



TALENT MANAGEMENT PRACTICES, ORGANIZATION CULTURE AND SUSTAINABLE ORGANIZATIONAL PERFORMANCE IN CHARTERED UNIVERSITIES IN KENYA

Muma Lilian Atieno¹, Dr. Joseph Kirui (PhD)²
Dr. Hellen W. Sang (PhD)³, Dr. Wiliter Rop (PhD)³

Department of Marketing, Management Science, Tourism and Hospitality, University of Kabianga, Kenya

Correspondences: Lilian Muma Institution: University of Kabianga, Kenya

ABSTRACT

DOI No: 10.36713/epra14535

Article DOI: <https://doi.org/10.36713/epra14535>

Universities contribute to economic development of a country. However, Universities experience scarcity of academic staff due to tremendous increase in student enrolment yet little attention is given to attraction and retention of staff for sustainable performance. This study determined the relationship between talent management practices (TMP), organization culture (OC) and sustainable organizational performance (SOP). Correlational and retrospective longitudinal designs were adopted and 51 Registrars purposively selected from 51 Chartered Universities responded to questionnaires. Secondary data was from accredited Government records. Reliability was confirmed by Cronbach Alpha coefficient 0.960 from pilot study on 5 Universities. Data was analyzed descriptively and inferentially. The multiple regression findings revealed varied results with SOP; talent attraction ($\beta=0.342, p=0.000$), talent development ($\beta=0.128, p=0.118$), talent retention ($\beta=0.035, p=0.696$), career management ($\beta=-0.203, p=0.007$) and succession planning ($\beta=0.134, p=0.020$). Talent attraction and succession planning found positive significant influence on SOP, Career management found negative significant influence on SOP while Talent development and Talent retention found positive insignificant influence on SOP. The $R^2=0.691$ implied that 69.1% of variation in SOP explained by TMP. The model was significant as shown by ($F=17.861, p=0.000$). The moderated multiple regression results found that organization culture was a significant moderator; $Int.(TMP*OC) = [R^2\Delta=0.012, \beta=0.197 \text{ and } p=0.005]$. The $R^2\Delta=0.012$ implied 1.2% variation in SOP explained by interaction between TMP and OC hence conclusion that moderator strengthens the relationship between TMP and SOP. The study concluded that effective TMP are critical contributors to SOP under positive organization culture. The study recommends adoption of innovative talent management practices that ensure the right talents are attracted to the right jobs and deliberate steps towards creation of supportive institutional culture for adoption and implementation of TMP to ensure SOP.

KEY WORDS: Talent, Culture, Sustainable, Chartered Universities

1.1 BACKGROUND TO THE STUDY

Talent Management (TM) is a strategic human resource area with increasing global significance amongst

professionals. It aims at searching, recruiting, developing, engaging, retaining and deployment of employees with high skills that create a significant value to an organization Humaid (2018) and Srihandayani &

Kusnendi (2020). According to Armstrong & Taylor (2014) and Ansar & Baloch (2018) Talent Management Practices (TMP) refer to practices related to searching for talented personnel, developing their capacity, ensuring that they are retained and supported through career growth and succession planning to support achievement of personal and organization goals. According to Ansar & Baloch (2018) talent identification, development and retention help in preparing a pool of talent necessary for improving organizational performance aimed at realizing a sustained competitive advantage.

Mujtaba & Mubarik (2021) attested TMP is a core pillar of human resource management whose roles were vital in influencing the behavior of employees and ultimately performance of an organization. Ansar & Baloch (2018) argued that each component of Talent Management Practice influenced organizational performance and thus organizations needed to place a proportionate emphasis on all factors in order to remain sustainable. According to them talent planning for attraction was an important and the strongest variable for sustained performance yet most organizations failed to be proactive in TAP but rather became reactive after unfortunate events that compelled management to plan for attraction.

Al Aina & Atan (2020) in a quantitative study considered attraction, development, retention and career management as the key TM practices and pointed out that talent was a primary differentiating feature, regardless of whether the business was in the manufacturing or service sector, in the public or private sector. Development of talent is a critical practice that molds employees from factors of production into forces of contribution to sustainable performance (Kafetzopoulos & Gotzamani, 2022) and organizational career management practices increase individual competencies necessary for sustained performance (Bagdadlia and Gianecchinib, 2019). Abiwu (2021) asserted that in an uncertain business environment characterized with competition, Universities require employees with the potential to make significant contributions to the organization for sustainable performance.

Empirical literature revealed little evidence on the influence of TMP on organizational success aiming at sustainable organizational performance (Thunnissen, 2016). Mujtaba & Mubarik (2021) and Kusi, Opoku-Danso, & Afum (2020) revealed that TMP played a critical role on sustainable performance and had a direct relationship with organization performance. Eghbal, Hoveida, Seyadat, Samavatyan & Yarmohammadian

(2017) attested that improvement of talent attraction practice could lead to increased faculty members' improved research performance. However, Al Aina & Atan (2020) argued that, not all TM practices had an impact on sustainable organizational performance even though TMP collectively improved sustainable organizational performance. In addition, it was not exclusively clear whether these talent management practices were really the greatest contributor to organization success over time (Thunnissen, 2016). In addition, global decisions regarding talent recruitment, development and retention were faced with challenges hence talent management cannot be overlooked by organizations seeking to be outstanding in performance in order to achieve sustainable performance (Damayanti, 2021).

In Africa, Tettey (2006) argued that for a long time, educational institutions especially Higher Education Institutions (HEIS) were confronted with challenges related to recruitment and retention of academic staff. He established that reduced funding coupled with increased student numbers, an aging professoriate and existing narrow skill base depleted by brain drain led to extreme pressure on human resources (Tettey, 2006). The situation got worse as was evidenced by Tettey (2009) and Mushemenza (2016) findings which revealed that, high students' enrolments were increasingly overwhelming African institutions without a corresponding increase in academic staff capacity leading to staff gap of 25 to 50 percent. The proportion of postgraduate students in many African universities was also low and decreasing in some cases, low graduation rates and high drop-out rates in several fields increased the challenges all affecting quality and relevant service for sustainable performance.

1.2.1 Organization Culture

Organization Culture refers to a system of values and shared beliefs that guide an organization (Schein, 2010). Saleh & Atan, (2021) submitted that implementation of TM and sustainable organizational performance could be facilitated through organizational culture. According to Al-Dalahmeh & Dajnoki (2020) success of an organization was a factor of a positive culture. Vu & Nwachukwu (2020) assert that a robust organizational culture strengthened the relationship between strategic human resource management practices and academic staff retention. Bula & Kireru (2017) submitted that organization culture fostered talent management practices and accounted for collective values, principles and beliefs of organizational members (Vu & Nwachukwu, 2020).

Saleh & Atan (2021) and Yuwono, Suroso & Hubeis (2021) established that organizational culture had a strong, negative moderation on the link between knowledge sharing and employee satisfaction. Al-Dalahmeh & Dajnoki (2020) agreed that success of an organization was a factor of a positive culture. According to Srihandayani & Kusnendi (2020) Management of talent and the culture of an organization significantly affected sustained performance of employees.

According to O'Reilly, Chatman & Caldwell (1991) Organization culture collectively entailed dimensions related to innovation orientation, outcome orientation, detail orientation, team orientation, people orientation, aggressiveness and stability. Many organizations made deliberate effort to integrate their stated core values and business principles into the TM practices. Vu & Nwachukwu (2020) argued that talent management practices within the Universities cannot be not be divorced from the social culture. The implementation of TMP and sustainable organizational performance is facilitated through organizational culture which varies from one organization to the other (Saleh & Atan, 2021).

1.2.2 Sustainable Organizational Performance

Sustainable Organization Performance (SOP) was defined as the ability of an organization to meet the current needs and expectations of customers and to attain the requirements of its stakeholders and to guarantee future profitability (Al Aina & Atan, 2020). In Universities, implementing a sustainable university model is a process of continual improvement which requires key stakeholders to allocate additional funds for sustainability initiatives (Velazquez, Munguia, Platt & Taddei, 2006).

According to Dumitrascu & Ciudin (2015) University sustainable performance is classified as students' performance, students' involvement in extracurricular activities, admission numbers and career guidance events and De Filippo, Sandoval-Hamón, Casani & Sanz-Casado (2019) considered sustainable performance in terms of research output. Wang, Yang & Maresova (2020) in China, assessed students' enrolment and found that over 90% of revenues emanated from the tuition fees, consequently affecting the campus operation efficiency, recruiting process, education, and research quality hence a contributor to sustainable performance. Similar view on student enrolment was shared by Chebeň, Lančarič, Munk & Obdržálek (2020).

According to Gutierrez (2017) sustainability performance indicators for Universities include:

university revenue measured by student enrolment, total workforce, staff turnover, employees' training hours, employee and customer satisfaction practices. Amrina & Imansuri (2015) focused on total number of courses offered, research funding, publications and student numbers and a sustainable University in terms of students' numbers was ranked second among the parameters of sustainable performance. Horan & O'Regan (2021) found that sustainable performance was measured in terms of continual improvement in terms of research impact and output, number of competitive courses, faculty to students ratio as well as student enrolment in different programmes.

An organizational performance was considered sustainable if it had the ability to steadily grow over time by serving the diverse interest of its stakeholders (Nawaz & Koc, 2019) and being able to effectively respond to external threats (Al Aina & Atan, 2020). Bieler & McKenzie (2017) and Blasco, Brusca & Labrador (2019) affirmed that sustained performance was a factor of sustainable courses, research, funding, scholarly publications, students' dropout rates, lecturer-students ratio, revenue per student and financial position.

1.3 Statement of the Problem

Universities being centres of intellectual excellence and innovation hubs contribute greatly to economic development of a country and consider talent as a critical asset that can promote superior and sustainable performance. To sustain this critical role, Universities through proper talent management (TM) practices, should attract and retain highly skilled academic staff to offer quality and relevant service to support achievement of long term goals. Commission for University Education (CUE) provides the recommended quality and quantity of academic staff in terms of lecturer to student ratios, supervision requirements and requisite qualifications for quality service. However, previous researches reveal that this has not been sustainable probably due to poor attraction, development and retention practices, poorly managed careers and succession planning practices. In addition, existing cultures create varying environment that may influences the nature of the long-term plans. Universities have been experiencing scarcity of lecturers in terms of quantity and quality due to pressure occasioned by tremendous increase in student enrolment yet little focus is given to their attraction and retention to meet such demands hence a threat to continued survival. CUE is on record expressing concern over a shortfall of academic staff with PhD qualifications and relevant skills. Specifically, Graduate Assistants at 7%, Tutorial Fellows 33%, Lecturers 40%, Senior Lecturers 12%, Associate

Professors at 5% and Professors at 3%; majority of aging staff being professors yet low number of yearly PhD graduands are groomed to replace them. It is also worrisome that the existing narrow skill base is continuously being eroded by unprecedented exits pointing at a skill gap that can compromise on quality and relevance of service hence an urgent need for TM. This study therefore sought to determine the relationship between TM practices, organization culture and sustainable organizational performance in Chartered Universities in Kenya.

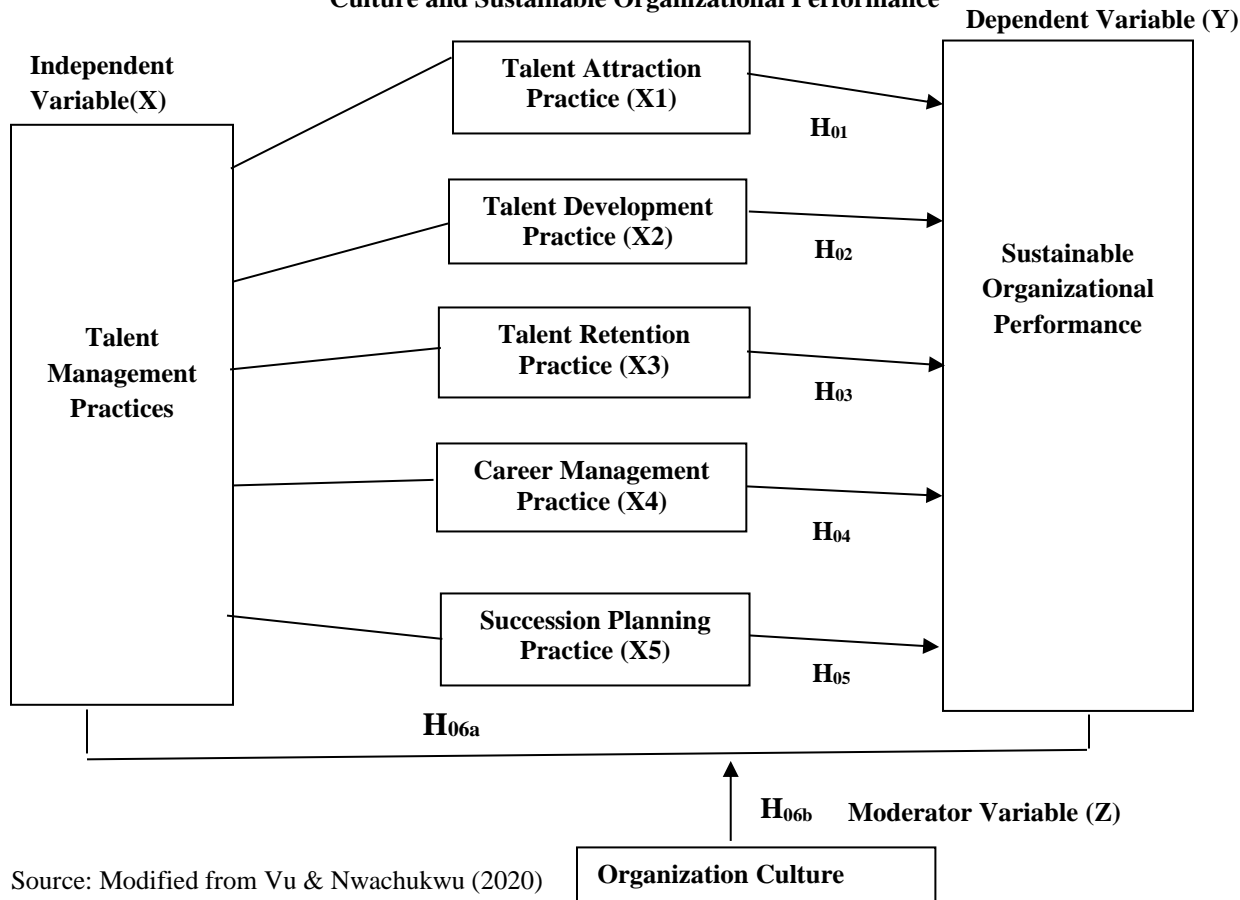
2.0 CONCEPTUAL FRAMEWORK

The conceptual framework in this study showed the relationship between three variables (independent, moderator and dependent). Specifically, the three variables were; Talent Management Practices, Organization Culture and Sustainable Organizational Performance. Talent Management practices represented the independent variable with five dimensions; Talent Attraction, Development, Retention, Career Management and Succession Planning (Humaid (2018)

and Armstrong & Taylor (2014). Sustainable Organizational Performance was the dependent variable measured in terms of rate of change in students’ enrolment which contributed to over 90% revenue collected through tuition fee hence affecting campus operation efficiency, recruiting process, education, and research quality hence a contributor to sustainable performance (Wang, Yang & Maresova, 2020).

Organization Culture referred to a system of values and shared beliefs that guide an organization (Schein, 2010) and it varied from one organization to the other (Saleh & Atan, 2021). In this study, organization culture, the moderating variable was operationalized in seven dimensions which included: Innovation orientation, outcome, detail, team, people orientation, aggressiveness and stability (O’Reilly, Chatman & Caldwell, 1991). It was believed that sustainable performance required that an organization integrated these dimensions into the business operations (Vu & Nwachukwu, 2020).

Figure 2. 1: Conceptual Framework of the Relationship between Talent Management Practices, Organization Culture and Sustainable Organizational Performance



Source: Modified from Vu & Nwachukwu (2020)

3.0 RESEARCH METHODOLOGY

3.1 Research Design

This study was anchored on the positivism philosophy since it involved statistical testing of the hypotheses. The study also involved collection of quantitative and qualitative data. Cross-sectional and retrospective longitudinal designs were adopted. Cross-sectional research design facilitated collection of data on TM practices one point in time. retrospective longitudinal design allowed for review of students enrolment records to facilitate collection of data on sustainable performance parameter which was determined by the average percentage change in students' enrolment covering the period 2013-2022 (Kumar (2018)).

3.2 Location of Study

This study was carried out in all the fifty one (51) Chartered Universities as at the year 2020 geographically dispersed in the Republic of Kenya were selected.

3.3 Target Population

The study targeted 51 registrars in charge of human resources in all the 51 Chartered Universities in Kenya being professionals involved in talent management practices in the Chartered Universities. Pilot study was conducted with five Chartered Universities

3.4 Sample Size and Sampling Procedure

3.4.1 Sample Size Determination

Kothari (2004) defines a sample as the total participants involved in a study to represent the target population. Given that the study is a census, all the 51 Registrars in charge of Human Resources or respective designates were purposively sampled for the study. A census was conducted on the entire population of 51 Registrars.

3.4.2 Sampling Procedure

Sampling procedure refers to an orderly process of identifying the subjects of interest (participants) in a population to collect data from in a study (Kothari, 2004). The study adopted a census design and all the 51 Registrars in charge of Human Resources or respective designates in Chartered Universities in Kenya were purposively selected to participate in the study.

3.5 Data Collection Instruments

The study adopted a structured questionnaire to collect qualitative data focusing on opinions of respondents regarding the independent variable (talent management practices) and moderator variable (organization culture). The structured questionnaire was designed to collect primary data. Document review Guide was adopted to collect secondary data on the dependent variable,

Sustainable Organizational Performance which was operationalized as the rate of change (ROC) in students' enrolment over a period five (5) years. Specifically, this data was collected from Government accredited reports such as the Kenya Bureau of Statistics Annual Published Reports and Commission for University Education Reports on students' enrolment for a period covering the 2017/2018 to 2021/2022 academic years.

3.5.1 Validity of Instrument

Different types of validity are considered in research; content, internal, external and criterion. According to Kothari (2004) content validity was assured by engaging a panel of technical experts in the Departmental, School and Graduate Studies Boards respectively to carefully review the questionnaire and the document review tool for appropriateness. Validity of the document review tool was assured through careful choice of accredited sites containing accredited Government records on students' enrolment.

3.5.2 Pilot Study

A pilot study was conducted on five Universities chartered after the year 2020 since the main study focused on chartered Universities as at 2020. The choice of the 5 Universities was informed by Connelly (2008) who recommends 10% of the study sample to constitute a pilot sample. Reliability was thereafter tested.

3.5.3 Reliability of Instrument

To ascertain reliability in this study, each variable was analyzed and its reliability computed using SPSS. A threshold of 0.7 Cronbach's alpha (or more) was taken as a limit for ascertaining whether the research tools' indicators comprised a reliable scale. The reliability of individual coefficients computed for each variable in this study (using Cronbach's alpha) and the overall confirmed at an aggregate Cronbach alpha coefficient higher than 0.960.

4.0 DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

4.1 Diagnostic Tests and Correlation Analysis

Normality of data was confirmed through test of skewness and kurtosis with the respective standard errors falling within the acceptable range of +/-2. To test assumption of multicollinearity, the study established a $VIF < 3$, an indication of absence of multicollinearity. The tolerance levels were acceptable as they were all less than 0 and 1. The Durbin Watson value was acceptable within $1.5 < d < 2.5$ confirming no autocorrelation. Test of linearity and correlation were confirmed through determination of Pearson's Correlation Coefficient (r) in

a correlation matrix which established existence of association of variables

Table 4. 1: Correlation Matrix

		SOP	TAP	TRP	TDP	CMP	SPP	OC
SOP	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	46						
TAP	Pearson Correlation	.751**	1					
	Sig. (2-tailed)	.000						
	N	46	46					
TRP	Pearson Correlation	.619**	.701**	1				
	Sig. (2-tailed)	.000	.000					
	N	46	46	46				
TDP	Pearson Correlation	.610**	.662**	.607**	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	46	46	46	46			
CMP	Pearson Correlation	.392**	.667**	.520**	.668**	1		
	Sig. (2-tailed)	.007	.000	.000	.000			
	N	46	46	46	46	46		
SPP	Pearson Correlation	.648**	.627**	.619**	.643**	.601**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	46	46	46	46	46	46	
OC	Pearson Correlation	.778**	.732**	.607**	.545**	.564**	.755**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	46	46	46	46	46	46	46

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

TAP-Talent Attraction Practice; TDP-Talent Development Practice; TRP-Talent Retention Practice; CMP-Career Management Practice; SPP-Succession Planning Practice; OC-Organization Culture and SOP- Sustainable Organization Culture

Source: Research Data (2023)

From Table 4.1, the findings confirmed statistically significant (p values) and positive correlations (coefficient of correlation-r) between all the individual dimensions of talent management practices and sustainable organizational performance in Chartered Universities in Kenya. Talent attraction practice and sustainable organizational performance (r = 0.751, p = 0.000<0.05); talent development practice and sustainable organizational performance (r = 0.610, p = 0.000); talent retention practice and sustainable organizational performance (r = 0.619, p = 0.000); career

management practice and sustainable organizational performance (r = 0.392, p = 0.007); succession planning practice and sustainable organizational performance (r = 0.648, p = 0.000); organization culture and sustainable organizational performance (r = 0.610, p = 0.000). The findings further inferred that change in TAP, TRP, TDP, CMP, SPP and OC cause respective change in SOP in the same direction. However the association between SOP and CMP was positive and significant at a p value of 0.007 but weak at r=.392. This implied that possibly

the University had not effectively embraced career management practices.

4.2 Data Analysis and Hypothesis Testing Models

Data was analyzed both descriptively and inferentially. Descriptive analysis presented in terms of percentages of the despondences, means and standard deviations. Inferential analysis was facilitated by the multiple regression model and moderated multiple regression model.

4.2.1 Multiple Regression Model

4.2.1.1 Talent Management Practices and Sustainable Organizational Performance

Hypothesis 1: (H₀₁). There is no statistically significant relationship between Talent Management Practices and Sustainable Organizational Performance

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

.....Model 1

The results of the multiple regression model were presented as shown in Tables 4.2, 4.3 and 4.4

Table 4.2 Model Summary for Talent Management Practices and Sustainable Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Sig. F Change	
					R Square Change	F Change	df1		
1	.831 ^a	.691	.652	.24194	.691	17.861	5	40	.000

a. Predictors: (Constant), SPP, CMP, TRP, TDP, TAP

Source: Research Data (2023)

The correlation coefficient R=.831(83.1%) indicated that a strong and positive relationship existed between talent management practices and sustainable organizational performance. It showed the measure of collective association of all the talent management variables with sustainable organizational performance. The R square (R²) which is the coefficient of R²=0.691 indicated that 69.1% variation of sustainable

organizational performance in Chartered Universities in Kenya was due to the changes of talent attraction, talent retention, talent development, career management and succession planning. This implied that the remaining 30.1% was explained by other factors that affect sustainable organizational performance in Chartered Universities in Kenya that were outside the model.

Table 4.3: ANOVA for Talent Management Practices and Sustainable Organizational Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.227	5	1.045	17.861	.000 ^b
Residual	2.341	40	.059		
Total	7.569	45			

a. Dependent Variable: SOP

b. Predictors: (Constant), SPP, CMP, TRP, TDP, TAP

Source: Research Data (2023)

From Table 4.3, the ANOVA p=0.000 implied that the data was ideal for making conclusions on the population’s parameter as the value of significance (p-value) was less than 5%. The F value was 17.861. The findings demonstrated that all the dimensions of the independent variable (talent attraction, talent retention, talent development, career management and succession planning) had a collective significant influence on

sustainable organizational performance in Chartered Universities in Kenya (F=17.861 and p=.000). From the results, a significant relationship existed between the talent management practices (TAP, TDP, TRP, CMP and SPP) and sustainable organizational performance. The overall model is significantly useful in explaining sustainable organizational performance.

Table 4.4: Multiple Regression Coefficient Results for Talent Management Practices and Sustainable Organizational Performance

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Collinearity Statistics	
	B	Std. Error	Beta	t		Tolerance	VIF
(Constant)	-1.268	.252		-5.024	.000		
TAP	.342	.079	.635	4.334	.000	.360	2.778
TDP	.128	.080	.219	1.598	.118	.413	2.419
TRP	.035	.088	.052	.393	.696	.442	2.263
CMP	-.203	.068	-.391	-2.974	.005	.447	2.240
SPP	.134	.055	.312	2.416	.020	.465	2.152

a. Dependent Variable: SOP Sustainable Organizational Performance

TAP-Talent Attraction Practice; TDP- Talent Development Practice; TRP-Talent Retention Practice; CMP-Career Management Practice; SPP-Succession Planning Practice.

Source: Research Data (2023)

Regression results in Table 4.4 indicated that each of the talent management practices had unique contributions to sustainable organizational performance. The fitted regression model was:

$$Y = -1.268 + 0.342X_1 + 0.128X_2 + 0.035X_3 + (-0.203)X_4 + 0.134X_5 + \epsilon \dots \dots \dots \text{Model 1}$$

The equation above revealed that holding the practices of talent attraction, talent retention, talent development, career management and succession planning constant, the variables would significantly influence organizational performance in Chartered Universities in Kenya as shown by a constant value of -1.268 as depicted in Table 4.4. From Table 4.4 above, direct association was identified between TAP ($\beta=0.342$), TDP ($\beta=0.128$), TRP ($\beta=0.035$) and SPP ($\beta=0.134$) with sustainable organizational performance as shown by the beta values which were positive. However, career management practice showed an indirect relationship with sustainable organizational performance as depicted by a negative beta value; CMP ($\beta=-0.203$) This implied that four dimensions of TMP have positive influence on SOP of Chartered Universities while one had a negative association.

Furthermore, it also depicted that the results of all the five dimensions of talent management practices contributed differently to sustainable performance of Chartered Universities in Kenya, namely, TAP ($\beta=0.342, p = 0.000$), TDP ($\beta= 0.128, p = 0.118$), TRP ($\beta=0.035, p = 0.696$), CMP ($\beta= -0.203, p = 0.007$) and SPP

($\beta=0.134, p=0.020$). Among the TMP, three variables; TAP ($\beta= 0.342, p = 0.000$), CMP ($\beta= -0.203, p = 0.007$) and SPP ($\beta=0.134, p=0.020$) found statistically significant influence on sustainable organizational performance with p values less than 0.05 while two variables; TDP ($\beta= 0.128, p = 0.118$ and TRP ($\beta= 0.035, p = 0.696$) found insignificant influence on sustainable organizational performance with p values more than 0.05. This explained that H_{01}, H_{04} and H_{05} demonstrated existence of statistically significant relationships and were therefore rejected while H_{02} and H_{03} demonstrated non-existence of statistically significant relationships and were therefore accepted.

The findings of the general model being significant implied that exceptional performance of talented academic staff was the main source of Universities to achieve sustainable performance in terms of improvement in students’ enrolment. Thus, Universities needed to develop effective TM strategies to meet the sustainable performance goals and gain competitive edge. The findings were in line with Mujtaba & Mubarik (2022) and Lyria (2014) arguments that talented employees had a significant contribution in the performance of the Universities and their management had a direct influence on sustainable performance. Furthermore, the findings echoed arguments of Valentine & Rosemarie (2021), Alam, alam & Mubeen (2021), Mohammed, Baige & Gururajan (2020), Salau et. al., (2020), Rukunga & Nzulwa (2018) and Humaid (2018) who also held similar views that talented employees were a unique source of organizations’

success in the dynamic business environment and their management was critical.

The results showed that talent attraction practice was statistically significant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.342$, $P = 0.000$). This showed that talent attraction practice had significant positive relationship with sustainable organizational performance in Chartered Universities in Kenya. This further implied that a unit increase in effectiveness of talent attraction practice resulted in an increase in sustainable organizational performance in Chartered Universities in Kenya by 0.342 units. This was the dimension that indicated the highest proportion of contribution to sustainable organizational performance compared to the other dimensions as shown by the regression analysis t value of 4.334 and p value 0.000 which was less than 0.05 at 95% level of confidence.

The study results reflected those of Valentine & Rosemarie (2021), Mujtaba & Mubarik (2022), Kafetzopoulos & Gotzamani, (2022), Adejare (2022), Alam, Alam & Mubeen (2021) and Humaid (2018) who all found statistically significant relationship between talent attraction and sustainable organizational performance. The positive impact on sustainable performance implies that organizations require unique practices and strategies to acquire talent. The unique strategies may include employer branding, fairness in recruitment, employee value propositions, job security among others. However, the findings contradict Al Aina & Atan (2020) the results showed that talent attraction had no impact on sustainable performance in a study conducted in real estate companies. Most probably, the real estate companies rarely emphasized the importance of talent attraction policies as they could be having little or no concern about them. The small and medium sized real estate companies most were reported not to be keen on identifying talent at the early stage of attraction practices as was evidenced in the literature review.

The results of Talent development practice showed statistically insignificant relationship with sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.128$, $P = 0.118$) in Table 4.3. This implied that talent development practice had insignificant positive relationship with sustainable organizational performance in Chartered Universities in Kenya. This meant that a unit increase in the effectiveness of talent development practice led to an increase in organizational performance in Sustainable organizational performance in Chartered Universities in Kenya by 0.128 units. However, the influence of talent

development was not significant on sustainable performance of Chartered Universities.

The finding contrasted majority of related studies Mujtaba & Mubarik (2022), Kafetzopoulos & Gotzamani (2022), Owino (2022), Valentine & Rosemarie (2021), Al Aina & Atan (2020), Bratto (2018), Lyria, Namusonge & Karanja (2017), Kamal (2017) , and Lyria (2014) arguments that talent development had a positive and significance influence on sustainable organization performance. Uddin & Arif (2016) also found a significant but negative relationship in retail sector.

The results of talent retention practice was statistically insignificant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.035$, $P = 0.696$). This showed that talent retention practice had insignificant positive relationship with sustainable organizational performance in Chartered Universities in Kenya and further implied that a unit increase in the effectiveness of talent retention practice led to increase in sustainable organizational performance in Chartered Universities in Kenya by 0.035 units. However, the influence of talent retention practice was not significant on Sustainable organizational performance in Chartered Universities in Kenya.

The finding was in agreement with the arguments of Al Aina & Atan (2020) that talent retention had no significant impact on organization sustainability implying that the real estate companies in the UAE. Sareen & Mishra (2016) also found similar results which demonstrated no statistically significant relationship between talent retention and sustainability performance. Literature review showed that that real estate companies did not emphasize the implementation of talent retention policies, as they had little or no concern about them. This implied that Universities did not emphasize implementation of TRP policies most probably due to the fact that remuneration structures for Universities is highly rationalized by the Salaries and Remuneration Commission and therefore may not be a priority.

The findings contrasted Salau et. al., (2020) in a study on academic staff retention and found a direct influence of academic staff retention on sustainable organizational performance. This was supported in a similar study by Kurdi & Alshurideh (2020). Mujtaba & Mubarik (2022), Owino (2022), Khan (2020), Valentine & Rosemarie (2021), Humaid (2018) and Lyria, Namusonge & Karanja (2017) established statistically positive relationships between talent retention and sustainable performance. Auranzeb and Bhutto (2016)

emphasized that there was stressed a significant relationship between talent retention and organizational performance in service-sector firms. The results of Career management practice was statistically significant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = -0.203$, $P = 0.005$). However, career management showed a negative relationship with Sustainable organizational performance in Chartered Universities in Kenya. This implied that a unit increase in career management practice resulted in a decrease in sustainable organizational performance in Chartered Universities in Kenya by 0.203 units.

The sustainable performance of the studied Universities tended to decrease as career management practices increased. The negative findings implied that career management practices in many Universities were yet to get to the levels where they could be relied upon to contribute to sustainable performance. Most probably, the career management practices were still at the infancy stage of institutionalization into the University systems. The results contradicted the findings of previous researches such as Valentine & Rosemarie (2021), Auranzed & Sana (2016), Dialoke, Chiavoghi & Ukoni (2016), Bagdadlia & Gianecchinib (2019) and Mark & Nzulwa (2018) whose findings were significant and positive.

The results affirmed that even though relationship was statistically significant, the correlation coefficient was low at only 39.3% implying that Universities most probably rarely recognize the importance of career management practices. Literature review showed that career management supports individual level and organizational development which further inferred that career management practices had the utmost impact on the sustainability and improvement of organizational performance in other studies. Effective career programmes had an important role in building sustainable organizations and for offering employees a meaningful focus for their future hence the need for Universities to prioritize career management. This finding was also in support of Al Aina & Atan (2020) view that career management had a positive and significant impact on sustainable organizational performance an indication that career management is a

silent predictor of sustainable organizational performance.

Succession planning practice was statistically significant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.134$, $P = 0.020$). This showed that succession planning practice had a significant and positive relationship with sustainable organizational performance in Chartered Universities in Kenya. This further implied that a unit increase in succession planning practice results in increase in sustainable organizational performance in Chartered Universities in Kenya by 0.134 units. The findings were consistent with the results of Kiwia, Bengesi & Ndyetabula (2019) in a study conducted in family owned small and medium sized enterprises. Monyei et al.,(2021), Ali, Mahmood & Mehreen (2019) and Ogbeide (2019) were also similar studies that supported the findings.

The results inferred that Universities should recognize key positions and the best-matching talented employees for such positions well in advance to ensure a talent pool for the organization both in the current and in the future supply to meet strategic objectives.

**4.2.2 Moderated Regression Model
Talent Management Practices, Organization Culture and Sustainable Organizational Performance**

Hypothesis 2: (Ho₂) There is no statistically significant moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance

$$Y = \beta_0 + \beta_6X + \beta_7Z + \beta_8 X*Z + e$$

.....Model 2

Moderated regression model was then utilized to assess the moderating effect of organization culture on the relationship between talent management practices and sustainable organizational performance. The model contained a function of mean of talent management practices (X), organization culture (Z) and the interaction between Talent management practices and organization culture (Int(X*Z)) on sustainable organizational performance. The summary model was presented in Tables 4.3 and 4.4.

Table 4.5: Model Summary for Talent Management Practices, Organization Culture and Sustainable Organizational Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.800 ^a	.639	.623	.25195	.639	38.118	2	43	.000
2	.838 ^b	.703	.682	.23137	.064	8.988	1	42	.005

a. Predictors: (Constant), OC, TMP

b. Predictors: (Constant), OC, TMP, TMPOC

c. Dependent Variable: SOP

Source: Research Data (2023)

The moderated multiple regression results in the model summary Table 4.5 demonstrated that a strong relationship existed between talent management practices, organization culture and sustainable organizations performance in Chartered Universities in Kenya as was demonstrated by the coefficient of correlation (R=0.838).

The coefficient of determination R²=0.703 demonstrated that a variation of 70.3% in sustainable organizational performance in Chartered Universities in Kenya was explained by talent management practice, organization culture and interaction effect of TMP and organization culture. This implied that the remaining 29.7% variation in SOP was explained by other factors outside the model. To report the moderated multiple regression equation, a coefficients table was generated as shown in Table 4.4

Table 4.6: MMR Coefficients for Talent Management Practices, Organization Culture and Sustainable Organizational Performance

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta	t		Lower Bound	Upper Bound
(Constant)	-1.374	.232		-5.927	.000	-1.841	-.906
TMP	.186	.092	.292	2.029	.049	.001	.371
OC	.261	.068	.552	3.836	.000	.124	.398
(Constant)	1.416	.955		1.483	.145	-.511	3.342
TMP	-.624	.283	-.978	-2.204	.033	-1.195	-.052
OC	-.438	.242	-.927	-1.815	.077	-.926	.049
TMPOC	.197	.066	2.601	2.998	.005	.064	.329

a. Dependent Variable: SOP

The fitted regression model was:

$$Y = \beta_0 + \beta_6X + \beta_7Z + \beta_8X*Z + e$$

$$Y = 1.416 + (-0.624)X + (-0.438)Z + 0.197X*Z + e$$

From Table 4.6, the beta coefficient of the Interaction term (TMP*OC) was $\beta=0.197$ which revealed that one unit increase in the interaction between talent management practices and organization culture led to increase in sustainable organizational performance by 0.197 units. This confirmed that a moderation effect existed since the interaction of predictor and moderator (TMP*OC) on the outcome of the dependent variable was significant ($\beta=0.197$, $F=8.988$ and $p=0.005$). The beta coefficient of the predictor variable (talent management practices) was negative ($\beta=-0.624$) which

showed that one unit increase in talent management practices contributed to a decrease in sustainable organizational performance by 0.624 units. This implied that Universities probably were practicing talent management practices in poor cultural setups that led to negative change in organizational performance. The beta coefficient of the moderator variable (organization culture) was also negative ($\beta= -0.438$) which implied that one unit increase in organizational cultural practices contributed to a decrease in sustainable organizational performance in Chartered Universities in Kenya by 0.438 units. This implied that Universities could have institutionalized negative cultural practices that do not

support talent management practices hence hindering sustainable organizational performance.

The R Square Change showed an increase in the proportion of variation in SOP as explained by the addition of the interaction term (the change in R^2). The change in R^2 was reported as 0.012 (1.2%). The results implied that the change in R^2 was 1.2% indicating the percentage increase in the proportion of variation explained by the addition of the interaction term (TMP*OC). The results also indicated that the increase was statistically significant ($p=0.005$) as evidenced in. It was concluded that organization culture moderated the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya. TMP, Organization Culture (OC) and the interaction term (TMP*OC) had strong positive significant relationship with sustainable organizational performance. The $R^2\Delta$ confirmed that the moderator strengthened the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya hence the null hypothesis was rejected. The null hypothesis that, there was no significant moderation influence on the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya.

Dayen & Farmanesh (2021) found that there existed a moderation effect of organization culture on the relationship between talent management and employee turnover intension, a finding that was in agreement with the current study. The finding was supported by Yuwono, Suroso & Hubeis (2021) who confirmed that corporate culture acted as a mediating variable between talent management and employee performance. Salah & Atan (2020) asserted that organization culture positively and significantly affected sustainable talent management practices and employee satisfaction. Danish, Munir & Butt (2012) concurred that organization culture created a positive moderation effect on the relationship between knowledge management practices and organization performance. Similar view was shared by Thumbi, Hannah & Rosemarie (2021).

However, Acosta-Prado et. al., (2020) found contradicting results that organization culture partially mediated the relationship between human resource management and organization performance. Odhiambo, Gachoka & Rambo also affirmed a partial moderation effect.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The study hypothesized that that there was no relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya and further hypothesized no moderating influence of organization culture on the relationship between talent management practice and sustainable organizational performance. The study established a positive and significant relationship between talent management practices and sustainable organizational performance and further demonstrated a strong moderating influence of organization culture on the relationship. Based on the findings, the study therefore suggested that Universities should focus more in designing innovative talent management practices that can promote attraction and acquisition of the right talent to ensure sustainable performance. Based on the results from the moderated model, the study concluded that organization culture was a true predictor of organization practices. It was concluded that the study support realization of Sustainable Development Goals No. 4 on Quality Education since quality talents are the key drivers to quality education.

5.2 Recommendations

This thesis makes recommendations based on the reported findings of the study as per each objective. Based on the finding of that there was a positive significant relationship between talent management practice and sustainable organizational performance, the study recommends that Universities should adopt innovative talent management practices that ensure the right talents are attracted to the right jobs. The study implied that improvement in talent management practice in Chartered Universities in Kenya was likely to result to improvement in sustainable performance. To achieve this, Universities should create a brand image which enhances reputation and ensure employee value proposition. A lot more focus should be on finding creative ways to enhance the compensation package.

In relation to the findings that there existed a moderating influence of organizational culture on the relationship between talent attraction practice and organization culture, the study recommends that Universities take deliberate steps in ensuring creation of positive organization cultures that can support implementation of talent management practices

5.3 Suggestions for Further Studies

The outcome of this study was limited to the relationship between talent attraction practice, organization culture

and sustainable organizational performance in Chartered Universities in Kenya. The findings were based on the data collected in from registrars in charge of human resources who are the key policy makers and implementers of talent management practices. The study recommends utilization of academic staff as the target population since they were the key focus in this study. Secondly the study can utilize other methods of data analysis that are commonly associated with objectives with multiple variables such as AMOS Structural Equation Modelling. Finally, a comparative study can be conducted to compare talent management practices and sustainable organizational performance in Public and Private Universities

REFERENCES

1. Abiwu, L. (2021). *Intangible outcomes of talent management practices in selected South African higher education institutions* (Doctoral dissertation).
2. Acosta-Prado, J. C., López-Montoya, O. H., Sanchís-Pedregosa, C., & Zárate-Torres, R. A. (2020). *Human resource management and innovative performance in non-profit hospitals: The mediating effect of organizational culture*. *Frontiers in Psychology*, 11, 1422.
3. Al Aina, R., & Atan, T. (2020). *The Impact of Implementing Talent Management Practices on Sustainable Organizational Performance*. *Sustainability*, 12(20), 8372
4. Alam, S., Alam, R., & Mubeen, H. (2021). *Enhancing organizational performance through talent management practices*. *Bahria University Journal of Humanities & Social Sciences*, 4(2), 18-38.
5. Al-Dalahmeh, M. L., & Dajnoki, K. (2020). *Do Talent Management Practices Affect Organizational Culture?*. *International Journal of Engineering and Management Sciences*, 5(1), 495-506.
6. Ali, Z., Mahmood, B., & Mehreen, A. (2019). *Linking succession planning to employee performance: The mediating roles of career development and performance appraisal*. *Australian Journal of Career Development*, 28(2), 112-121.
7. Amrina, E., & Imansuri, F. (2015). *Key performance indicators for sustainable campus assessment: a case of Andalas University*. In *Industrial Engineering, Management Science and Applications 2015* (pp. 11-18). Springer Berlin Heidelberg.
8. Ansar, N., & Baloch, A. (2018). *Talent and talent management: definition and issues*. *IBT Journal of Business Studies (JBS)*, 1(2).
9. Armstrong, M., & Taylor, S. (2014). *Armstrong's Handbook of Human Resource Management Practice: Edition 13*. Kogan Page.
10. Auranzeb, S. & Bhutto, A., (2016). *Influence of Talent Management in Enhancing Organizational performance (Evidence from Service Sector Companies in Pakistan)*
11. Bagdadli, S., & Gianecchini, M. (2019). *Organizational career management practices and objective career success: A systematic review and framework*. *Human Resource Management Review*, 29(3), 353-370.
12. Bieler, A., & McKenzie, M. (2017). *Strategic planning for sustainability in Canadian higher education*. *Sustainability*, 9(2), 161.
13. Blasco, N., Brusca, I., & Labrador, M. (2019). *Assessing sustainability and its performance implications: an empirical analysis in Spanish public universities*. *Sustainability*, 11(19), 5302.
15. Bula, H. O., & Kireru, J. N. (2017). *Organization Culture and Talent Management in State Corporations in Kenya: A case of Kenya Broadcasting Corporation*. *The University Journal*, 1(1).
16. Chebeň, J., Lančarič, D., Munk, M., & Obržálek, P. (2020). *Determinants of economic sustainability in higher education institutions*. *Amfiteatru Economic*, 22(54), 462-479.
17. Connelly, L. M. (2008). *Pilot studies*. *Medsurg nursing*, 17(6), 411.
18. Damayanti, F. S. (2021). *Impact of Talent Management Practices on Employee Performance*
19. Danish, R. Q., Munir, Y., & Butt, S. S. D. (2012). *Moderating role of organizational culture between knowledge management and organizational effectiveness in service sector*. *World Applied Sciences Journal*, 20(1), 45-53.
20. De Filippo, D., Sandoval-Hamón, L. A., Casani, F., & Sanz-Casado, E. (2019). *Spanish Universities' sustainability performance and sustainability-related R&D+ I*. *Sustainability*, 11(20), 5570.
21. Dialoke, I., Chiavoghi, N., & Ukonu, I. O. (2016). *Effects of Employee Career Management on Organisational Performance: A Study of Selected Banks in Umuahia, Abia State*. *Business Management and Strategy*, 7(2), 140-156.
22. Dumitrascu, O., & Ciudin, R. (2015). *Modeling factors with influence on sustainable university management*. *Sustainability*, 7(2), 1483-1502.
23. Eghbal, F., Hoveida, R., Seyadat, S. A. S., Samavatyan, H., & Yarmohammadian, M. H. (2017). *The effect of talent management process on the research performance of faculty members with the mediating role of organizational justice*. *Форсаїм*, 11(2 (eng)).
24. Gutierrez, D. G. (2017). *Sustainability indicators for universities: revision for a Colombian case*. *Global Journals of Research in Engineering*, 17(J5), 1-10.
25. Hameed, A., & Waheed, A. (2011). *Employee development and its affect on employee performance a conceptual framework*. *International journal of business and social science*, 2(13).
26. Horan, W., & O'Regan, B. (2021). *Developing a practical framework of sustainability indicators relevant to all higher education institutions to enable meaningful international rankings*. *Sustainability*, 13(2), 629.

27. Humaid, H. (2018). *Talent Management and Organizational Performance: The Mediating Role of Employee Engagement-A Case Study Bank of Palestine in the Gaza Strip*. Unpublished Master Thesis), Faculty of Commerce, The Islamic University–Gaza
28. Kafetzopoulos, D., & Gotzamani, K. (2022). *The effect of talent management and leadership styles on firms' sustainable performance*. *European Business Review*, 34(6), 837-857.
29. Kamal, M. Y. (2017). *Talent management practices perceived by academicians in selected public higher learning institutions*. *Asia Pacific Journal of Research in Business Management*, 8(3), 37-45.
30. Kiwia, R. H., Bengesi, K. M., & Ndyetabula, D. W. (2019). *Succession planning and performance of family-owned small and medium enterprises in Arusha City–Tanzania*. *Journal of Family Business Management*.
31. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
32. Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage.
33. Kusi, L. Y., Opoku-Danso, A., & Afum, E. (2020). *Improving performance of public universities in Ghana through talent management: does leadership support matter?.* *Global Journal of Management and Business Research*.
34. Lyria, R. K., Namusonge, G. S., & Karanja, K. (2017). *The effect of career management on organizational performance of firms listed in the Nairobi Securities Exchange*. *Journal of Human Resource and Leadership*, 1(3), 31-42.
35. Mohammed, A. A., Baig, A. H., & Gururajan, R. (2020). *An examination of talent management processes in Australian higher education*. *International Journal of Productivity and Performance Management*, 69(6), 1271-1299.
36. Mujtaba, M., & Mubarik, M. S. (2022). *Talent management and organizational sustainability: role of sustainable behaviour*. *International Journal of Organizational Analysis*, 30(2), 389-407.
37. Nawaz, W., & Koç, M. (2019). *Exploring organizational sustainability: Themes, functional areas, and best practices*. *Sustainability*, 11(16), 4307.
38. O'Reilly, C. A., III, Chatman, J. A., & Caldwell, D. F. (1991). *People and organizational culture: A profile comparison approach to assessing person-organization fit*. *Academy of Management Journal*, 34, 487–516.
39. Odhiambo, M. W., Gachoka, H. G., & Rambo, C. M. (2018). *Relationship between age diversity and employee performance of public universities in Western Kenya*.
40. Ogbeide, D. O. (2019). *Impact of Succession Planning in Research Institutions in Nigeria Smart Osarenmwinda*, Ph. D. Human Resource Management Department Nigerian Institute for Oil Palm Research (NIFOR). *International Journal of Entrepreneurship*, 8(1).
41. Owino, M. A. (2022). *Effect Of Talent Management Strategies On Employee Performance In State Corporations In Nairobi County, Kenya* (Doctoral dissertation, KCA University).
42. Salau, O., Worlu, R., Osibanjo, A., Adeniji, A., Atolagbe, T., & Salau, J. (2020). *Determinants of retention strategies and sustainable performance of academic staff of government-owned universities in Nigeria*. *F1000Research*, 9.
43. Sareen, P., & Mishra, S. (2016). *A study of talent management and its impact on performance of organizations*. *Journal of Business and Management*, 18(12), 66-73.
44. Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). John Wiley & Sons.
45. Srihandayani, U., & Kusnendi, K. (2020, February). *Effect of talent management and organizational culture on the performance of employees* (Study on employee Brantas Abipraya Company, Jakarta). In *3rd Global Conference On Business, Management, and Entrepreneurship (GCBME 2018)* (pp. 233-235). Atlantis Press
46. Tettey, J. W. (2009). *Deficits in academic staff capacity in Africa and challenges of developing and retaining the next generation of academics*. *Partnership for Higher Education in Africa*.
47. Tettey, W. (2006). *Staff Retention in African Universities: Elements of a Sustainable Strategy.* mis efinpage. Washington, DC: Banque mondiale.
48. Thumbi, N. P., Hannah, B., & Rosemarie, W. (2021). *Moderating Effect of Organizational Culture on the Relationship between Organizational Learning and Employees' Performance in Classified Hospitality Firms in Kenya*. *International Journal of Business and Management*, 15(12), 1-51.
49. Thunnissen, M. (2016). *Talent management: For what, how and how well? An empirical exploration of talent management in practice*. *Employee Relations*.
50. *University Report (2020) Commission for University Education*
51. Valentine, K., & Rosemarie, W. (2021). *Talent Management and Organizational Performance In KCB Bank Limited: Case Of Head Office, Nairobi City County, Kenya*. *International Journal of Social Sciences Management and Entrepreneurship (IJSSME)*, 4(2).
52. Velazquez, L., Munguia, N., Platt, A., & Taddei, J. (2006). *Sustainable University: what can be the matter?.* *Journal of cleaner production*, 14(9-11), 810-819.
53. Vu, H. M., & Nwachukwu, C. (2020). *Strategic human resource management, organizational culture and academic staff retention: Literature review*. *Economics Management Innovation*, 12(2), 5-12.

54. Wang, J., Yang, M., & Maresova, P. (2020). *Sustainable development at higher education in China: A comparative study of students' perception in public and private universities*. *Sustainability*, 12(6), 2158.
55. Yuwono, I. A., Suroso, A. I., & Hubeis, A. V. (2021). *The effect of talent management on employee performance with corporate culture as a mediating variable*. *Jurnal Aplikasi Bisnis dan Manajemen (JABM)*, 7(1), 212-212.