

The Role of Physical Education Teachers in Managing and Refining Sport Talents and Sending them to Clubs

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Abstract

The study aimed to identify the level of physical education teachers' management of talents and send them to clubs in the governorates of Gaza, and to identify the differences between their average scores in each of the questionnaires for managing talents and sending them to clubs, according to (gender, experience, and governorate). The researchers used the descriptive approach and chose the random sample survey. The sample of the study consisted of (303) physical education teachers, with a rate of (70.8%) of the members of the original community of the study (428); for the year 2021, 2022. They also used two questionnaires for the study, and the results were as follows: The level of physical education teachers' management of talents and sending them to clubs is high, and there is a positive effect of the total degree of talent management and its dimensions (talent retention and talent follow-up) on sending them to clubs. The study recommended taking advantage of the causal model for managing sports talents because of its great impact in improving the level of sending talents to clubs and benefiting from the study questionnaires in other studies.

Key words: Causal modeling, talent management, support.

Introduction

Physical education (PE) is considered one of the most important sports fields in many developed countries, and the most basic activities adopted by educational institutions. Therefore, one of the common mistakes that some people adopt is that school is just a mean of education only. Practicing physical activities does not impede academic excellence at all, but rather may be a strong incentive to achieve it. Also, it's considered a fertile field for other areas such as management, guidance, counselling, selection, discovery, and promotion of athletic talents, it's like a valuable treasure lost in many countries that do not use it properly.

It has been scientifically proven that most of the events and PE activities are linked to physical growth. It also provides opportunities for mental growth, which helps to develop communication skills, cooperation with others, develops self-respect and appreciation, and acquires social habits that help people to adapt to the environment and get along with everyone. Therefore, interest in the sports movement has increased recently, as the progress of sports in any country has become a measure of people's progress (Ibrahim, 2002: 7).

Sport has an important role in ending the high psychological tensions, which is crystallized from the new conditions of human life according to scientific and technical revolution. The process of practicing and following up on sporting events creates a psychological and therapeutic atmosphere and increases the enjoyment of the individual (Al-Majeed and Al-Azzawi, 2005: 11).

In terms of the concept of sport as a vessel for prevailing values in society, with all its physical, psychological, spiritual, patriotic, social contents and connotations, leading to professionalism and its economic and political dimensions. According to the previous, the first rules and basics for building the pyramid of the national sports system were formed among all the leading countries in this field through the various stages of gradation in operations of selection, guidance, and refinement of diverse and multiple talents. All of this to promote young talented of both sexes and encourage the development of technical skills and develop the spirit of creativity to reach the summit of quality and national, international, regional, continental and global honor stations with high-level performance. Known today as the language of the athletes of the excellent categories, and of course all this requires real investment in the development of human resources in general, sports in specific. This happens by providing material and financial capabilities, modern equipment, equipped facilities, and the developed training educational programs in parallel, to prepare an integrated unit in all aspects (Belkacem, 2017 : 99).

With the end of the twentieth century, the field of sports became wide and comprehensive for many fields, whether in the field of management, training, recreation, or physical education, and many other fields. As the PE has become a leading field in developed countries, since these countries pay attention and great care to PE through the preparation and design of programs for discovering, selecting and managing sport talents in schools. Considering PE, especially in the early stages for students, as the basic base with which they start practicing physical activities, and showing their talent and directing it under the management of a specialized physical education teacher to sports clubs. As they work to sponsor, support and develop

them through expert trainers and specialists in the specialized training process and in accordance of scientific foundations.

The physical activities practiced by students in schools through the physical education class, internal and external activities are a wonderful opportunity that gives the student and the teacher many benefits. It also works to motivate teachers to exert efforts in activating physical education and taking care of talented students and sport teams within the school, and also contributes to achieving many goals for PE activity, whether they are physical, skillful, health, psychological or social. This plays a prominent and effective role in building the student's personality through developing his athletic abilities and talents, in addition to modifying and changing his behavior and attitudes in accordance with the needs of society (Al-Rahahleh, 2012: 33).

In order to raise the level of Palestinian sports, attention must be paid to raising the level of physical education, which is the basic basis for the Palestinian sports pyramid. For this, we must seek to build the capacities of PE teachers in schools by the competent authorities, which is reflected in the development of the abilities, skills and behaviour of talented students. In addition to increasing sports exchanges at the national, regional and international levels, to improve the quality of sports infrastructure in Palestinian schools, increasing the use of alternative sports tools in the implementation of physical education activities, and updating educational policies applied in this field, including the development of sports and enrichment curricula. According to this, to activate physical education in a manner commensurate with the abilities of talented students, must invest, develop and follow it up by sending them to clubs to join its various teams in preparation for supporting and raising the level of national sports.

This is confirmed by Hamdan (2012: 11) that empowering people with capabilities and talents to reach their maximum potential, providing the elements of health, physical, psychological, mental, social and moral integrity. This is for good citizenship for them to assume their responsibility towards themselves, their bodies, their personal and social lives to create good citizens who benefit themselves and serve their countries.

The current study stems from an important axiom that the issue of managing sport talents, and providing them to clubs, is a requirement and an important factor in the requirements for the advancement of students and society in the field of competitive sports and its development. The teachers of physical education in the governorates of Gaza, where The researchers did not find - to the best of their knowledge - a study linking the variables of his current study together.

Study problem:

The current study can be considered one of the early studies whose results can be benefited from, and it provides a model that explains the causal relationship between the management of sports talents and their support for clubs, among physical education teachers in the governorates of Gaza.

Study questions:

What is the management level of physical education teachers for sport talents in the governorates of Gaza?

What is the level of providing physical education teachers with sport talents for sports clubs in the governorates of Gaza?

Is there a direct, statistically significant effect at the level of significance of 0.05 for the management of physical education teachers for sport talents on Al Rafd sports clubs in the governorates of Gaza?

Study Objectives:

The objectives of the current study are as follows: Detecting the level of management of physical education teachers' of sport talents in Gaza governorates, revealing the level of physical education teachers providing sport talents to sports clubs in Gaza governorates, and identifying the nature of the direct effect of statistical significance at the 0.05 level of physical education teachers' management of talents in sports clubs in Gaza governorates.

The importance of studying: This study has a great importance for various reasons, and its importance lies in the aspect it deals with, which is the causal relationships between the management of sport talents, and sending them to clubs in the governorates of Gaza for physical education teachers. This aspect is of great importance from both the theoretical and practical points of view, which are represented in the following points:

Theoretical importance: Identifying the importance of managing sport talents and sending them to sports clubs in the governorates of Gaza at the level of sports and upgrading them. Therefore, clarifying the interest level of physical education teachers in the governorates of Gaza in sending sport talents to sports clubs in the governorates of Gaza. Also, adding a set of recommendations, solutions and proposed research, and explain the causal relationships between the variables of the study; this is due to the scarcity of research that attempted to study the modeling of this relationship, especially in the governorates of Gaza. Although some researches and studies dealt with the issue of

managing sport talents, and sending them to clubs, and the impact of this on teachers of physical education. However, these studies did not pay enough attention to studying or building a model to explain the causal relationships between physical education teachers' management of athletic talents and sending them to sports clubs in the governorates of Gaza.

From a practical point of view: the current study presents psychometric tools, namely: a questionnaire for managing sport talents, and a questionnaire for sending them to clubs. It leads to a deeper understanding of the management of physical education teachers for sport talents, and sending them to sports clubs in the governorates of Gaza. Which leads to consider this when preparing training programs, for the development of physical education teachers and the improvement of physical education programs, which reflects positively on their good management of sport talents and raising the level of sending sport talents and thus raising the level of our Palestinian sport.

Study Hypothesis:

There is no direct, statistically significant effect at the level of 0.05 for physical education teachers' management of athletic talents on the athletic field in the governorates of Gaza.

Study Terminology:

Sport talents: Al-Enezi and Al-Abadi (2011: 128) defined it as students who are able to make a difference in sport results by exploiting their latent capabilities and their current and future contributions to the success of school tournaments.

The researchers define them as students who have aptitudes, abilities, and outstanding performance, which qualify them to achieve faster and more proficiently than their peers of the same age.

Sport talents management: Abdullah (2021: 8) defines it as the processes and programs provided by school administrations to preserve individuals with special skills, to develop their capabilities in order to achieve the goals of the school, and achieve competitive advantage in the field of student activities. The researchers define them as: It is the creation of the necessary training environment from physical education teachers to increase students' potential in sports and preserve them by applying a set of procedures and practices to train students, rehabilitate them, activate their performance and develop them in a way that makes them a distinguished talent. It is measured procedurally by the degree that the sample gets in the questionnaire for managing sport talents, which consists of four areas: talent performance management, talent development, talent

retention, and talent follow-up prepared by the researchers for this purpose.

Sending to clubs: The researchers define it procedurally as feeding, or sending physical education talents to sport clubs through the physical education teacher.

Sport clubs: Al-Mutairi (2011: 155) defined it as a private educational junior of public benefit, has an independent legal personality with the aim of providing sport services, and related cultural, social, spiritual, health and recreational services. Also, contributes to the development of junior by investing their free time in practice various cultural, social, sports and national activities, it seeks to provide them with the skills that ensure responsibility within the framework of law and public policy. The researchers define them procedurally as places for practicing various sport activities of public benefit, which contain material capabilities such as stadiums, halls, gyms, and human resources such as coaches and administrators, which aim to raise the level of affiliated individuals to the highest level in the physical, skilful, psychological and social aspects.

Study limits:

The current study limits are as follows:

Objective limit: the relations between the management of physical education teachers for sport talents and sending them to clubs. As for the human limit male and female teachers of physical education in the governorates of the Gaza Strip. (Government, agency), while spatial limit: schools in the governorates of Gaza, while time limit: academic year 2021, 2022.

Second: Studies that dealt with sending to clubs: Suleiman and Al-Amiri study (2021) aimed to identify the level of the national centers for specialized sport talent for the care of specialized sport talent and their role in nurturing sport talent and junior sport energies to supply national teams with athletes. The study sample consisted of (116) administrators supervising the sport activities of the Baghdad National Centers for the Care of Sports Talent. The study reached the following results: The degree was average for the level of administrative talent for the study sample, and the researchers recommended the adoption of the study questionnaire by the institutions of the Ministry of Youth and Sports and apply it. In addition, conducting sequential studies related to administrative talent in order to find out the level of efficiency of their administrators, periodic evaluation of them, and increasing interest in and developing the human resource. Samir and Jamoui study (2019) aimed to highlight the role played by the teacher in discovering and selecting young talents within the framework of physical education according to specific criteria. The study sample

consisted of (97) secondary education teachers in the state of Biskra, and they used questionnaire tool to collect data. The study reached the following results: The physical education teacher is able to choose and direct young talents towards the appropriate specialization for them, within the framework of physical education. While Imad study (2018) aimed to identify the role of the physical education teacher in selecting young football talents and directing them to the specialized clubs. The study sample consisted of (20) teachers and the study used the questionnaire tool. The study concluded that physical education teachers have a role in guiding students to specialized football centers, as they see that sport selection is a directing process, and they see that the desired goals of sport selection are to guide talents. While Hamza and Dhaif study (2017) aimed to identify the role of physical education in selecting talents and directing them to sport clubs. The sample of the study consisted of (260) teachers, and the study used the questionnaire, and the study reached the following results: the presence of talented students during the conduct of the physical education class. And there is a selection of students with athletic talents, as they are discovered during training sessions or during various competitions and sports meetings, and that physical education teachers care more about the physical aspect compared to other aspects. The predominant method used to discover talented students is observation, and that physical education teachers sometimes take into account individual differences when selecting students with physical talent and the results of medical examinations, and teachers are aware of the importance of sport competitions and their great role in the selection process. Among the desired goals for organizing physical education competitions is to reach the selection and guidance of students with athletic talents, as it showed that the lack of good organization of sport competitions leads to their ineffectiveness in supplying clubs with talents. While Zahaf study (2015) aimed to shed light on the State Association of School Sports and its contributions to the preparation of elite athletes, through a field study in the state of Al-Masliah, and the study relied on the descriptive approach. The sample of the study consisted of (40) teachers of physical education in the intermediate education stage. The study tools consisted of designing a questionnaire to collect information and data, conducting personal interviews. The results of the study revealed the following: the availability of some facilities within educational institutions whose equipment does not keep pace with the requirements and needs of the national elites, and the lack of experience among teachers in organizing sport events, especially in some individual disciplines. The lack of training in the school association for teachers of physical education, especially in some disciplines that need sufficient knowledge of its laws. The availability of material capabilities that would make the demonstrations a success, and activate and enrich the annual program lined by the school association, and almost a lack of

activities for group and individual sports, especially in the association program.

Commenting on previous studies:

The researchers saw according to what was previously presented, it is necessary to comment on these studies as follows:

First: Studies dealing with talent management: After reviewing the studies that dealt with talent management. The researchers wanted to comment on these studies from several angles. As follows: First: In terms of the history of the study: The period of conducting the studies was distributed as follows: It was conducted during the period between 2020-2021, such as the study of Tadeja Volmutet.al (2021), the study of Abdul Gha four (2021), and the study of Nadia and Linda (2020) and Alejandro Prieto-Ayuso (2020). While a number of studies were conducted between 2018 and 2019, such as the study of Alejandro Prieto-Ayuso.et.al (2019), the study of nerves (2019), and the study of Rashid (2018).Second: In terms of the topic: Previous studies have agreed on dealing with the issue of talent management, while the studies differed in dealing with the issue of talent management with the quality of the variables. Previous studies have dealt with and focused on the topic of talent management in narrow fields. The majority ofThe researchers studied talent management and its relationship to some variables such as student activities, such as the study of Abdul Ghafour (2021). While the study of Nadia and Linda (2020) dealt with existing knowledge about how to deal with gifted students, and understanding the role of practicing physical education activity in primary school in discovering talented students. While the study of Alejandro Prieto-Ayuso.et.al (2019) dealt with the monitoring criteria by physical education teachers to identify gifted students in physical education, while the study of Al-Asoub (2019) dealt with the extent of applying talent management strategies. Third: In terms of objectives: The objectives were multiplied by the multiplicity of topics covered by the studies. And they aimed in their entirety to know and reveal the relationship of some variables in the study sample to talent management, such as physical education and their role in selecting talents, such as the study of Rashid (2018), and the study of Alejandro PrietoAyuso (2020). Fourth: In terms of the tool: There were many tools used in the studies, and they were in their entirety used for the questionnaire. Fifth: In terms of samples: Studies have differed in dealing with the sample on which the study is based. Some studies have dealt with physical education teachers, such as the study of Tadeja Volmutet.al (2021), the study of Abdel Ghafour (2021), the study of Nadia and Linda (2020), and the study of Alejandro Prieto. - Ayuso (2020). Some studies have dealt with academics in universities and colleges, such as the study of Al-Asoub (2019), and previous

studies differed among themselves in the size of the samples used in previous studies, as the smallest sample size used in previous studies was (17) individuals as a study (Rasheed, 2018). While the largest sample size in previous studies was (330) individuals, such as the study of Abdel Ghafour (2021). Sixth: In terms of the environment: Most of the previous studies were conducted in the Arab environment (Palestine, Egypt, Iraq, and Algeria), such as the study of Abdul Ghafour (2021), the study of Al-Asoub (2019), and the study of Rashid (2018). While others were conducted in foreign settings, such as the study of Tadeja Volmutet.al (2021), the study of Alejandro Prieto-Ayuso (2020), and the study of Alejandro Prieto-Ayuso.et.al (2019). Seventh: In terms of methodology: the previous studies agreed to use the study methodology, some of them used the descriptive analytical approach as a study and a rational study (2018). While there are studies that used the descriptive approach, such as the study of Abdul Ghafour (2021), the study of nerves (2019), and the study of Tadeja Volmutet.al (2021).

Second: Studies that dealt with sending to clubs:

After reviewing the studies that dealt with sending to clubs, The researchers wanted to comment on these studies from several angles. Which are as follows: First: In terms of the history of the study: The period of conducting the studies was distributed as follows: It was conducted during the period between 2019-2021 as a study, the study of Suleiman and Al-Amri (2021), and the study of Samir and Jamoui (2019). Second: In terms of topic: Previous studies agreed on dealing with the subject of support, while the studies differed in dealing with the subject of support with the quality of the variables. Physical education in selecting young football talents and directing them to the specialized clubs. As for the study of Suleiman and Al-Amiri (2021), it examined the level of administrative talent possessed by the national centers for the care of specialized sport talent and its role in nurturing sport talent and youth sports energies to supply the national teams with athletes. As for the study of Samir and Jaoui (2019), it studied highlighting the role played by the teacher in discovering and selecting young talents, in the framework of physical education, according to specific criteria. The study of Hamza and Dhaif (2017) examined the role of school sports in selecting talents and directing them to sport clubs. Third: In terms of objectives: The objectives were multiplied by the multiplicity of topics covered by the studies, and they aimed in their entirety to know and discover the role of some variables in the study sample on Al-Rafd, such as the study of Suleiman and Al-Amri (2021), the study of Samir and Jamoui (2019), the study of Imad (2018), and the study of Hamza and Deif (2017), Zahaf's study (2015). Fourth: In terms of tool: the tools used in the studies were in their entirety used for the questionnaire, such as the study of Hamza and Dhaif (2017), the study of Zahaf (2015), the study of Sameer and Jamoui

(2019), and the study of Emad (2018).Fifth: In terms of samples: Studies have differed in dealing with the sample on which the study is based. Some studies and research have dealt with physical education teachers, such as the study of Samir and Jamoui (2019), the study of Emad (2018), the study of Hamza and Dhaif (2017), and the study of Zahaf (2015).While there are some studies that dealt with the sample of club coaches, such as the study of Suleiman and Al-Amri (2021), and previous studies differed among themselves in the size of the samples used in previous studies, as the smallest sample size used in previous studies reached (20) individuals, which is the study of Imad (2018). While the largest sample size in previous studies was (260) individuals, such as the study of Hamza and Dhaif (2017). Sixth: In terms of environment: Previous studies have been conducted in the Arab environment (Egypt, Algeria, Saudi Arabia), such as the study of Suleiman and Al-Amri (2021), the study of Samir and Jamoui (2019), the study of Emad (2018), the study of Hamza and Dhaif (2017), and the study of Zahaf. (2015). Seventh: In terms of methodology: Previous studies agreed to use the study methodology, some of them used the descriptive approach, such as the study of Fayyad (2015), and some of them used the descriptive analytical approach, such as the study of Samir and Jamoui (2019), the study of Emad (2018), and the study of Hamza and Dhaif (2017). Zahf study (2015).

The relationship between the current study and the previous studies: Through The researchers' review of previous studies, they found that it agreed with the current study in dealing with the following variables: managing sport talents and sending them to clubs. HoweverThe researchers did not find any study that dealt with these variables together on a sample of physical education teachers, and that the follower of studies in the field of sport finds a clear lack in the study of the current study variables. Because of this lack, and the absence of such a study locally, the current study came to fill this deficiency, with the aim of identifying the causal relationships between managing sport talents and sending them to clubs among physical education teachers in the governorates of Gaza. The current study also agreed with previous studies in identifying the level of managing sport talents and sending them to clubs. Both the current study and previous studies dealt with samples of physical education teachers. The most important thing that distinguishes the current study from previous studies: The current study is characterized by the fact that it deals with the study of the causal relationships between the management of sport talents and sending them to clubs among physical education teachers in the governorates of Gaza. While identifying the level of each of the management of sport talents and sending them to clubs. This confirms that the current study is one of the early studies in the field locally, and it is characterized by building a psychometric tool to

identify the level of managing sport talents among physical education teachers, and assisting The researchers concerned in conducting subsequent studies in the field of specialization. As for benefiting from previous studies: The current study benefited from previous studies in defining the study problem, formulating its questions and objectives, and interpreting its results.

Study procedures

First - study approach: In the current study .The researchers used the descriptive approach. This is due to its suitability for its objectives and hypothesis.

Second - study population: The original population of the current study included all physical education teachers in the governorates of Gaza, who numbered (428). This is in the first semester of the academic year (2021-2022) including (350) teachers at the Ministry of Education, and (78) teachers at the UNRWA (Statistics of the Palestinian Ministry of Education and the UNRWA for the year 2021).

Third - study sample:

The survey sample: The researchers applied the tools of the study on an exploratory sample consisting of (30) male and female physical education teachers under study. To answer the criteria of the current study, which are: talent management, and sending them to clubs, in order to calculate their psychometric characteristics (validity and stability). The previous are the statistical characteristics of the study sample.

Actual sample: The sample of the actual study consisted of (303) male and female physical education teachers under study, of whom (191) males and (112) female teachers were in the first semester of the academic year 2021. They were chosen by random survey, with (Approximately 70.8% of the members of the original community of the study, and from five governorates in Gaza, namely: Rafah, Khan Yunis, Al-Wosta, Gaza, and the North. It is a sample that is representative and suitable for the current study according to most statistical laws to determine the size of the field sample. It was calculated through the following equation: $n = N / (Na^2 + 1)$ The questionnaire was also designed and distributed electronically.

In order to achieve the objectives of the study, they used the following tools:

Sport talents management questionnaire (prepared by the researchers).

Sending to clubs questionnaire (prepared by the researchers).

The first tool: Talent management questionnaire: Description of the questionnaire: The researchers designed the questionnaire after examining the concept of talent management in language dictionaries, educational encyclopedias, educational literature, and previous standards, which dealt with the term talent management, including: the study of Abdul Ghafour (2021) and the study of nerves (2019-2021). The preparation of this questionnaire aims to be used as a standardized objective tool to identify the level of sport talent management among physical education teachers in the governorates of Gaza. The questionnaire consisted in its initial form of (50) items, it was divided into four dimensions, namely: after talent development, which consisted of (13) items, after talent performance management, which consisted of (15) items, after talent retention, which consisted of (11) items, and after talent follow-up, which consisted of (11) paragraph. Then the researchers calculated the psychometric characteristics of the questionnaire, as follows:

Validity and stability of talent management

First: Validity

Content validity (judges)

The points of the questionnaire were presented in its initial form, consisting of (50) points, to a group of experts in the field of specialization at the Faculty of Physical Education and Sports at Al-Aqsa University, to judge its points, in terms of its formulation, suitability, and suitability to measure what it was set for.

Internal consistency validity

The validity of the internal consistency was calculated on a survey sample consisting of 30 teachers of physical education in the governorates of Gaza, by calculating the correlation coefficient between each point of the questionnaire with the total score of the dimension to which it belongs. The results were as follows:

Table No. (1) Correlation coefficient between each point of the talent management questionnaire with the total score of the dimension to which it belongs

Talent development			point	correlation coefficient	significance level
point	correlation coefficient	significance level	x23	.779**	0.000
x1	.556**	0.001	x24	.558**	0.001
x2	.703**	0.000	x25	.480**	0.007
x3	.706**	0.000	x26	.751**	0.000
x4	.543**	0.002	Talent retention		

x5	.460*	0.010	point	correlation coefficient	significance level
x6	.699**	0.000	x27	.858**	0.000
x7	.762**	0.000	x28	.746**	0.000
x8	.616**	0.000	x29	.779**	0.000
x9	.658**	0.000	x30	.794**	0.000
x10	.866**	0.000	x31	.859**	0.000
x11	.777**	0.000	x32	.822**	0.000
x12	.693**	0.000	x33	.607**	0.000
x13	.621**	0.000	x34	.864**	0.000
x14	.733**	0.000	x35	.728**	0.000
Talent performance management			Talent follow-up		
point	correlation coefficient	significance level	point	correlation coefficient	significance level
x15	.543**	0.002	x36	.732**	0.000
x16	.597**	0.000	x37	.775**	0.000
x17	.670**	0.000	x38	.771**	0.000
x18	.755**	0.000	x39	.516**	0.003
x19	.794**	0.000	x40	.850**	0.000
x20	.653**	0.000	x41	.888**	0.000
x21	.756**	0.000	x42	.652**	0.000
x22	.765**	0.000	x43	.651**	0.000

** Significant at 1%

*

Significant at 5%

Table No. (1) shows that the correlation coefficient between each points of his talent management questionnaire with the total score of the dimension to which it belongs was positive and a significant at the level of significance of 0.05, which indicates that there is internal consistency between all the paragraphs of each dimension.

3. Structural consistency of the talent management questionnaire validity:

The validity of the structural consistency of the questionnaire was calculated by calculating the correlation coefficient between the total score of the dimension and the total score of the questionnaire, and the results were as follows:

Table No. (2) Results of the correlation coefficient between each dimension of the talent management questionnaire with the total score of the questionnaire

Dimension	Talent management	
	correlation coefficient	significance level
Talent development	.926**	0.000
Talent performance management	.940**	0.000
Talent retention	.949**	0.000
Talent follow-up	.901**	0.000

** Significant at 1%

*

Significant at 5%

Table No. (2) shows that the correlation coefficient between each dimension of talent management with the total score of the questionnaire was positive and statistically significant at the level of significance 0.05. Which indicates that the questionnaire is characterized by the structural validity of its dimensions, and this is an indication of the validity of the questionnaire in measuring the phenomenon that was prepared for it.

Second: Stability:

The stability of the questionnaire was calculated on the respondents, through Cronbach's alpha method, and split-half Method, and the results were as follows:

1. Stability coefficient according to Cronbach's alpha method

Table No. (3) Stability coefficient of the talent management questionnaire according to Cronbach's alpha method

n.	Dimension	Point number	Cronbach's alpha
1	Talent development	14	0.905
2	Talent performance management	12	0.883
3	Talent retention	9	0.919
4	Talent follow-up	8	0.869
	Total	43	0.967

Table No. (3) shows that the reliability coefficient for the total score of the talent management questionnaire according to Cronbach's alpha method was 0.967, which is a high stability coefficient, which indicates that the questionnaire has high stability.

2. Split-half Method:

The reliability coefficient was calculated according to this method by dividing the questionnaire and its dimensions into two groups, and the Pearson correlation coefficient was calculated between them, and the correlation coefficient was corrected using the Spearman-Brown coefficient for the even dimensions, and the Gutman coefficient for the odd dimensions, and the results are shown in the following table:

Table No. (4) Stability coefficient of the talent management questionnaire according to the split-half method

n.	Dimension	Point number	Split-half	
			pre	post
1	Talent development	14	0.801	0.890
2	Talent performance management	12	0.817	0.899
3*	Talent retention	9	0.904	0.927
4	Talent follow-up	8	0.759	0.863
	Total	43	0.854	0.912

* Corrected by Juthman coefficient

Table No. (4) shows that the reliability coefficient for the total score of the talent management questionnaire according to the split-half method was 0.912, which is a high reliability coefficient, which indicates that the questionnaire has high stability.

Correction of the questionnaire: The talent management questionnaire consists of (43) points, and it consists of four dimensions. The first dimension is: talent development, and it consists of (14) points. The second dimension is: talent performance management, and it consists of (12) points. The third dimension is: Talent retention, and it consists of (9) points, and the fourth dimension is: Talent follow-up, and it consists of (8) points. It is answered in a five-point scale that includes the following alternatives: Strongly agree and given (5) marks upon correction, agree (4) marks, neutral (3) marks, oppose (2) marks, and strongly disagree (1) mark. The average scores of the sample were approved as follows: those with a score ranging between (1-1.79) represent the very low talent management category. While the low talent management category is represented by those with a score ranging between (1.80-2.59). The medium talent management category is represented by those with a score ranging between (2.60-3.39), the high talent management category, which is represented by those with a score ranging between (3.40-4.19), and the very high talent management category, which is represented by those with a score ranging between (4.20-5). The lowest mark of the questionnaire is (43), while the largest degree is (215).

The second tool: sending to clubs questionnaire: the researchers held a workshop for members of some sport clubs in the governorates of Gaza, with the aim of identifying the factors that can help and encourage physical education teachers to support talented students in sports for clubs. Their responses revolved around the formation of a technical committee consisting of some members of the club that would participate with the physical education teacher. They're participating in following up talented students, determining the required level for talented students to join clubs, clarifying the goal and vision of sport clubs to receive talented students from schools, and identifying the nature of sports that clubs are interested in, knowing the capabilities available in clubs that work to develop physically talented students after sending them from school, knowing the need of sport clubs for talented players within their teams, and knowing the criteria for receiving gifted students in sports clubs. Description of the questionnaire: The researchers designed the questionnaire after examining the concept of sending to clubs in language dictionaries, educational encyclopaedias, educational literature, and previous standards. Which dealt with the term sending to clubs, including: the study of Suleiman and Al-Amiri (2021) and the study of Zahaf (2015). Which aims to be used as a codified objective tool to identify the level of sending to clubs among physical education teachers in the governorates of Gaza. And that is as follows: the validity and stability of the sending to clubs questionnaire.

First: Validity

1. Content validity (judges):

The points of the questionnaire in its initial form, consisting of (23) points, were presented to a group of experts in the field of specialization at the Faculty of Physical Education and Sports at Al-Aqsa University. To judge its points in terms of their formulation, appropriateness, and suitability to measure what they were set for, so they made the amendments and added Some of the points, and the questionnaire became after making the amendments, and the directives of the judges consist of (25) points.

2. Internal consistency validity:

The validity of the internal consistency was calculated on a survey sample consisting of 30 teachers of physical education in the governorates of Gaza, by calculating the correlation coefficient between each paragraph of the questionnaire with the total score of the questionnaire, and the results were as follows:

Table No. (5) Correlation coefficient between each point of sending to clubs questionnaire with the total score of the questionnaire

point	correlation coefficient	significance level	point	correlation coefficient	significance level
c1	.672**	0.000	c14	.630**	0.000
c2	.452*	0.012	c15	.767**	0.000
c3	.671**	0.000	c16	.726**	0.000
c4	.731**	0.000	c17	.835**	0.000
c5	.829**	0.000	c18	.706**	0.000
c6	.789**	0.000	c19	.540**	0.002
c7	.623**	0.000	c20	.457*	0.011
c8	.777**	0.000	c21	.410*	0.025
c9	0.271#	0.148	c22	.685**	0.000
c10	.644**	0.000	c23	0.308#	0.098
c11	.487**	0.006	c24	.719**	0.000
c12	0.219#	0.245	c25	.810**	0.000
c13	.765**	0.000			

* Significant at 5% # non-significant at 5%

** Significant at 1%

Table No. (5) shows that the correlation coefficient between each point of the sending to clubs questionnaire with the total score of the questionnaire was positive and significant at the significance level of 0.05, with the exception of the following points (9,12,23) where the researchers limited them in order to have internal consistency between all points of the questionnaire.

Second: Sending to clubs stability questionnaire:

The stability of the questionnaire was calculated on the respondents, through Cronbach's alpha method, and the split-half method after deleting the non-significant points. The results were as follows:

1. Stability coefficient according to Cronbach's alpha method

Table No. (6) Stability coefficient, questionnaire for clubs, according to the Cronbach Alpha method

Dimension	Point number	Cronbach's alpha
Total	22	0.943

Table No. (6) shows that the stability coefficient for the total score of the questionnaire for sending to clubs according to Cronbach's alpha

method was 0.943, which is a high stability coefficient, which indicates that the questionnaire has high stability.

2. Split-half Method:

The stability coefficient was calculated according to this method by dividing the questionnaire and its dimensions into two groups, and the Pearson correlation coefficient was calculated between them, and the correlation coefficient was corrected using the Spearman-Brown coefficient for the even dimensions, and the Gutman coefficient for the odd dimensions, and the results are shown in the following table:

Table No. (7) Stability coefficient, questionnaire for clubs, according to the split-half method

Dimension	Point number	Split-half	
		pre	post
Total	22	0.889	0.941

Table No. (7) shows that the stability coefficient for the total score of the questionnaire for sending to clubs according to the split-half method was 0.941, which is a high stability coefficient, which indicates that the questionnaire has high stability.

Correction of the questionnaire: The sending to clubs questionnaire consists of (23) paragraphs, and it is answered in a five-point scale that includes the following alternatives: Strongly agree and given upon correction (5) marks, agreeable and given (4) marks, neutral given (3) marks, opposed and given (2) marks, and opposed severely (1) mark score of one is given. The average scores of the sample members were approved as follows: sending to clubs category for very low, which is represented by those who have a score ranging between (1-1.79). The sending to clubs category for low, which is represented by those who have a score ranging between (1.80-2.59). The sending to clubs category for medium, which is represented for those who have a score ranging between (2.60-3.39). The sending to clubs category for high, which is represented in those who have a score ranging between (3.40-4.19). The sending to clubs category for very high clubs, which is represented in those who have a score ranging between (4.20-5). And the lowest score for the questionnaire (23) While the major degree (115).

Fifth: Study Procedures:

In order to achieve the objectives of the study, researchers carried out the following steps: The researchers followed the steps of the scientific method in preparing the study in terms of defining the study problem, its objectives, and its importance. In addition, writing the theoretical

framework, which consists of two topics, the first topic included the management of school sports, and the second topic included sending sport talents to clubs. Moreover, identifying previous studies related to the subject of the study, benefiting from them, classifying them into groups, and preparing study tools that included a questionnaire (Physical Education Teachers' Management of Sports Talents Sending them to Clubs in the Governorates of Gaza). Then, obtaining an official letter from the postgraduate program to the Ministry of Education and UNRWA, ordering the implementation of the study on physical education teachers in government schools and UNRWA schools in the governorates of Gaza. Then the study tools were verified through the exploratory sample to ensure its validity and reliability, then applied to the real actual sample, collecting information, unloading it and analysing it statistically in order to address the hypotheses of the study, interpreting the results of the study, and discussing them in the light of the theoretical framework and previous studies. The study came out with a set of recommendations and suggestions that can be used in the future, and check the references after presenting them to the proof-reader.

Statistical methods used in the study:

To verify the hypotheses of the study, the following statistical methods were used: arithmetic means and standard deviations to identify the questionnaires for each of the talent management and sending to clubs, and the Pearson correlation coefficient to know the relationship between each of the degrees of the questionnaires. Path analysis to clarify the standard and non-normative coefficients for path analysis, and their statistical significance among the variables of the study: talent management, sending to clubs, one-way analysis of variance to account for differences in gender, province, experience, and Fisher test to find out the differences in favour of any category.

Study results:

The criterion adopted in the study

To determine the criterion adopted in the study, the length of the cells in the five-point Likert scale was determined by calculating the range between the degrees of the scale ($5-1 = 4$). Then dividing it by the largest value in the scale to obtain the length of the category ($4/5 = 0.8$), to determine Categories of the five levels. Table No. (8) shows the categories of the criterion adopted in the study.

Table No. (8) shows the categories of criterion adopted in the study

Relative weight range	20%-36%	More than 36%-52%	More than 52%-68%	More than 68%-84%	More than 84%
Arithmetic mean range	1-1.8	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5
Category	Very low	Low	Medium	High	Very high

The criterion categories of the study were used to determine the level of the study variables.

Test the extent to which the model matches the data

Before starting to answer the questions of the study, the researchers analyzed the path without latent variables, which is available in the AOMS program, to test the compatibility of the proposed study model. The indicators of matching the quality of the model were as shown in Table No. (9).

Table No. (9) Indicators of matching the quality of the study model (total score and dimensions)

Indicator	Indicator value	Indicator range	The value that indicates the best match
Chi-square	0.000		The chi-square value is 0.000
df	0		
Significance level	0.000	0-1	The significance level is not significant, i.e. higher than 0.05
GFI	1	0-1	Higher than 90 is acceptable, higher than 0.95 is good, and equal to one is excellent, i.e. an exact match
CFI	1	0-1	Higher than 90 is acceptable, higher than 0.95 is good, and equal to one is excellent, i.e. an exact match
RMR	0.000	0-1	Less than 0.05 is good, closer to zero is excellent

Table No. (9) shows that the chi-square value of the model was 0.000, which is considered an excellent value indicating the best fit of the model. As well as the value of the Comparative Fit Index (CFI) of the model and the value of the Good Fit Index (GFI) equal to 1, and these values reflect the perfect match for the form with the data. This means that there is a perfect match between the model and the data, and Figures No. (1) shows the values of the model's indicators and the non-

standard values of the path coefficients of the model with the total degree and dimensions of talent management.

The results of the study questions are as follows:

The results of the first question, which states: What is the level of talent management among physical education teachers in the governorates of Gaza? In order to answer this question, the arithmetic mean, standard deviation, and relative weight of the domains and the total score were calculated, and the results were as follows:

Table No. (10) shows the arithmetic mean, standard deviation, and relative weight of the domains and the total score for talent management.

Dimension	Arithmetic mean	standard deviation	Relative weight	Order
Talent development	4.223	0.433	84.5	3
Talent performance management	4.300	0.431	86.0	2
Talent retention	4.334	0.452	86.7	1
Talent follow-up	4.146	0.553	82.9	4
Talent management	4.254	0.411	85.1	

Table No. (10) shows that the arithmetic mean of the total score for talent management and its fields ranges from 4.334-4.146 with a relative weight of (86.7%-82.9%), which indicates that the level of talent management among the study sample was high according to the study criterion. The result of the current study agreed with the result of Abdel Ghafour's study (2021), which showed that the talent management of the respondents was high. It also turns out that the field of talent retention was the largest field of talent management, with a relative weight of 86.7%, while the field of talent follow-up was the least field of talent management, with a relative weight of 82.9%. While it differed with the study of Al-Asoub (2019), as it showed that the talent management of the sample members is average, and the researchers attribute this result to the fact that physical education teachers in the governorates of Gaza are interested in attracting and developing talents among students. Especially since most physical education teachers are constantly competing to attract talented students, or to reach a high degree of excellence at the professional and sports level locally. This will only be achieved through initiatives, and therefore they put plans in their plans to manage the talents that they need in quantity and quality in order to work on talents attracting and developing, talents retaining, talents performance managing, and talents following up. The researchers also explain the result that talent management was high with a relative weight of 85.1% among physical education teachers in the governorates of Gaza. And that a significant part of the reasons for cultivating talents is due to the physical

education teachers themselves, as they are good at dealing with gifted students, and teachers often encourage and reward students with innovative or creative behaviour. And that physical education teachers are able to liberate the innovative and creative abilities of their students, to develop them, because they possess creative thinking skills. Therefore, the teacher who can perform the polishing function must meet a set of conditions, which are available to physical education teachers in the governorates of Gaza. Perhaps the most important of them are the following: His academic qualification should be at a high level in terms of grade and level of academic performance, and his grade should not be less than good in his university studies. And to be constantly following and informed in his field of specialization on new matters, to have a set of personal elements and characteristics such as self-confidence, balance, communication skills, open-mindedness, flexibility and aptitude for dialogue, which enables him to play the role of a guiding teacher. Also, to be subject to an integrated training program, and this What was confirmed by the study of Rahmanani (2015). The researchers also attribute this result, that talent management was high among physical education teachers in the governorates of Gaza, to the nature of the study sample, as physical education teachers have a high level of scientific and professional preparation. They possess positive potentials, abilities and expectations that enable them to adapt and succeed in their work. The researchers attribute this result to the high level of talent management among the sample members due to the good preparation during the study and training for this profession. So that the physical education teacher is developed cognitively, skilfully and emotionally, and this positively affects his personality, as well as the teachers' orientation to the teaching profession positively, according to the specifications that characterize the profession of physical education teaching, so that the teacher's rights and duties are defined with a degree of clarity. Thus, he became able to focus in his field of work in a better way, and the researchers found that the teachers' attainment of a high level of talent management indicates a high level of self-confidence for physical education teachers who work with talented students, because of their outstanding and distinguished performance and humanitarian work. It indicates the level of their intellectual and moral advancement, and their great desire to serve talented students and help them overcome their psychological and social problems, and help them cope with the health and mental problems, and the academic problems they suffer from. This is evident through physical education teachers reaching a sufficient degree of awareness of the importance of the profession and its ethical dimensions. They have become more able to face the stressful situations and challenges they are exposed to than the students have, and to deal with them in a more logical and humane manner, knowing

this category and how to deal with it. Which contributed to a high level of talent management among them, which prompted them to take full responsibility for the success of their profession and to deal with students in a more rational manner, leading to achieving positive success stories with them. The researchers attribute the high level of talent management to the ability of physical education teachers to practice friendship and social companionship with all members of the school community, the local community and all its categories. Where physical education teachers enjoy psychological support from those around them in society, whether they are administrators, colleagues, learners, or members of the local community, and all this is needed by physical education teachers in order to achieve success in their professional and public lives. The researchers summarize the result that the level of talent management was high, indicating that the majority of the study population hold a bachelor's degree in physical education. This means that they are qualified scientifically and professionally to deal with gifted students with a high degree of competence, and that most of them have many training and qualification courses in the field of management and sports training. In addition, many of them are members of sports clubs, whether they are players, coaches, technicians, or administrators. Also, physical education teachers are distinguished by their social character, and they are more keen on Palestinian sports, in addition to their commitment to early planning and preparation for physical education lessons in all games. All of this increased their technical, training and administrative expertise in the field of sports in general and dealing with talented people in particular by enabling them to achieve their full potential and thus achieve the best that can be achieved in their sports career, in addition to their practical experiences.

The results of the second question, which states: What is the level of support for clubs among physical education teachers in the governorates of Gaza? To answer this question, the arithmetic mean, standard deviation, and relative weight of the domains and the total score were calculated, and the results were as follows:

Table No. (11) shows the arithmetic mean, standard deviation, and relative weight

Dimension	Arithmetic mean	Standard deviation	Relative weight
Sending to clubs	4.113	0.444	82.26

Table No. (11) shows that the arithmetic mean of the total degree of support was 4.113 with a relative weight of (82.26), which indicates that the level of support for the study sample was high according to the study criterion.

The researchers attribute this result to the fact that the physical education teachers have a clear vision to provide gifted students to

sports clubs. They seek to send talented students to sport clubs according to their special talent. And that many of them hold awareness meetings to correct the misconceptions of parents of talented students about sports activity, and they are interested in sending talented students to sport clubs that are interested in sponsoring them with a national goal. They work to integrate talented students into sport clubs that play their required role to the fullest. They work to send talented students to sport clubs to support their various teams. They want to send talented students to sport clubs that are able to develop talent after it is expelled from school. They cooperate with sports clubs to attract talented students. It is easier for them to select talented students to send them in sports clubs who represent the school's sports teams during the external activity. They participate in club administrations to send talented students to sport clubs, and they have special criteria for supplying talented students to sports clubs. One of their priorities is to pay attention to discovering talented students to send them to sport clubs. And they have enough experience to discover talented students and send them to sport clubs according to their special talent. They cooperate with parents of talented students to encourage their children to join sports clubs. They provide the opportunity for talented students to prove their abilities and talent in order to send them to sport clubs. They are interested in preparing talented students to reach the level that qualifies them to join sport clubs. And they have complete knowledge about the criteria for clubs receiving sport talents. They rely on their personal experience in selecting talented people and sending them to sports clubs. They encourage talented students to join sport clubs to develop their performance, and follow the special determinants in evaluating students' performance before joining sports clubs. They deal with integrity and transparency when selecting talented students to send them to sport clubs. They participate with the school administration in selecting talented students to send them to clubs, which makes it easier for them to carry out their tasks. They are interested in spreading a culture within the school that encourages talented students to integrate them into sport clubs. They are keen on early planning to send talented students to sports clubs. This is consistent with what was stated in the study of Samir and Jamoui (2019) that there is a role that physical education teachers play in discovering and selecting talents through school sports according to specific criteria. The researchers attribute this result to the fact that physical education teachers play important roles in the school, which are not limited to teaching physical education classes only, but also extend to different fields. Which is represented in the following: To be a good example for his student in his appearance, behaviour inside and outside the school. The teacher should be firm and kind in his dealings with the students. And work to provide leadership training opportunities for

students. Moreover, to work on developing loyalty and belonging to the homeland, starting with belonging to the group in various sport activities, especially with the lesson of physical education. Also, provide an atmosphere of reassurance and security for talented students to be creative and do their best. In addition to taking care of all students, especially the (talented), and is keen on continuous evaluation of the levels of students in their achievement of the goals of the school curriculum. To contribute with specialists in solving student problems. To contribute with the development of sport programs for students, which are implemented in the school during non-study times and in the service of the environment surrounding the school, and the study of the surrounding community and the aspects of activity available to it, this was confirmed by Khalaf's study (2010). And from this point of view, the researchers explain this result to the fact that the majority of physical education teachers, especially male ones, have personal relationships with sport clubs and are in constant contact with them. And that many physical education teachers are members of sport clubs, whether they are players or administrators, trainers or technicians. This facilitated the process of feeding, and increased it by taking advantage of these emerging sport talents to include them in the sports teams of clubs, as well as encouraging and cooperating with parents of students to develop their talented children by sending them to sport clubs. It also helped to increase the percentage of refuelling, the constant contact of many sport clubs with schools, and their permanent cooperation with physical education teachers facilitated and encouraged refutation. And through the existence of a support system or the presence of the technical committee consisting of some members of the club and the physical education teacher in the school. In addition to the interest of specialized physical education teachers who are keen to preserve the talented by spreading the sport cultures, which encourages and motivates them to integrate into sport clubs to develop and continue their talent. This is confirmed by the study of Suleiman and Al-Amiri (2021), which aimed to identify the level of managerial talent possessed by the national centres for the care of specialized sport talents and their role in nurturing sport talents and youth sport energies to supply national teams with athletes.

The results of the third question, which states: Is there a direct, statistically significant effect at the level of significance of 0.05 for talent management on the sending to clubs among physical education teachers in the governorates of Gaza? In order to answer this question, the standard and non-normative coefficients were calculated by path analyse between the variables and their statistical significance, using the amos25 program, and Table No. (13) shows the results.

Table No. (12) shows the standard and non-standard coefficients for path analysing between the total score for talent management with its various dimensions in sending to clubs and its statistical significance

Dependent variable	Effect	Independent variable	Standard value	Non-standard value	S.E	C.R	Significant level
Talent development	--->	sending	-0.042	-0.041	0.078	-0.525	0.600
Talent performance management	--->	sending	0.128	0.131	0.077	1.696	0.090
Talent retention	--->	sending	0.415	0.334	0.061	5.455	0.000
Talent follow-up	--->	sending	0.225	0.232	0.078	2.973	0.003
Total	--->	sending	0.647	0.700	0.047	14.748	0.000

Table No. (12) shows that the direct effect between the total score for talent management and its dimensions (talent retention and talent follow-up) on the total score of support was positive and statistically significant at the level of significance 0.05. As for the rest of the talent management dimensions (talent development and talent performance management) were not statistically significant, that is, there is a statistically significant positive effect at the level of significance of 0.05 for the total degree of talent management and its dimensions (talent retention and talent follow-up) on the side of the study sample.

The researchers attribute this result to the presence of a positive effect of the total degree of talent management and then (talent retention) to the fact that the main idea of managing sport talents by physical education teachers is to develop them to achieve their goals. This happens by making efforts to match their capabilities and skills working with their current and future needs. Also, the teachers' belief in increasing recognition of the main role played by clubs, and what they achieve for talents. It can also be said that the survival and continuity of the clubs is linked to what physical education teachers provide to the talents in terms of attention, care and special development, with an increase in knowledge that affects the current and future status of those clubs. From here, physical education teachers harness all means and capabilities to preserve the talented and encourage their integration into sport clubs. The researchers attribute this to teachers' belief that retaining talented students is a

sign of their strength and competence. The researchers explain that retaining talent requires a constant aspiration for the talented to improve himself in various aspects, and this makes the teacher constantly search for better opportunities for them and is interested in retaining them by sending them to sport clubs. The researchers also attribute this result to the harnessing of all available resources by the clubs to enhance their ability to create and ensure their survival, to ensure that talents are working, to work on positive psychological charging to enhance feelings of achievement and develop self-confidence among talents. And the existence of some mechanisms used by clubs to retain talent, including the provision of material and moral incentives and rewards for talents and innovative creative behaviour, and opening direct channels of communication between the club and talents for better workflow and development, providing a system of incentives in appreciation of their excellence. All of this pushes physical education teachers to send talents to clubs, and this was confirmed by the Al-Basir study (2020). The researchers attributed the presence of a positive effect of the total degree of talent management and then (talent follow-up) to the fact that physical education teachers actively mobilize talents after evaluating their abilities and skills to employ them in the appropriate place, which earns them the support of community institutions. Therefore, they follow up the students by training them at school, following up on their social and academic problems, helping them organize their time, giving them the opportunity and enough time to express their talent and raise their motivation. All these factors helped and facilitated the teachers to send students to clubs. The researchers also see that in order for physical education teachers to succeed in talent management, they have to do follow-up by doing constructive feedback, tracking performance. talented students need continuous push for better performance, they need compensation to maintain a decent lifestyle, and they need to feel their value in life through the decent life that they may find in clubs. This helped the teacher to support and make the impact positive. The researchers also explain this result from their field experience in clubs to the existence of development of sport services in light of the information and data resulting from the measurement and follow-up processes. And conducting continuous follow-up operations for sport services in the light of regulated standards, having to conduct feeding operations in a timely manner, and comparing the actual outputs of sports services with the targeted outputs for the talented students. This was confirmed by the study of Al-Basir (2020), and this prompts physical education teachers to support talented students and follow them up through clubs. While The researchers explain that there is no indication for the dimension of talent development to the belief of physical education teachers. That one of his duties is to work on everything that would lead to the development of the capabilities of

talented students so that they become more compatible with the requirements of mathematical development in the twentieth century, so he must use all development programmes. The researchers also see that development is an attempt to improve current and future performance, through the transfer of knowledge, changing directions, increasing skills, etc., and this is what was indicated by (Dessler 2011: 73). The researchers attribute the lack of evidence for the dimension of talent performance management to teachers' poor knowledge of how to manage performance to push the performance of the gifted to the highest possible level, so the effect was indirect. The researchers also explain that evaluating performance management is the conclusion of the first step, so the course must be corrected in order to invest in strengths, strengthen them, avoid, and avoid weaknesses in order to achieve the desired goals. This was confirmed by the study of Mazyad (2019), and this is what prompts teachers to send talented students to sport clubs.

Recommendations

In light of the results of the current study, The researchers recommend the following:

- 1) Benefit from the causal model for managing sport talents, because of its great impact in improving the level of sending to clubs.
- 2) Maintain the level of talent management and supplying physical education teachers by encouraging and developing them.
- 3) Work to raise the level of talent follow-up among physical education teachers by reducing the professional burdens required of physical education teachers, and work to ensure that each teacher works in the governorate as much as possible.
- 4) Work to raise both the level of talent development and talent performance management to increase support for clubs among physical education teachers by continuing to develop the skills and abilities of gifted students, and motivating them to participate in training programs that meet their performance needs.
- 5) Encourage and motivate physical education teachers with more than five years of professional experience to integrate into training courses and workshops that help them raise their level in managing sport talents.
- 6) The need to pay more attention to playgrounds, equipment and sports equipment inside schools in a way that is suitable for talented students, facilitates the work of the teacher, and increases the process of sending to sport clubs.

Suggestions:

In light of the results of the current study, The researchers propose the following:

1. Conduct a study on the causal relationships between physical education teachers' management of athletic talents and sending them to clubs in the northern governorates of Palestine.
2. Carry out a similar study of the causal relationships of different research variables among physical education teachers to achieve universality in the field of mathematics.
3. Conduct a study on a training program to follow up the talented among a sample of female physical education teachers.
4. Conduct a study on talent management among physical education teachers in the governorates of Gaza with other demographic variables.
5. Conduct a study on providing sports talents for sports clubs among physical education teachers in the governorates of Gaza.

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