taylor, C.M. (2017). Visionary leadership and its relationship to organizational effectiveness, Leadership & Organization Development Journal 35(6), 566-583.

Taylor, C. M., Cornelius, C. J., & Colvin, K, (2014). Visionary Leadership and its Relationship to Organizational Effectiveness. Leadership & Organization Development Journal, 35(6), 556-583.

Tekin, Y. ve R. Ehtiyar (2011). Başarının temel aktörleri: Vizyoner liderler. *Journal of Yasar University,* 24(6), 4007-4023

Tekinalp, B. ve Terzi Ş. (2015). *Eğitimde pozitif psikoloji uygulamaları* (1-10). Ankara: Pegem Akademi.

Tösten, R. (2015). *Öğretmenlerin pozitif psikolojik sermayelerine ilişkin algılarının incelenmesi*, Yayımlanmamış Yüksek Lisans Tezi, Gaziantep: Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü.

Tösten, R. ve Özgan, H. (2014). Pozitif psikolojik sermaye ölçeği: Geçerlik ve güvenirlik çalışması. *Ekev Akademi Dergisi, 59*, 429- 440.

Yazıcıoğlu, Y. ve Erdoğan, S. (2004). *SPSS Uygulamalı bilimsel araştırma yöntemleri*. Ankara: Detay Yayıncılık.

Yerlikaya, S. (2017). *Okul yöneticilerinin yetenek yönetimi ile öğretmenler arasındaki farklılıkları yönetme yeterlikleri*, Yayımlanmamış Doktora Tezi, Bolu: Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Denetimi Bilim Dalı.

Yıldız, H. (2015). *Pozitif psikolojik sermaye, örgütsel güven ve örgütsel vatandaşlık davranışı arasındaki ilişkinin incelenmesi: Bir alan araştırması,* Yayımlanmamış Doktora Tezi). Balıkesir: Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü.

Zhou, F. and Wu, Y.J. (2018), How humble leadership fosters employee innovation behavior: A two-way perspective on the leader-employee interaction, *Leadership & Organization Development Journal*, 39(3), 375-387.

Zhou, L., Zhao, S., Tian, T., Zhang, Z. & Chen, S. (2018). Visionary leadership and employee creativity in China, *International Journal of Manpower,* 39(1).93-105.

Zhu, W., Chew, I .K.H. & Spangler, W. D. (2005). CEO transformational leadership and organizational outcomes: the mediating role of human-capital-enhancing human resource management, *The Leadership Quarterly*, 16(1), 39- 52.