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ARTICLE

Talent Management Strategies and Their Impact on Positive Thinking Patterns Among Saudi Graduate Students at Local and Foreign Universities

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ABSTRACT

The study aimed to identify language-mediated talent management strategies and their impact on positive thinking patterns among Saudi graduate students: a comparative study between local and foreign universities. To achieve the study objectives, the researcher prepared two tools: the first tool, "The Effectiveness of Talent Management Strategies," consisted of (32) paragraphs distributed across (4) areas, and the second tool, "Developing Positive Thinking Patterns," consisted of (34) paragraphs distributed across (4) areas. The study sample consisted of (410) students, including (236) male students and (174) female students, who were randomly selected during the second semester (2025 AD/1446 AH). The results indicated that the arithmetic means of the effectiveness of talent management strategies were moderate, while the effectiveness of developing positive thinking patterns was high. There were no statistically significant differences between the two tools according to the gender variable, nor were there differences in the areas of (talent retention, talent development and nurturing, and talent attraction) according to the university variable. No differences were found in the areas of emotional intelligence, love of learning, and healthy cognitive openness based on the university variable. Differences were found in the area of talent management in favor of foreign universities. No statistically significant differences were found based on the college type variable for either instrument. The study recommended strengthening the culture of talent management,

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identifying the types of skills required, and developing a mechanism for academically developing talent and improving performance.

Keywords: Talent Management Strategies; Positive Thinking Patterns; Local and Foreign Universities; Saudi Graduate Students

1. Introduction

The world is currently witnessing a comprehensive knowledge, scientific, and technological revolution that is not limited to a specific field but extends to all sectors, most notably the education sector, which is the fundamental pillar upon which the culture and development of nations are built. Universities are striving to implement strategies aimed at improving training, development, and growth procedures for graduate students by investing in the potential and capabilities of university students and working to retain them, while also seeking talents from outside the universities to achieve excellence and distinction. This is influenced by the university environment, which necessitates that those in charge select individuals with experience and competence to undertake educational responsibilities. Additionally, it is essential to enhance learners' motivation and strengthen their abilities to think positively in line with the latest developments in the teaching profession and the changing circumstances surrounding it, ensuring their optimal performance in achieving the goals of educational institutions in light of global transformations and the rapid knowledge, skill, and technological revolutions the world is experiencing.

Higher education institutions are currently seeking a qualitative transformation in their philosophy and roles. Their role is no longer limited to the indoctrination of knowledge or the transfer of information from professor to student. Rather, they have transcended this to become platforms for harnessing their energies and investing in their individual capabilities, directing them towards creativity and innovation. Within this framework, the concept of talent management has emerged as one of the core axes through which universities seek to prepare a generation of graduates capable of adapting to the demands of academic and professional life, in an environment characterized by rapid change and global competition. Amid this growing interest in talent management, competencies are no longer measured solely by technical skills or academic achievement. Instead, the focus has shifted to linguistic, cognitive, and emotional competencies. Language, as more than just a means of communication, has become an effective tool for building sensory awareness, shaping identity, shaping thought patterns, and opening horizons of perception and engagement in multicultural dialogues. Language, with its symbols, structures, and discourse, influences the formation of a student's mental perspective and redirects their cognitive and emotional interactions with their academic and social environment. In this context, Saudi graduate students studying at local or international universities have become more aware of the importance of this relationship between language and talent management. At this stage, university students experience a complex cognitive experience, in which their academic specialization intersects with the linguistic structure of academic discourse, and linguistic and cultural pluralism intersect with the personal and professional identity they seek to develop.

The concept of talent management is relatively modern, having emerged in the 1970s and early 1980s. It refers to the responsibility of individuals as a strategy aimed at discovering and developing the unique abilities and skills of talented students or learners, this process includes a range of activities such as recruitment, training, mentoring, and succession planning, all aimed at supporting the development of intellectual and creative skills and enhancing academic performance. Educational talent management is viewed as a comprehensive and ongoing approach that seeks to motivate learners and provide the appropriate environment that enables them to reach their maximum potential, with a focus on meeting their unique needs within the context of education and learning, and various strategies for talent management have emerged to develop positive thinking patterns among graduate students, incorporating several interconnected methods. The first is thoughtful recruitment and selection, where students demonstrating critical and analytical thinking abilities and a tendency towards positive thinking are chosen, and opportunities are provided for them to enhance these skills during their studies. The strategy of diversity in training

and development programs aims to implement programs focused on developing positive thinking skills, such as improving decision-making abilities and dealing with challenges flexibly. Additionally, it includes training students in stress management techniques and self-motivation. The academic support and guidance strategy is also significant, as it provides personalized academic mentoring programs that enable academic supervisors and advisors to help students identify their strengths and weaknesses and guide them toward developing a positive mindset regarding academic challenges. The strategy to enhance a supportive learning environment focuses on building an academic atmosphere that encourages creative thinking and self-directed learning, fostering a collaborative spirit among students, which contributes to promoting optimism and positive attitudes toward graduate studies. Furthermore, the strategy to encourage teamwork and research projects involves engaging students in group research projects and academic discussions that allow them to exchange ideas and face challenges together, thereby enhancing their capacity for positive thinking and collaborative work. The strategy of recognition and rewards aims to establish a system of rewards and recognition that acknowledges student achievements and motivates them to continue their efforts, which boosts their morale and encourages them to adopt positive thinking. Lastly, the strategy for future planning and leadership succession aims to prepare graduate students to face labor market challenges after graduation through leadership and decision-making skills development programs that focus on building positive thinking, thereby better preparing them for the future [1]. Talent management is defined as "an administrative process that requires continuous support from senior management and the organization as a whole, which involves placing the right people in the right positions and working on their development, ongoing education, and retention through appropriate support, rewards, and recognition" [2].

Language acquisition theories are fundamental to understanding how graduate students develop language proficiency, particularly in multilingual and multicultural academic environments. These theories focus on understanding the mental and cognitive mechanisms that enable individuals to learn a new language or develop their skills in their native language within complex educational contexts. Social Interactionist Theory stands out here, emphasizing that language acquisition occurs through social interaction within contextually rich environments, such as universities, where academic discourse and language exchange play a fundamental role in shaping students' linguistic and thinking skills. Information Processing Theory also contributes to explaining how the brain processes linguistic inputs, stores them, and links them to existing cognitive patterns. This makes language a tool for shaping mental representations and achieving cognitive organization. In light of cognitive linguistics, the relationship between language and thinking is essential, as language is viewed as a reflection of the structure of thought. This means that developing linguistic proficiency directly contributes to enhancing the student's ability to analyze, evaluate, and solve problems.

This study is grounded in a multidimensional theoretical framework that integrates talent management theories, positive thinking theories, and linguistic theories to explain the relationship between language-mediated talent management strategies and patterns of positive thinking among Saudi graduate students in both local and foreign universities. From the perspective of talent management, the Human Capital Theory emphasizes the importance of investing in individuals and developing their skills—including linguistic and communicative competencies—as a foundation for enhanced performance and distinction. Similarly, the Core Competency Theory supports the idea of building unique language and communication capacities that contribute to institutional excellence and personal success. In the context of positive thinking, the Constructive Thinking Theory explains how language can shape individuals' perceptions of challenges and their responses to them, while the Emotional Intelligence Theory highlights the role of language in expressing emotions and fostering positive interpersonal and intrapersonal communication, thereby promoting positive thought patterns.

From a linguistic standpoint, the study draws on several theories that illustrate how language functions as a mediator in shaping thought and behavior. Chief among them is the Linguistic Relativity Hypothesis (Sapir-Whorf), which posits that language serves as a tool through which individuals perceive and interact with reality, suggesting that the ways in which language is used in talent management contexts may directly influence students' thinking styles. The Pragmatics Theory underlines the importance of context in language

use, emphasizing the effectiveness of motivational and positive discourse in academic environments. The Symbolic Interactionism Theory views language as a key mechanism for constructing identity and self-concept, which makes it a vital element in reinforcing students' academic and professional self-efficacy. In this vein, the Discourse Analysis Theory reveals how language is used within educational and administrative discourse to guide behavior and promote positive attitudes. Moreover, the Communicative Action Theory (Habermas) affirms the role of language in achieving mutual understanding and fostering a learning environment built on engagement and motivation. This theoretical integration provides a comprehensive understanding of how language can be strategically employed in talent management practices to foster positive thinking patterns, taking into account the cultural and educational differences between local and foreign university contexts.

The researcher believes that talent management is a set of continuous and integrated processes that include strategies for planning, attracting, and developing the competencies of creative students, which contribute to achieving goals with excellence and distinction. The importance of this process lies in building the competitive advantage of educational institutions both locally and globally, enhancing leadership, and developing positive thinking patterns among graduate students, which contributes to improving their academic and research performance and achieving sustainable success.

Positive Thinking Patterns: It is defined as one of the methods that enables its owner to address problems using mental beliefs and thinking strategies [3]. It is also a collection of mental and behavioral patterns that focus on optimism, solutions, and self-motivation. These patterns help individuals deal with challenges and difficulties in a constructive manner, enhancing their ability to exhibit patience and perseverance. Below are some key patterns of positive thinking [4].

Optimistic Thinking: This style relies on looking for opportunities rather than focusing on obstacles. Individuals who adopt this style expect success and seek the positive aspects in challenging situations.

Constructive Critical Thinking: This form of critical thinking is based on analyzing problems and positively evaluating solutions, contributing to effective and calculated decision-making, and encouraging continuous improvement.

Creative Thinking: This includes the ability to think outside the box and use creativity to solve problems. This style is essential for innovation and continuous development in academic and professional settings.

Motivational Thinking: This is based on the ability to self-motivate and strive for achievement. This style is characterized by persistence in achieving personal and professional goals and overcoming challenges and pressures.

Realistic Optimistic Thinking: This is the combination of optimism and realism, focusing on the belief in the ability to succeed while acknowledging reality and planning for it. This style helps individuals achieve their goals realistically while maintaining positive motivation.

Proactive Thinking: This refers to the ability to anticipate and predict problems before they occur, which helps in preparing solutions in advance and enhances the ability to handle surprises positively.

Logical and Solution-Oriented Thinking: This includes the ability to clearly identify problems, analyze causes and consequences, and then seek effective solutions. Thinking is considered a fundamental factor in individuals' lives as it helps guide and advance one's life, as well as assists in solving many problems and avoiding numerous dangers. Through thinking, individuals can control and manage situations to their advantage. Thinking is a sophisticated cognitive and emotional process that builds upon the outcomes of other psychological processes, such as perception, sensation, learning, and creativity, as well as mental processes like memory, differentiation, generalization, comparison, reasoning, and analysis. Thus, thinking stands at the pinnacle of these mental and psychological processes due to the significant role it plays in acquiring knowledge and solving the problems faced by individuals [5]. He indicated that the more positive thinking, the more it leads to effective and successful solutions for situations and problems [6]. Conversely, the more negative the thinking, the more it results in superficial and incorrect approaches to dealing with these problems, whether by exaggerating these issues and overreacting to them, thereby failing to reach a convincing solution, or by simplifying, minimizing, and taking an easy approach to them, which also leads to an inadequate solution. Therefore, students must train in the skill of positive thinking to transform all their thoughts and feelings to serve their interests and needs rather than oppose them. Positive thinking helps youth solve many problems and avoid making further

mistakes. The more positive the thinking, the more it leads to effective solutions for problems, while negative thinking among youth is characterized by superficial approaches to problem-solving[7].

The importance of positive thinking is highlighted, it clearly reflects on physical health. Individuals who think positively experience fewer health issues and enjoy greater energy, fitness, and physical strength[8]. Studies have shown that individuals who adopt positive thinking have greater resistance to diseases and a higher ability to endure pain, in addition to their capacity to cope with psychological stress. Positive thinking plays a significant role in reducing depression rates and enhancing the ability to deal with problems arising from family and professional pressures, helping them face troubles and adversities in a more optimistic and positive manner. Furthermore, positive thinking has a substantial role in the workplace and school environments, where there is a close relationship between positive thinking and good student performance. Students who exhibit positive thinking show open-mindedness and a greater ability to understand the information they receive, and they are also good thinkers and analysts. In the workplace, positive individuals are better able to withstand work pressures and are more precise and skilled in performing their tasks.

Given the educational changes facing society, there are increasing challenges that hinder graduate students from achieving their goals. These challenges become more pronounced when the abilities and skills of graduate students to cope with and confront them are limited. This situation necessitates that various disciplines pay attention to students and equip them with the capabilities and skills that enable them to think positively about societal issues. The reality in universities indicates the presence of certain manifestations reflecting a weak sense of belonging, which leads to the emigration of talented individuals from various fields abroad, due to the lack of mechanisms within universities that work on developing students in a way that enhances their belonging and commitment. In turn, they will aspire to positive thinking at high levels that benefit the university. Effective positive thinking requires two conditions: one is to follow sound methods and methodologies, and the other is to use the best and most accurate and sufficient information. Previous studies have highlighted the importance of this research. Study aimed to identify positive thinking and its relationship with self-confidence among a sample of high school students at Kutaifaa Center. It provides an in-depth theoretical framework regarding the need for high school students to develop their positive thinking skills to keep pace with the increasing volume and quality of information available in our contemporary lives. Additionally, it seeks to enhance the effectiveness of this thinking so that students can keep up with the technological advancements and the growing wealth of knowledge that increases day by day due to new developments and changes in life. This enables them to confidently solve and confront their problems. This field study also aims to explore the nature of positive thinking among high school students in relation to self-confidence and to examine how they are affected by certain empirical variables such as (gender, cumulative GPA, academic track, and parental education level). Furthermore, it aims to provide some necessary suggestions and recommendations for developing positive thinking skills among these students. The researcher employed a descriptive analytical correlational method. The study sample was selected using a simple random sampling method, consisting of (200) male students and (200) female students from high schools in the Kutaifaa center of Hail region. The researcher utilized the Positive Thinking Scale[9], and the Self-Esteem Scale[10]. The results indicated a statistically significant correlational relationship between the dimensions of self-esteem and all dimensions of positive thinking across the ten dimensions. All correlation coefficients were positive, suggesting a direct relationship between each dimension of self-esteem and the dimensions of positive thinking, meaning that as a student's self-confidence increases, their positive thinking patterns also increase. There were statistically significant differences in the average scores of positive thinking for the total score of the scale in favor of male students. Study aimed at proposing a framework for talent management in Saudi universities as an entry point to achieve strategic leadership[11]. The study sought to identify the degree of talent management practices in Saudi universities from the perspective of faculty members and administrators, assess the availability of necessary requirements, and understand the obstacles faced from the viewpoints of faculty members and administrators. The study utilized a descriptive survey methodology, employing a questionnaire as its tool, which was applied to a random stratified sample of (401) individuals. The main findings

indicated that the degree of talent management practices in Saudi universities as a means to achieve strategic leadership was moderate across all dimensions (planning and attracting talented resources, retaining talent, developing and nurturing talent, performance management). Additionally, the degree of availability of talent management requirements in Saudi universities was moderate, while the degree of obstacles to talent management in Saudi universities was significant. There were statistically significant differences related to the following variables: gender, nature of work, job title, and years of service, while no statistically significant differences were found based on the university differences. The study conducted by Ibrahim aimed to identify the level of positive thinking among female students according to different academic specializations within the college (Curriculum and Methods of Teaching Physical Education - Sports Training and Movement Sciences - Recreation - Sports Management). For this purpose, the researcher selected a sample consisting of (111) fourth-year female students, representing (68.09%) of the total number of students in the college for the academic year (2015–2016). The Positive Thinking Scale developed by Jabr and Munshid[12] was used. The results of the study indicated that the female students at the College of Physical Education exhibit a high level of positive thinking based on their overall responses to the Positive Thinking Scale. There were no significant differences between the various specializations regarding the dimensions of positive expectations for the future, positive feelings, and positive resilience. However, the Recreation and Sports Management specializations outperformed the Curriculum and Methods of Teaching specialization in terms of positive self-concept and life satisfaction. Additionally, no significant differences were found between the Sports Training and Movement Sciences specialization and the Sports Management specialization concerning positive self-concept and life satisfaction. The study by Saleh[13] aimed at developing positive thinking skills among social work students, specifically focusing on the skills of problem-solving and building social relationships with others through the implementation of a professional intervention program. This program was based on group discussion activities in various forms and was practiced with an experimental group consisting of (12) students from the third-year field training, who were selected after confirming their need for enhancing positive thinking skills through the results of a pre-test measurement. The study's results indicated the effectiveness of the professional intervention program designed by the researcher in fostering positive thinking among students, particularly in the areas of problem-solving and establishing social relationships with others. Al-Skran's study[14] showed the effectiveness of talent management strategies in developing human resources at Taibah University. The study also sought to provide necessary scientific solutions and recommendations that contribute to enhancing the effectiveness of talent management strategies in human resource development. The sample consisted of (67) leaders and (88) faculty members out of a total of (365). The study relied on a questionnaire tool, which included (38) items distributed across four axes: recruitment, discovery, professional development, and retention, in addition to an open-ended question. The study reached a set of results, indicating that the overall degree of effectiveness of talent management strategies in human resource development at Taibah University, from the perspective of leaders and faculty members, was rated as moderate. Furthermore, the recruitment strategy was found to be the most effective in talent management for development, while the retention strategy was identified as the least effective in managing talent in human resource development at Taibah University. A study aimed at designing a brief guidance program based on gratitude to promote positive thinking[15]. The study sample consisted of (32) female students from the College of Education at King Khalid University in the Kingdom of Saudi Arabia, who were randomly divided into two groups: an experimental group and a control group, with each group consisting of (16) students. The research tools included a demographic data form, a gratitude scale, a positive thinking scale, and the gratitude-based program (composed of 8 guidance sessions). The results of the research indicated statistically significant differences at the (0.01) level between the mean scores of the control and experimental groups on the gratitude scale and the positive thinking scale in the post-test, favoring the members of the experimental group. Additionally, there were statistically significant differences at the (0.01) level between the mean scores of the experimental group in the pre-test and post-test on the gratitude scale and the positive thinking scale, again favoring the post-test, which indicates the effectiveness of the program. Furthermore, the analysis of the mean scores of the experimental group revealed no statistically signifi-

cant differences in the post-test and follow-up test on the gratitude scale and the positive thinking scale. The study by Tabozada [16] aimed to identify the relationship between thinking patterns among male and female students at the College of Basic Education (negative thinking and positive thinking) and the level of anxiety about the future in light of some demographic variables such as gender and academic specialization. The study was applied to a sample of (297) students, consisting of (128) males and (169) females. The results of the study indicated statistically significant differences in the level of anxiety about the future among students attributed to the female variable, and there were statistically significant differences in the level of anxiety about the future between the positive and negative thinking patterns in favor of those with a positive thinking pattern. There were no statistically significant differences in the level of anxiety about the future among students due to different academic specializations. Additionally, there were statistically significant differences in the level of anxiety about the future among students attributed to the interaction between gender and thinking patterns, while there were no statistically significant differences in anxiety about the future among students due to the interaction between gender and academic specializations, nor were there any statistically significant differences in the level of anxiety about the future among students attributed to the interaction between thinking patterns and academic specializations. The study by Rudhumbu and Rudhumbu [17] aimed at understanding the effectiveness of talent management practices in private higher education institutions in Botswana, South Africa. The study employed a quantitative descriptive methodology, utilizing a questionnaire as a tool, and was applied to a stratified random sample of (300) individuals. The results indicated that private higher education institutions face challenges in attracting and retaining talent, and that the talent management strategies in these institutions are not effective in motivating employees. There is a weakness in the planning and implementation of talent management programs. Additionally, the findings revealed that (33%) of the study sample agreed that their institutions practice and are committed to talent management strategies, while (58%) disagreed and (19%) remained neutral. The study by Selvanathan et al. [18] aimed at understanding the relationship between talent management and both performance and organizational culture, as well as talent retention in private higher education institutions in Kuala Lumpur, Malaysia. The study employed a quantitative descriptive methodology, utilizing a questionnaire as its tool, which was administered to a sample of (133) individuals. The results indicated a significant relationship between talent management and lecturer performance, as well as between organizational culture and talent management, and also between lecturer retention and talent management. The study by Wong [19] aimed at exploring the relationship between positive thinking versus negative thinking, psychological stress, and mental health. The study sample consisted of students from the National University of Singapore. A correlational descriptive methodology was employed. The results indicated a correlational relationship between positive thinking and both mental health and life satisfaction, as well as an inverse relationship with indicators of psychological distress, stress, anxiety, depression, and anger.

1.1. Commentary on Previous Studies and Their Relation to the Current Study

A review of previous studies reveals that the topic of talent management and positive thinking patterns has garnered significant attention from researchers, reflecting the importance of this field and the ongoing interest in it within academic circles. The current study shows a clear intersection with several of these studies in its focus on the same topic, despite the varying approaches and themes addressed by those studies. Previous studies have enriched the theoretical framework of the current study and assisted the researcher in constructing the study tool (the questionnaire), as well as enabling a comparison of its results with those of the current study. This study is distinguished from other previous studies in terms of the nature of the study population, the sample size, and the university where it was conducted, which gives it a unique character and enhances its scientific value.

1.2. Study Problem

The problem of the study emerged from the researcher's work in Saudi universities, revealing that these universities are focused on implementing strategies aimed at improving the development and training processes of students' capabilities. However, there remains a challenge regarding the effectiveness of these strategies in achieving

the desired objectives, particularly concerning the optimal utilization of talents within the university and attracting competencies from outside. The effectiveness of these strategies and their ability to achieve the intended goals are still under question. Universities face challenges related to their capacity to develop students' skills in alignment with labor market requirements to achieve excellence and distinction. The student is one of the most important elements of the educational process and is the most influential factor in the university environment due to their direct and continuous connection to it. This necessitates the selection of qualified individuals to undertake the roles of teaching and fostering motivation and positive thinking among learners, in accordance with the latest developments in the teaching profession and the changing circumstances surrounding it. This is essential for them to perform their roles effectively, thereby achieving the goals of educational institutions in light of global transformations and the knowledge, skill, and technological revolutions occurring worldwide. The objectives of higher education in the Kingdom of Saudi Arabia, as outlined in the Tenth Development Plan for the years (2015–2020), emphasize the necessity of linking educational goals across all stages of schooling with development plans and human resource training[20]. Global trends underscore the importance of equipping learners with skills that align with the advancements of the current century, enabling them to actively integrate into society. Given that gifted learners possess distinctive intellectual abilities and skills, they require continuous development, training, and enhancement processes that allow them to effectively utilize their potential[21]. Vision (2030) has placed significant emphasis on talent management, as indicated in the Human Capacity Development Program document, which mentions the implementation of numerous programs and initiatives aimed at developing centers for gifted education, providing specialized enrichment and consultancy programs, in addition to offering opportunities for participation in international competitions. This came in response to the discovery of the absence of a public policy for identifying and nurturing gifted students. Several studies conducted in Saudi universities have demonstrated the necessity of enhancing attention to meet the needs of gifted students. For instance, the study by Al-Khatib[22] revealed that academically gifted students face academic and social challenges, which manifested in the limited variety of activities suitable for their talents and skills, the insufficient availability of specialized programs, and the inadequacy of curricula to meet their intellectual needs. Additionally, the study by Hilal[23] indicated a lack of regulatory frameworks for supporting gifted students in universities, along with a limitation of activities and programs designated for them. Moreover, Al-Jundi's[24] study recommended the need to design guidance and training programs that focus on developing creative and innovative skills, as well as enhancing thinking skills among gifted students, in order to prepare them effectively to face social challenges and problems. Based on this information, this study aims to reveal the effectiveness of talent management strategies in developing positive thinking patterns among Saudi graduate students in local and foreign universities from their perspective.

1.3. Study Questions

First Question: "What is the effectiveness of talent management strategies among graduate students from their perspective?"

Second Question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the effectiveness of talent management strategies among graduate students from their perspective attributed to the variables (gender, type of university, type of college)?"

Third Question: "To what extent do graduate students perceive the development of positive thinking patterns?"

Fourth Question: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the extent of developing positive thinking patterns among graduate students from their perspective attributed to the variables (gender, type of university, type of college)?"

Fifth Question: "Is there a significant correlational relationship between the effectiveness of talent management strategies and the development of positive thinking patterns among graduate students from their perspective?"

1.4. Study Objectives

-To reveal the effectiveness of talent management strategies among graduate students from their perspective.

-To identify statistically significant differences in the effectiveness of talent management strategies among grad-

uate students from their perspective attributed to variables (gender, type of university, type of college).

-To explore the development of positive thinking patterns among graduate students from their perspective.

-To identify statistically significant differences in the extent of development of positive thinking patterns among graduate students from their perspective attributed to variables (gender, type of university, type of college).

-To illustrate the relationship between the effectiveness of talent management strategies and the development of positive thinking patterns among graduate students from their perspective.

1.5. Study Importance

The importance of study lies in:

First: Theoretical Importance:

-The importance of the current study lies in defining the concepts of talent management for developing the skills of students and gifted individuals in universities, particularly among Saudi graduate students in local and foreign universities, from their perspective. It aims to develop human resources and address future challenges. The concept of talent management is related to the development of thinking patterns, achieving progress, and keeping pace with the ever-changing global labor market.

-This study seeks to bridge the research gap that contributes to a deeper understanding of the relationship between talent management strategies and the development of positive thinking.

-The study contributes to enhancing the quality of higher education and highlights how to improve the learning environment for graduate students by adopting strategies that support positive thinking.

-The current study aims to improve academic performance as positive thinking enhances students' ability to face academic challenges, thereby raising their level of scientific achievement and strengthening their research and innovation skills, making them more capable of creativity and innovation in their research and studies.

-It contributes to preparing future leaders among students with positive thinking who are qualified through talent management strategies, making them more capable of leadership and creativity in the job market.

-It also contributes to sustainable development by developing academic staff with positive thinking, and the study supports the achievement of Saudi Vision 2030, which focuses on education and innovation.

Second: Practical (Applied) Importance:

-The direction of Saudi universities, both present and future, aims towards better educational policies that assist decision-makers in adopting effective strategies for talent management.

-Saudi universities seek to provide a supportive environment for students by implementing programs that encourage positive thinking within the higher education system.

-Positive thinking enhances the efficiency of graduates in both local and international job markets, enabling them to deal with professional challenges more effectively.

-Talent management strategies in universities involve the integration of academic advising, leadership training, professional development, and continuous motivation within a supportive educational environment.

-These strategies promote positive thinking (creativity, self-confidence, and adaptability), leading to improved academic performance and increased opportunities for success in professional life.

1.6. Study Boundaries

-Human, Spatial, and Temporal Boundaries: The current study was limited to Saudi graduate students studying at local and foreign universities during the academic year (1446 AH).

-Substantive (Procedural) Boundaries: The current study was limited to identifying "Language-Mediated Talent Management Strategies and Their Impact on Positive Thinking Patterns Among Saudi Graduate Students: A comparative Study Between local and Foreign Universities." The study tools consisted of a questionnaire to reveal the effectiveness of talent management strategies among graduate students, from their perspective. The questionnaire consisted of (32) paragraphs distributed across four domains. Another questionnaire explored the development of positive thinking patterns among graduate students, from their perspective. The scale consisted of (34) paragraphs distributed across four domains, and their validity and stability were verified.

1.7. Terminological and Procedural Definitions

Effectiveness: The ability of an individual or institution to achieve desired goals in the best possible way, focusing on obtaining the required results regardless of the resources used.

The Strategy: In the study, it refers to the academic and research plan that a student follows to efficiently achieve their scientific and practical objectives. It includes a set of steps and approaches that assist them in managing their time, selecting a research topic, collecting data, writing the thesis or dissertation, and publishing their work.

Talent Management: Manaa[25] defined it as a set of integrated strategies that focus on activating recruitment processes. attraction, selection, and development of employees who possess unique and exceptional capabilities that meet the current and future needs of the organization in order to achieve optimal results. The researcher defines talent management strategies procedurally as a set of policies and plans adopted by universities and academic institutions to identify and develop the potential of outstanding students in postgraduate programs. These strategies aim to enhance their research, academic, and professional skills, enabling them to contribute effectively to their scientific fields and the labor market.

Positive Thinking: Al-Hakeem[26] defined it as a mental attitude that involves thoughts, words, and images that help promote growth, achievement, and success. A person with positive thinking expects favorable outcomes in every project undertaken, and believes in happiness, joy, health, and success in every situation and action, maintaining the view that what one expects is what one ultimately experience. The researcher defines positive thinking procedurally as a mental approach based on focusing on opportunities and challenges rather than obstacles, which helps postgraduate students effectively cope with the demands of advanced study and scientific research. This is measured through the responses of Jordanian university students on the Positive Thinking Development Scale.

Graduate Students: are individuals who have completed their undergraduate studies (bachelor's degree) and are pursuing higher education in master's or doctoral programs. They aim to specialize in specific fields through advanced study and scientific research, and are often involved in research projects, scientific theses, and academic publishing.

2. Methodology

2.1. Methodology and Procedures

This section describes the study design used, as well as the methods and procedures followed to achieve the study's objectives. The chapter includes a description of the study population, sample, study tools, methods for verifying validity and stability, study variables, and the statistical treatments used to answer the study questions.

2.2. Study Methodology

To achieve the objectives of the study, the researcher employed a correlational descriptive method.

2.3. Study Population and Sample

The study population consisted of all graduate students studying at Saudi and foreign universities. A simple random sampling method was used to select the participants, and (410) questionnaires were distributed electronically, as shown in the following **Table 1**:

Table 1. Distribution of Study Sample Members According to Gender and Type of College.

Study Variables	Categories	Frequency	Percentage (%)
Gender	**Female**	174	42%
	Male	236	58%
	Total	410	100%
Type of University	**Government**	209	51%
	Foreign	201	49%
	Total	410	100%
Type of College	**Scientific**	239	58%
	Humanities	171	42%
	Total	410	100%

2.4. Study Tools

The researcher developed a tool titled "Talent Management Strategies and Their Impact on Positive Thinking Patterns Among Saudi Graduate Students at Local and Foreign Universities," by referring to relevant theoretical literature and previous studies related to the topic, such as the study by Al-Luqan. The questionnaire consisted of (32) items distributed across four domains.

The researcher also developed a tool for enhancing positive thinking patterns among graduate students from their perspective, again referring to relevant theoretical literature and previous studies related to the topic, such as the study by Al-Harbi, where the scale consisted of (34) items distributed across four domains.

A five-point Likert scale was used as follows: (Very High was given a score of 5, High was given a score of 4, Medium was given a score of 3, Low was given a score of 2, Very Low was given a score of 1) to answer those items, where a score of 5 represents a high level, and a score of 1 represents a low level.

2.5. Validity of the Study Tools

1. Content Validity of the Study Tools: To verify the content validity of the study tools, the researcher presented them to (12) faculty members with expertise and experience from specialized reviewers in Saudi universities. The aim was to gather their opinions on the accuracy and validity of the content regarding: the clarity of the items, the linguistic formulation, their appropriateness for measuring the intended constructs, the relevance of the items to their respective fields, and to suggest, modify, or delete any items they deemed appropriate. All feedback from the reviewers was considered; a consensus of approximately (80%) was agreed upon by the reviewers as the minimum standard for judging the tools' validity.

2. Construct Validity of the Study Tools: To verify construct validity, the study tool was applied to an exploratory sample consisting of (30) graduate students, who were outside the targeted study sample, to assess the internal consistency of the study tools and the contribution of the individual items. This was done by calculating the Pearson correlation coefficient between the items of the study tool and the total score of the respective domain, as illustrated in the following tables:

First Section: Questionnaire on the Effectiveness of Talent Management Strategies among Graduate Students from Their Perspective.

Table 2 shows that the correlation coefficients for the items in the area of talent retention ranged between (0.551–0.768), and all of these values were high and statistically significant at the significance level ($\alpha = 0.05$). The table also indicates that the correlation coefficients for the items in the area of talent development and growth and enhancement ranged between (0.516–0.801), with all of these values being high and statistically significant at the significance level ($\alpha = 0.05$). Furthermore, the table reveals that the correlation coefficients for the items in the area of talent attraction ranged between (0.543–0.719), and again, all of these values were high and statistically significant at the significance level ($\alpha = 0.05$). Additionally, the table shows that the correlation coefficients for the items in the area of managing talent ideas ranged between (0.533–0.783), with all of these values being high and statistically significant at the significance level ($\alpha = 0.05$). This indicates a degree of internal consistency validity in the items of the domain.

Table 2. Correlation Coefficients of the Items of Talent Management Strategies Effectiveness Tool with the Relevant Domain.

Talent Retention		Talent Development and Growth		Talent Attraction		Talent Ideas Management	
Number	Correlation Coefficient	Number	Correlation Coefficient	Number	Correlation Coefficient	Number	Correlation Coefficient
1	0.677**	1	0.636**	1	0.660**	1	0.616**
2	0.551**	2	0.583**	2	0.719**	2	0.633**
3	0.668**	3	0.711**	3	0.543**	3	0.697**
4	0.553**	4	0.761**	4	0.716**	4	0.533**
5	0.753**	5	0.801**	5	0.633**	5	0.720**
6	0.676**	6	0.516**			6	0.676**
7	0.558**					7	0.783**

Table 2. *Cont.*

Talent Retention		Talent Development and Growth		Talent Attraction		Talent Ideas Management	
Number	**Correlation Coefficient**	**Number**	**Correlation Coefficient**	**Number**	**Correlation Coefficient**	**Number**	**Correlation Coefficient**
8	0.768**					8	0.768**
9	0.753**					9	0.661**
10	0.713**					10	0.583**
						11	0.656**

Note: **Statistically significant at the significance level (0.01).

It is observed from **Table 3** that there are high and statistically significant correlation coefficients at (α = 0.05) between the domains and the total score of the effectiveness scale of talent management strategies among graduate students from their perspective, ranging from (0.745–0.833). All of these values were high and significant, indicating a high degree of internal consistency reliability in the items of the scale domains and the total score on the scale.

Table 3. Correlation Coefficients Between Domains and the Total Score of the Effectiveness of Talent Management Strategies.

Fields	Talent Retention	Talent Development and Growth	Talent Attraction	Talent Ideas Management	Total Score
Talent Retention	1	0.482**	0.691**	0.522**	0.745**
Talent Development and Growth		1	0.582**	0.447**	0.833**
Talent Attraction			1	0.633**	0.776**
Talent Ideas Management				1	0.790**
Total Score					1

Note: **Statistically significant at the significance level (0.01).

Second Section: Questionnaire on the Development of Positive Thinking Patterns Among Graduate Students from Their Perspective.

Table 4 shows that the correlation coefficients for the items in the domain of positive expectations and optimism ranged between (0.562–0.798), and all these values were high and statistically significant at the significance level (α = 0.05). The table also indicates that the correlation coefficients for the items in the domain of emotional regulation ranged between (0.542–0.744), with all these values being high and statistically significant at the significance level (α = 0.05). Furthermore, the table shows that the correlation coefficients for the items in the domain of emotional intelligence ranged between (0.456–0.756), and all these values were high and statistically significant at the significance level (α = 0.05). It is noted from the table that the correlation coefficients for the items in the domain of love for learning and healthy cognitive openness ranged between (0.552–0.798), and all these values were high and statistically significant at the significance level (α = 0.05). This indicates a degree of internal consistency validity in the items of the domain.

Table 4. Correlation Coefficients of the Items of the Positive Thinking Patterns Development Tool with the Total Score to Which It Belongs.

Positive Expectations and Optimism		Emotional Regulation		Emotional Intelligence		Love of Learning and Healthy Cognitive Openness	
No.	**Correlation Coefficient**	**No.**	**Correlation Coefficient**	**No.**	**Correlation Coefficient**	**No.**	**Correlation Coefficient**
1	0.622**	1	0.542**	1	0.751**	1	0.798**
2	0.698**	2	0.552**	2	0.632**	2	0.552**
3	0.662**	3	0.659**	3	0.630**	3	0.744**
4	0.759**	4	0.744**	4	0.662**	4	0.666**
5	0.712**	5	0.692**	5	0.722**	5	0.722**

Table 4. *Cont.*

Positive Expectations and Optimism		Emotional Regulation		Emotional Intelligence		Love of Learning and Healthy Cognitive Openness	
No.	**Correlation Coefficient**	**No.**	**Correlation Coefficient**	**No.**	**Correlation Coefficient**	**No.**	**Correlation Coefficient**
6	0.798**	6	0.599**	6	0.753**	6	0.639**
7	0.562**	7	0.714**	7	0.654**	7	0.562**
8	0.741**			8	0.456**	8	0.789**
9	0.742**			9	0.756**	9	0.692**

Note: **Statistically significant at the significance level (0.01).

It is observed from **Table 5** that there are high and statistically significant correlation coefficients at ($\alpha = 0.05$) between the domains and the overall score of the scale on the development of positive thinking patterns, ranging from (0.739–0.798). All of these values were high and significant, indicating a high degree of internal consistency validity in the items of the scale's domains and the total score on the scale.

Table 5. Correlation Coefficients Between Domains and the Total Score for the Development of Positive Thinking Patterns.

Fields	Positive Expectations and Optimism	Emotional Regulation	Emotional Intelligence	Love of Learning and Healthy Cognitive Openness	Total Score
Positive Expectations and Optimism	1	0.633**	0.690**	0.571**	0.739**
Emotional Regulation		1	0.582**	0.654**	0.789**
Emotional Intelligence			1	0.592**	0.798**
Love of Learning and Healthy Cognitive Openness				1	0.785**
Total Score					1

Note: **Statistically significant at the significance level (0.01).

2.6. Tools Stability of the Study

To ensure the stability of the study tools, a stability coefficient was calculated by determining the internal consistency of the items using Cronbach's Alpha formula. The study tool was applied to a group outside the study sample consisting of (30) graduate students. **Table 6** shows the values of the internal consistency coefficient according to the Cronbach formula for the domains of the study tools.

Table 6 shows that the values of the stability coefficients according to Cronbach's alpha method for the items of the effectiveness tool of talent management strategies ranged between (0.852–0.898), while the overall Cronbach's alpha coefficient for all items of the tool was (0.888). The table also indicates that the values of the reliability coefficients according to the Cronbach's alpha method for the items of the tool for developing positive thinking patterns ranged between (0.711–0.877), while the overall Cronbach's alpha coefficient for all items of the tool was (0.825).

The degree of effectiveness of talent management strategies in developing positive thinking patterns among graduate students at Jordanian universities was determined from the students' perspectives at three levels using the following equation:

Class length = (highest value of the alternative – lowest value of the alternative)/number of scores.

$$= (5 - 1)/3 = 1.33$$

Therefore, the scores are classified as follows: (1–2.33) low, (2.34–3.67) medium, (3.68–5.00) high.

Study Variables

A. **Main Variables, which are:**

1. Effectiveness of Talent Management Strategies.
2. Development of Positive Thinking Patterns.

B. **Secondary (mediating) variables, which are:**

1. Gender, with two categories: (Male, and Female).

2. Type of university, with two categories: (Government, Foreign).
3. Type of college, with two categories: (Scientific, Humanities).

Table 6. Internal Consistency Coefficient Using Cronbach's Alpha for the Study Tools.

Tool	Domains	Cronbach's Alpha	Number of Items
Effectiveness of Talent Management Strategies	Talent Retention	0.855	10
	Talent Development and Growth	0.867	6
	Talent Attraction	0.852	5
	Talent Ideas Management	0.898	11
	The Tool as a Whole	**0.888**	**32**
Development of Positive Thinking Patterns	Positive Expectations and Optimism	0.852	9
	Emotional Regulation	0.877	6
	Emotional Intelligence	0.711	9
	Love of Learning and Healthy Cognitive Openness	0.791	9
	The Tool as a Whole	**0.825**	**34**

2.7. Statistical Methods Used in the Study

Arithmetic means, and standard deviations were utilized, along with the Multivariate Analysis of Variance (MANOVA) test, and the Scheffé test for post-hoc comparisons. Pearson correlation coefficient was employed to find the correlational relationship between the effectiveness of talent management strategies and the development of positive thinking patterns. Frequencies and percentages were extracted to distribute the study sample, and Cronbach's Alpha was used to determine the internal consistency coefficient. Additionally, Pearson correlation coefficient was used to find the validity coefficient of the internal consistency of the study tool.

3. Results and Discussion

The aim of the study was to reveal "Talent Management Strategies and Their Impact on Positive Thinking Patterns Among Saudi Graduate Students at Local and Foreign Universities." To achieve these objectives, the study sought to answer the following questions.

1. The results related to the first question, which stated: "What is the effectiveness of talent management strategies among graduate students from their perspective?" To answer the first question, the arithmetic means, and standard deviations were calculated regarding the effectiveness of talent management strategies among graduate students from their perspective in general and for each area. **Table 7** illustrates this.

Table 7. Arithmetic Means and Standard Deviations of the Effectiveness of Talent Management Strategies Among Graduate Students from Their Perspective, Ranked in Descending Order.

#	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
1	Talent Retention	3.62	0.75	2	Medium
2	Talent Development and Growth	3.58	0.79	3	Medium
3	Talent Attraction	3.43	0.90	4	Medium
4	Talent Ideas Management	3.90	0.44	1	High
	Total Score	3.66	0.58	Medium	

It is noted from the results in **Table 7** that the mean effectiveness score of talent management strategies among graduate students, from their perspective, is at a "medium" level, with a mean of (3.66) and a standard deviation of (0.58). The area of "Talent Idea Management" ranked first with a mean score of (3.90) at a high level. The area of "Talent Retention" ranked second with a mean score of (3.62) at a medium level. The area of "Talents Development and Growth" ranked third with a mean score of (3.58) at a medium level. The area of "Talent Attraction" ranked fourth with a mean score of (3.43) at a medium level. Below is a presentation of the mean scores and standard deviations for each item, arranged in descending order according to their respective areas, and **Table 8** illustrates this.

Table 8. The Arithmetic Means and Standard Deviations of Talent Management Strategies Effectiveness Among Graduate Students from Their Perspective, Ranked in Descending Order by Domain.

#	Item	Arithmetic Mean	Standard Deviation	Rank on Domain	Level
1	The university aims to focus on the personal development of graduate students to enhance positive thinking skills	3.72	1.04	3	High
2	The university seeks to create a more suitable environment for showcasing and nurturing talents	3.64	0.89	7	Medium
3	The university involves talented individuals in decision-making and considers them partners in developing human resource management plans	3.71	1.01	6	High
4	The university environment aims to provide an effective and conducive study atmosphere for graduate students to demonstrate their talents and develop positive thinking skills	3.80	0.98	1	High
5	The university contributes to enhancing the self-confidence of talented individuals to achieve positive thinking	3.72	1.03	4	High
6	The university encourages and supports the outcomes of learning activities within the institution	3.74	1.04	2	High
7	The university seeks students with expertise and talents to activate positive thinking	3.72	0.97	5	High
8	The university utilizes all its resources to serve its students, ensuring their retention and self-actualization	3.29	1.14	10	Medium
9	The university strives to build positive relationships between students and faculty members to foster positive thinking	3.35	1.06	9	Medium
10	The university motivates graduate students with financial and moral rewards to promote positive thinking	3.52	1.07	8	Medium
The total score on the talent retention domain		**3.92**	**0.75**	**Medium**	
1	The university fosters a spirit of competition among students to develop themselves and promote positive thinking	3.65	1.15	1	Medium
2	The university aims to enhance the research and academic skills of graduate students	3.53	1.01	3	Medium
3	The university encourages graduate students to achieve academic excellence and innovation in various fields	3.30	1.15	6	Medium
4	The university adopts a comprehensive strategic plan aimed at attracting talented graduate students	3.53	1.04	4	Medium
5	The university is keen to provide a specialized unit dedicated to attracting talented graduate students to create an environment that stimulates personal creativity and develops positive thinking	3.62	0.98	2	Medium
6	The university seeks to benefit from talented graduate students in training their peers	3.38	1.06	5	Medium
The total score on the domain of talent development and growth		**3.58**	**0.79**	**Medium**	
1	The university provides an email service for graduate students to meet their research needs, facilitate access to scientific resources, and enhance research collaboration	3.41	1.13	3	Medium
2	The university is working on establishing a comprehensive system to motivate talented graduate students morally by offering academic support and continuous recognition of their achievements	3.47	1.03	2	Medium

Table 8. *Cont.*

#	Item	Arithmetic Mean	Standard Deviation	Rank on Domain	Level
3	The university aims to set objective standards for measuring the performance of gifted students by comparing their academic and research accomplishments against those standards	3.66	0.93	1	Medium
4	The university offers opportunities for external training for graduate students through participation in local and international scientific conferences	3.31	1.05	4	Medium
5	The talent management curriculum contributes to increasing the budget allocated for technology and information, enhancing the focus on developing their digital and innovative skills	3.30	1.09	5	Medium
The total score on domain of the talent attraction		**3.43**	**0.90**	**Medium**	
6	The university establishes effective communication channels to serve students with the aim of enhancing an academic environment that supports positive thinking	4.50	0.59	1	High
5	The university adopts objective standards and criteria aimed at developing talent, assessing their research and academic abilities, and providing an environment that fosters creativity and innovation	4.37	0.86	2	High
2	The university employs a review method to audit the knowledge applications performed by students to ensure academic quality and enhance critical thinking	4.15	0.94	3	High
7	The university promotes a feedback system for graduate students to develop their talents by providing constructive and regular feedback on their academic and research performance	4.02	1.08	4	High
1	Talent plays a key role in the speed and efficiency with which students address the problems and complaints they encounter, enabling them to analyze challenges creatively and make effective decisions	3.96	0.91	5	High
3	The university relies on the opinions of experienced faculty members from within the university regarding the outcomes of graduate students' work, their activities, objectives, and goals	3.82	0.96	6	High
10	The university provides a stimulating academic environment for scientific research, aimed at fostering a positive thinking mindset among graduate students	3.76	1.02	7	High
11	The university is committed to providing all necessary resources and services for graduate students, with the aim of fostering positive thinking and enhancing scientific research	3.72	1.05	8	High
9	The university has established a comprehensive mechanism to evaluate the performance of graduate students, aimed at identifying talented students and positively developing their ideas	3.59	1.02	9	Medium
8	The university supports an integrated system to nurture gifted graduate students, with the goal of promoting positive thinking and motivating them towards creativity and innovation	3.58	1.11	10	Medium
4	The university works to disseminate its culture and vision, which support the effective application of talent and enhance an academic environment that encourages creativity and innovation	3.44	1.16	11	Medium
The total score on the domain of talent ideas management		**3.90**	**0.44**	**High**	

Table 8 shows that the arithmetic mean for the domain of talent retention reached (3.62) with a standard deviation of (0.75), indicating a medium level. This is attributed to the university's contribution to harnessing the competencies and talents of graduate students, which leads competent and talented graduate students to develop a more interactive and challenging environment, thus encouraging their continued presence. The highest rank in this domain was for item (4), which stated, "The university environment strives to provide an effective and suitable study environment to showcase the talents of graduate students for the development of positive thinking skills," with an arithmetic mean of (3.80) and a high level. The lowest rank was for item (8), which stated, "The university utilizes all its resources to serve its students to ensure their retention and self-actualization," with an arithmetic mean of (3.29) and a medium level. The table shows that the arithmetic mean for the domain of talent development and growth reached (3.58) with a standard deviation of (0.79), indicating a medium level. This is attributed to the fact that universities have some practices focused on supporting research and providing initiatives that contribute to the development of the university and help cultivate positive thinking. The highest-ranked item in this domain was item (1), which stated, "The university fosters a spirit of competition among students to develop themselves and enhance positive thinking," with an arithmetic mean of (3.65) at a medium level. In the last rank, item (3), which stated, "The university encourages graduate students to achieve academic excellence and innovation in various fields," received an arithmetic mean of (3.30) at a medium level. The table shows that the arithmetic mean for the talent attraction domain is (3.43) with a standard deviation of (0.90), indicating a medium level. This is attributed to the insufficient practices undertaken by graduate students to discover and acquire talents. The university has a specific mechanism for identifying talents among its graduate students through their creative contributions, aimed at discovering gifted individuals and positively developing their ideas. However, these mechanisms, which are based on principles of fairness and transparency, sometimes suffer from misuse. Additionally, the university focuses somewhat on quality and efficiency in selection rather than quantity. The university has a performance evaluation mechanism for graduate students, with the highest-ranked item on domain being item (3), which states, "The university works to establish objective criteria for measuring the performance of gifted students by comparing their academic and research achievements against these criteria," with an arithmetic mean of (3.66) at a medium level. In the last rank, item (5) states, "The talent management curriculum contributes to increasing the budget allocated for technology and information and enhances the focus on developing their digital and innovative skills," with an arithmetic mean of (3.30) at a medium level. The table indicates that the arithmetic mean for the domain of Talent Management reached (3.90) with a standard deviation of (0.44), which is considered high. This result can be attributed to the lack of real training opportunities, scientific research, development, and innovation for graduate students. The highest ranking was for item (6), which stated, "The university establishes effective communication channels that serve students to enhance a stimulating academic environment that supports positive thinking," with an arithmetic mean of (4.50) at a high level. In contrast, the lowest ranking was for item (4), which stated, "The university works to promote its culture and vision that supports the effective application of talent and enhances an academic environment that encourages creativity and innovation," with an arithmetic mean of (3.44) at a medium level.

2. The results related to the second question, which stated: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the effectiveness of talent management strategies among graduate students from their perspective attributed to the variables (gender, type of university, type of college)?" To answer the second question, the arithmetic means and standard deviations of the study participants' responses regarding the effectiveness of talent management strategies among graduate students from their perspective attributed to the variables (gender, type of university, type of college) were calculated, as shown in the table.

Table 9 shows the apparent differences between the arithmetic means of the effectiveness of talent management strategies among graduate students from their perspective. To demonstrate the statistical differences between the arithmetic means, multivariate analysis of variance (MANOVA) was used on the responses of the study sample regarding the domains and the total score of the scale according to the study variables. **Table 10** presents the results of this analysis.

Table 9. The Arithmetic Means and Standard Deviations of the Responses of the Study Participants Regarding the Effectiveness of Talent Management Strategies Among Graduate Students from Their Perspective According to the Study Variables.

Variable	Levels		Talent Retention	Talent Development and Growth	Talent Attraction	Talent Ideas Management	The Performance as a Whole
Gender	Female N = 174	Arithmetic Mean	3.60	3.56	3.42	3.89	3.65
		Standard Deviation	0.79	0.82	0.91	0.45	0.60
	Male N = 236	Arithmetic Mean	3.64	3.59	3.44	3.91	3.68
		Standard Deviation	0.72	0.76	0.90	0.43	0.57
	Total N = 410	Arithmetic Mean	3.62	3.58	3.43	3.90	3.66
		Standard Deviation	0.75	0.79	0.90	0.44	0.58
Type of University	Government N = 209	Arithmetic Mean	3.58	3.52	3.36	3.79	3.59
		Standard Deviation	0.77	0.81	0.93	0.42	0.59
	Foreign N = 201	Arithmetic Mean	3.66	3.64	3.50	4.02	3.75
		Standard Deviation	0.74	0.76	0.87	0.42	0.56
	Total N = 410	Arithmetic Mean	3.62	3.58	3.43	3.90	3.66
		Standard Deviation	0.75	0.79	0.90	0.44	0.58
Type of College	Humanities N = 239	Arithmetic Mean	3.60	3.56	3.43	3.90	3.66
		Standard Deviation	0.75	0.78	0.89	0.40	0.59
	Scientific N = 171	Arithmetic Mean	3.64	3.59	3.43	3.90	3.67
		Standard Deviation	0.76	0.79	0.91	0.46	0.58
	Total N = 410	Arithmetic Mean	3.62	3.58	3.43	3.90	3.66
		Standard Deviation	0.75	0.79	0.90	0.44	0.58

Table 10. Results of the Multiple Analysis of Variance (MANOVA) for the Responses of Study Participants Regarding the Effectiveness of Talent Management Strategies Among Graduate Students from Their Perspective Attributed to the Study Variables.

Source of Variation/Variable	Domains	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Gender Hotelling = 0.002 p = 0.928	Talent Retention	0.084	1	0.084	0.147	0.702
	Talent Development and Growth	0.028	1	0.028	0.045	0.831
	Talent Attraction	0.547	1	0.547	0.000	0.993
	Talent Ideas Management	0.016	1	0.016	0.092	0.762
	The Tool as a Whole	0.002	1	0.002	0.005	0.943
Type of University Hotelling = 0.086 p = 0.000	Talent Retention	0.554	1	0.554	0.972	0.325
	Talent Development and Growth	1.357	1	1.357	2.181	0.141
	Talent Attraction	2.208	1	2.208	2.702	0.101
	Talent Ideas Management	5.230	1	5.230	29.268	0.000*
	The Tool as a Whole	2.562	1	2.562	7.702	0.006*
Type of College Hotelling = 0.004 p = 0.841	Talent Retention	0.209	1	0.209	0.366	0.546
	Talent Development and Growth	0.097	1	0.097	0.156	0.694
	Talent Attraction	0.000	1	0.000	0.001	0.982
	Talent Ideas Management	0.001	1	0.001	0.007	0.933
	The Tool as a Whole	0.027	1	0.027	0.081	0.776
Error	Talent Retention	231.525	406	0.570		
	Talent Development and Growth	252.537	406	0.622		
	Talent Attraction	331.761	406	0.817		
	Talent Ideas Management	72.544	406	0.179		
	The Tool as a Whole	135.056	406	0.333		
Adjusted Total	Talent Retention	232.411	409			
	Talent Development and Growth	254.076	409			
	Talent Attraction	334.020	409			

Table 10. *Cont.*

Source of Variation/Variable	Domains	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Adjusted Total	**Talent Ideas Management**	77.812	409			
	The Tool as a Whole	137.703	409			

***Significant at the significance level (α = 0.05).**

Table 10 shows the following:

1- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates across all domains (talent retention, talent development and growth, talent attraction, talent ideas management) attributed to the variable of gender, as the statistical values for the (f) test in the domains were (0.147) (0.045) (0.000) (0.092) with significance levels of (0.702) (0.831) (0.993) (0.762) respectively, and all these values are considered statistically non-significant at (α = 0.05). Furthermore, there are no statistically significant differences at the significance level (α = 0.05) for the overall score of the scale attributed to the effect of the gender variable, where the value of (F) for the tool as a whole was (0.005) with a significance level of (0.943), which is also considered statistically non-significant. This is attributed to the fact that both male and female graduate students are aware of and understand the concepts of talent management, thus their perceptions of the levels of application and realization are similar. Additionally, it relates to the nature of both genders as they tend to clarify facts, demonstrate creativity in work, and innovate regardless of feelings, emotions, and personal attachments during the master's and doctoral stages, as both genders are subjected to the same working conditions at the university. This result is consistent with the findings of the study by Selvanathan et al.[18].

2- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates in the areas of (talent retention, talent development and growth, talent attraction) attributed to the variable of university type, as the statistical value for the (f) test in these areas was (0.972) (2.181) (2.702) with significance levels of (0.325) (0.141) (0.101) respectively, and all these values are not statistically significant at (α = 0.05). However, there are statistically significant differences at the significance level (α = 0.05) in the area of (managing talent ideas) attributed to the effect of the university type variable, where the (F) value in this area was (29.268) with a significance level of (0.000), and this value is statistically significant, showing differences in favor of foreign universities. The table also indicates statistically significant differences at the significance level (α = 0.05) in the total score of the scale attributed to the effect of the university type variable, where the (F) value for the entire instrument was (7.702) with a significance level of (0.006), and this value is statistically significant, with differences in favor of foreign universities. This result is consistent with the findings of Al-Luqan[11].

3- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates across all domains (talent retention, talent development and growth, talent attraction, talent ideas management) attributed to the variable of college type. The statistical values for the (f) test in the domains were (0.366) (0.156) (0.001) (0.007) with significance levels of (0.546) (0.694) (0.982) (0.933) respectively, and all these values are not statistically significant at (α = 0.05). Additionally, there are no statistically significant differences at the significance level (α = 0.05) in the overall score of the measure attributed to the effect of the educational qualification variable, where the (F) value for the overall measure was (0.081) with a significance level of (0.776), and this value is considered not statistically significant. This can be attributed to the fact that both graduate students in the scientific college and the humanities college work in a common work environment and are aware of initiatives aimed at achieving efficiency and innovation and supporting leadership for talent and creativity in the workplace. This result also indicates that universities practice some talent management practices and implement their strategies to some extent, with a decrease in the level of application in some aspects and an increase in others—without bias towards gender or college. This result is consistent with the findings of the study by Saleh[13].

3. The results related to the third question, which stated: "What extent do graduate students perceive the development of positive thinking patterns?" To answer this question, the arithmetic means and standard deviations were calculated regarding the development of positive thinking patterns among graduate students from their perspective, both overall and for each specific field. **Table 11** illustrates this.

Table 11. Arithmetic Means and Standard Deviations of Talent Management Strategies Effectiveness Among Graduate Students from Their Perspective, Ranked in Descending Order.

#	Domain	Arithmetic Mean	Standard Deviation	Rank	Level
1	Positive Expectations and Optimism	4.07	0.52	1	**High**
2	Emotional Regulation	3.97	0.55	2	**High**
3	Emotional Intelligence	3.61	0.82	3	**Medium**
4	Love of Learning and Healthy Cognitive Openness	3.57	0.85	4	**Medium**
	Overall Score	3.79	0.50		**High**

It is noted from the results of **Table 11** that the arithmetic mean for the effectiveness of developing positive thinking patterns among graduate students, from their perspective, is at a high level with an arithmetic mean of (3.79) and a standard deviation of (0.50). The first rank is for the domain of "positive expectations and optimism," with a mean of (4.07) at a high level. The second rank is for the domain of "emotional regulation," with a mean of (3.97) at a high level. The third rank is for the domain of "emotional intelligence," with a mean of (3.57) at a medium level. The fourth rank is for the domain of "love of learning and healthy cognitive openness," with a mean of (3.57) at a medium level. Below is a presentation of the means and standard deviations for each item, arranged in descending order according to their respective domains, and **Table 12** illustrates this.

Table 12. The Arithmetic Means and Standard Deviations of Talent Management Strategies Effectiveness Among Graduate Students from Their Perspective, Ranked in Descending Order by Domain.

#	Item	Arithmetic Mean	Standard Deviation	Rank on Domain	Level
9	I feel that the Graduate Studies Journal is a distinguished academic platform that fulfills my scientific and research aspirations	4.31	0.68	1	High
8	During my graduate studies at Saudi universities, I realized that patience is not just a virtue but a necessity for achieving academic success	4.27	0.75	2	High
5	I believe that I am completely satisfied with the work I am doing, as I feel a harmony between my efforts and my goals	4.19	0.71	3	High
3	I currently live a life that I find better than that of others due to the deep satisfaction and contentment I feel regarding what I have and what I strive to achieve	4.17	0.76	4	High
6	I believe that I am entirely content with the research tasks assigned to me, as I find them to be an opportunity for continuous learning and development, which enhances my academic and research capabilities	4.07	0.89	5	High
7	I enjoy performing my tasks because they align perfectly with my ambitions and aspirations, making each task seem like a new opportunity for learning and growth	4.06	0.95	6	High
2	I can adapt my thoughts to fit any situation that may arise, which gives me the ability to adjust to the challenges and opportunities I encounter	3.90	0.86	7	High
4	I feel happy to be a graduate student, as this stage offers me a significant opportunity for deep learning and specialization in my field	3.83	0.92	8	High
1	The graduate stage is an enjoyable and beneficial phase, as it allows me to explore deeper scientific fields and develop advanced research skills	3.81	0.93	9	High

Table 12. *Cont.*

#	Item	Arithmetic Mean	Standard Deviation	Rank on Domain	Level
The total score on the field of positive expectations and optimism		4.07	0.52	**High**	
1	Anger management is an important skill that enhances emotional stability, maintains relationships, and leads to wiser decision-making.	4.18	0.84	1	High
2	I am naturally calm and do not get upset even if someone tries to provoke me.	4.15	0.64	2	High
3	I grant myself forgiveness and do not burden myself with blame.	3.98	0.89	5	High
4	I feel happiness and satisfaction when I accomplish my required tasks efficiently.	3.76	0.95	6	High
5	I face the situations I encounter calmly, without becoming agitated, avoiding, or ignoring them.	4.04	0.69	3	High
6	I welcome constructive criticism with an open mind when I discover my mistakes in performing my duties, and I do not feel distressed.	3.73	1.11	7	High
7	I feel capable of handling all frustrations.	3.99	0.81	4	High
The total score on the emotional regulation field		3.97	0.55	**High**	
1	I interact with my colleagues with a spirit of kindness and compassion	3.53	1.10	7	Medium
2	I enjoy a quick ability to forgive those who make mistakes towards me	3.61	1.14	6	Medium
3	I can adapt to all the different personalities of my classmates	3.62	1.05	5	Medium
4	I have the ability to engage with the current situation and view it from a broader perspective to reach a wise decision	3.72	0.94	3	High
5	I possess the ability to control all the cognitive processes I have	3.39	1.03	8	Medium
6	I can manage my emotions and observe the feelings of others, regulating their expressions and understanding them	3.38	1.06	9	Medium
7	I maintain a positive and realistic outlook towards myself	3.77	0.91	1	High
8	I take my time in responding and do not rush my reactions	3.73	0.93	2	High
9	I have the ability to handle all the life pressures I face during my academic stage	3.72	1.01	4	High
The total score on the emotional intelligence field		3.61	0.82	**Medium**	
1	I am fully prepared to listen to others' viewpoints and take them into consideration	3.52	0.98	7	Medium
2	I have sufficient confidence to engage in new experiences	3.43	1.03	8	Medium
3	I am capable of conducting any research effort to acquire new information in my field of expertise	3.65	1.04	3	Medium
4	I have the freedom to express my opinion and scientific perspective, even if it differs from the general consensus	3.56	1.00	6	Medium
5	I always strive to be open and listen to others' opinions	3.62	0.90	4	Medium
6	I embrace every new idea with flexibility and welcome	3.40	1.10	9	Medium
7	I constantly seek new information that benefits my studies and helps me develop my knowledge	3.57	1.05	5	Medium

Table 12. *Cont.*

8	I am willing to reconsider my previous viewpoints	3.67	1.02	1	Medium
9	I value and respect others' perspectives	3.66	1.12	2	Medium
The total score on the field of love for learning and healthy cognitive openness		3.57	0.85	**Medium**	

Table 12 shows that the arithmetic mean for the domain of positive expectations and optimism reached (4.07) with a standard deviation of (0.52), indicating a high level. This is attributed to the fact that students' affiliation with the university enhances their future outlook regarding their ability to overcome future challenges, which signifies a trait of optimism among students. However, students tend to overestimate the likelihood of achieving desired outcomes in the future; this reflects unrealistic optimism, resulting in a medium level. This can be traced back to the long history of interpreting optimism through the value and expectation in motivation. The highest-ranked item in this domain was item (9), which stated, "I feel that the Graduate Studies Journal is a distinguished academic platform that fulfills my scientific and research ambitions," with an arithmetic mean of (4.18) and a high level. The lowest-ranked item was item (1), which stated, "The graduate studies phase is an enjoyable and good stage, as it gives me the opportunity to explore deeper scientific fields and develop advanced research skills," with an arithmetic mean of (3.81) and a high level. The table indicates that the arithmetic mean for the emotional regulation domain reached (3.97) with a standard deviation of (0.55), reflecting a high level. This can be attributed to the fact that graduate students possess the ability to practice self-forgiveness, accept criticism, identify their mistakes, exercise self-control, and confront challenging situations and frustrations. The highest-ranking item was statement (1), which stated, "Anger control is an important skill that enhances emotional stability, maintains relationships, and leads to wiser decision-making," with an arithmetic mean of (4.18) and a high level. In contrast, the lowest ranking item was statement (6), which stated, "I accept constructive criticism with an open mind when I discover my mistakes in completing my assignments and do not feel upset," with an arithmetic mean of (3.73) and a high level. The table shows that the arithmetic mean for the emotional intelligence domain was (3.61) with a standard deviation of (0.82), indicating a medium level. This is attributed to the ability to interact with situations, make sound decisions, handle various life pressures, and manage different temperaments, as well as the ability to control all cognitive processes and regulate emotions and feelings, leading to a positive self-perception. The highest-ranking item was (7), which stated, "I have a positive and realistic view of myself," with an arithmetic mean of (3.77) at a high level. The lowest-ranking item was (6), which stated, "I can control my emotions and monitor the feelings of others, regulate their reactions, and understand them," with an arithmetic mean of (3.38) at a medium level. The table shows that the arithmetic mean for the domain of love for learning and cognitive openness reached (3.57) with a standard deviation of (0.85), indicating a medium level. This is attributed to the fact that graduate students have the freedom to express themselves and respect the scientific viewpoints of others, as they also make research efforts to seek new information and engage in new experiences. The highest-ranked item in this domain was item (8), which stated, "I am willing to reconsider my previous viewpoints," with an arithmetic mean of (3.67) at a medium level. Conversely, the lowest-ranked item was (6), which stated, "I accept every new idea with flexibility and welcome," with an arithmetic mean of (3.40) at a medium level.

4. The results related to the fourth question, which stated: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the extent of developing positive thinking patterns among graduate students from their perspective attributable to the variables (gender, type of university, type of college)?" To answer the fourth question, the arithmetic means and standard deviations of the study participants' responses regarding the extent of developing positive thinking patterns among graduate students from their perspective attributable to the variables (gender, type of university, type of college) were calculated, as shown in **Table 13**.

Table 13 shows the presence of apparent differences between the arithmetic means regarding the development of positive thinking patterns among graduate students from

their perspective. To demonstrate the statistical differences between the arithmetic means, a Multivariate Analysis of Variance (MANOVA) was used on the responses of the study sample in relation to the domains and the total score of the scale according to the study variables. **Table 14** illustrates the results of this analysis.

Table 13. The Arithmetic Means and Standard Deviations of the Responses of the Study Participants Regarding the Development of Positive Thinking Patterns Among Graduate Students from Their Perspective According to the Study Variables.

Variable	Levels		Positive Expectations and Optimism	Emotional Regulation	Emotional Intelligence	Love of Learning and Healthy Cognitive Openness	The Performance as a Whole
Gender	Female N = 174	Arithmetic Mean	4.02	3.91	3.59	3.53	3.75
		Standard Deviation	0.51	0.49	0.80	0.86	0.48
	Male N = 236	Arithmetic Mean	4.10	4.02	3.62	3.59	3.82
		Standard Deviation	0.52	0.58	0.84	0.84	0.50
	Total N = 410	Arithmetic Mean	4.07	3.97	3.61	3.57	3.79
		Standard Deviation	0.52	0.55	0.82	0.85	0.50
Type of University	Government N = 209	Arithmetic Mean	3.96	3.81	3.56	3.53	3.71
		Standard Deviation	0.50	0.51	0.84	0.84	0.50
	Foreign N = 201	Arithmetic Mean	4.17	4.14	3.66	3.60	3.88
		Standard Deviation	0.51	0.54	0.80	0.86	0.48
	Total N = 410	Arithmetic Mean	4.07	3.97	3.61	3.57	3.79
		Standard Deviation	0.52	0.55	0.82	0.85	0.50

Table 14. Results of the Multivariate Analysis of Variance (MANOVA) for the Responses of Study Participants Regarding the Extent of the Development of Positive Thinking Patterns Among Graduate Students from Their Perspective Attributed to the Study Variables.

Source of Variation/Variable	Domains	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Gender Hotelling = 0.007 p = 0.619	Positive Expectations and Optimism	0.242	1	0.242	0.937	0.334
	Emotional Regulation	0.359	1	0.359	1.310	0.253
	Emotional Intelligence	0.062	1	0.062	0.092	0.762
	Love of Learning and Healthy Cognitive Openness	0.429	1	0.429	0.594	0.441
	The Tool as a Whole	0.243	1	0.243	1.019	0.313
Type of University Hotelling = 0.102 p = 0.000	Positive Expectations and Optimism	4.151	1	4.151	16.092	0.000*
	Emotional Regulation	10.717	1	10.717	39.147	0.000*
	Emotional Intelligence	1.105	1	1.105	1.638	0.201
	Love of Learning and Healthy Cognitive Openness	0.347	1	0.347	0.481	0.489
	The Tool as a Whole	2.714	1	2.714	11.400	0.001*
Type of College Hotelling = 0.005 p = 0.696	Positive Expectations and Optimism	0.030	1	0.030	0.116	0.734
	Emotional Regulation	0.083	1	0.083	0.303	0.582
	Emotional Intelligence	0.818	1	0.818	1.212	0.272
	Love of Learning and Healthy Cognitive Openness	1.413	1	1.413	1.957	0.163
	The Tool as a Whole	0.434	1	0.434	1.824	0.178
Error	Positive Expectations and Optimism	104.729	406	0.258		
	Emotional Regulation	111.143	406	0.274		
	Emotional Intelligence	274.002	406	0.675		
	Love of Learning and Healthy Cognitive Openness	293.178	406	0.722		
	The Tool as a Whole	96.672	406	0.238		

Table 14. *Cont.*

Source of Variation/Variable	Domains	Sum of Squares	Degrees of Freedom	Mean Squares	F Value	Significance Level
Adjusted Total	Positive Expectations and Optimism	109.501	409			
	Emotional Regulation	123.020	409			
	Emotional Intelligence	276.004	409			
	Love of Learning and Healthy Cognitive Openness	295.368	409			
	The Tool as a Whole	100.256	409			

***Significant at the significance level (α = 0.05).**

Table 14 shows the following:

1- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates across all domains (positive expectations and optimism, emotional regulation, emotional intelligence, love of learning, and healthy cognitive openness) attributed to the variable of gender. The statistical values for the (f) test across the domains were (0.937) (1.310) (0.092) (0.594) with significance levels of (0.334) (0.253) (0.762) (0.441) respectively, and all these values are considered not statistically significant at (α = 0.05). Furthermore, the absence of statistically significant differences at the significance level (α = 0.05) regarding the overall score of the scale is attributed to the effect of the gender variable, where the (F) value for the entire instrument was (1.017) with a significance level of (0.313), which is also not statistically significant. This result can be explained by the nature of social roles, as university students, whether male or female, share similar habits, traditions, lifestyles, and levels of thinking, contributing to a somewhat similar knowledge base. Additionally, it is attributed to the stressful academic and life situations faced by both males and females, where their ability to overcome social and economic difficulties is a crucial factor in building their self-confidence, which in turn enhances their positive expectations and optimism, emotional regulation, emotional intelligence, love of learning, and healthy cognitive openness. This finding aligns with the results of the study by Al-Loqan [11].

2- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates in the areas of emotional intelligence, love of learning, and healthy cognitive openness, attributed to the variable of university type. The statistical value for the (f) test in these areas was (1.638) and (0.481) with significance levels of (0.201) and (0.489) respectively, which are considered not statistically significant at (α = 0.05). The table shows statistically significant differences at the significance level (α = 0.05) between individuals' estimates in the areas of positive expectations and optimism, and emotional regulation, attributed to the variable of university type. The statistical values for the (f) test in these areas were (16.092) and (39.147) with significance levels of (0.000) respectively, which are considered statistically significant at (α = 0.05) and the differences favored by foreign universities. There are statistically significant differences at the significance level (α = 0.05) regarding the overall score of the measure attributed to the effect of the variable of university type, where the value of (F) for the overall tool was (1.400) with a significance level of (0.001), and this value is statistically significant, with differences favoring foreign universities. This result is consistent with the findings of the study by Ibrahim [9].

3- There are no statistically significant differences at the significance level (α = 0.05) between individuals' estimates in all domains (positive expectations and optimism, emotional regulation, emotional intelligence, love of learning and healthy cognitive openness) attributed to the variable of college type. The statistical values for the (f) test in the domains were (0.116), (0.303), (1.212), and (1.957) with significance levels of (0.734), (0.582), (0.272), and (0.163) respectively, and all these values are not statistically significant at (α = 0.05). Additionally, there are no statistically significant differences at the significance level (α = 0.05) on the total score of the scale attributed to the effect of the college variable, where the value of (F) for the entire scale is (1.824) with a significance level of (0.178), and this value is considered not statistically significant. This can be attributed to the fact that students' affiliation with scientific or humanities majors enhances their future outlook regarding their ability to overcome future challenges such as finding suitable job opportunities and improving their economic situation, which in turn fosters their love for cognitive and health openness

and security. Furthermore, students in both humanities and scientific colleges engage in the work environment during their study phase due to the practical courses included in their curricula, which causes them more psychological pressure due to the difficulty of balancing theoretical study with the demands of practical application. Additionally, the number of hours in the curricula of scientific and humanities colleges is similar, leading to pressures on students in their studies and the length of time they spend studying. This result is consistent with the findings of the study by Tabozada [16].

The results of this question indicate that different educational contexts influence students' cognitive and affective orientations to varying degrees. These differences do not overlook language learning environments, which are a pivotal factor in building cognitive and emotional resilience. In universities that embrace interactive and rich language environments, students are given the opportunity to practice language as a means of thinking, analysis, and reflection. This broadens their cognitive horizons and enables them to develop flexible and adaptable thinking styles that can meet academic challenges. Students who study in monolingual environments or those lacking effective language guidance may exhibit lower levels of positive thinking due to limited tools for academic expression and interaction. Institutional language support, such as academic writing centers, language guidance workshops, and programs to enhance written and oral skills, is a crucial factor in enabling students to overcome language barriers that may undermine their self-confidence or affect their perception of their abilities. Such support not only contributes to improved academic performance but also fosters a positive sense of belonging and empowerment, which enhances talent retention in academic programs and reduces the likelihood of dropout or isolation.

5. The results related to the fifth question, which stated: "Is there a significant correlation between the effectiveness of talent management strategies and the development of positive thinking patterns among graduate students from their perspective?" To answer this question, the Pearson correlation coefficient was calculated for the relationship between the effectiveness of talent management strategies and the development of positive thinking patterns among graduate students from their perspective. **Table 15** illustrates this:

Table 15. Pearson Correlation Coefficient Between the Effectiveness of Talent Management Strategies and the Development of Positive Thinking Patterns Among Graduate Students from Their Perspective.

Effectiveness of Talent Management Strategies	Development of Positive Thinking Pattern					
	Domains	**Positive Expectations and Optimism**	**Emotional Regulation**	**Emotional Intelligence**	**Love of Learning and Healthy Cognitive Openness**	**Overall Performance**
	Talent Retention	0.156*	0.145*	0.614**	0.667**	0.582**
	Talent Development and Growth	0.132*	0.124*	0.571**	0.609**	0.547**
	Talent Attraction	0.113*	0.164*	0.512**	0.453**	0.450**
	Talent Ideas Management	0.384**	0.468**	0.251**	0.275**	0.448**
	Overall Performance	0.113*	0.183**	0.577**	0.595**	0.597**

*** Significant at the significance level (α = 0.05).**
**** Significant at the significance level (α = 0.01).**

The results from **Table 15** indicate that the correlation coefficient for the effectiveness of talent management strategies and the development of positive thinking patterns among graduate students, from their perspective, reached a value of (0.597) with a significance level of (0.000). This value is considered high and statistically significant at the significance level of (α = 0.05). Additionally, the correlation coefficients between the domains of the effectiveness of talent management strategies and the domains of developing positive thinking patterns were statistically significant. This means there is a statistically significant correlation between all domains. The researcher attributes this result to the existence of a positive correlation between the two variables, indicating that if talent management strategies are implemented as a whole, the outcome will be the development of positive thinking patterns. This also suggests that if talent management strategies are applied as a whole, there will be an increase in the development of positive thinking.

These results are consistent with the findings of the study by Wong[19].

The results of the question revealed that a university environment that adopts systematic practices for talent discovery and development contributes to stimulating positive cognitive and emotional aspects in students. Language is a hidden and effective axis in this connection. Talent management strategies are practiced within a linguistically rich context, whether through academic discourse in classrooms or through the academic content in enrichment programs. Students who have opportunities to use language in multiple contexts such as academic writing, research discussions, and oral presentations develop cognitive flexibility that helps them reframe ideas, adopt positive attitudes toward learning, and confidently engage with research challenges. Programs that provide structured language support, such as academic writing centers or language consultations, enhance academic language proficiency, which in turn stimulates positive thinking by strengthening self-expression and reducing levels of performance-related anxiety. The relationship revealed by the results is not merely technical, but rather manifests itself in a deeper interaction between language as a tool for thinking and institutional strategies that seek to empower students cognitively and emotionally, which underscores the need to integrate linguistic considerations into the design and implementation of talent management programs in higher education.

4. Recommendations

Based on the findings of the study, the researcher recommends the following:

- There is a need to integrate talent management strategies into the academic plans and programs directed towards Saudi graduate students, which contributes to the development of positive thinking and enhances self-motivation.
- It is essential to establish specialized centers focused on identifying talented students and refining their intellectual abilities, as well as providing training programs for faculty members on how to incorporate these strategies into the educational process.
- The researcher recommends that the authorities overseeing scholarship programs, particularly cultural attachés, include indicators of positive thinking within the admission and selection criteria, as well as develop psychological and intellectual support programs that accompany scholarship students and contribute to enhancing their mental resilience and positive adaptation to the educational environment abroad.
- The researcher emphasizes the necessity of strengthening institutional partnerships between Saudi universities and their leading international counterparts in the fields of positive thinking development and talent management, through activating joint training programs, organizing reciprocal scientific visits, and developing knowledge exchange platforms that allow students to engage in cross-cultural educational experiences and enhance their global awareness.

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Sources and references were relied upon in writing the study, and data supporting the study results are available from the author upon request.

Conflicts of Interest

There is no conflict of interest.

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