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TALENT MANAGEMENT PRACTICES PERCEIVED BY ACADEMICIANS IN SELECTED PUBLIC HIGHER LEARNING INSTITUTIONS

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ABSTRACT:

Talent Management(TM) has been implemented in Public Higher Learning Institutions (PHLIs) in Malaysia for quite sometimes. However, the differences of TM system have made some PHLIs moving forward as compared to others in developing and creating human capital. Therefore, this research has been conducted to seek for further clarification on the significance difference of three selected PHLIs which are Universiti Sains Malaysia (USM), Universiti Pendidikan Sultan Idris (UPSI) and Universiti Teknologi Mara (UiTM). The quantitative method has been chosen as a primary data for this research and the descriptive survey has been conducted towards 714 respondents. Further, the data collected was analysed by using IBM Statistical Packages Social Sciences (SPSS). As a result, the significant differences of TM perceived by academicians revealed that there were significant differences existed whereby USM showed most significant practices in TM perceived by academicians as compared to other two PHLIs. As a conclusion, each PHLI have come up with their own strategies to attract, recruit, develop and retain their own talent in order to help the organization to grow excellent.

KEYWORDS: Talent Management, Public Higher Learning Institutions, Attracting Talent, Recruiting Talent, Developing Talent, Retaining Talent.

1. INTRODUCTION:

Debate on getting the best talent for an organization has occurred for past two decades (Mcdonnell, Collings, Mellahi, & Schuler, 2017). Fighting for a talent is worth the energy spent as it will contribute to the company's growth (Alias, Mat Noor, & Hassan, 2016). In 1998, McKinsey group coined the term war for talent and predicted there would be a huge war in having a good talent in the organization. Chambers, Foulton, Handfield-Jones, Hankin, & Michaels, (1998) and Rabbi, Ahad, Kousar, & Ali, (2015) claimed that TM practices should be the essential matter in any organizations. In any organizations, getting a right person for a right task it is crucial at any managerial level and directly will help the company to boost higher. TM practices are not only focusing in the business sector but it also has implemented in higher learning institutions (HLIs). However, the progress of TM practices in the higher learning institutions (HLIs) is relatively new as compared to business industry (Fallis, 2013; Thunnisen & Van Arensbergen, 2015; Bradley, 2016). A common misconception of TM practices perceived by many in HLI is that it only focuses at the executive level of management positions. According to Christie, (2005) and Baumgartner & Rauter, (2017), TM practices looks to establish continuous leadership development, which attracts highly qualified candidates while retaining current personnel. The emergence of TM practices in HLI is a specific system for maximizing the attraction, development, and retention of great people (Fitzgerald, 2014). According to Mohan, Annakis, Muthaly, & Annakis, (2015), in most HLIs, these activities are pursued separately. TM practices create coherence, intent, and value when looking across the full life cycle and adding other strategic elements such as succession planning and employee engagement. It is undeniable that some HLIs leaders realize the value and necessity of TM practices somehow the progression of TM practices is still slow (Furusawa & Brewster, 2015; Rudhumbu & Maphosa, 2015). In Malaysia perspective, PHLIs have applied TM practices for several years in their system in order to produce a good human capital. Therefore, it is important to know that the significance difference of TM practices in PHLIs perceived by the academicians.

2. MATERIAL AND METHOD:

In this study, the quantitative approach was used and it's a factorial analysis study that uses the survey method to collect data. The research instrument of the study is a structured questionnaire and Likert scale format is used. For the purpose of collecting primary data, a questionnaire was prepared for this study. Convenience sampling was used in this study as only the respondents that agreed to participate in this study were selected. The primary data was collected personally by the researcher as an assurance of confidentiality to respondents. A total of 714 questionnaires were to undergraduates' students.

3. RESULTS:

The mean score for the B was the lowest (M=2.74) and A was the highest (M=2.89) among selected public higher learning institutions. See Table 1.

Table 1

Descriptive Talent Management in Public Higher Learning Institutions

Public Higher Learning Institution	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
USM	238	2.89	0.43	0.02	2.84	2.94	1.12	3.93
UPSI	238	2.74	0.56	0.03	2.68	2.81	1.51	3.95
UiTM	238	2.77	0.46	0.03	2.72	2.83	1.37	3.79
Total	**714**	**2.81**	**0.49**	**0.02**	**2.78**	**2.84**	**1.12**	**3.95**

The Mean Square values are computed by dividing the between and Within Groups Sum of Squares by their respective degrees of freedom (df), where df = 3 and 702, respectively. The F-value (4.30) is computed by dividing the Mean Square between Groups by the Mean Square within Groups. As with the t-test, the most important part of this Table is the Sig. chance. In this case, the Sig is less than 0.05 ($p=0.00<0.05$), hence the null hypothesis can be rejected of no differences. In overall, A One Way ANOVA revealed that there were significant differences in selected public HLIs, $F(2, 702) = 4.30$, $p<0.05$. See Table 2.

Table 2

Analysis of Variance (ANOVA)

Items	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.69	3	1.23	4.30	0.00
Within Groups	200.71	711	0.286		
Total	204.40	714			

LSD comparison revealed that only two means score was significantly different from another. USM had a significantly higher mean score (M= 2.89) than UiTM (M=2.77), and UPSI (M= 2.74). USM received a significantly higher score than UiTM and UPSI. See Table 3.

Table 3

LSD Comparison among Public Higher Learning Institutions

(I) Public Higher Learning	(J) Public Higher Learning	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
USM	UPSI	0.146*	0.039	0	0.07	0.22
	UiTM	0.118*	0.040	0.004	0.04	0.20
UPSI	USM	-0.146*	0.039	0	-0.22	-0.07
	UiTM	-0.028	0.042	0.499	-0.11	0.05
UiTM	USM	-0.118*	0.040	0.004	-0.20	-0.04
	UPSI	0.028	0.042	0.499	-0.05	0.11

Dependent variable: Talent Management

The mean difference is significant at the 0.05 level.

4. DISCUSSION:

Based on the findings obtained, definitely, it shows different HLI has its own way of portraying TM practices. This results supported by Weng and McElroy, (2010) that have mentioned about different HLIs have their own target in order to cater with the national mission and vision.

According to Collete (1994), statistical significance showed each HLI has their own practice of TM and the differences based on mission and vision HLI. Producing quality staff is important in order to extract or show a good talent which will benefit the HLI in the end (Blomstergren, 2003). The perception on TM practices pictured by academicians is still in low to medium state. This is because of most academicians' thinks that the TM practices are not for them and that is why they practically not involved in the system (Aisyah, 2015; Roper, 2009). The various perception conveyed by the academicians showed that the people from within HLI are still not ready to change to better system. This statement is supported by few researchers whereby the introduction of new system must be cleared, transparent and easy to understand in order to help the whole entities in the HLI ready to move on to new system which clearly will bring the HLI towards achievement (Beechler & Woodward, 2009; Birchall, Holley, Reid, & Birchall, 2008; Haizam & Saudi, 2014; Miller, 2014; Nilsson, 2014; Nilsson & Ellström, 2014; Poorhosseinzadeh & Subramaniam, 2013; Wahba & Transport, 2016). On the other hand, based on the interview conducted previously, research by research has been conducted on TM practices in a different field but somehow on education sector especially in Malaysia, the growths of TM practices are still ambiguous. Due to that reason, that is why the academicians have come up with that kind of explanation and has supported by few researcher that still believe the practicality of practicing TM in HLI (Al Ariss, Cascio, & Paauwe, 2014;

Burbach & Royle, 2010; Collings & Mellahi, 2009; Collings, Scullion, & Vaiman, 2015; Hughes & Rog, 2008; Lewis & Heckman, 2006; Christina Meyers, van Woerkom, & Dries, 2013; Maria Christina Meyers & van Woerkom, 2014; Schuler, Jackson, & Tarique, 2011; Sonnenberg, van Zijderveld, & Brinks, 2014; Swailes, 2013; Tansley, 2011; Tarique & Schuler, 2010).

Meanwhile, there is some researched showed a contradiction with findings obtained in this study which indicated in perception about TM received the higher result from low-level management (Sarah, 2015). Alice (2015) mentioned that TM practices have a direct proportional with employee retention and it shows that TM practices in each HLI applied a different set of retirement scheme. Up to this, it seems like the "competition" among HLIs to get the best talent and retain them as long as they can base on the retirement scheme offered. These findings supported by Hanif & Yunfei (2013) which indicated the roles of TM in keeping real talent in the organization. The statistical difference obtained in this study also can be contributed based on culture. Each HLI has their own culture to nurture or install TM in their system and the perception of TM will be differently evaluated (Twichell, 2012). These findings supported by Njeri (2014) which indicated organizational culture is a key to having better practicing of TM. Apart from that, in other industry in Malaysia, only a few companies has implement TM and developing talent has shown most significant factor in successful TM (Mahan Poorhosseinzadeh and Indra Devi Subramaniam, 2012). TM is growing vastly in Malaysia either in the educational or industrial sector to ensure its remains competitive towards attracting, developing and retaining talent. The difference concept of practicing TM in HLI is to create a leader in future which can significantly impact the whole system and this is aligned with the research done by Gillis (2012).

5. CONCLUSION:

As a conclusion, TM is important practices that should be implemented systematically. Based on the findings obtained, it showed that there are rooms for improvement to ensure that TM is done properly in the scope of higher learning institutions. As an essential sector to develop people intrinsically or extrinsically, higher learning institutions need to apply TM practices in their system in order to value people starting from the point of attracting, recruiting, developing and retaining. Therefore, PHLIs need to strengthen their TM practices in the system in order to help the organization grow and boost up.

6. VITAE:

The corresponding author is a Ph.D. student who is in the middle of completing his thesis which focusing on the area of Social Science, Management, and Education. He has completed his Master in Management and Leadership which led him to enrol in the same field. Meanwhile, Co-author is

Professor Doctor which actively published an article and currently he has published about 100 articles in various journals. His tremendous experienced has made him one of the best scholar in Malaysia.

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