

THE RELATIONSHIP OF THE TALENT MANAGEMENT AND CREATIVITY MANAGEMENT IN ART UNIVERSITIES

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Abstract :

The objectives of this research are as follows: 1) to identify talent management and creativity in the Art universities. 2) To examine the current state of art practice, art teaching of students and teachers in Art university. And 3) to improve talent and creativity management in order to support the spirit of strategy adoption in art college. This is a mixed technique study. The population consisted of approximately 100 samples drawn from all art college personnel. Kerjesi-Morgan was used to calculate sample size. Two standard questionnaires were used to collect data, including Mirzaee's talent management questionnaire and Darabedghe's organizational creativity questionnaire. The validity of two questionnaires was assessed using the KNO index and the Bartlett test, with the validity of the talent management test being 0.718 and the validity of organizational creativity being 0.767. Cronbach alpha values for the questionnaire's reliability in the talent management test and organizational creativity were 0.940 and 0.947, respectively. For hypothesis testing, the Pearson correlation test was performed. The obtained results revealed a substantial association between talent management and creativity management, as well as other components of talent management that have a positive and significant relationship with creativity management.

Keywords: Practice management skills, art college students, practice courses, internship practice

INTRODUCTION

Education and training of the bright, talented, and creative have gained attention in all sectors of industry, education, and service since the turn of the twentieth century. There are numerous benefits to supporting high-achieving individuals in the realm of science. As a result, the growth of the mental and creative assessment movement is bound to impact the evolution of the pursuit of the gifted and talented. The majority of the creative traits are present in the talented persons in the art college, and this is because finding the gifted and talented necessitates measuring their talents in some way. Adopting the scientific method in research requires a creative mindset that can identify problems in institutes and society, formulate testable hypotheses, collect and analyse data, and disseminate its findings to a wide audience (Downe, 2012).

Organisations today realise that their strength in achieving success comes from talented and creative individuals, not through the use of the best technologies, or the best methods. As a result, they seek to survive by relying on the most talented, excelling, and creative individuals in accomplishing difficult tasks that preserve their distinction and survival. Instead, they get it from their ability to adapt

and create new things. These benefits, and others that help the communities where these businesses operate, are made possible by the hard work of the people who work there.

As a platform for extending and broadening classroom teaching, art practise is a crucial process that combines theory and practise. Artistic practise is vital to musical education and instruction because it serves purposes and plays roles that no other method of instruction can match. Connecting theory with practise, as well as developing students' all-around quality and creative awareness, are crucial to enhancing their artistic skills and preparing them for professional success. Students' art practise and performance activities are carried out as part of art practise, with a focus on honing students' art practise abilities through independent study and exploration. This is done so that students can hone their performance skills and boost their business acumen through a wide range of art practise activities. All areas of student fitness will be encouraged. The essence of art education is to immerse students in the world of work, to encourage them to seek out the most authentic and everyday sources of inspiration and material for their own artistic endeavours, to encourage them to reflect on these discoveries in light of their theoretical knowledge, and to help them develop a keen, unbiased eye for the world around them.

RESEARCH QUESTIONS

The following sub-questions arise:

1. What is the current state of affairs and issues with talent and creativity in art college?
2. What is the relationship between talent management and creative management in an art college?
3. Does the college practise talent management, adds to higher levels of creativity management?

RESEARCH OBJECTIVES

1. To identify the talent management and creativity in Art institute.
2. To analyze the current situation of art practice and management of art students.
3. To improve the talent and creativity management to support the spirit of adopting strategies in art college.

RESEARCH HYPOTHESIS

The significant relationship between talent management and creativity management in art college

CONTRIBUTION

Strengthening the conceptual framework for rethinking art education in higher ed institutions of all stripes. This article systematically discusses the theories related to college art practice course teaching, further enriches and improves the theories related to art practice teaching and sociology, puts forward new ideas of college art practice course reform, and contributes to solving the challenges faced by the current system of college art practice course teaching. It has theoretical and academic significance because it advances our understanding of how to best instruct art practice courses in higher education

and offers theoretical guidance for the development of more systematic approaches to instructing in this context.

CONCEPTUAL FRAMEWORK



Fig. 1 Conceptual framework

LITERATURE REVIEWS

According to the teaching objectives, we implement the vocational education concept of "practical teaching as the main focus", and develop a professional training plan with practical training as the main focus and theoretical courses attached to practical courses. The curriculum should be integrated with the vocational standards, the teaching content should cover the national vocational qualification standards as far as possible, and combine the students' skills appraisal with the school's teaching assessment, so that the teaching assessment can maintain the vocational direction, but also to avoid repeated assessment. The teaching objectives of cultural foundation courses, professional core courses and practical courses should be adjusted according to the actual literacy level of students and the needs of employment, and multi-level objectives should be set. According to the professional training program and the requirements of talent training objectives, the systematic skill training requirements are put forward and the contents that must be completed or chosen to be completed are stipulated. The standard of practical courses should make clear provisions on the content, purpose requirements, time (hours) arrangement, teaching forms and means, facilities and conditions required for teaching, assessment methods, etc. of each practical teaching link. It includes experiments, comprehensive practical training, course design, skills training, internship, graduation design, social investigation and other forms of teaching. The departments pay attention to the optimization of the content of each course when formulating the standards of practical courses to avoid repetition or disconnection; increase the proportion of practical training and design and comprehensive experimental practice, so that the practical courses can really play the role of cultivating students' hands-on ability and creative ability. Each practical teaching link should have a supporting practical instruction book.

Talent Management

There are numerous techniques that researchers have taken to address the subject of talent management. It is defined as an integrated process that includes attracting employees with exceptional performance, supporting, and developing them in order to retain and benefit from their talent within clear strategies that attempt to fulfil the organization's goals (Ahlam, 2019). It is also defined as an integrated system that begins by identifying the organization's talent needs, comparing them to the talents available within the organisation, determining their inability to work on attracting them from outside the organisation, then working on developing current and new talents, and developing strategies to preserve talents and

provide them with an appropriate environment to earn their loyalty and commitment to the organisation. Management strives to find, attract, and develop human skills, capabilities, and innovations in order to create competitive advantages and success in the labour market for employees and the organisation as a whole (Abdeen, 2019). It is defined as integrated strategies to attract, develop, and retain people in order to achieve goals, as well as to fulfil the need to benefit from the experiences and capabilities that these competences hold in order to achieve organisational excellence (Millan, 2008; Kalman, 2014). According to academics, human talent management is concerned with a high quality of individuals with high skills and capabilities.

The talent management consists of the following integrated operations that interact with one another to achieve excellence in performance (Muhammad, 2015):

1. Inputs; These include the following elements: mission, philosophy, goals, structure, organisation, administrative communications, systems and procedures, which include policies, legislation, rules and methods, procedures, facilities, and the environment.

2. Operations; These include human talent management methods such as talent attraction, talent development, and talent retention tactics.

3. Outputs; These include exceptional job performance, such as productivity, quality, and efficiency.

The talent management has a distinct meaning in and of itself. It immediately transports the listener's thoughts to somewhere mystical or imaginative. The following are the most significant functions of talent management:

1. Creating strategies for identifying the existing and future needs of the organization's plan.
2. Determining the organization's existing and future available and required competencies.
3. Creating methods and processes that are compatible with working people's current and future demands.
4. Using the most effective techniques and strategies to identify and attract brilliant and ambitious individuals.
5. Identifying appropriate approaches to deal with those who provide no value to the organisation.
6. Ensuring that the institution's plan guarantees that the institution achieves its optimal performance today and in the future.

Talent management

1. Attracting talent management refers to the practise of attracting job seekers to apply to an institution for open positions (Fournier, 2017). This could be done using extended media as an input to tell job seekers about the institution's available opportunities. As a result, the administration has a broader range of options for picking the best candidates.

2. Talent Planning (TM); it is the foundation upon which the organization's existing and potential skills are developed, and with which it addresses current and future job needs. Furthermore, the organisation determines the quality and size of the skills that must be taken for specific and potential needs in order to attain and accomplish the desired goals. The management processes include adapting to the means that work to achieve and complete the talent management strategy, which must ensure the motivation and retention of appropriate work methods and means for highly talented employees (Gakovic and Yardley, 2007; Adil and Muhammad, 2020).

3. Talent retention is a major issue for many organisations since the high turnover rate of high-capacity individuals harms quality and customer service, resulting in a lack of competitive advantage. Work regulations and rules that motivate the talented, provide opportunities for professional and personal growth, freedom to carry out work duties, encourage creative thinking, and a work environment that stimulates innovation are all ways that talents are retained. These techniques help to retain and grow talent by focusing on people with high skills and capabilities and providing them with an appropriate environment (Abdilmuneim, 2017; Abdeen, 2019).

4. Talent development is the rising ability of talented people to deal with changes in their surroundings and succeed in attaining their own and the organization's goals. For the organization's talented employees, career development is critical. The talented employee's knowledge, behaviour, and talents must all be developed. This is accomplished by developing talent points, participating in goals and undertaking new tasks to acquire skills that aid in the development of performance, and increasing the provision of opportunities for growth and development based on the skills that require development through participation in training programmes, the ability to apply new ideas, and dealing with renewable work problems. (2018) (Mahmoud)

Creativity management.

Creativity management is defined as a shift in administrative work that leads to improvements in work procedures and organizational methods, which leads to increased productivity and efficiency.

Characteristics has various qualities that go down to the slightest aspects. Creativity can lead to goal achievement, so the individual or group has goals that go beyond the bare minimum to higher-value goals for the company and society. Ideas and procedures can both be creative. The boundaries of the creative process cannot be predicted in terms of the products given and the ways of contact with the audience. The following summarizes the levels of organizational and administrative creativity:

1. Individual creativity; it is what individuals preserve based on creative qualities and attributes such as knowledge, intelligence, curiosity, initiative, stamina, and thinking independence. When a creative individual is actively working, the group is motivated to follow his/her example in terms of thinking and dealing with work difficulties with intelligence, astuteness, and flexibility in applying laws.

2. Creativity at the group level; It is the creativity achieved by the group based on the feature of exchanging opinions and experiences and cooperation to solve problems, which is affected by several factors, including safe participation and commitment to excellence in performance and support for performance based on the rapid changes in the environment today that include all Concepts for collective creativity to become one of the most important.

3. Organizational creativity; Because the organization is an administrative and organizational entity consisting of groups, individuals, and workers in various locations with the goal of achieving a specific goal, organizational creativity is in creating an organizational climate and in recruiting everyone to create excellence so that organizational creativity becomes the basis for development. The knowledge foundation and the accumulation of information over time are the two primary elements (Al-Fadhl, 2009).

There is the creative management process, (Hussain and Hamad, 2016) divide into four groups, which are as follows:

1. The Preparation step; This is the step in which the individual acquires the information, abilities, and experience components necessary to evaluate the problem.
2. The Testing step; incubation represents this step. It is distinguished by the creative individual's strong attempt to find a solution to the challenge.
3. The Supervision and Follow-up Stage; this stage includes the appearance of a creative flash, which is the time when a new idea emerges. That thought leads to the solution of the problem.
4. The Verification and Application Stage (Jarwan, 1998). This stage comprises testing and implementing the unique idea.

RESEARCH METHODOLOGY

A questionnaire was administered in accordance with the study's research theme to evaluate the current situation of graduating current college students in Hunan's art institutions. This study distributes questionnaires to 100 art teachers who teach in colleges and universities and 100 art students who are about to graduate in schools using the self-edited "Practice Management and Inquiry of Contemporary Art Students in Hunan (Students)" and "Practice Management and Inquiry of Contemporary Art Students in Hunan (Teachers)". The surveys were delivered to 100 art teachers and 100 graduating art students.

Teachers and students from several art colleges in Hunan Province were questioned using a questionnaire to assess the challenges and causes for their existence.

We locate the breakthrough point of the challenges in art practice of art college students and build the research ideas by reading the literature and refining the reflections in actual work.

Discuss the research content and objectives with the tutor and students before developing the questionnaire and interview plan. Create and gather surveys and statistical data, as well as propose an acceptable new course practice model that can be managed in a reasonable and scientific manner.

The feedback report for the new model will be finalized based on the literature research, questionnaires, and talks with school teachers and college students about to enter society.

RESEARCH RESULT

The data from student questionnaires and teacher questionnaires were recorded and analyzed using descriptive statistics. They have enough teaching experience and can accurately grasp the teaching pace and teach according to the material in the actual teaching activities. However, teaching is usually not very lively or has some routine, and students will be bored over time. Therefore, after a long period of teaching, teachers also need to learn new teaching ideas and start practicing with students. Secondly, the gender statistics indicate that the number of male teachers is significantly higher than the number of female teachers, which is also in line with the characteristic that there are more males than females among Chinese art teachers. Although males are more accomplished in the creation of art in the world art category, they are still less delicate in dealing with works from a sensual perspective compared to females to a certain extent. The results of art teachers' education and titles can be found that the education of Hunan art college teachers shows a high degree of education, in terms of titles most of them are mainly associate professors, and there are also a large number of professors with master or doctoral degrees, with a relatively broad knowledge base and relatively superb teaching skills, with a short time to adapt to teaching activities, with the characteristics of quick results and strong

adaptability. With the deepening of China's curriculum reform, the concept of student-oriented gradually takes root, the main position of students in educational activities is increasingly prominent, and the idea of student-oriented education has penetrated into all teaching activities, so in the process of teaching activities of art practice courses in art colleges and universities, we should fully respect and pay attention to the main position of learning, understand students' ideas and suggestions, and strengthen the effective communication between teachers and students. communication in order to improve the effectiveness of teaching.

Based on correlation data is obtained in acceptale confidence interval ($P < 0.05$), it indicates that there is a significant and positive relationship between talent management and creativity management. By increase in the talent management level, creativity management will increase. This result was confirmed in 0.001 confidence level. there is a significant relationship between talent management and creativity management in art college.

Table 1 Relation between talent management and organizational creativity in Maskan bank using Pearson correlation test

Variables	Mean	SD	R	P Value
Talent management	3.24	0.494	0.609	0.001
creativity Management	3.17	0.62		

According to the (t--test), the talent management has a statistically significant influence on the creativity management. Furthermore, the calculated critical ratio for regression weight (CR) for the variables is greater than the tabular value (1.96), the variation coefficient (R^2) is (48%), and the remaining percentage is due to random error or may be due to the form not including other independent variables that should have been included. By applying it to the personnel of the organization under study and research, it is clear that there is a statistically significant association between the independent variable - talent management - and the dependent variable - administrative creativity.

According to the results of the Kruskal-Wells analysis of variance and the Mann-Whitney test, there are statistically significant differences between the opinions of the respondents (employees of the company under study and research) about the dimensions of the study (talent management, administrative creativity) based on demographic characteristics.

CONCLUSION

In the process of art practice teaching in colleges and universities, there are problems of unreasonable age and academic title structure, unreasonable choice of teaching objectives, short teaching time and imperfect teaching assessment and evaluation on the part of teachers. In the process of art practice teaching in colleges and universities, there are problems that students do not know enough about the art practice course and are not satisfied with the art practice course. In the process of art practice education in colleges and universities, there are problems such as management system. The main factors that affect the development of art practice in colleges and universities are students' awareness of art practice, teaching problems, etc.

1. There is a considerable association between talent management and creativity management.
2. There is a considerable influence between the talent management and creativity management.

3. Company survival and continuity are tied to what they supply to talent management in terms of care, attention, and development, with a rise in knowledge and technology with current and future college development.

SUGESION AND RECOMMENDATION

From the results, The suggestiona and recommendation are as follow:

1. Contents of the practical teaching goal system, To enable students to gain practical knowledge, broaden their horizons, enrich and enliven their minds, deepen their understanding and mastery of theoretical knowledge, and then revise, expand and innovate theoretical knowledge in practice.2) To cultivate students' basic skills and professional and technical skills, so that students have the professional quality and ability to engage in a certain industry. 3) Enhance practical emotion and practical concept, cultivate good professional ethics and responsibility consciousness, cultivate a practical and serious scientific attitude and a hard-working and persevering working style, and cultivate the spirit of exploration and innovation.

2. Adjustment of teaching objectives, The objective system of practical teaching is mainly based on the cultivation of vocational ability, and is constructed with the modules of basic vocational quality, job employability and career development ability cultivation. The design of the practical teaching system is centered on the cultivation of vocational ability, while considering the vocational quality education and reflecting the characteristics of higher vocational education.

3. Adjustment of talent training program, According to the teaching objectives, implement the vocational education concept of "practical teaching as the main focus", and develop a professional training program with practical training as the main focus and theoretical courses attached to practical courses. The curriculum should be integrated with the vocational standards, the teaching content should cover the national vocational qualification standards as far as possible, and combine the students' skills appraisal with the school's teaching assessment, so that the teaching assessment can maintain the vocational direction and avoid repeated assessment.

4. Develop professional skill specifications, According to the requirements of the professional training program and the talent training objectives, put forward systematic skill training requirements and stipulate the contents that must be completed or chosen to be completed.

5. Revise the practical teaching plan, According to the requirements of talent training program and the actual situation of our college, all majors revise the practical teaching plan to make it more scientific, operable and pay attention to the effectiveness. It is necessary to avoid the tendency of emphasizing the proportion of practical teaching hours but not the quality of practical teaching. Liberal arts majors should pay more attention when writing the practical teaching plan.

6. Improve teachers' standards, Strengthen the construction of teachers and improve their practice management ability, while encouraging them to participate in practical activities and cooperate with enterprises and art institutions to enrich teaching contents [2]. Schools can provide teachers with professional training and development opportunities, such as attending industry seminars and academic exchange activities, to help teachers understand the latest art management theories and practices.

For talent management and Creativity management

1. Identifying talented individuals in organizations through a series of steps, the most essential

of which are nomination, selection, and finally evaluation.

2. Company leaders should strive to create a culture of creativity, innovation, and renewal in their businesses to enable possibilities for continual excellence.

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