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The Effects of Talent Management on Performance Management

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Abstract

In today's competitive economy, organizations need to continuously invest in human capital. In the role of business partner, Human Resource (HR) leaders work closely with senior management to attract, hire, develop and retain talented employees. However, in Higher Learning Institution (HLI) sector, having a talented employee is compulsory since this industry is producing and creating a future leader. Link to that statement, higher education should consist of a talented employee of administration and academic division to work together to achieve mission and vision of the organization. Therefore, Ministry of Higher Education (MOHE) has taken an initiative to implement Talent Management (TM) in the university system a few years back. Due to that reason, this study is being conducted to identify the effects of TM towards Performance Management (PM) in selected public universities in Malaysia. Three public universities have been selected in this study which was Universiti Sains Malaysia (USM), Universiti Pendidikan Sultan Idris (UPSI) and Universiti Teknologi Mara (UiTM). Respondents were chosen based on the random sampling techniques and each university has 238 respondents. Information that has been collected will be analyzed by using IBM Statistical Package for Social Science (IBM SPSS). As a result, these three universities revealed that TM towards PMhas showed a medium level of effects. Based on the results, the management of university should take an initiative to improve their current practices of TM to ensure PM of the organization will be increased.

Keywords: Talent Management, Performance Management, Talent, Higher Education,

Introduction

TM is an integrated program that helps many organizations to grow stronger in selecting leaders. Before TM, there are unspecific procedures practiced by the HLI to select leaders. This has made each HLIs has their own version of selecting their leader which sometimes were not representing all voices of the institutions. Therefore, there is no teamwork and cooperation among employees since their voices unheard. Since that, MOHE has been taken an initiative to implement TM in local HLI since TM has proven successful in HLI in abroad.

According to Thunnissen, (2016), to achieve this goal, it is important that there is talent in HLIs should exist in perpetuity and not disappear with the changing times. With the increasing number of HLIs, the demand for quality academician with expertise that is required to be more difficult (Aisyah, 2015; Henny, Anita, Hayati, & Rampal, 2014; Irshad, 2012; Long et al., 2014; Rozita, Ahmad Zamri, & Latifah, 2012). At the same time, HLIs are working to create a sustainable development strategy and TM existing in their organizations (Al Ariss et al., 2014; Baharin & Abdullah, 2011; Buttiens, 2012; Meyers & van Woerkom, 2014; Ramadan, 2012; Tajuddin, Hassan, Abdul, Mohd, & Ali, 2016; Wu, Nurhadi, & Zahro, 2016).

Therefore, before any proposed strategy, the stakeholders in the organization should understand the true meaning of TM (CIPD, 2006; Collings & Mellahi, 2013; Fengjing, Guanshuang, Feng, & Guan, 2011; Jha, 2014; McCracken, Currie, & Harrison, 2015; Menon, 2015; Meyers, van Woerkom, & Dries, 2013; Mucha, 2004). TM is actually the more important and significant for business or corporate organization (Botha, Bussin, & De Swardt, 2011; Clunnies, 2003; Dunn, 2006; Holland & Pyman, 2006; Lockwood, 2006; Mathieu & Babiak, 2016; Menon, 2015; Mokina, 2014; Yaqub & Khan, 2011). But now, TM has become an important strategy to be implemented in institutions of higher education (Rudhumbu, 2014; Rudhumbu & Maphosa, 2015; Sumaedi, Bakti, & Metasari, 2011). This is because something of a talent development takes a long time with high costs (Muslim, Haron, & Hashim, 2012). Therefore, when talent is obtained, it should be developed as soon as possible so that the talent that will continue to remain in the organization (Beechler & Woodward, 2009; Nobarieidishe, Chamanifard, & Nikpour, 2014; Ogbeta, 2015).

Literature Review

Talent study shows that TM has major effects on the workforce and can really make the difference. It provides insight into the current state of the employment relationship and the desires and drivers of talented employees. Research shows that TM receives minimal attention within organizations. TM is the capability to create and continuously optimize the talent resources needed to execute a business strategy.

An Overview of Talent Management

In general, TM associated with the process of integrating the components in human resources management to attract, develop and retain talent (Clark, 2012; Dawn & Biswas, 2013; Hasnaa, Mahmood, Yussof, Soon, & Ling, 2014; Holland, Sheehan, & Pyman, 2007; Kapoor & Sherif, 2012; Singh, Sharma, & Garg, 2012; Stahl et al., 2012; Woo, 2014). A culture that promotes excellence in academia should serve as a guide in TM (Strack et al., 2011). According to Dhanabhakyam & Kokilambal et al., (2014), human resources become an important asset to be managed wisely whereas as HLI is an institution may not be able to satisfy all the staff. Long et al., (2014) claimed that about the approach and technique must be taken in considering to educate the employee in order for them to be able to shift any problems into opportunities which directly will benefit the organization. Daudi (2008) mentioned that the main role of leadership is to create conditions conducive to provide an opportunity for the development of a talent. Staff will use discretion to correct weaknesses or deficiencies such circumstances, if any, to give strategy solution that brings benefits to its educational institutions (Creelman, 2004; Fanegan, 2010; Jackson, 2011; Siggins, 2014).

TM is a critical agenda that is explicitly stated in the strategic plan HLIs, each of which aims to boost their position in order to remain competitive (Buttiens, 2012; Hasnaa et al., 2014; Meyers & van Woerkom, 2014; Tansley & Tansley, 2013). Accordingly, TM translated into practice and strategic depicting HLIs commitment to the realization of strategic planning in the design of the core human resources strategy and TM (As, 2005; Haizam & Saudi, 2014; LÆgreid et al., 2006; Regassa & Kedir, 2011). In practice TM, HLIs were selected in this study focus on programs to attract and select talent, sharpen, develop and retain talent in line with the vision and mission of the respective HLIs (Barron, 2008; Bloom, 2013; Delfgaauw & Dur, 2010; Jauhari, Sehgal, & Sehgal, 2013; Joseph, 2013; Kapoor & Sherif, 2012; Khan, Ayub, & Baloch, 2013; Khatri, Gupta, Gulati, & Chauhan, 2010; Martins & Von der Ohe, 2002; McCracken et al., 2015; Mourougan, 2015; Scapolan & Montanari, 2013, 2013; Van Rooyen & Whittle, 2011; Venkateswaran, 2012). For example, attract and select talent based on excellence in science, taking into account aspects such as the nature of leadership, openness, passion for truth and fill in the various disciplines (Chami-Malaeb & Garavan, 2013; Clay, 2012; Hiltrop, 1999; Lin & Lee, 2011; Lysenko & Kovaleva, 2016; Marketwired, 2013; Mathieu, 2013; Menon, 2015; Repository, 2012; Roberts-Turner et al., 2014; Wong & Laschinger, 2013; Wood & Joseph, 2010).

According to Haizam & Saudi (2014), TM strategies has adopted are career development through mentoring, coaching, training specific, placement in industry and international networking, succession planning and maintaining a academician from lured by the HLIs especially under the new remuneration scheme in the public service that allows mobility of staff with ease without get permit departures from the previous HLI. However, since the system is not successfully done the issue of mobility in this form can be avoided and the focus can be given to the building to retain talent (Al-Ariss et al., 2014; Al Ariss et al., 2014; Collings, Scullion, & Vaiman, 2015a; Kehinde, 2012; Kehinde, 2012; Strack et al., 2011).

As cited from Othman & Sumardi (2013), Muhammad Razif who is the vice president TM is about planning and developing systematically the individual staff training, development and education need. This is to build a competent workforce in realizing the vision and mission of the company. TM has been defined and applied in various ways. TM is to build a competent workforce to realize the vision and mission of the company. Employees with talents are those who have the potential to occupy critical positions. Isahak, (2007) and Hamid et al., (2011) defined that talent is not just about having the brainpower, knowledge, experience, skill or the mental and physical characteristics but to do something different. This means the higher order of difficulty and complexity in the future educational excellence. It is relatable with world-class branding, marketable academic programs, research activities and facilities in attracting and retaining foreign and local students. Governing bodies, in Malaysia such as the Malaysian Qualification Agency, provide accreditation to quality programs that fulfill certain standards (Sirat, 2008).

HLIs have the responsibility to produce graduates that will meet the requirements of the industries (Fallis et al., 2013; Diana Farrell & Grant, 2005; Woo, 2014). However, HLIs are lagging behind in meeting the needs of the industries (Mohan et al., 2015). According to Altınöz, Çakıroğlu, & Çöp, (2013), there is a gap between the knowledge, skills, and qualities

possessed by the HLIs graduates and the knowledge, skills, and qualities required by the graduates' prospective employers.

Furthermore, by HR explaining to management and employees why TM is important, how it works and what the benefits are to the organization and participants, TM is more likely to be seen as a fair process (Grobler & Diedericks, 2015.; Hamid et al., 2011; Lockwood, 2006). Based on Abraham (2015), TM to continue with training and developing high performers for potential new roles, identify their knowledge gaps, and implement initiatives to enhance the competencies among academicians. Shin & Jung (2014) mentioned that an academician is the important assets and becoming a competitive advantage to the faculty as well as the HLIs. Hence, it is important for Heads of School, Deans, and Human Resources Managers to provide the new and existing position with adequate training and professional development. Indeed, TM actually can provide the job security for academicians as it has a positive and significant influence on employee attitudinal outcomes and organizational effectiveness e.g. employee work engagement, turnover avoidance, and value addition (Arafat, Hussain, Rahman, & Asad, 2015; Gulavani & Shinde, 2014; Hofmans, De Gieter, & Pepermans, 2013; Jain & Bhatt, 2015; Lambert, Minor, Wells, & Hogan, 2016; LeRouge, Wiley, & Maertz, 2013; Yousaf, M Waheed, Mudassir, & M Saeed, 2015; Wilczyńska, Batorski, & Sellens, 2016).

The outcomes of poor managerial practices and situational factors associated with working in HLIs could result in academicians, employers and consumers alike complaining of poor quality service, high turnover, absenteeism, and stress (Diestel, Wegge, & Schmidt, 2014; Drakopoulos & Grimani, 2013; Flickinger, Allscher, & Fiedler, 2016; Lee, Wang, & Weststar, 2015; Mendoza, 2015; Mendoza Llanos, 2015; Merkin, 2013; Mohan & Annakis, 2015; Nidan, 2016; Park & Ahn, 2015; Radda, Majidadi, & Akanno, 2015; Rouleau, Fournier, Philibert, Mbengue, & Dumont, 2012; Sauer & Valet, 2013; Scanlan & Still, 2013; Swarnalatha & Sureshkrishna, 2013; Yang, Wan, & Fu, 2012; Yao, 2013).

Performance Management Concept

In the case of HLI organizations, however, not much is known about how PM systems work in complex organizations with intricate inner workings like HLIs because they are complex and produce many "goods" and operate within a system of stakeholders, very complex funding, and demands that often prove contradictory (Broadbent & Laughlin, 2009). HLI changes are due to a long list of factors the development of information and communication technologies, globalization, internationalization and regionalization, an advancing network society, and advancing knowledge society, socio-cultural trends, demographic changes and the marketization in HLI including the changing roles of governments (Brown & Ryan, 2003; Lee, 2014; Lepori et al., 2015; Lim, 1992; Malinauskiene, 2014; Meyer & Maltin, 2010; Strack et al., 2011).

Responsiveness to society has become essential in assessing the quality and the validity of HLIs (Claussen, Grohsjean, Luger, & Probst, 2014; Tansley, Kirk, & Tietze, 2013; Teresa et al., 2016; Tsinidou, Gerogiannis, & Fitsilis, 2010; Vatne & Trgersen, 2014; Woo, 2014). They have to be prepared to elaborate and declare their priorities, and even clarify their responsibilities to society (Al Ariss et al., 2014; Beechler & Woodward, 2009; Riccio, 2010). Students, businesses, and industry, as well as the public all demand to see some kind of proof in terms

of just how efficient and effective these institutions really are (Atefi, Abdullah, & Wong, 2016; Fulmer et al., 2009; Jain, Ruchi, Kaur, 2014; Jena, 2015; Lewis & Heckman, 2006; Nagendra & Deshpande, 2014; Ulrich, Brockbank, Johnson, Sandholtz, & Younger, 2008; Usop et al., 2013).

These demands on HLI for sort of higher accountability, increased efficiency, and proven effectiveness amplify the pressure for the adoption of PM (Bradley, 2004; Haizam & Saudi, 2014; Hasan et al., 2016; Lawlor, 2006; Rabovsky, 2013) in a definitely big way. Khah, Nezhad, & Moradi, (2014) and Morris (2011) basically agreed that PM in education should particularly be used as a tool for academic to do their job properly, meaning, to particularly make kind of sure that employees essentially are aware of what kind of is expected of them and how to actually go about performing in order to basically do what is expected in a kind of big way. According to Khah et al., (2014) and Ying (2012), there is no universal model of PM in a subtle way. They particularly noted review of literature and practice literature and experience would definitely suggest that there exist a number of elements, which might typically, for the most part, be found in a Performance Management System (PMS), which literally is quite significant.

Research Gap

In this research perspective, the effects of TM on PM have been done several times either in many organizations especially in the corporate sector. However, in Malaysia perspectives, this research is relatively new. Based on the literature stated earlier, it is showed that research has been conducted in private sector of HLI and not in public sector. Due to that, researcher conducts the research to fill the gap on the effects of TM on PM in public HLIs in Malaysia. Therefore, it is beneficial to other researcher or reader to look deeply into the results obtained in order to have a better sight of TM practices in public HLIs. In addition, the results obtained will contribute to the body of knowledge in TM practices especially in the effects point of view.

Methodology

In this study, specialists utilized a quantitative strategy to meet to targets that have been illustrated. Besides, this exploration it is a factorial examination think about that uses the review strategy to gather essential information. The research instrument of the investigation is an organized survey and Likert scale arrange is utilized and with the end goal of gathering essential information, a poll was set up for this study. Convenience sampling was used in this study as only the respondents that agreed to participate in this study were selected. The primary data was collected personally by the researcher as an assurance of confidentiality to respondents. A total of 238 questionnaires were given to the respondent and collected at the same time. In analyzing information obtained, researchers decide to use IBM Statistical Package Social Science and in order to meet the objective; researchers used Pearson Correlation Coefficient to find a relationship between these two variables. Three universities have been selected randomly and the respondents were selected according to the sampling design chosen.

Analysis and Findings

The Relationship between Talent Management with Performance Management in Selected Public Higher Learning Institutions

Table 1 showed an overall correlation of TM and PM in selected public HLIs. Based on the findings obtained, University A showed a higher correlation of TM and PM compared to University B and University C. University A indicated TM was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate PM($r=0.454$, $p<0.01$). Meanwhile, University B showed TM was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with PM ($r=0.264$, $p<0.01$). On the other hand, University C having TM that was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with PM ($r=0.150$, $p<0.01$).

Table 6.11:
Model Summary of The Relationship between Attracting and Recruiting Talent, Developing Talent and Retaining Talent with Performance Management in Selected Public Higher Learning Institutions

Variable		**Public Higher Institutions**		
		University A	**University B**	**University C**
		Performance Management	**Performance Management**	**Performance Management**
Talent Management	Pearson Correlations	.454**	.264**	.150**
	Sig (2-tailed)	.000	.000	.000
	N	238	238	238

**. Correlation is significant at the 0.01 level (2-tailed).

The Relationship between Attracting and Recruiting Talent, Developing Talent and Retaining Talent with Performance Management in Selected Public Higher Learning Institutions

R Square is the proportion of variance in the dependent variable JS which can be predicted from the independent variables (Attracting and Recruiting Talent, Developing Talent, Retaining Talent). University A (R=0.455) showed moderate R-Value which represents a moderate degree of correlation and R Square indicates that 20.7% of the variance in TM scores can be predicted and explained by variables of Attracting and Recruiting Talent, Developing Talent and Retaining Talent. Meanwhile, University B (R=0.212) showed low R-Value indicated a low degree of correlation and R Square indicates that 5.7% of the variance in TM scores can be predicted and explained by variables of Attracting and Recruiting Talent, Developing Talent and Retaining Talent. Lastly, University C (R=0.105) showed low R-Value

indicated a low degree of correlation with R Square indicates that 1.1% of the variance in TM scores can be predicted and explained by variables of Attracting and Recruiting Talent, Developing Talent and Retaining Talent. See Table 6.12.

Table 6.12:
Model Summary of The Relationship between Attracting and Recruiting Talent, Developing Talent and Retaining Talent with Performance Management in Selected Public Higher Learning Institutions

Public Higher Institutions	Model	R	R Square
University A	1	0.455	0.207
University B	1	0.212	0.057
University C	1	0.105	0.011

Predictors: Constant, Attracting and Recruiting Talent, Developing Talent, Retaining Talent

Next, explanation according to selected public HLIs will begin with University A. In this case, there were N=238 respondents, s the df for the total is 237. Thus, the model has 4-1=3 degrees of freedom. The Residual degree of freedom is df total minus the df model, 237-3 is 234. Mean square for the regression is 13.187/3 = 4.396 and mean squares for the Residual, 50.625/234 = 0.219. Symbol of F and Sig explained about F-value is the Mean Square Regression (4.396) divided by the Mean Square Residual (0.219), yielding F= 20.073. The p-value associated with this F-value is very small (0.00). Then, $p<0.05$ which is less than 0.05 and it brings to the regression model statistically significantly predicts the outcome variable. Thus, independent variables consisting of Attracting and Recruiting Talent, Developing Talent, Retaining Talent can be used to reliably predict JS (dependent variable). Therefore, in University A, based on Table 6.13, the independent variables statistically significantly predict the dependent variable,

$F(3,234) = 20.073, p<0.05$

Moreover, explanation according to selected public HLIs will continue with University B. In this case, there were N=238 respondents, s the df for the total is 237. The model degree of freedom corresponds to the number of predictors minus 1 (K-1) and the intercept is automatically included in the model and becoming 4 predictors. Thus, the model has 4-1=3 degrees of freedom. The Residual degree of freedom is df total minus the df model, 237-3 is 234. Mean square for the regression is 10.435/3 = 3.478 and mean squares for the Residual, 37.316/234 = 0.162. Symbol of F and Sig explained about the F-value is the Mean Square Regression (3.478) divided by the Mean Square Residual (0.162), yielding F= 21.530. The p-value associated with this F-value is very small (0.00). Then, $p<0.05$ which is less than 0.05 and it brings to the regression model statistically significantly predicts the outcome variable. Thus, independent variables consisting of Attracting and Recruiting Talent, Developing Talent, Retaining Talent can be used to reliably predict JS (dependent variable). Therefore, in University B, according to Table 6.13, the independent variables statistically significantly predict the dependent variable,

$F(3,234) = 21.530, p<0.05$

Then, explanation according to selected public HLIs will end with University C. In this case, there were N=238 respondents, s the df for the total is 237. The model degree of freedom corresponds to the number of predictors minus 1 (K-1) and the intercept is automatically included in the model and becoming 4 predictors. Thus, the model has 4-1=3 degrees of freedom. The Residual degree of freedom is df total minus the df model, 237-3 is 234. Mean square for the regression is 9.093/3 = 3.031 and mean squares for the Residual, 50.787/234 = 0.220. Symbol of F and Sig was indicated about the F-value was the Mean Square Regression (3.031) divided by the Mean Square Residual (0.220), yielding F= 3.808. The p-value associated with this F-value is very small (0.00). Then, p<0.05 which is less than 0.05 and it brings to the regression model statistically significantly predicts the outcome variable. Thus, independent variables consisting of Attracting and Recruiting Talent, Developing Talent, Retaining Talent can be used to reliably predict JS (dependent variable). Therefore, in University C, according to Table 6.9, the independent variables statistically significantly predict the dependent variable,

F (3,234) = 13.777, p<0.05

Table 6.13:
One Way ANOVA of The Relationship between Attracting and Recruiting Talent, Developing Talent and Retaining Talent with Performance Management in Selected Public Higher Learning Institutions

Public Higher Institutions	Model		Sum of Squares	df	Mean Square	F	Sig.
University A	1	Regression	13.187	3	4.396	20.059	0.000
		Residual	50.625	234	0.219		
		Total	63.812	237			
University B	1	Regression	10.435	3	3.478	21.530	0.000
		Residual	37.316	234	0.162		
		Total	47.751	237			
University C	1	Regression	9.093	3	3.031	13.777	0.000
		Residual	50.787	234	0.220		
		Total	59.880	237			

Dependent Variable: Performance Management
Predictors: Constant, Attracting and Recruiting Talent, Developing Talent, Retaining Talent.

In next calculation, it will explain about coefficient of the relationship between TM and PM based on selected public HLIs. In University A, in terms of the variables used in this example, the estimated multiple regression equations are:

PM predicted = 1.564+0.216Attracting and Recruiting + 0.103 Developing +0.133Retaining

This estimate tells about the relationship between the independent variables and dependent variables. These estimates tell the amount of increase in a PM that would be predicted by a one unit increase in the predictors. The coefficient for Attracting and Recruiting

Talent is 0.216. Hence, for every unit increase in attracting and recruiting talent score, researchers expect a 0.216 point increase in the PM score keeping the scores for variables developing talent and retaining talent fixed. This is statistically significant (p=0.00<0.05). The coefficient for Developing Talent is 0.103. Hence, for every unit increase in Developing Talent score, researcher expects a 0.103 point increase in the PM score keeping the scores for variables attracting and recruiting talent and retaining talent fixed. This is statistically significant (p=0.000<0.05). The coefficient for Retaining Talent is 0.133. Hence, for every unit increase in Retaining Talent score, researchers expect a 0.133 point increase in the JS score keeping the scores for variables Attracting and Recruiting talent as well as developing talent is fixed. This is statistically significant (p=0.00<0.05). Symbol of t and Sig**.** was a constant is significantly different from zero at the 0.05 alpha level as in p=0.00<0.05. However, having a significant or non-significant intercept is seldom interesting (Parmjit, 2009).

Therefore, in University A, based on Table 6.14, a multiple regression was run to predict PM from attracting and recruiting, developing and retaining talent. These variables statistically significant predicted,

PM, F (3,234) = 20.059, p<0.05, R^2 = 0.207. All three variables added statistically significantly to the prediction, p <0 .05

Next, in University B, the B is the value for the regression equation for predicting the dependent variable from the independent variable. In terms of the variables used in this example, the estimated multiple regression equations are:

PM predicted = 2.137+0.928Attracting and Recruiting + (-0.176) Developing +0.195Retaining

This estimate tells about the relationship between the independent variables and dependent variables. These estimates tell the amount of increase in the PM that would be predicted by a one unit increase in the predictors. The coefficient for Attracting and Recruiting Talent is 0.928. Hence, for every unit increase in attracting and recruiting talent score, researchers expect a 0.928 point increase in the PM score keeping the scores for variables developing talent and retaining talent fixed. This is statistically significant (p=0.00<0.05). The coefficient for Developing Talent is -0.176. Hence, for every unit increase in Developing Talent score, researcher expects a -0.176 point decrease in the PM score keeping the scores for variables attracting and recruiting talent and retaining talent fixed. This is statistically significant (p=0.000<0.05). The coefficient for Retaining Talent is 0.195.

Hence, for every unit increase in Retaining Talent score, researchers expect a 0.195 point increase in the PM score keeping the scores for variables Attracting and Recruiting talent as well as developing talent is fixed. This is statistically significant (p=0.00<0.05). t and Sig**.** indicated the constant is significantly different from zero at the 0.05 alpha level as in p=0.00<0.05. However, having a significant or non-significant intercept is seldom interesting (Parmjit, 2009). Therefore, in University B, based on Table 6.14, a multiple regression was run to predict JS from attracting and recruiting, developing and retaining talent. These variables statistically significant predicted,

PM, F (3,234) = 21.530, p<0.05, R^2 = 0.057. All three variables added statistically significantly to the prediction, p < 0.05

Lastly, in University C, in terms of the variables used in this example, the estimated multiple regression equations are:

PM predicted = 2.298+ (-0.091) Attracting and Recruiting + 0.118 Developing + 0.077 Retaining

This estimate tells about the relationship between the independent variables and dependent variables. These estimates tell the amount of increase in the PM that would be predicted by a one unit increase in the predictors. The coefficient for Attracting and Recruiting Talent is -0.091. Hence, for every unit decrease in attracting and recruiting talent score, researchers expect a -0.091 point increase in the PM score keeping the scores for variables developing talent and retaining talent fixed. This is statistically significant (p=0.000<0.05). The coefficient for Developing Talent is 0.118. Hence, for every unit increase in Developing Talent score, researcher expects a 0.118 point increase in the PM score keeping the scores for variables attracting and recruiting talent and retaining talent fixed. This is statistically significant (p=0.000<0.05). The coefficient for Retaining Talent is 0.077.

Hence, for every unit increase in Retaining Talent score, researchers expect a 0.077 point increase in the PM score keeping the scores for variables Attracting and Recruiting talent as well as developing talent is fixed. This is statistically significant (p=0.00<0.05). Symbol of t and Sig**.** indicated the constant is significantly different from zero at the 0.05 alpha level as in p=0.00<0.05. However, having a significant or non-significant intercept is seldom interesting (Parmjit, 2009).

Therefore, in University C, based on Table 6.14, a multiple regression was run to predict JS from attracting and recruiting, developing and retaining talent. These variables statistically significant predicted,

PM, F (3,234) = 13.777, p<0.05, R^2 = 0.011. All three variables added statistically significantly to the prediction, p < 0.05

Table 6.14:
Coefficient of The Relationship between Attracting and Recruiting Talent, Developing Talent and Retaining Talent with Performance Management in Selected Public Higher Learning Institutions

Public Higher Institutions	Model		Unstandardized Coefficients	Standardized Coefficients	Beta	t	Sig.
			B	Std. Error			
University A	1	(Constant)	1.564	.149		10.508	.000
		Attracting and Recruiting Talent	.216	.080	.235	2.701	.000

		Developing Talent	.103	.104	.107	.990	.000
		Retaining Talent	.133	.077	.150	1.729	.000
University B	**1**	**(Constant)**	2.137	.135		-1.010	.000
		Attracting and Recruiting Talent	.928	.108	.850	8.568	.000
		Developing Talent	-.176	.076	-.195	-2.319	.000
		Retaining Talent	.195	.073	.160	2.683	.000
University C	**1**	**(Constant)**	2.298	.257		8.951	.000
		Attracting and Recruiting Talent	-.091	.181	-.065	-.506	.000
		Developing Talent	.118	.199	.089	.594	.000
		Retaining Talent	.077	.127	.073	.611	.000

Dependent Variable: Performance Management

Conclusion

As a conclusion, the researchers found that TM affects PM in overall after done analysis on three selected public HLIs. Based on the results, it shows that University A has greater effects on PM as compared to University B and C. Therefore, it gives a clear picture, which means University A has implemented better TM in their system as compared to University B and C. This study showed that public HLIs actually need a comprehensive method for managing human resources effectively and efficiently due to the increasing competition in HLI.

The situation becomes even more apparent when the country was trying to establish the transformation of education at the primary or higher level education. The top management and staff recognize the importance of TM instead of the management of human resources alone. For public HLIs, TM is associated with the necessary expertise for the development of knowledge in various disciplines to achieve its vision and mission. The developed expertise or talent will carry out their respective roles to be translated for the socio-economic development. In this case, it is important for the public HLIs to maintain their expertise to ensure the long-lasting achievement. TM will ensure the continuation of existing coatings in the construction and development of science and the smooth transition of power without any doubt among the public HLI.

Although the method of implementation is inconsistent and the program is not integrated as the purpose for each program is varied, however, it can be concluded that TM exists in the public HLIs. Many faculty members do not know or are not aware of the existence of the

concept of TM in each HLI. It is undeniable that some academicians are aware of its existence, but most of them did not know its significance. This is because the flow of information does not apply either to the top management for the academicians. In fact, some public HLI has already implemented a form of TM but because it does not spread and is not conducted with transparent and the desired goal cannot be achieved. There are similarities in the implementation and practice of the program in public HLIs which have experienced the TM and they could be improved to ensure the effectiveness of HRM.

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