
The impact of Talent management practices on employee performance in private universities in Egypt

(the case of the Arab Academy for Science and information technology)

Wissam Ashraf

DBA Researcher at the faculty of Graduate
School of Business-Cairo · Arab Academy for
Science, Technology and Maritime Transport

Supervisor: **Dr. Sahar Badawi**

Associate professor in HR at The British
University in Egypt.

Abstract

Purpose: This study intends to examine the impact of Talent management practices (talent attraction, talent development and talent retention) on employee performance in the Arab Academy for Science and information technology, one of the private universities in Egypt. Heightened local and global competition has made it mandatory for organizations to invest in efficient workforce armed with skills to satisfy emerging local and global trends. And since this complex global economy has made talent management a strategic priority for organizations Thus, the way of improving performance in any organization is mainly based on the implementation of various policies, strategies and actions that could aid to retain committed employees. Talent management is a major element of organizational success but highly misapprehended in a competitive and challenging environment like the educational sector.

Keywords: Talent attraction, Talent development, talent retention, employee performance.

الملخص

تهدف هذه الدراسة إلى بحث تأثير ممارسات إدارة المواهب (جذب المواهب، تنمية المواهب، الاحتفاظ بالمواهب) على أداء العاملين بالأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري – جامعة خاصة في مصر. إن المنافسة المحلية والعالمية المتزايدة دفعت المؤسسات التعليمية للاهتمام بشكل أكبر من السابق بالاستثمار في القوى العاملة الفعالة والمسلحة بالمهارات اللازمة لتلبية الاتجاهات المحلية والعالمية الناشئة لكي تظل محتفظة بمكانتها وبالميزة التنافسية الخاصة بها. ومؤخراً جعل الاقتصاد العالمي المعقد إدارة المواهب أولوية استراتيجية للمؤسسات وبالتالي فإن طريقة تحسين الأداء في أي منظمة تعتمد بشكل أساسي على تنفيذ السياسات والاستراتيجيات المختلفة التي يمكن أن تساعد في الاحتفاظ بالموظفين الملتزمين والموهوبين الذين بإمكانهم رفع مستوى الأداء الوظيفي العام للمؤسسة. وتعد إدارة المواهب عنصراً رئيسياً للنجاح التنظيمي، ولكن يُساء فهمها وتوجيهها بالشكل الفعال خاصة في ظل بيئة تنافسية ومليئة بالتحديات مثل القطاع التعليمي.

الكلمات المفتاحية: جذب المواهب، تنمية المواهب، الاحتفاظ بالمواهب، الميزة التنافسية، أداء الموظفين.

Methodology: mixed methods-based studies were used to explore the situation and develop a potential model of understanding, and then test that model empirically. As such, a survey questionnaire was distributed to a sample of academic and non-academic staff at the Arab Academy for Science and Information. This data was collected in the field through the survey list in the field study to test the validity of the assumptions on which the study was based. By obtaining this data from employees in Private universities in Egypt.

To attain and meet the research objective, the researcher adopted a deductive and quantitative approaches where information is gathered from respondent through a survey using questionnaires to ensure validity and reliability on research findings are relevant, researcher used an appropriate questionnaire, sampling technique and data analysis method which also covers the accuracy and the quality of the research. in this study, we used a cross-sectional design and collected data from 207 employees working in Private universities in Egypt. The use of this design is based on previous literature in the field of Talent management practices on employee performance a mediating role of organizational culture.

1.Introduction:

Nowadays, talent management practices play a central role in driving success in any institutions especially that the private universities in Egypt are becoming more aware today of how and why talents need to be identified and managed. Several strategies have been put in place by many private universities to stimulate these practices, but despite the efforts, the issue of turnover, brain drift and low performance still become worrying.

This research is focusing on both business and development aspects. It highlights the importance of developing an individual as the most crucial unit of organizations and processes in order to achieve its targets and fulfill its obligations effectively. Today the scarcity of skilled workers and competent human capital are

becoming a real threat to the educational sector. Therefore, to maintain a competitive edge in the contemporary educational market, universities must focus on talent management practices. Mc Kinsey and Company (2007) described talent as the summation of a person's abilities his or her intrinsic gift, skills, knowledge, experience, intelligence, judgment, attitude, character and drive. Further it encompasses an individual's capability to gain knowledge and develop (Michael et al., 2001). Ulrich (1999) connected talent to an amalgamation of proficiency, dedication and involvement. Schuler (2015) distinguished talent or talented workers as persons with unique capabilities treasured by their employers whose attitudes were in coherence with organizations principals, standards and culture. Such employees are hard to be found, have the capability to reinforce the institution value, have abilities to influence critical directions of the organizations they work for and retain options to quit employment at will. The human resource is anticipated to spot potential talent, that will guarantee efficient achievement of organizational objectives. The success of any organization is inherently linked to employees' competencies and performance. In most institutions talent management systems have been unsuccessful owing to absence of proper management policies, programs and strategies. If properly implemented, management policies and strategies have the resultant positive effect of maintaining and developing talent which in turn gives an

organization capacity to withstand fierce competition from its rivals (Onwuka et al., 2015). According to Muntean (2014), making available the requisite number of talents in an organization has morphed into a priority issue to human resource management.

The role of educational institutions is vital in the development of the human capital required for the advancement of any nation. The key of success in any university is its academic staff whose roles are crucial and their number, quality and their effectiveness make the difference in this field. It is a well-recognized fact that universities are only considered to be as successful as its employees; therefore, they must focus on talent management in order to promote knowledge consistency, committed decisions, coordinated workflow and performance. Moreover, there has been a noticeable shift especially during the Corona period in the role of human resource, employees in this area are no longer just recruiters and administrators. They are consultants and companions, crisis managers, digitalization, and learning experts which help the institution to maintain its competitive advantage. This fact is more precisely proven in higher education institutions as faculty members are considered the most valuable human asset that can be a source of competitive advantage (Collins and Clark, 2003). Moreover, there is additional stress as for them to handle the demands of today's problems; educators must work with balanced or steady emotions. Therefore, when employees leave

their jobs, it is often a sign that the talent management practices are not employed correctly. Also, the corporate culture can affect strongly the performance of the employees that will ultimately improve the institution performance and can improve the competitiveness of the whole organization. It has been noted that the growing employment trend in the education sector has led to an increase in the competition among institutes to maintain their image and strategic advantage (Hussain, 2005). Consequently, due to the increasing employment opportunities in the higher education sector, retaining a capable faculty member has become vital, and if an organization fails in retaining its employees, it will suffer drastically (Day and Glick, 2000). Our problem is that Egyptian universities in specific are facing extremely severe situations as a result of globalization's constant and quick changes in technology.

Accordingly, **the research has tackled many questions** to respond does the talent management has a positive impact on the organizational performance. Do the talent management practices directly affect the employee performance? To what extent have the talent management practices been successful in increasing the employee performance, how does the talent retention affect the employee performance at the Arab Academy for Science and Information technology? How can the talent attraction improve the employee performance? What is the impact of the talent

development on employee performance? how talent management can improve the work environment?

2.Literature review:

2.1 Talent:

Talent Is the sum of personal abilities, intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character & drive. It also includes his or her ability to learn & grow and also some combination of a sharp strategic mind, leadership ability, emotional maturity, communication skills, ability to attract and inspire other talented people, entrepreneurial instincts, functional skills and the ability to deliver results.

“Talent can be considered as a complex amalgam of employees' skills, knowledge, cognitive ability and potential. Employees' values and work preferences are also of major importance.” (Stahl et al. (2007) “a select group of employees – those that rank at the top in terms of capability and performance – rather than the entire workforce”.

2.2 The talent management definitions:

Opinions differ about the definition of talent management, but it is recognized that the idea of the concept of talent management has appeared in the research published by Mckinsey studies "talent war" (Michaels et al., 2001). Then it was developed to be published as a book in 2001 (Nilsson and Ellström, 2012). So, it is not a new concept as maintained before, but the researches are still few (Brbach and Royle, 2010) and recently it has become a vital part of business human resource strategies and has lately had a growing interest in the area of human resources management researches (Capelli, 2008). On the other hand, there is no agreement about the definition of talent, and there are no specific and clear conceptual borders of talent management either (Collings and Mellahi, 2009).

The talent management definitions	<ul style="list-style-type: none"> the idea emerges to be closely connected to concepts that include human resource management, workforce planning, and employability (Lewis and Heckman, 2006)
	<ul style="list-style-type: none"> it is considered as a set of function and practices which are the typical practices and functions of human resources management (Mucha, 2004)
	<ul style="list-style-type: none"> it is related to the same function of HRM practices such as planning, training, development and retaining (Iles et al., 2010; Schiemann, 2014).
	<ul style="list-style-type: none"> Creelman (2004) defines TM as a process of recruitment, development and maintaining talents which is close to the traditional definition of HRM
	<ul style="list-style-type: none"> the organization is designing talent pools of employees who are called exclusive people, people who can make a vital change into the future and current performance of the firms (Rothwell, 2011)
	<ul style="list-style-type: none"> The firms can hunt these people through practices associated with workforce planning and development, thus the practices are related to employees (McCauley and Wakefield, 2006).
	<ul style="list-style-type: none"> talent management is related to specific positions which are called key positions in firms or Exclusive position (Anlesinya et al., 2019)
	<ul style="list-style-type: none"> an approach that begins with identifying crucial jobs for those positions that need

	highly performed and talented people (Tarique and Schuler, 2010; Sparrow et al., 2014).
	<ul style="list-style-type: none"> talent management is the process of planning human resources to meet up with the demands of the organization under the terms of employing talented personnel. To achieve that goal an effective reward system existence is obligatory (Ready and Conger, 2007)
	<ul style="list-style-type: none"> an important tool to minimize the cost of hiring new employees by keeping talented employees in the staff and improve their skills, hence, the talented employees turn out to be a core asset in any organization (Nalbantian and Guzzo, 2009).
	<ul style="list-style-type: none"> “The sum of peoples” capabilities, experiences, competencies, attitudes, and behaviour that can be turned into organizational performance” by Pillay et al. (2008)
	<ul style="list-style-type: none"> “a new business science that blends workforce planning, acquisition, development, mobility, and measurement into a strategic discipline” (Stevens, 2008)
	<ul style="list-style-type: none"> talent management directly engages workforce planning, recruitment, human capital development, and diversity (Iles et al., 2010).

2.3 Talent Management Practices:

Talent management practices help to identify the worth of knowledge and capabilities in the realization of corporate objectives. Talent management in any institution describes the systematic attraction, identification, development, engagement, retention, and deployment of lecturers who are of particular value to the place, either because of their high potential for the future or because of fulfilling operation-critical roles (NHS, 2014). Talent may be either stable or developable (Meyers & Woerkom, 2014). Talent management practices in the university help to recognize and reward talent throughout all academic, administrative, and management roles. Thus, higher education institutions have a vital duty of producing graduates that can be

able to accommodate and compete favorably in the societal challenges and also produce a high-quality profile that can greatly compete in the labour market. Implementation of talent management is the fundamental system and process within a university, which relies on the skills and expertise of professional administrators and academic managers (Bradley, 2016). A talent management practice in any university is the appropriate framework that enables the universities to transform their human resources systems into strategically enabling states as they ensure that knowledge is been inculcated in the students with maximum quality service. Talent management helps lecturers reach optimal performance and use, fully their capacity and potential. Mc Cormack, Propper & Smith (2013) found that management practice burst university performance while organizational innovativeness determines performance in the university (Kasim & Noh, 2012) in the study of (Haim & Abubakar, 2017).

2.4 Talent attraction:

According to (Ferreiraa et al., 2012), talent management is the implementation of integrated strategies designed to raise employees' productivity by developing processes for attracting, developing, retaining, and utilizing people with the required skills and aptitude to meet the current and the future business needs. Attracting and retaining top talents is a major concern for human capital management practitioners' today. Tracking talents

and attracting them must be integrated with the management's overall strategies. Meanwhile, most of the organizations are not able to attract the talented individuals as new members, this lack of talents is the main obstacle in their way towards growth, and the compensation of this lack is a kind of major strategic advantage (Beheshtifar et al., 2012).

2.5 Talent Development:

To develop talent, organizations need both informal and formal learning involvements (Dr. Ahmad Yousef Areiqat, 2010). In addition to skills and knowledge, talent development depends on alterations in performance, perception and conduct (Charan, Drotter, Noel, 2001). It is necessary that talent management continuously develops their high performers for potential new positions, recognize their knowledge gaps and implement initiatives to boost their competencies and certify their retention (Carins, 2009). the talent development stage, referred to the processes of planning, selecting and implementing various development activities for the whole talent pool in order to ensure a continuous supply of present and future skills and capabilities for driving the 10 organizational strategy (Garavan, Carbery& Rock, 2012). According to Silzer and Dowell (2010) development activities need to incorporate a mix of traditional training activities as well as practical experiences. In addition, Garavan, Carbery and Rock (2012) noted that currently it is

highly encouraged that the talent develops generic business competencies in addition to his specific ones in order to be able to excel in various work situations.

2.7 Talent retention:

talent retention is the process of encouraging employees to remain in the organization for a maximum period of time (Lahkar Das, and Baruah, 2013). Employee retention involves the recruitment and onboarding processes to stimulate employee commitment. According to Allen, (1996) affective commitment “represents an emotional bond between an employee and his or her organization” and Individuals with high level of affective commitment are more likely to be retained. An employee’s affective commitment is influenced by personal fulfilment based on met needs and positive work experiences and also by the convergent goals and values between the individual and the organization (Chew, et al 2005).

There are several factors that contribute to talent retention like benefit, compensation, location which has a direct effect on career success, while career success and intrinsic rewards indirectly reduce talent loss (Whelan & Carcary, 2011). As mentioned before, some believe that attracting and retaining talents are the two fundamental necessities of talent management (Iles et al., 2010a). The others believe that they just need to attract and develop talents and they don’t even pay attention to

the subject of retaining. These groups invest on talent but when it is time to gain returns on their investment, the talents leave their organization. They need to recognize why their talents leave the company and look for the solution.

2.8 Employee Performance:

In English, the term "performance" is derived from "to perform" which means "doing work, achieving a mission or realizing a given activity. It reflects the organization's ability and aptitude to realize its goals (Eccles, 1991). Performance is the output of the activities that occur within the organization (Wit & Meyer, 1998). Hence, after a thorough review of the different concepts of performance, it can be argued that performance in its simplest form is the desired results which the organization seeks to achieve efficiently and effectively. There are two aspects in which employee performance can be taken into consideration: either as outcome and/or behaviour (Rossi, 2012).

On the other hand, employee performance can be taken as outcome in sense that the goals and actions the employee has achieved. Employee performance can therefore be defined as how the individual worker executes the duties assigned to them by management in a bid to reaching the larger organizational goals. The individual's performance is assessed by the organization on a quarterly or annual basis, pinpointing areas of strength and the areas that need improvement (Dechev, 2010).

The concept of employee performance has attracted a considerable amount of research and practical interest among academicians and practitioners in recent years (Mensah, 2015). According to Sonnentag and Frese (2002) despite the importance placed on individual performance and the widespread use of job performance as an outcome measure in empirical research, little effort has been expended on clarifying the concept, and no universally accepted definition exists. Campbell (1990) described performance as a virtual desert while Lebas and Euske (2002) stated that performance is one of the suitcase words in which everyone places their concepts that suit them, letting the context take care of the baggage.

2.9 Employee Performance dimensions:

Mensah (2015) provide an in-depth examination of the dimensions of employee performance involving task performance, contextual performance, adaptive performance and counterproductive performance, which are generic measures that does not contextualize performance of academic staff due to uniqueness of the task they execute to discharge their professional responsibilities in the universities. For instance, Akintayo (2008); Ojokuku (2013); Osaikhiuwu (2014); Sanda (1991) note that the context of academic environment requires the university academicians to be dynamic learners and coordinators of knowledge, that makes them liable for knowledge generation through conducting research and having the

research published in scholarly journals alongside teaching (Nwamadi & Ogbonna, 2021). Ramayah, Yeap, and Ignatius (2013) assert that academicians must be pertinent about community service in society.

Hence, the composition of academic performance includes teaching, research, publication and community service (Hussaini, Noma, & Rugga, 2020; Yusuf & Ogbudinkpa, 2017). Task performance describes those activities directly related to the work. For example, for mechanics, it would be their ability to repair an engine or diagnose a problem with a transmission. Contextual performance, on the other hand, describes those activities or behaviors an individual demonstrates in addition to task behaviors. Sometimes referred to as “pro-social” behaviors, these might include relating effectively with coworkers, building healthy relationships with supervisors, or displaying a generally positive or upbeat attitude. While these contextual behaviors are hard to define, most leaders and managers can quite easily identify team members who exhibit good contextual performance. While not everyone will have the same level of contextual performance, all team members can reasonably be expected to relate effectively with other team members, create and foster a healthy workplace culture, and treat each other with respect.

3. RESEARCH GAP:

Higher education administrations can really profit from the successes that TM has brought to other industries' organizations. Despite the idea that they want to be distinct from the corporate world, institutions must understand that developing talent internally can be extremely beneficial, particularly in light of the current state of the economy, the fierce competition for personnel, and the ongoing requirement to be accountable to their constituents. In this competitive environment, colleges and universities that take on the challenge of developing talent internally to satisfy looming leadership requirements will undoubtedly have an advantage over rival institutions. Learners are taught the TM principles in an academic setting, and they put those concepts into practice when they start or join new jobs. But despite knowing the outcomes of its implementation, it is ironic that universities have not fully adopted it. It is clear from the literature study that little research on TM in higher education is being done, and it was recommended that few institutions adopt formal developmental programs, leaving the opportunity for growth to serendipity rather than depending on a methodical and deliberate procedure.

In light of the previous sections, we propose a conceptual model subject to this study and its hypotheses are shown below:

Figure No. (1/1): Conceptual framework of the study.

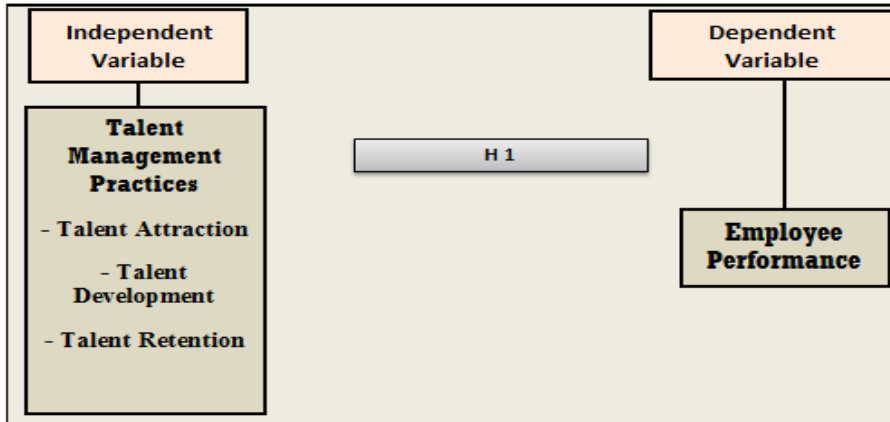


Figure No. (1/1): Conceptual framework of the study.

Study Hypotheses:

The First hypothesis: "There is impact of Talent management practices on Employee performance in the Arab Academy for Science and information technology - a private universities in Egypt". Several sub-hypotheses arise from this main hypothesis:

- There is impact of Talent Attraction on Employee performance in private universities in Egypt.
- There is impact of Talent Development on Employee performance in the private universities in Egypt.
- There is impact of Talent Retention on Employee performance in private universities in Egypt.

4.1 Study Methodology:

The Study Methodology further provides the guidelines for gathering and processing the research information used in the current research. The validity and reliability of the questionnaire were also tested, and the validity of the questionnaire was also tested for hypothesis testing by identifying the extent of the natural distribution of data, so the researcher examined the following elements in the study:

4/2- Study Design:

Depending on the nature of the subject of the study and the information that must be obtained to reveal The impact of Talent management practices(as an independent variable) on employee performance(as dependent variable) a mediating role of organizational culture , and through the questions that the study seek to answer, this study relied on the descriptive analytical approach, which is "a way to describe and measure the phenomenon studied by collecting, classifying, and analyzing the problem.

A descriptive Study Design was used for the current study. The descriptive approach also means that type of research that is carried out by interrogating the study community members or a sample of them, with the aim of describing the phenomenon studied in terms of its nature and degree of existence. According to (Sekaran, & Bougie, 2010), descriptive Study Design is a non-

experimental in that it deals with the relationships between non-manipulated variables in a natural rather than laboratory setting. The conditions and events have already happened and researcher can select the variables that are most relevant for analyzing the existing relationships.

In Descriptive design, hypothesis is also formulated and tested and generalizations of findings are arrived a through inductive-deductive reasoning. Descriptive design also employs methods of randomization so that error may be estimated when inferring population characteristics from observations of samples and the variables and procedures are described (Cooper, & Schindler, 2013).

The researcher who used this research sought to investigate discrepancies and come up with recommendations that would improve overall performance and bridge the research gap in this area.

4/3- Study Procedures:

Two types of data were used to achieve this approach from the following sources:

4/3/1- Secondary Data:

It is the data obtained to build the theoretical framework of the study, where it was relied on to identify the theoretical background of the study, on the various references of books and articles and previous studies of Arab and foreign academic theses of the relevant master and doctorate and published research, which dealt with the topics of Talent management practices (T.M) and Employee performance (E.P).

4/3/2- Preliminary Data:

This data was collected in the field through the survey list in the field study to test the validity of the assumptions on which the study was based. By obtaining this data from academic & non- academic staff in Private universities in Egypt.

To attain and meet the research objective, the researcher adopted a deductive and quantitative approaches where information is gathered from respondent through a survey using questionnaires to ensure validity and reliability on research findings are relevant, researcher used an appropriate questionnaire, sampling technique and data analysis method which also covers the accuracy and the quality of the research.

4/4/1- POPULATION Sample Design:

in this study, we used a cross-sectional design and collected data from 207 (Academic and non-Academic staff) working at the Arab Academy for science, information technology and maritime private university in Egypt. To test the model and hypothesis utilizing Structural Equation Modeling (SEM) analysis with Partial Least Square (PLS) software, to determine whether the Talent management practices can influence employee performance input, process and outcome

4/4/2- Data Collection Methods:

The study's population was made of the Employees and managers and deans of Private universities in Egypt. A structured questionnaire was used to collect data and the collected data was analyzed with the help of SPSS. And it was confirmed that the survey has the validity, reliability and validity through the appropriate statistical tests .

The reliability of the study tool has been tested to ensure that the questions in the survey actually measure both of the three variables and their dimensions, and that the survey has stability, validity and validity through appropriate statistical tests. It was found that the survey has a high degree of stability and internal consistency, and can be relied upon to measure the study variables. and the validity of the questionnaire was also tested for hypothesis testing by identifying the extent of the natural distribution of data

The hypothesis: "There is a statistically significant impact of Talent management practices on Employee performance of private universities in Egypt.

Table No. (1): Measurement Model Assessment (third hypothesis)

Indicator	Value	Acceptance Level
Normed Chi-Square	2.898	between (2,5)
The Goodness-of-Fit statistic (GFI)	0.929	between (0,1)
Adjusted Goodness of Fit Index (AGFI)	0.946	between (0,1) \geq 0.90
Normed Fit Index (NFI)	0.972	between (0,1) \geq 0.95
The Comparative Fit Index (CFI)	0.969	between (0,1) \geq 0.95
RMSEA	0.052	between (0.01,0.08)

In this structural model, the values are recorded as $X^2/df = 2.898$, $NFI=0.972$ & $CFI = 0.969$, and $RMSEA = 0.052$. Because there is adequate fit, as indicated by these indices, between the hypothesized model and the data collected. An examination of the path coefficients could proceed for the structural model.

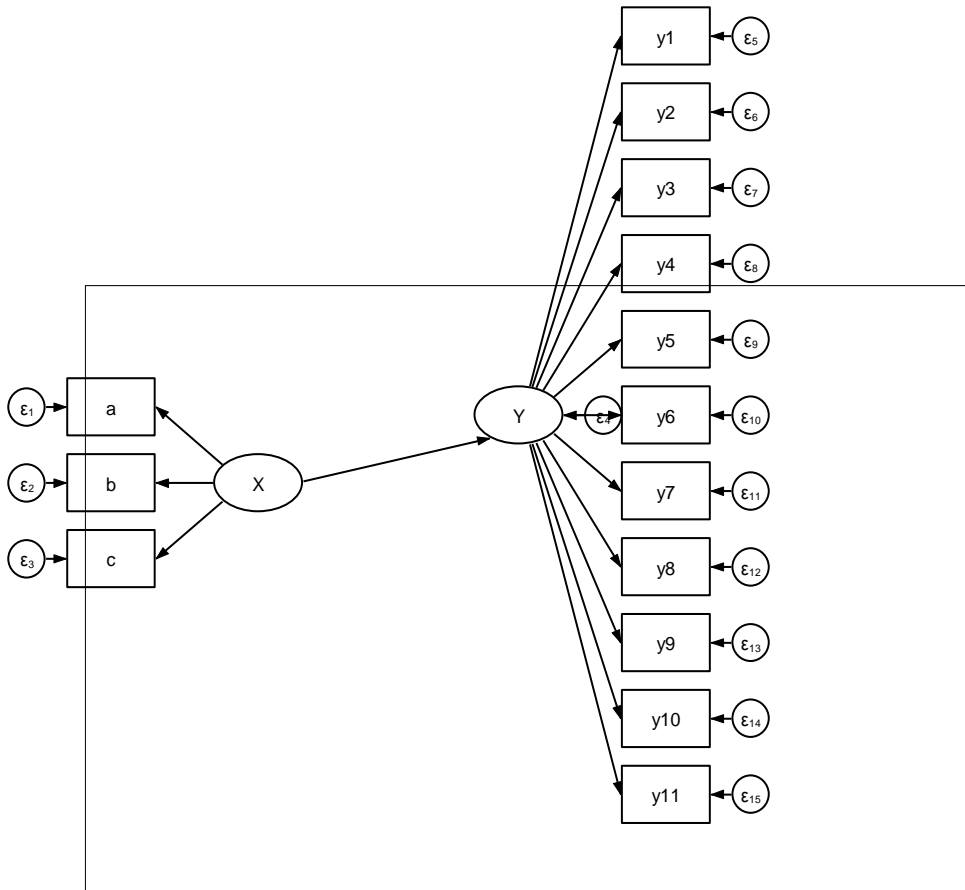


Figure No. (2): structural model results

The hypothesis of this study was tested using structural equation modeling via STATA14 as presented in Figure (4/3) The structural model assessment as shown in Table provides the indication of the hypothesis tests. Talent management practices (T.M) is significantly predicting Employee performance, hence, H3 is accepted ($\beta = .279, p < 0.001$).

Table No. (3): Structural path analysis result(third hypothesis)

exogenous construct	Path	endogenous construct	Estimate B (path coefficient)	S.E	Z-Test	R ²	p-value
Organizational Culture	⇒⇒	Talent Attraction	0.311	0.055	3.03	0.293	***
	⇒⇒	Talent Development	0.0305	0.045	3.09	0.283	***
	⇒⇒	Talent Retention	0.369	0.036	5.65	0.250	***

***p<.001, **p<.01 *p<.05

The R² value indicates the amount of variance of dependent variables which is explained by the independent variables. Hence, a larger R² value increases the predictive ability of the structural model. It is crucial to ensure that the R² values should be high enough for the model to achieve a minimum level of explanatory power. Table (4/12) shows the result of R² from the structural model and indicates that all the R² values are high enough for the model to achieve an acceptable level of explanatory power.

5. Results and Conclusions Study:

The study reached several results that could contribute to solving the study problem, answering its questions, testing its hypotheses. The researcher has classified the results of the field study according to the variables he has identified in the study of the effect of Organizational Culture as an intermediate variable in

the relationship between Talent Management Practices as an independent variable, Employee Performance as a dependent variable, so that the benefit is clearer, especially when formulating appropriate and applicable recommendations for each variable, as follows:

5/1- Results related to Talent Management Practices:

The current study concluded that there is a high degree of interest in Talent Management Practices in Private Universities in Egypt, from the point of view of the study sample, those opinions indicate agree towards the dimensions of this variable. It was found that the most available dimensions of Talent Management Practices are respectively: The first (Talent Attraction) the Mean is (3.915) and a rate of (78.29%), The second (Talent Retention) the Mean is (3.440) the rate is (68.79%), The third (Talent Development) the Mean is (3.420) the rate is (68.41%). The availability ratio for each dimension of Talent Management Practices was as follows:

- **Talent Attraction:**

The study's findings highlighted a notably positive perception of Talent Attraction as a pivotal facet of Talent Management Practices within private universities in Egypt. Participants expressed a high level of agreement concerning the significance of ensuring employee job security to attract the right talents, indicating its pivotal role. Additionally, the acknowledgment that

offering good working conditions and fair wages significantly contributed to attracting suitable talents underscored the importance of equitable compensation and conducive work environments in the talent attraction strategies of these universities. These results collectively indicate that these aspects hold substantial weight in the effort to draw and retain talented individuals within the university setting in Egypt.

- **Talent Retention:**

The study's conclusions regarding Talent Retention within private universities in Egypt revealed a strong inclination towards this facet of Talent Management Practices. Participants notably agreed on several key aspects related to Talent Retention strategies. Firstly, the acknowledgment that flexible working hours serve as a motivational factor for employees signifies its significance in retaining talent within these universities. Moreover, the proactive identification and preparation of high-potential employees to fill crucial roles upon key players' departure underscored the institution's focus on succession planning and talent pipeline development. Additionally, the presence of a clear and structured process for evaluating employees' job performance and establishing improvement plans highlighted the importance of feedback and growth opportunities in retaining skilled individuals within these university environments. These findings collectively emphasize the critical role of flexible work arrangements, succession planning, and

performance evaluation processes in retaining talent within private universities in Egypt.

- **Talent Development:**

The study's findings underscored a strong inclination towards Talent Development within the scope of Talent Management Practices in private universities across Egypt. Participants notably agreed upon key elements associated with Talent Development strategies. Firstly, the recognition that universities actively facilitate employees' learning of job-related competencies to enhance performance signals a proactive approach to skill enhancement within these institutions. Additionally, the emphasis on maintaining an effective and dynamic workforce through career training highlights the commitment to continuous learning and skill refinement, contributing to the university's agility. Moreover, the acknowledgment of autonomous learning by employees to enhance their own performance reflects a culture that encourages self-driven improvement. These findings collectively emphasize the significance of planned competency development, career training initiatives, and a culture that promotes autonomous learning in fostering talent development within private universities in Egypt.

5/2- Results related to Employee Performance:

The study's comprehensive analysis of Employee Performance within Private Universities in Egypt unveiled a robust interest and remarkable consensus among participants across various dimensions. Participants strongly advocated for the recognition of individual talents and their alignment with suitable tasks as pivotal elements in bolstering employee performance. Moreover, there was widespread agreement on the importance of acknowledging successful employees, providing developmental tasks, and aligning personal goals with the overarching corporate objectives, all seen as crucial contributors to improved performance. Additionally, the facilitation of performance measurement, feedback processes, and the provision of advancement opportunities received substantial agreement, highlighting their perceived effectiveness in enhancing performance. Furthermore, financial rewards were highly valued, along with the empowerment of talented employees through autonomy and responsibility, both garnering extensive agreements. However, the alignment of corporate culture with individual values for heightened motivation showed a relatively lower consensus among participants. Overall, these outcomes underscore a keen interest and collective agreement on various strategies and practices that significantly impact and elevate employee performance within the context of private universities in Egypt.

5/3- Results related to the impact of the Talent Management Practices on Employee Performance:

The study's findings conclusively demonstrate a significant and positive impact of Talent Management Practices on Employee Performance within private universities in Egypt. The study's thorough analysis illuminated strong and significant connections between the multifaceted aspects of Talent Management Practices—specifically, Talent Attraction, Talent Development, and Talent Retention—and the holistic performance levels of employees within private universities in Egypt. These dimensions represent crucial elements within the broader framework of Talent Management. The study showcased that a comprehensive and effective approach across these dimensions significantly influences and elevates the overall performance of employees within the university context in Egypt. This empirical evidence underscores the pivotal role of effective Talent Management Strategies in augmenting and improving the performance outcomes of employees within the specific context of private universities in Egypt. In summary, the research firmly establishes the substantial influence of Talent Management Practices on shaping and enhancing Employee Performance in these academic settings.

6- Study Recommendations:

Based on the findings of the current study, therefore, the following recommendations through an Action Plan to Private Universities in Egypt as follows:

6/1- Recommendations related to Talent Management Practices:

From the results of the study, it is clear that there is a high degree of interest in Talent Management Practices in Private Universities in Egypt. Accordingly, the following recommendations related to supporting and strengthening strengths can be presented as follows:

Table (4): Action plan to support Talent Management Practices in Private Universities in Egypt.

Result	Recommendation	Responsibility	Requirements	Range
The study found that interest in Talent Attraction was high	Conduct a comprehensive review of the current working conditions and compensation packages within the university.	University senior management, Human Resources (HR), and Marketing Department	Human Resources, Data and Analytical Tools, Expertise and Training, Collaboration and Coordination, Financial Resources, Technological Resources, and Consultants or Specialists	Continuously
	Strengthen the talent acquisition process by refining and consistently applying a talent search matrix during the selection process.			
	Enhance efforts in employer branding to attract and retain top			

Result	Recommendation	Responsibility	Requirements	Range
	talents. Conduct a comprehensive review of the compensation structure to ensure it aligns with performance. Conduct regular surveys or feedback sessions to understand the factors affecting staff satisfaction and motivation.			
The study found that interest in Talent Development was high	Encourage and facilitate a culture of continuous learning and self-improvement, through Create platforms for sharing knowledge and experiences among employees, fostering a collaborative learning environment.	University Senior Management, Human Resources (HR), Department Heads, Finance Management, and All Employees	Human Resources, Data and Analytical Tools, Technological Resources, Financial Resources, and Leadership Support	Continuously

6/2- Recommendations related to Employee Performance:

From the results of the study, it is clear that there is a high degree of interest in Employee Performance in Private Universities in Egypt. Accordingly, the following recommendations related to strengthening strength and treating weakness can be made as follows:

Table (5): Action Plan to interest in Employee Performance in Private Universities in Egypt.

Result	Recommendation	Responsibility	Requirements	Range
The study found that interest in Employee performance was high	Foster a culture that emphasizes goal alignment between individual and organizational objectives.	University senior management, Human Resources (HR), Department Heads, Finance Management, and All Employees	Human Resources, Technological Resources, Financial Resources, and Leadership Support	Continuously
	Establish formal recognition programs acknowledging employee talents, achievements, and contributions.			
	Cultivate a corporate culture that integrates and resonates with individual values, fostering a sense of belonging and purpose.			
	Offer challenging projects or assignments that allow employees to grow and develop their skills.			

6/4- Proposals for Future Studies.

The current study has been defined in some respects, so it is suggested that work be done to complete the scientific application in this field with future studies for applicants for graduate studies programs in Egyptian universities, here are some suggested topics related to the current study topics:

- The application of this study is limited to Private Universities in Egypt, so it is suggested to apply also to other sectors and fields such as banks, hospitals and hotels

- The study focused on the topic of Talent Management Practices (as an independent variable). Therefore, it is suggested to study the factors affecting Talent Management Practices. The issue of Employee Performance (as a dependent variable) has been addressed, so it is suggested to study other factors that may influence on Employee Performance.

7. CONCLUSION

The researcher concludes that educational institutions need some drastic changes how they manage talent in their organization. Such institutions need to follow a clear talent acquisition policy and focus on to acquire talented employees so that their recruitment process becomes effective. Moreover, educational institutions need to organize training programs for employees that would help employees to acquire job related competencies. For having a better and effective recruitment process, educational institutions must allocate a separate budget for providing training to employees so that more staff development activities may be undertaken for employees.

Hence talent management practice has a positive and direct impact on organizational culture and thus on employee performance to keep a strong durable competitive advantage specially in higher education field.

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