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THE RELATIONSHIP BETWEEN DEVELOPING TALENT TOWARDS PERFORMANCE MANAGEMENT AND JOB SATISFACTION IN SELECTED PUBLIC UNIVERSITIES

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ABSTRACT

In a couple of years back, Ministry of Higher Education (MOHE) has understood the vital of Talent Management (TM) in the college framework. MOHE has taken this activity in the wake of seeing the outcome appeared from worldwide universities in the wake of executing TM in their framework. In this way, as a major aspect of TM works on, Developing Talent (DT) is basic so as to furnish staff with aptitudes and hypothesis that matches the mission and vision of the association. Thus, MOHE has thought of a couple of methodologies to execute DT in Malaysia Education Blueprint 2015-2015. On the other part, DT additionally can enhance Job Satisfaction (JS) and Performance Management (PM) of the organizations. Keeping in mind the end goal to inspect the association between this two factors, inquire about has been directed in light of the target of to distinguish the connection amongst DT towards JS and PM in selected public universities in Malaysia. The quantitative strategy has been utilized as a part of a request to gather essential information from 238 respondents in selected public universities in Malaysia. Data acquired from this technique has been examined utilizing IBM Statistical Package Social Sciences (SPSS). Subsequently, there was a direct relationship recorded amongst DT, JS, and PM. In any case, university A scored marginally higher relationship amongst's DT, JS and PM when contrasted with other two public universities. As a conclusion, every public university has their own main goal and vision that should be accomplished. In this manner, distinctive systems may be utilized as a part of DT keeping in mind the end goal to get a decent association with JS and PM. In light of the discoveries acquired, it demonstrates that public universities have taken their own drive to help their JS and PM by utilizing DT has one of the methodologies, however, some way or another, the systems have taken still should be checked and re-organized to get the great connection between these two factors.

KEYWORDS: *Talent Management, Developing Talent, Job Satisfaction, Performance Management, Public University, Quantitative Method.*

1. INTRODUCTION

Human capital is the core element to the success of the HLIs whereby HLIs have their own standard program in ensuring the development of the talented staff is continuous (Lynch, 2008; Mccartney & Worman, 2013). Gmelch & Wolverson, (2002) and Dobrow, Ganzach, & Liu, (2016) claimed that there are very limited studies has been conducted which focus on TM practice in HLIs and due to that reason, they had predicted that if and only TM practices will be implemented in HLI, the development of human capital will be in a great shape. Thus, colleges and HLIs should focus on developing their own talent either on students or employees in accordance with TM practices (Yun, Hwang, & Lynch, 2015; Thunnissen & Van Arensbergen, 2015). The development process is one of the TM programs which focus on employee development in several aspects such as leadership, decision making, presentation and much more (Abidin & Mansor, 2016; Avolio & Bass, 2002; Allan H Church et al., 2016; Clunnies, 2003; Flanigan, 2015; Hitt et al., 2016; Iles, Chuai, et al., 2010; Marques, 2015; Rhodes, Brundrett, & Nevill, 2008; Strack, Baier, Caye, Zimmermann, & Dyrchs, 2011; Zhang, Chen, Ooi, Tan, & Zhang, 2015). In this process, the organization will invest a lot of money in order to maintain and retain the employee in the future (Hraes, 2009; Irshad, 2012; Kagwiria, 2013; Kim, 2008; Nair, 2012; Rai, 2014). Based on Blass, Knights, Orbea, & Al-Awamleh, (2006), TM is more than HRM, leadership development initiatives or succession planning. It is the collective approach to recruiting, retaining and developing talent within the organization for its future benefit, and extends beyond the domains listed above to include strategy, organizational culture and change management. Yet, effective organizational management of the business has been discovered and internal talent must be identified and developed (Abraham, 2015; Al-Ariss et al., 2014; Bethke-Langenegger, Mahler, & Staffelbach, 2008; Brown, 2008; Farndale et al., 2014; Gholam et al., 2015; Kaliannan, Abraham, & Ponnusamy, 2015; Oracle, Paper, & David Wilkins, 2012). Based on Dries, (2013), he also suggested encouraging employees to move into other roles, thus, giving them training opportunities in other fields of the business. It confirms that the practice of exporting the team to other parts of the business could make alignment easier. It also tackles on the effective leadership on managing this kind of endeavor (Amundsen et al., 2014; Brown, 2008; Sarwar, 2013).

Meanwhile, PM is a process for ensuring employees focus on their work in ways that contribute to achieving the organization's mission in

indispensable for a business organization. Actually, PM includes various types or system. PM system is a kind of PM forms. Supervisors and managers are responsible for managing the performance of their employees. Each organization's policy should specify how the PM system will be carried out. Organizations should adopt PM practices that are consistent with the requirements of this policy and that best fit the nature of the work performed and the mission of the organization. Therefore, it is important that this research will be conducted or existing research will be expanded to understand employees' experiences and perceptions of PM and appraisal system so that a completed and comprehensive performance system could be built up. Moreover, it is important for employees and managers to understand that PM is the key determinants of an organization's long-term success or failure. If employees are not happy or do not agree with the PM system, they are likely to be unwilling to take an active part in the process because they do not see any value of it. As a result, the organizational performance and productivity would decrease due to the inefficiency employee performance.

Job satisfaction is basically how individuals feel about their jobs and perception of their jobs (Ibrahim, Ohtsuka, Dagang, & Bakar, 2014; Lyria, Namusonge, & Karanja, 2017; Nguyen, 2012; Sokro, 2012; Tripp, Riemenschneider, & Thatcher, 2016). It is the level to which individuals' satisfaction or dissatisfaction in their jobs (Flickinger, Allscher, & Fiedler, 2016; Hahn, Gottschling, Kunig, & Spinath, 2016; Ibrahim et al., 2014; Ong & Theseira, 2016; Silverberg, Marshall, & Ellis, 2001; Spector, 1997; Tripp et al., 2016; Wilczyńska, Batorski, & Sellens, 2016; Zembylas & Papanastasiou, 2006). Intarakamhang & Peungposop, (2017) and Campbell & Smith (2014) describes job satisfaction as an emotional and affecting reaction referring to feelings of like or vice versa, and Locke (1976) and Kossivi, Xu, & Kalgora (2016) defines job satisfaction as a happy feeling that able to see once the employee received an appraisal from the superior in working achieving or assisting individual value. In addition, Oehley, (2013) defines satisfaction as an effective reaction to an individual's work situation. In other words, job satisfaction is the contrast between individual expect and perceive to have received (Mustafa, 2013).

2. OBJECTIVES

In this research, researchers want to examine the relationship between developing talent towards job satisfaction and performance management in selected public universities.

3. METHODOLOGY

In this research, researchers used a quantitative method to meet to objectives that have been outlined. Furthermore, this research it is a factorial analysis study that uses the survey method to collect primary 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

4. SAMPLING DESIGN

Convenience sampling was used in this study as only the respondents that agreed to participate in this study were selected. The primary data was collected personally by the researcher as an assurance of confidentiality to respondents. A total of 238 questionnaires were given to the respondent and collected at the same time.

5. STATISTICAL DESIGN

In analyzing information obtained, researchers decide to use IBM Statistical Package Social Science and in order to meet the objective; researchers used Pearson Correlation Coefficient to find a relationship between these two variables.

6. GEOGRAPHICAL AREA DESIGN

Three universities have been selected randomly and the respondents were selected according to the sampling design chosen. .

7. RESULTS

Table 1 showed an overall correlation of DT and PM in selected public universities. Based on the findings obtained, University A showed a higher correlation of DT and PM compared to University B and University C. University A indicated DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate ($r=0.554$, $p<0.01$). Meanwhile, University B showed DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate with PM ($r=0.464$, $p<0.01$). On the other hand, University C having DT that was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate with PM ($r=0.420$, $p<0.01$).

Table 2 showed an overall correlation of DT and JS in selected public universities. Based on the findings obtained, University A showed a higher correlation of DT and JS compared to University B and University C. University A indicated DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate ($r=0.494$, $p<0.01$). Meanwhile, UPSI showed DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with JS ($r=0.354$, $p<0.01$). On the other hand, UiTM having DT that was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with JS ($r=0.350$, $p<0.01$).

8. SUGGESTION

Top management of the public universities that were selected to involve in this study needs to revise their programs in DT in order to boost the JS and PM of institutions. Programs like training, team building, niche program like teaching and learning method, classroom management and so on and so forth need to be done more times because the output of this program will help the human capital development as well the university performances. Other than that, in future research, the variable can be tested to job satisfaction or leadership style because these two variables also play a vital role towards institutions achievement.

9. CONCLUSION

As a conclusion, public universities need to utilize DT as a whole in order to improve PM in the institutions. Based on the findings obtained, it shows that moderate relationship between DT towards JS and PM actually trigger top management of the university in order to take a rapid action to boost the university performance. Once the university performance has increased, it will lead to better opportunities like university ranking will be increased, able to attract the best talent either locally or internationally to work with the university or able to get a lot of research grants from the government. This improvement of university performance based on DT approaches will help a lot of people directly or indirectly.

10. FIGURES AND TABLE

Table 1
Relationship between Developing Talent and Performance Management

Variable		Public Universities		
		University A	University B	University C
		Performance Management	Performance Management	Performance Management
Developing Talent	Pearson Correlations	.554**	.464**	.420**
	Sig (2-tailed)	.000	.000	.000
	N	238	238	238

Table 2
Relationship between Developing Talent and Job Satisfaction

Variable		Public Universities		
		University A	University B	University C
		Job Satisfaction	Job Satisfaction	Job Satisfaction
Developing Talent	Pearson Correlations	.494**	.354**	.350**
	Sig (2-tailed)	.000	.000	.000
	N	238	238	238

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