

**Talent Management and Its Effect on School Personnel' Performance at Alexandria School Settings**

*Mohamed SaadSaleh Ali<sup>1</sup>, Asmaa Mohammed Saad Khaled<sup>2</sup>*

*1 Lecturer, Nursing Administration, Faculty of Nursing, Alexandria University, Egypt,*

*2 Lecturer Community Health Nursing Faculty of Nursing, Alexandria University, Egypt,*

**Abstract**

**Background:** Talent management of school personnel is a major global issue facing most schools worldwide. As a result of shortage of talented school personnel, schools worldwide are competing for the same pool of talented school personnel to acquire and retain talents for maintaining the schools' operations and continue for service and profitability growth. **This study aimed** to assess talent management and its effect on school personnel performance at Alexandria School Settings.

**Subjects and Method: Research design:** A descriptive correlational research design was conducted. **Setting and Subjects:** all available school personnel in Alexandria schools (N= 600) who represent all available school personnel enrolled in all Schools in Alexandria. **Tools:** three tools were used for data collection: Tool I: Assessment sheet. Tool II: Talent Management questionnaire. Tool III: Organization Performance questionnaire. **Results:** of the present study revealed that school personnel had a high level of dissatisfaction regarding total score of talent attraction, development, retention, and school performance. **Conclusion:** There was a highly statistically significant positive correlation between school performance and each of the three components of school personnel' talent management (talent attraction, development, and retention). **Recommendations:** of this study included that all school settings must introduce talent management strategy in their educational planning in order to remain competitive in today's market.

**Keywords:** Talent Management, School performance, School personnel

### **Introduction**

Talent management is the basic driving force for the school settings to be successful. In the face of globalization, educational sectors are concerned with how to design the talent management strategy that fits the national context. School settings have to attract, develop, motivate and retain their talented school personnel as long as possible, especially those who are extraordinary talented. Therefore, school settings are competing against each other to acquire and retain talents in order to maintain their operations and continue to grow<sup>(1)</sup>. Furthermore, talent management is essential when the school settings will like to build skills of their talented school personnel. Human resource-especially talented personnel contribute to the achievement of competitive progress in their work settings because they are innovative in their field and hold the ability to make right decisions for achieving the ultimate goals<sup>(2)</sup>.

Talent management of school personnel is a major global issue facing most schools worldwide. As a result of shortage of talented school personnel, schools worldwide are competing for the same pool of talented school personnel to acquire and retain talents for maintaining the

schools' operations and continue for service and profitability growth<sup>(3)</sup>. There is no doubt that, technology and globalization have greatly changed our lives, as they have led to increased competition on talent. Thus, the potential growth of schools worldwide depends on the ability of schools to ensure that the right school personnel with the right skills are in the right place at the right time, and focused on the right activities. For these reasons, talent management has been elevated to the top of strategic human resources management challenges, acquiring the highest priority across all organizations<sup>(4)</sup>

Educational institutions are increasingly looking at talent as a unique asset that can provide sustainable competitive advantage and superior performance. Right talent is the greatest asset for any school. In fact, strategic employment service of human resource management begins with the development of human resources management strategy, which reflects the school educational approach to dealing with key challenges and the anticipated future threat. Educational sector has the responsibility to fulfill the requirements of school settings

workforce. The main objective of this sector is not only the procuring and management of the school personnel but to nourish and maintain their skills, knowledge, and talent to meet their requirements<sup>(5,6)</sup>

Talent may be defined as the inherent ability of school personnel to do a particular task in a particular way. Talent is seen as the sum of school personnel'abilities, which includes their intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also incorporates the school personnel' ability to learn and grow<sup>(7)</sup>. It has also a significant role in the success and development of the school personnel educational skills therefore, recognizing and developing personnel' talent will increases their productivity, job satisfaction, motivation and school commitment which in turn reduces their turnover<sup>(8)</sup>.

Moreover, talent management in schools is defined as a process of complete and interrelated set of schools' activities such as identifying, selecting, developing and retaining the best school personnel as well as building their potential for the most strategic positions, and assisting them in formulating the best use of strengths

in order to gain their engagement and contribution, that ultimately contribute to schools' benefits <sup>(9)</sup>.Additionally, talent management is known as a systematic approach to attract, screen, select the right talent, engage, develop, deploy, lead and retain high potential and performer school personnel to ensure a continuous talent feeding inside the school aimed at increasing workforce productivity <sup>(10)</sup>.

Recently, talent management has gained great public attention and is considered one of the most valuable factors for personnel performance and schools success. It is designed to focus on the most key positions and on school personnel with innovative skills <sup>(11)</sup>. Therefore, the main goal of talent management is to create a high-performance, sustainable goals that meets strategic objectives of school.

Attracting, selecting, engaging, developing and retaining school personnel are the five main focuses of talent management. In order to gain a competitive advantage, the demand for human capital will continue to drive talent management within school settings<sup>(12)</sup>. There are three elements that shape the talent management; they are the recruiting, the development, which include the nurturing, and the

retention, which is about motivation and commitment. Talent attraction is a management technique that School directors use to pull desired skills into their school settings. This technique is administered in order to get the right job fits. Talent attraction is composed of recruitment and selection, school director branding, school personnel' value proposition and employer of choice<sup>(13)</sup>.

Indeed, attracting key talented personnel require flexible working hours as a strategy the school administration should be adopted. When school system allows their staff the freedom to work through a flexible schedule, they can also find themselves more desirable to work. In this context, competitive learning has become a backbone of educational sector success, without continuous learning and maintaining school personnel performance may become impossible<sup>(14)</sup>. Talent development is the process of changing schools, its school personnel, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the School. Talent development is process of

upgrading the skills and attitude of the school personnel<sup>(4)</sup>.

Today, changes to the education landscape include increased globalization, use of information technology, evolving national curricula, the need for a more global education, attracting and retaining value-adding school members and the increased competition to attract students. Schools also need to deal with a shrinking pool of available school personnel as enrolment of young personnel into teacher education degrees are falling and many mature teachers are retiring from teaching<sup>(15)</sup>. However, school personnel ' retention is considered one of the primary concerns of many schools and also viewed as a strategic opportunity to maintain a competitive workforce. Retaining talented school personnel is the priority of many schools and it is the key differentiator of human capital management <sup>(14)</sup>. The overall aim of school personnel' talent retention is encouraging school personnel to remain in the school for the maximum period of time. Talent retention can be controlled through performance based pay, training, challenging work, intrinsic motivations, career

development and giving benefits before demand<sup>(9)</sup>.

In fact, the war for talent in real and educational sector must take rapid steps to reduce key school personnel turnover. When critical personnel leave school settings, it is not only losing valuable talent, but also may experience a decrease in school team morale, damage relationships between students and their teachers, alter succession plans, and create even higher turnover<sup>(17)</sup>. Talent turnover is considered one of the most harmful methods to schools' productivity because of school personnel attraction demand highly cost. Direct cost refers to turnover, replacement, transitions costs while indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale of school personnel. In the current competitive business environment, retention of highly talented school personnel is very important as they contribute positively in improving the schools' productivity. So, turnover reduction is very important for schools' success<sup>(13)</sup>. There are several benefits of talent management in schools such as school personnel' engagement, retention,

increased productivity, efficiency and culture of excellence which in turn increased competitive advantage and creativity among school personnel<sup>(15,16)</sup>. On the other hand, talent management system in schools may be failed due to lack of planning and implementation of management policies, processes and programs which have positive impact on the process of acquiring, developing and retaining talented school personnel to sustain schools competitive advantage<sup>(1)</sup>.

In summary, schools' performance is the schools ability to attain its goals by using available human and nonhuman resources in an efficient and effective manner. Talent management needs to be seen as essential for achieving the schools' goals and objectives if it is managed properly in a comprehensive way many schools can hardly compete without highly skilled school personnel and without the continual investment in the human capital. In order to achieve the competitive advantage, schools should recruit the right personnel in the right places and in the right time. Furthermore, the success of any school depends strongly on having talented school personnel. Talent management in schools

promotes school personnel' efficiency and productivity<sup>(14-16)</sup>.

**Significance of the study:**

The study seeks to benefit the schools' administrators' particularly human resource management and employers in general in various ways. These include realization of the reasons for failure to attract and retain talented school personnel. Ultimately, corrective actions are taken after some of the policies that contribute to low morale of school personnel are eliminated; hence improve their services which eventually lead to improved schools' performance<sup>(16)</sup>.

Based on the results of the reviewed literatures, it is found that there are limited studies done locally about talent management in schools. The field of talent management in schools is lacking hard academic research to establish what constitutes effective talent management in schools and how it can influence schools' performance. Also, most of talent management studies did not directly link talent management with the schools performance and therefore, there is a need to fill the existing research gap by conducting a study locally to determine the effect of talent

management of school personnel on school performance<sup>(17)</sup>.

**Aim of the study**

Assess talent management and its effect on school personnel' performance at Alexandria school settings.

**Research Question**

- What is the effect of talent management on school personnel' performance at Alexandria school settings?

**Subjects and Method:**

**Research design**

A descriptive correlational research design was utilized to fulfill the aim of the present study.

**Settings:**

This study was carried out in all available schools in Alexandria.

**Subjects:**

The study included all (N= 600) available school personnel in Alexandria schools

**Tools:**

Three tools were used to measure the variables in this study from school personnel' points of view.

**Tool I: Assessment Sheet**

This sheet was designed by the researchers to collect the subjects' characteristics' data of the study participants included; age, gender,

qualification, occupation, years of experiences, and marital status.

### **Tool II: Talent Management Questionnaire**

This questionnaire was adopted from El Nakhala (2013)<sup>(18)</sup> and translated into Arabic by the researchers. It examined school personnel' perceptions of availability of talent management components in the schools. The questionnaire consisted of 31 items representing the three theoretical dimensions of talent management components as follows:

**a. The first section** was about the talent attraction, which consisted of 10 items as "the school has a system to attract and recruit talented school personnel/ candidates"; "managers at the schools have the competencies to attract and recruit talented school personnel/candidates" and "there are opportunities for learning and development at the schools".

**b. The second section** was about talent development, which also included 10 items like " the schools identify training needs objectively and "school seeks to transfer expertise from highly skilled school personnel for the less experienced".

**c. The third section** was about talent retention, which consisted of 11 items as "the salaries and benefits at the

School are competitive "and "the employment conditions at the school satisfy work-life balance". Each of the three talent management dimensions was measured using a 5-point Likert Scale. The possible responses ranged from 1 (never satisfied) to 5 (highly satisfied) on all talent management subscales. Higher degrees of satisfaction were indicated by higher scores. The scores were calculated for the mean scores which were categorized as follows: mean scores < 3 = unsatisfied, and mean scores  $\geq 3$  = satisfied.

### **Tool III: Organization Performance Questionnaire**

This tool was used to explore school personnel' opinion about school performance. It was developed by Milky (2013)<sup>(19)</sup> and translated into Arabic by the researchers. The questionnaire consisted of 11 items containing information about schools' communication, schools' policies, schools' development and change, and schools' performance appraisal. A total performance score was measured using a 5-point Likert Scale. The possible responses ranged from 1 (never satisfied) to 5 (highly satisfied) on all performance items. Higher degrees of satisfaction of school personnel were indicated by higher

scores. The scores were calculated for the mean scores which categorized as follows: mean scores  $< 3$  = unsatisfied, and mean scores  $\geq 3$  = satisfied<sup>(19)</sup>.

### **Method**

1. An approval from the Ethical Research Committee of the Faculty of Nursing at Alexandria University was obtained.
2. An official letter from the Faculty of Nursing was directed to the Directorate of Schools in Alexandria to obtain their approval to carry out the study at all Schools in Alexandria after explaining the aim of the study.
3. Directors of all schools in Alexandria were met to explain the purpose of the study and the time for starting of the study in order to facilitate data collection.
4. Tools Validity: The three tools were tested for their content validity by 5 experts in the field of nursing administration and community. The necessary modifications were done accordingly.
5. The reliability of the tools was tested by means of Cronbach's Alpha (tool II=0.904, tool III= 0.876) and the tools were reliable.
6. A pilot study was initially carried out prior to the actual data collection phase on 20 of school personnel (10% of the subjects) to test the feasibility

and clarity of the tools. Accordingly, the necessary modifications were done. Those school personnel were excluded from the total study subjects.

7. The researchers attended to the administration office of the previously mentioned directors of all schools in Alexandria to take their permission.
8. The questionnaire was distributed individually in previously selected settings after brief explanation of the aim of the study to collect the needed data using the three tools.
9. Data collection started at the beginning of December 2019 and ended by April 2020.

### **Ethical Considerations**

- Written informed consent was obtained from every school personnel included in the study after explaining the importance and aims of the study.
- Confidentiality of the obtained data was assured.
- Anonymity of school personnel response was guaranteed by statement in the cover page
- A code number was used instead of names.
- Participation and withdrawal of school personnel were on a voluntary basis.
- School personnel privacy was considered and respected.



### **Statistical analysis:**

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0 (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. Quantitative data were described using mean, standard deviation. Significance of the obtained results was judged at the 5% level.

### **Results**

Table (1) demonstrates frequency and distribution of school personnel according to their personal characteristics. It was found that more than half (60%) of participants were among the age group of 40 to less than 50 years with mean age of 6.238 years. More than two thirds (77%, 74.6% & 66% respectively) of school personnel were married, had years of experience ranged from 11 to 20 years and had Bachelor degree education.

Table (2) illustrates that the highest percentage (78.7%) of participants were dissatisfied regarding talent attraction dimensions. More than three quarters (80.7%, 76.7%) of the studied sample were dissatisfied regarding school identifies its employees in terms of qualifications and experience respectively. Reasonable degree of security contributes to make

school an employer of choice, those who were dissatisfied regarding the work at school is interesting and rewarding and school reputation attracts the talented workers / candidates constituted 73.3% & 63% respectively.

Table (3) reveals that the highest percentage (63.7%, 64.3%) of school personnel were dissatisfied regarding total talent development dimensions and school allocate a special budget for training and development of talented employees. Moreover, more than half (55.7%, 55%) of participants were dissatisfied regarding school identify training needs, employees with high potential and formulates personal plans to develop them and school provides an opportunity to change the employee's job to develop themselves respectively.

Table (4) presents that the highest percentage (69.7%) of participants were dissatisfied regarding total talent retention dimensions. More than two thirds (73.3%) of school personnel were dissatisfied regarding the salaries and benefits at the school are competitive and school avoids to over the working load and working stress more than the employee's ability respectively. Moreover, those who

were dissatisfied regarding the salaries and benefits at the hospital are fair and consistent at school, the salaries and benefits at school guarantees employee loyalty represented 66% & 66% respectively. More than half of (57.3%) of them were dissatisfied regarding school allows the employee to work from home and 43.7% of them were also dissatisfied regarding the employment conditions at the school satisfy work-life balance).

Table (5) shows that the highest percentage (74.3%) of participants were dissatisfied regarding total school performance dimensions and also half (50.7%) of them were dissatisfied regarding the school have a clear sense of direction and focus. Moreover, those who were dissatisfied regarding school has policies that encourage career growth and developmental opportunities, place a high priority on workforce training and development and School builds a deep reservoir of successors at every level constituted 49.3%, 48.7%, 47.3% respectively.

Table (6) portrays that there is no statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years, educational level,

and marital status) and talent attraction where  $P > 0.05$ .

Table (7) shows that there is a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years and educational level) and talent development where  $P=0.000$ . On the other hand, there is no a statistically significant difference between the school personnel' marital status and Talent development items ( $P= 0.550$ ).

Table (8) clarifies that there is a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years and educational level) and talent retention where  $P=0.001$ ,  $P= 0.006$  and ( $P=0.000$ ). On the other hand, there is no a statistically significant difference between the school personnel' marital status and talent retention dimensions where  $P= 0.261$ .

Table (9) reveals that there is no a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years, educational level, and marital status) and school performance ( $P > 0.05$ ).

Table (10) highlights correlation coefficient (r) between talent management components (Talent Attraction, Talent Development, Talent Retention) and school performance of school personnel. There were a highly significant positive correlation between school performance total score and each of the three components of school personnel talent management. In

addition, correlation coefficient between each two pairs of school personnel talent management components, showed a highly significant positive correlation where  $r=0.309$ ,  $r=0.476$ ,  $P=0.000$ .

**Table (1): Distribution of School Personnel according to their Personal Characteristics**

School Personnel Characteristics	School Personnel n=600	
	No.	%
<b>Age (years)</b>		
20 to less than 30 years	42	7.0
30 to less than 40 years	198	33.0
40 to less than 50 years	360	60.0
<b>Mean ± SD</b>	6.238±40.3	
<b>Experience years</b>		
Less than 5 years	50	8.3
5 to 10 years	88	14.7
11 to 20 years	462	77.0
<b>Mean ± SD</b>	4.184±13.28	
<b>Educational level</b>		
Diploma	36	6.0
Technical education	28	4.7
Bachelor	396	66.0
Master degree	78	13.0
Doctorate degree	62	10.3
<b>Marital status</b>		
Single	100	16.7
Married	448	74.6
Divorced	52	8.7

**Table (2): Distribution of School Personnel according to their Talent Attraction Items**

Talent Attraction Items	School Personnel' Opinions n=600			
	Satisfied		Unsatisfied	
	No.	%	No.	%
School can attract and recruit personnel even though the limited supply of skilled and talented workers/ candidate	378	62.3	226	37.7
School has a system to attract and recruit talented workers/ candidates.	226	37.7	378	62.3
The recruitment process at the school succeeds in selecting the best talent	288	48.0	312	52.0
Managers at school have the competencies to attract and recruit talented workers /candidates.	282	47.0	318	53.0
School identifies its employees in terms of qualifications and experience	116	19.3	484	80.7
School reputation attracts the talented workers / candidates	222	37.0	378	63.0
The work at school is interesting and rewarding	160	26.7	440	73.3
There are opportunities for learning and development at school	230	38.3	370	61.7
The talent prefers to work at school where opportunities for career progression are available	272	45.3	328	54.7
Reasonable degree of security contributes to make school an employer of choice	140	23.3	460	76.7
<b>Total Talent Attraction</b>	<b>128</b>	<b>21.3</b>	<b>472</b>	<b>78.7</b>

**Table (3):Distribution of School Personnel according to their Talent Development**

Talent Development Items	School Personnel' Opinions n=600			
	Satisfied		Unsatisfied	
	No.	%	No.	%
School develops a talent pool consisting of a skilled, engaged and committed workforce.	404	67.3	196	32.7
School encourages talented employees to develop their careers	286	47.7	314	52.3
School identifies employees with high potential and formulates personal plans to develop them	270	45.0	330	55.0
School has learning and development programs to develop talent.	278	46.3	322	53.7
School allocate a special budget for training and development of talented employees	214	35.7	386	64.3
School identify training needs objectively	266	44.3	334	55.7
The administration monitors the performance of employees and advises them to improve performance.	372	62.0	228	38.0
School provides an opportunity to change the employee's job to develop himself.	270	45.0	330	55.0
School seeks to transfer expertise from highly skilled staff for the less experienced	312	52.0	288	48.0
School Provides honest feedback about the performance of employees.	392	66.0	208	34.0
<b>Total Talent Development</b>	<b>218</b>	<b>36.3</b>	<b>382</b>	<b>63.7</b>

**Table (4):Distribution of School PersonnelAccording to their Talent Retention**

Talent Retention Items	School Personnel' Opinions n=600			
	Satisfied		Unsatisfied	
	No.	%	No.	%
The salaries and benefits at the hospital are competitive	190	26.7	440	73.3
The salaries and benefits at the hospital are fair and consistent at school	196	32.0	408	68.0
The salaries and benefits at school guarantees employee loyalty	204	34.0	396	66.0
School actively creates opportunities for employee to participate in challenging assignments	314	52.3	286	47.7
The work at school matches the employee's abilities and skills	312	52.0	288	48.0
The employment conditions at the school satisfy work-life balance	256	42.7	344	57.3
School avoids to over the working load and working stress more than the employee's ability	262	43.7	338	73.3
There are flexible working hours, at school	366	61.0	234	39.0
School allows the employee to work from home	256	42.7	344	57.3
The school personnel at school are satisfied with their work.	338	56.3	262	43.7
There is an engagement between workers and their jobs at school	482	80.3	118	19.7
<b>TotalTalent Retention</b>	182	30.3	<b>418</b>	<b>69.7</b>

**Table (5):Distribution of School Personnel according to their School Performance**

School Performance Dimensions	School Personnel' Opinions n=600			
	Satisfied		Unsatisfied	
	No.	%	No.	%
School practices effective two-way communications	388	64.7	212	35.3
The school have a clear sense of direction and focus	296	49.3	304	50.7
The school rapidly adapt to needed operational changes	332	55.3	286	44.7
School Practice effective planning at all levels	334	55.7	266	44.3

**Table (5): Cont.,**

Place a high priority on workforce training and development.	308	51.3	292	48.7
The school conducts formal performance appraisals on a regular basis.	338	56.3	262	43.7
At my school my performance on the job is evaluated fairly	376	62.7	246	37.3
School has policies that encourage career growth and developmental opportunities.	304	50.7	296	49.3
School builds a deep reservoir of successors at every level	316	52.7	284	47.3
If you left your job tomorrow, someone in your unit could immediately take over	326	54.3	274	45.7
School has policies that encourage career growth and developmental opportunities	342	57.0	258	43.0
<b>Total</b> School Performance	154	25.7	<b>446</b>	<b>74.3</b>



**Table (6): Relation between the School Personnel' Socio-demographic Characteristics and Talent Attraction**

Sociodemographic characteristics	Talent Attraction				Test of significance
	Unsatisfied		Satisfied		
	No	%	No	%	
<b>Age</b>					
20 to less than 30 years	26	62.0	16	38.0	$X^2= 4.107$ P= 0.128
30 to less than 40 years	162	81.8	36	18.2	
40 to less than 50 years	284	78.9	76	21.1	
<b>Experience years</b>					
Less than 5 years	32	64.0	18	36.0	$X^2= 4.276$ P= 0.118
5 to 10 years	66	75.0	22	25.0	
11 to 20 years	374	81.0	88	19.0	
<b>Educational level</b>					
Diploma	30	83.3	6	16.7	$X^2= 6.877$ P= 0.032
Technical education	18	78.3	10	35.7	
Bachelor	328	82.8	68	17.2	
Master degree	54	69.2	24	30.8	
Doctorate degree	42	67.8	20	32.2	
<b>Marital status</b>					
Single	66	660.0	34	34.0	$X^2= 8.267$ P= 0.082
Married	368	82.1	80	17.9	
Divorced	38	73.0	14	27.0	

**Table (7): Relation between The School Personnel' Socio-demographic Characteristics and Talent Development**

Socio-demographic characteristics	Talent Development				Test of significance
	Unsatisfied		Satisfied		
	No	%	No	%	
<b>Age</b>					
20 to less than 30 years	10	23.8	32	76.2	$X^2= 15.575$ p=0.000*
30 to less than 40 years	134	67.7	64	32.3	
40 to less than 50 years	238	66.1	122	33.9	
<b>Experience years</b>					
Less than 5 years	18	36.0	32	64.0	$X^2= 13.405$ p= 0.001*
5 to 10 years	46	52.3	42	47.7	
11 to 20 years	318	68.8	144	31.2	
<b>Educational level</b>					
Diploma	16	44.4	20	55.6	$X^2= 32.224$ P=0.000*
Technical education	8	28.6	20	71.4	
Bachelor	296	74.7	100	25.3	
Master degree	34	43.6	44	56.4	
Doctorate degree	28	45.2	34	54.8	
<b>Marital status</b>					
Single	64	64.0	36	36.0	$X^2= 1.196$ P= 0.550
Married	290	64.7	158	35.3	
Divorced	28	53.8	24	46.2	

**Table (8): Relation between the School Personnel' Socio-demographic Characteristics and Talent Retention**

Socio-demographic characteristics	Talent Retention				Test of significance
	Unsatisfied		Satisfied		
	No	%	No	%	
<b>Age</b>					
20 to less than 30 years	14	33.3	28	66.7	$X^2= 14.924$ $P= 0.001^*$
30 to less than 40 years	150	75.8	48	24.2	
40 to less than 50 years	254	70.6	106	29.4	
<b>Experience years</b>					
Less than 5 years	22	44.0	28	56.0	$X^2= 10.236$ $P= 0.006^*$
5 to 10 years	56	63.6	32	36.4	
11 to 20 years	340	73.6	122	26.4	
<b>Educational level</b>					
Diploma	20	55.6	16	44.4	$X^2= 21.258$ $P= 0.000^*$
Technical education	12	42.9	16	57.1	
Bachelor	310	78.3	86	21.7	
Master degree	42	53.8	36	46.2	
Doctorate degree	34	54.9	28	45.1	
<b>Marital status</b>					
Single	60	60.0	40	40.0	$X^2= 2.683$ $P= 0.261$
Married	320	71.4	128	28.6	
Divorced	38	73.0	14	27.0	

**Table (9): Relation between the School Personnel Socio-demographic Characteristics and School Performance**

Socio-demographic characteristics	School Performance				Test of significance
	Unsatisfied		Satisfied		
	No	%	No	%	
<b>Age</b>					
20 to less than 30 years	30	71.4	12	28.6	$X^2= 0.368$ $P= 0.832$
30 to less than 40 years	144	72.7	54	27.3	
40 to less than 50 years	272	75.6	88	24.4	
<b>Experience years</b>					
Less than 5 years	34	68.0	16	32.0	$X^2= 4.062$ $P= 0.131$
5 to 10 years	56	63.6	32	36.4	
11 to 20 years	356	77.1	106	22.9	
<b>Educational level</b>					
Diploma	28	77.8	8	22.2	$X^2= 7.487$ $P= 0.112$
Technical education	24	85.7	4	14.3	
Bachelor	306	77.3	90	22.7	
Master degree	46	59	32	41.0	
Doctorate degree	42	67.7	20	32.3	
<b>Marital status</b>					
Single	82	82.0	18	18.0	$X^2= 5.320$ $P= 0.070$
Married	334	74.6	114	25.4	
Divorced	30	57.7	22	42.3	

**Table (10): Correlation between Talent Attraction, Talent Development, Talent Retention and School Performance of School Personnel**

	<b>Talent Attraction r (p)</b>	<b>Talent Development r(p)</b>	<b>Talent Retention r(p)</b>	<b>School Performance r(p)</b>
<b>Talent Development</b>	r =0.440 P=0.000*	r =- P=-	r=0.543 P=0.000*	r=0.309 P=0.000*
<b>Talent Retention</b>	r =0.329 P=0.000*	r=0.543 P=0.000*	r=- P=-	r=0.476 P=0.000*
<b>School Performance</b>	r =0.309 P=0.000*	r=0.441 P=0.000*	r =0.476 P=0.000*	r =- P=-

Correlation is significant at the 0.01 level \*

### Discussion

Talent management has emerged as a global strategy for school personnel motivation and increasing their performance<sup>(20)</sup>. Therefore, schools recognized the significance of talented school personnel' attraction, development and retention for competitive market survival. Schools also have talent competition to maintain their school personnel' engagement, loyalty, retention which leads to an improvement of school performance<sup>(16)</sup>. Talented school personnel are more productive by two to three times than the average school personnel. The more talented in schools the more productive and profitable schools will be. Talent management includes putting the right personnel in the right jobs. This maintains that the school personnel develop their talents for maximum school success<sup>(1)</sup>.

Hence, the current study was conducted with the aim of assessing talent management and its effect on school personnel' performance at Alexandria School Settings. The current study's results denoted that school personnel had high level of dissatisfaction regarding talented personnel' recruitment in their schools. This may be attributed to many reasons as low salary, inflexible working schedule, frustration, more responsibility that not matched with the demands of their daily life which in turn affect negatively on their preference and feelings. This result was inconsistent with **El Dahshan et al. (2018)<sup>(21)</sup>** who revealed that the level of talent recruitment is accepted. The highest percentage of dissatisfied school personnel were in school identifies its employees in terms of qualifications and experience,

reasonable degree of security contributes to make school an employer of choice and the work at school is interesting and rewarding.

Moreover, the result of the current study is incongruent with **Taie (2015)**<sup>(1)</sup> who maintained that, the 100 students from three universities of Islamabad are well aware of organizations recruitment techniques and they prefer to join those organizations where they can find better career growth. Moreover, the findings of current study were inconsistent with **El Nakhla (2013)**<sup>(18)</sup> who mentioned that the respondents at Al Aqsa voice radio station agreed that there are opportunities for learning and development at the station.

In the same line, the current study finding is inconsistent with the study conducted by **Roman (2011)**<sup>(22)</sup> who contended that the Western Cape Provincial Treasury (WCPT) adopted a short-term strategy to attract young students to the organization by offering internships after they completed their studies.

A growing body of evidence indicated that talent development is a series of processes designed to attract high-potential personnel. It is also help to develop, motivate, and retain top

talent. So, developing talent is one of the best ways to assure an organization has the leadership it will need for a successful future. Few organizations have a sufficient supply of talent. Gaps exist in every school settings and talent is more and more scarce<sup>(22)</sup>. In consistently, results of current study portrayed that school personnel perceived had dissatisfaction level regarding talent development dimensions in schools. This may be due to, most of schools haven't plan regarding how to develop their personnel skills and talents. It has also little resources to provide them training on any updated educational issues which in turn affect their educational capabilities, create feeling of frustration and hopelessness.

Regarding talent retention, the highest percentage of school personnel were dissatisfied in relation to the salaries and benefits at the school are competitive, school avoids to over the working load and working stress more than the employee's ability, the salaries and benefits are fair and consistent at school and the salaries and benefits at school guarantees employee loyalty. These results may be related to that school personnel received not enough salaries in schools and less

appreciation and motivation. The findings agreed with a study by **Manafa et al. (2009)**<sup>(24)</sup> who indicated that their studied participants were particularly dissatisfied with what they perceived as unfair access to continuous education and career development opportunities.

Schools have a significant role in daily lives and intern; successful schools constitute a key element for nations' development. Continuous performance is the main determinants of school performance of any school because only through performance schools are able to develop and grow. Therefore, schools' performance is one of the most significant variables in the management research<sup>(10)</sup>. In this context, result of current study showed that the highest percentage of participants were dissatisfied regarding total school performance dimensions. This may be rely on most of participants among age group of 40 to 50 years which in turn affect their performance as one' performance decreased with the advanced age. So it creates sense of frustration and less productivity.

The results of the current study portrayed that there was a highly significant correlation between total

score of school performance and each of talent management three components of school personnel. The finding of current study was consistent with **De Boeck et al. (2018)**<sup>(8)</sup> and **Mohammad (2015)**<sup>(13)</sup> who revealed that talent management is positively related to organizational performance and organizational success. Similarly, **Hafez et al. (2017)**<sup>(25)</sup> found that there is a significant positive correlation between talent management components (motivating outstanding performance, training and development, job enrichment) and employees' retention. Further supports add by **Yuniati et al. (2021)**<sup>(26)</sup> who study the impact of employee engagement as a mediator on the relationship between talent management and organizational performance. In addition, **Auranzeb and Bhutto, (2016)**<sup>(27)</sup> found a significant positive correlation between talent retention and organizational performance of healthcare organizations. On the other hand, the finding of current study is inconsistent with **Arif and Uddin (2016)**<sup>(28)</sup> who found that no significant relation between employee

development and organizational performance.

Furthermore, **Ejovwokeoghene et al. (2018)** <sup>(29)</sup> stated that there is a significant positive relationship between talent management and organizational performance. The same was also detected from study of **Baroda (2018)** <sup>(30)</sup> who reported that a significant positive relationship between talent management practices and employees' motivation, satisfaction, creativity, development, performance and competency in the selected banks. Moreover, the finding of current study is in agreement with **Al-Lozi et al. (2018)** <sup>(31)</sup> who found that there is a significant positive relationship between talent attraction, talent development, talent retention, and succession strategy. Further supports add by study of **El Dahshan et al. (2018)** <sup>(21)</sup> they concluded that talent attraction and talent retention had a significant positive relationship with organizational performance.

### **Conclusion**

Based on the findings of the present study, it can be concluded that, there was a highly significant positive correlation between school performance and each of the three components of talent management of

school personnel (talent attraction, talent development, talent retention)

### **Recommendations**

**Based on findings of the present study, it can be recommended that:**

- Improving the financial reward/salary and benefits for school personnel gained from their work. This will lead to development of their performance which leads to school success.
- Schools provide education and development opportunities for school personnel through conducting education and development programs.
- All schools should introduce talent management strategy in their educational planning to remain competitive in today's market.
- Schools should introduce a system to attract and recruit talented school personnel.
- Schools introduce reasonable degree of security to make school an employer of choice.
- Schools allocate a special budget for training and development of talented school personnel.
- Replication of this study in different schools with school personnel will be beneficial.

## References

1. Taie E. Talent management is the future challenge for healthcare managers for organizational success. *American Research Journal of Nursing*. 2015; 1(1): 18-27.
2. Arora A. A study on Managing Talent for Competitive Advantage in Organizations. National Conference on Issues Impacting Sustainability and Growth of MSMEs in Digital India. 2018. Available at: [https://www.researchgate.net/publication/334696475\\_A\\_study\\_on\\_Managing\\_Talent\\_for-Competitive\\_Advantage\\_in\\_Organizations](https://www.researchgate.net/publication/334696475_A_study_on_Managing_Talent_for-Competitive_Advantage_in_Organizations).
3. National Education Association. Teacher Compensation: Fact vs. Fiction. 2018. Available at: <http://www.nea.org/home/12661.htm>, Retrieved on 10 Jun 2021
4. Elia P, Ghazzawi K, Arnaout B. Talent management implications in the Lebanese Banking Industry. *Human Resource Management Research*. 2017; 7(2): 83-9.
5. Sienkiewicz L. Human Resource Management: How to Attract, Retain and Develop Talent, European Union. 2018. Available at: <https://www.coursehero.com/file/83785290/PES-Thematic-Paper-Human-Resource-Managementpdf/>.
6. Moayed Z, Vaseghi M. The effect of talent management on organizational success. *Scinzer Journal of Accounting and Management*. 2016; 2(3): 16-20.
7. Chen S, Lee A, Ahlstrom D. (2019). Strategic talent management systems and employee behaviors: The mediating effect of calling. *Asia Pacific Journal of Human Resources*. 2019; 59: 84–108.
8. De Boeck, G, Meyers M, Dries N. Employee reactions to talent management: Assumptions versus evidence. *Journal of Organizational Behavior*. 2018; 39(2): 199–213.
9. Devi S. Impact of talent management on organizational performance: Role of employee engagement. *International Journal of Management Studies*. 2017; 4(1): 2231-2528.
10. Behera M. Talent management: Still a clandestine. *The International Journal of Business and Management*. 2016; 4(7): 271-6.
11. Kumar S. The Impact of Talent Management Practices on Employee Turnover and Retention Intentions. 2021. Available at: <https://doi.org/10.1002/joe.22130>
12. Thunnissen M, Buttiens D. Talent management in public sector organizations: A study on the impact of contextual factors on the talent

- management approach in Flemish and Dutch Public Sector Organizations. *Public Personnel Management*. 2017; 46(4): 391-418.
13. Mohammad A. The impact of talent management on employee engagement, retention and value addition in achieving organizational performance. *International Journal of Core Engineering & Management (IJCEM)*. 2015; 1(12): 142-152.
14. Howington J. How Flexible Work Benefits Companies and Employees. 2020. Available at: <https://www.flexjobs.com/employer-blog/the-benefits-of-allowing-employees-a-flexible-schedule/>.
15. OptimisH. Building Your Future – Optimis Talent Management. 2011. Available at: [hcm.com](http://hcm.com). Last Retrieved on 21 August 2020.
16. Meneghella K, Walsh J, Sawagvudcharee O. Strategies to maximize staff retention among Millennial Teachers in Bangkok International Schools. *Asian Social Science*. 2019; 15(8):70.
17. Rodney A, Justin D, Erin B. Turnover modeling and event history analysis. *Industrial and Organizational Psychology*. 2019; 12 (3): 320–325.
18. El Nakhla M. The Availability of Talent Management Components from Employees Perspectives. Master Thesis in Business Administration. Islamic University of Gaza. 2013. Available at: [https://menj.journals.ekb.eg/article\\_151576\\_a221dec95ddad6ee7cbee1e8fad6d182.pdf](https://menj.journals.ekb.eg/article_151576_a221dec95ddad6ee7cbee1e8fad6d182.pdf).
19. Milky M. Analysis of Organizational Performance by Using Succession Planning and Talent Management. Master Thesis in Business Administration. Independent University, Bangladesh. 2013.
20. Chaudhuri, K. Employee relationship and its effect on organizational commitment: A critical look at a Japanese Subsidiary of India. *International Journal of Human Resources Development and Management*. 2020; 20(2): 140–165.
21. El-Dahshan M, Keshk L, Dorgham L. Talent management and its effect on organization performance among nurses at Shebin El-Kom Hospitals. *International Journal of Nursing*. 2018; 5 (2): 108-123.
22. Roman K. Assessing Talent Management within the Western Cape Provincial Treasury (WCPT). Master Thesis, University Stellenbosch. 2011. Available at:



- <https://scholar.sun.ac.za/handle/10019/1/6794>. Retrieved on: September,2021
23. Eatough E. Talent Development:What is power and how does it affect workplace dynamics?Is Your Secret Weapon. Here's Why. Better Up. 2021.Available at: <https://www.betterup.com/blog/what-is-power>. Retrieved on: September,2021
24. Manafa O, McAuliffe E, Maseko F, Bowie C, MacLachlan M,Normand C. Retention of health workers in Malawi: Perspectives of health workers and district management. *Human Resources for Health*. 2009; 7(65): 1-9.
25. Hafez1 E, Neel R,Elsaid E.An exploratory study on how talent management affects employee retention and job satisfaction for personnel administration in Ain Shams University Egypt. *Journal of Management and Strategy*. 2017; 8 (4): 1-17.
26. YuniatiE, SoetjiptoB, SudarmiatinS. (2021). Talent management and organizational performance: The mediating role of employee engagement. *Management Science Letters*. 2021;11(9):3-7..DOI:[10.5267/j.msl.2021.5.007](https://doi.org/10.5267/j.msl.2021.5.007)
27. Auranzeb B, BhuttoS. Influence of talent management in enhancing organization performance (Evidence from Service Sector Companies in Pakistan). *Industrial Engineering Letters*. 2016; 6(6): 49-55.
28. Arif A, Uddin R.Talent management and organizational performance: An empirical study in Retail Sector in Sylhet City, Bangladesh. *IOSR Journal of Business and Management (IOSR-JBM)*. 2016; 18(10): 11-18.
29. Ejoywokeoghene O, Yewande O, Oluseye O,Joseph K. Talent management as a determinant of firm performance: A conceptual approach. *Business & Social Sciences Journal (BSSJ)*. 2018; 3(1): 21-32.
30. Baroda S. Impact of talent management practices on employees' performance in private sector bank. *International Journal of Management (IJM)*.2018; 9(1): 16-21.
31. Al-Lozi M, Almomani R,Al-Hawary S. Talent management strategies as a critical success factor for effectiveness of human resources information systems in commercial banks working in Jordan. *Global Journal of Management and Business*. 2018; 18(1): 31-6.