Talent Management and Its Effect on School Personnel' Performance at Alexandria School Settings

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Abstract

Background: Talent management of school personnel is a major global issue facing most schools worldwide. As a result of shortage of talented school personnel, schools worldwide are competing for the same pool of talented school personnel to acquire and retain talents for maintaining the schools' operations and continue for service and profitability growth. This study aimed to assess talent management and its effect on school personnel performance at Alexandria School Settings.

Subjects and Method: Research design: A descriptive correlational research design was conducted. Setting and Subjects: all available school personnel in Alexandria schools (N= 600) who represent all available school personnel enrolled in all Schools in Alexandria. Tools: three tools were used for data collection: Tool I: Assessment sheet. Tool II: Talent Management questionnaire. Tool III: Organization Performance questionnaire. Results: of the present study revealed that school personnel had a high level of dissatisfaction regarding total score of talent attraction, development, retention, and school performance. Conclusion: There was a highly statistically significant positive correlation between school performance and each of the three components of school personnel' talent management (talent attraction, development, and retention). Recommendations: of this study included that all school settings must introduce talent management strategy in their educational planning in order to remain competitive in today’s market.

Keywords: Talent Management, School performance, School personnel
Introduction
Talent management is the basic driving force for the school settings to be successful. In the face of globalization, educational sector is concerned with how to design the talent management strategy that fits the national context. School settings have to attract, develop, motivate and retain their talented school personnel as long as possible, especially those who are extraordinary talented. Therefore, school settings are competing against each other to acquire and retain talents in order to maintain their operations and continue to grow\(^1\). Furthermore, talent management is essential when the school settings will like to build skills of their talented school personnel. Human resource-especially talented personnel contribute to the achievement of competitive progress in their work settings because they are innovative in their field and hold the ability to make right decisions for achieving the ultimate goals\(^2\).

Talent management of school personnel is a major global issue facing most schools worldwide. As a result of shortage of talented school personnel, schools worldwide are competing for the same pool of talented school personnel to acquire and retain talents for maintaining the schools' operations and continue for service and profitability growth\(^3\). There is no doubt that, technology and globalization have great changed our lives, as they have led to increased competition on talent. Thus, the potential growth of schools worldwide depends on the ability of schools to ensure that the right school personnel with the right skills are in the right place at the right time, and focused on the right activities. For these reasons, talent management has been elevated to the top of strategic human resources management challenges, acquiring the highest priority across all organizations\(^4\).

Educational institutions are increasingly looking at talent as a unique asset that can provide sustainable competitive advantage and superior performance. Right talent is the greatest asset for any school. In fact, strategic employment service of human resource management begins with the development of human resources management strategy, which reflects the school educational approach to dealing with key challenges and the anticipated future threat. Educational sector has the responsibility to fulfill the requirements of school settings
workforce. The main objective of this sector is not only the procuring and management of the school personnel but to nourish and maintain their skills, knowledge, and talent to meet their requirements\(^5,6\).

Talent may be defined as the inherent ability of school personnel to do a particular task in a particular way. Talent is seen as the sum of school personnel's abilities, which includes their intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also incorporates the school personnel's ability to learn and grow\(^7\). It has also a significant role in the success and development of the school personnel educational skills therefore, recognizing and developing personnel's talent will increases their productivity, job satisfaction, motivation and school commitment which in turn reduces their turnover\(^8\).

Moreover, talent management in schools is defined as a process of complete and interrelated set of schools' activities such as identifying, selecting, developing and retaining the best school personnel as well as building their potential for the most strategic positions, and assisting them in formulating the best use of strengths in order to gain their engagement and contribution, that ultimately contribute to schools' benefits \(^9\). Additionally, talent management is known as a systematic approach to attract, screen, select the right talent, engage, develop, deploy, lead and retain high potential and performer school personnel to ensure a continuous talent feeding inside the school aimed at increasing workforce productivity \(^10\).

Recently, talent management has gained great public attention and is considered one of the most valuable factors for personnel performance and schools success. It is designed to focus on the most key positions and on school personnel with innovative skills \(^11\). Therefore, the main goal of talent management is to create a high-performance, sustainable goals that meets strategic objectives of school.

Attracting, selecting, engaging, developing and retaining school personnel are the five main focuses of talent management. In order to gain a competitive advantage, the demand for human capital will continue to drive talent management within school settings\(^12\). There are three elements that shape the talent management; they are the recruiting, the development, which include the nurturing, and the
retention, which is about motivation and commitment. Talent attraction is a management technique that School directors use to pull desired skills into their school settings. This technique is administered in order to get the right job fits. Talent attraction is composed of recruitment and selection, school director branding, school personnel's value proposition and employer of choice\(^{(13)}\).

Indeed, attracting key talented personnel require flexible working hours as a strategy the school administration should be adopted. When school system allows their staff the freedom to work through a flexible schedule, they can also find themselves more desirable to work. In this context, competitive learning has become a backbone of educational sector success, without continuous learning and maintaining school personnel performance may become impossible\(^{(14)}\). Talent development is the process of changing schools, its school personnel, its stakeholders, and groups of people within it, using planned and unplanned learning, in order to achieve and maintain a competitive advantage for the School. Talent development is process of upgrading the skills and attitude of the school personnel\(^{(4)}\).

Today, changes to the education landscape include increased globalization, use of information technology, evolving national curricula, the need for a more global education, attracting and retaining value-adding school members and the increased competition to attract students. Schools also need to deal with a shrinking pool of available school personnel as enrolment of young personnel into teacher education degrees are falling and many mature teachers are retiring from teaching\(^{(15)}\). However, school personnel's retention is considered one of the primary concerns of many schools and also viewed as a strategic opportunity to maintain a competitive workforce. Retaining talented school personnel is the priority of many schools and it is the key differentiator of human capital management \(^{(14)}\). The overall aim of school personnel's talent retention is encouraging school personnel to remain in the school for the maximum period of time. Talent retention can be controlled through performance based pay, training, challenging work, intrinsic motivations, career
development and giving benefits before demand\textsuperscript{(9)}. In fact, the war for talent is real and educational sector must take rapid steps to reduce key school personnel turnover. When critical personnel leave school settings, it is not only losing valuable talent, but also may experience a decrease in school team morale, damage relationships between students and their teachers, alter succession plans, and create even higher turnover\textsuperscript{(17)}. Talent turnover is considered one of the most harmful methods to schools' productivity because of school personnel attraction demand highly cost. Direct cost refers to turnover, replacement, transitions costs while indirect costs relate to the loss of production, reduced performance levels, unnecessary overtime and low morale of school personnel. In the current competitive business environment, retention of highly talented school personnel is very important as they contribute positively in improving the schools' productivity. So, turnover reduction is very important for schools' success\textsuperscript{(13)}. There are several benefits of talent management in schools such as school personnel' engagement, retention, increased productivity, efficiency and culture of excellence which in turn increased competitive advantage and creativity among school personnel\textsuperscript{(15,16)}. On the other hand, talent management system in schools may be failed due to lack of planning and implementation of management policies, processes and programs which have positive impact on the process of acquiring, developing and retaining talented school personnel to sustain schools competitive advantage\textsuperscript{(1)}. In summary, schools' performance is the schools ability to attain its goals by using available human and nonhuman resources in an efficient and effective manner. Talent management needs to be seen as essential for achieving the schools' goals and objectives if it is managed properly in a comprehensive way many schools can hardly compete without highly skilled school personnel and without the continual investment in the human capital. In order to achieve the competitive advantage, schools should recruit the right personnel in the right places and in the right time. Furthermore, the success of any school depends strongly on having talented school personnel. Talent management in schools
promotes school personnel' efficiency and productivity \(^{14-16}\).

**Significance of the study:**
The study seeks to benefit the schools' administrators' particularly human resource management and employers in general in various ways. These include realization of the reasons for failure to attract and retain talented school personnel. Ultimately, corrective actions are taken after some of the policies that contribute to low morale of school personnel are eliminated; hence improve their services which eventually lead to improved schools' performance \(^{16}\). Based on the results of the reviewed literatures, it is found that there are limited studies done locally about talent management in schools. The field of talent management in schools is lacking hard academic research to establish what constitutes effective talent management in schools and how it can influence schools' performance. Also, most of talent management studies did not directly link talent management with the schools performance and therefore, there is a need to fill the existing research gap by conducting a study locally to determine the effect of talent management of school personnel on school performance \(^{17}\).

**Aim of the study**
Assess talent management and its effect on school personnel' performance at Alexandria school settings.

**Research Question**
- What is the effect of talent management on school personnel' performance at Alexandria school settings?

**Subjects and Method:**

**Research design**
A descriptive correlational research design was utilized to fulfill the aim of the present study.

**Settings:**
This study was carried out in all available schools in Alexandria.

**Subjects:**
The study included all \((N=600)\) available school personnel in Alexandria schools.

**Tools:**
Three tools were used to measure the variables in this study from school personnel' points of view.

**Tool I: Assessment Sheet**
This sheet was designed by the researchers to collect the subjects' characteristics' data of the study participants included; age, gender,
qualification, occupation, years of experiences, and marital status.

**Tool II: Talent Management Questionnaire**

This questionnaire was adopted from El Nakhala (2013)\(^{18}\) and translated into Arabic by the researchers. It examined school personnel' perceptions of availability of talent management components in the schools. The questionnaire consisted of 31 items representing the three theoretical dimensions of talent management components as follows:

**a. The first section** was about the talent attraction, which consisted of 10 items as “the school has a system to attract and recruit talented school personnel/candidates”; "managers at the schools have the competencies to attract and recruit talented school personnel/candidates” and "there are opportunities for learning and development at the schools”.

**b. The second section** was about talent development, which also included 10 items like "the schools identify training needs objectively and "school seeks to transfer expertise from highly skilled school personnel for the less experienced”.

**c. The third section** was about talent retention, which consisted of 11 items as “the salaries and benefits at the School are competitive “and “the employment conditions at the school satisfy work-life balance”.

Each of the three talent management dimensions was measured using a 5-point Likert Scale. The possible responses ranged from 1 (never satisfied) to 5 (highly satisfied) on all talent management subscales. Higher degrees of satisfaction were indicated by higher scores. The scores were calculated for the mean scores which were categorized as follows: mean scores < 3 = unsatisfied, and mean scores ≥ 3 = satisfied.

**Tool III: Organization Performance Questionnaire**

This tool was used to explore school personnel' opinion about school performance. It was developed by Milky (2013)\(^{19}\) and translated into Arabic by the researchers. The questionnaire consisted of 11 items containing information about schools' communication, schools' policies, schools' development and change, and schools' performance appraisal. A total performance score was measured using a 5-point Likert Scale. The possible responses ranged from 1 (never satisfied) to 5 (highly satisfied) on all performance items. Higher degrees of satisfaction of school personnel were indicated by higher scores.
scores. The scores were calculated for the mean scores which categorized as follows: mean scores < 3 = unsatisfied, and mean scores ≥ 3 = satisfied\(^{(19)}\).

**Method**

1. An approval from the Ethical Research Committee of the Faculty of Nursing at Alexandria University was obtained.
2. An official letter from the Faculty of Nursing was directed to the Directorate of Schools in Alexandria to obtain their approval to carry out the study at all Schools in Alexandria after explaining the aim of the study.
3. Directors of all schools in Alexandria were met to explain the purpose of the study and the time for starting of the study in order to facilitate data collection.
4. Tools Validity: The three tools were tested for their content validity by 5 experts in the field of nursing administration and community. The necessary modifications were done accordingly.
5. The reliability of the tools was tested by means of Cronbach's\(\alpha\) (tool II=0.904, tool III= 0.876) and the tools were reliable.
6. A pilot study was initially carried out prior to the actual data collection phase on 20 of school personnel (10% of the subjects) to test the feasibility and clarity of the tools. Accordingly, the necessary modifications were done. Those school personnel were excluded from the total study subjects.
7. The researchers attended to the administration office of the previously mentioned directors of all schools in Alexandria to take their permission.
8. The questionnaire was distributed individually in previously selected settings after brief explanation of the aim of the study to collect the needed data using the three tools.
9. Data collection started at the beginning of December 2019 and ended by April 2020.

**Ethical Considerations**

- Written informed consent was obtained from every school personnel included in the study after explaining the importance and aims of the study.
- Confidentiality of the obtained data was assured.
- Anonymity of school personnel response was guaranteed by statement in the cover page
- A code number was used instead of names.
- Participation and withdrawal of school personnel were on a voluntary basis.
- School personnel privacy was considered and respected.
Statistical analysis:
Data were fed to the computer and analyzed using IBM SPSS software package version 20.0 (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. Quantitative data were described using mean, standard deviation. Significance of the obtained results was judged at the 5% level.

Results
Table (1) demonstrates frequency and distribution of school personnel according to their personal characteristics. It was found that more than half (60%) of participants were among the age group of 40 to less than 50 years with mean age of 6.238 years. More than two thirds (77%, 74.6% & 66% respectively) of school personnel were married, had years of experience ranged from 11 to 20 years and had Bachelor degree education.

Table (2) illustrates that the highest percentage (78.7%) of participants were dissatisfied regarding talent attraction dimensions. More than three quarters (80.7%, 76.7%) of the studied sample were dissatisfied regarding school identifies its employees in terms of qualifications and experience respectively. Reasonable degree of security contributes to make school an employer of choice, those who were dissatisfied regarding the work at school is interesting and rewarding and school reputation attracts the talented workers / candidates constituted 73.3% & 63% respectively.

Table (3) reveals that the highest percentage (63.7%, 64.3%) of school personnel were dissatisfied regarding total talent development dimensions and school allocate a special budget for training and development of talented employees. Moreover, more than half (55.7%, 55%) of participants were dissatisfied regarding school identify training needs, employees with high potential and formulates personal plans to develop them and school provides an opportunity to change the employee's job to develop themselves respectively.

Table (4) presents that the highest percentage (69.7%) of participants were dissatisfied regarding total talent retention dimensions. More than two thirds (73.3%) of school personnel were dissatisfied regarding the salaries and benefits at the school are competitive and school avoids to over the working load and working stress more than the employee's ability respectively. Moreover, those who
were dissatisfied regarding the salaries and benefits at the hospital are fair and consistent at school, the salaries and benefits at school guarantees employee loyalty represented 66% & 66% respectively. More than half of (57.3%) of them were dissatisfied regarding school allows the employee to work from home and 43.7% of them were also dissatisfied regarding the employment conditions at the school satisfy work-life balance).

Table (5) shows that the highest percentage (74.3%) of participants were dissatisfied regarding total school performance dimensions and also half (50.7%) of them were dissatisfied regarding the school have a clear sense of direction and focus. Moreover, those who were dissatisfied regarding school has policies that encourage career growth and developmental opportunities, place a high priority on workforce training and development and School builds a deep reservoir of successors at every level constituted 49.3%, 48.7%, 47.3% respectively.

Table (6) portrays that there is no statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years, educational level, and marital status) and talent attraction where P more than 0.05.

Table (7) shows that there is a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years and educational level) and talent development where P=0.000. On the other hand, there is no a statistically significant difference between the school personnel' marital status and Talent development items (P= 0.550).

Table (8) clarifies that there is a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years and educational level) and talent retention where P=0.001, P= 0.006 and (P=0.000). On the other hand, there is no a statistically significant difference between the school personnel' marital status and talent retention dimensions where P= 0.261.

Table (9) reveals that there is no a statistically significant difference between the school personnel' socio-demographic characteristics (age, experience years, educational level, and marital status) and school performance (P more than 0.05).
Table (10) highlights correlation coefficient (r) between talent management components (Talent Attraction, Talent Development, Talent Retention) and school performance of school personnel. There were a highly significant positive correlation between school performance total score and each of the three components of school personnel talent management. In addition, correlation coefficient between each two pairs of school personnel talent management components, showed a highly significant positive correlation where $r = 0.309$, $r = 0.476$, $P=0.000$. 
Table (1): Distribution of School Personnel according to their Personal' Characteristics

| School Personnel' Characteristics | School Personnel n=600 |
|----------------------------------|------------------------|
|                                  | No. | %     |
| Age (years)                      |     |       |
| 20 to less than 30 years         | 42  | 7.0   |
| 30 to less than 40 years         | 198 | 33.0  |
| 40 to less than 50 years         | 360 | 60.0  |
| **Mean ± SD**                    | 6.238±40.3 |
| Experience years                 |     |       |
| Less than 5 years                | 50  | 8.3   |
| 5 to 10 years                    | 88  | 14.7  |
| 11 to 20 years                   | 462 | 77.0  |
| **Mean ± SD**                    | 4.184±13.28 |
| Educational level                |     |       |
| Diploma                          | 36  | 6.0   |
| Technical education              | 28  | 4.7   |
| Bachelor                         | 396 | 66.0  |
| Master degree                    | 78  | 13.0  |
| Doctorate degree                 | 62  | 10.3  |
| Marital status                   |     |       |
| Single                           | 100 | 16.7  |
| Married                          | 448 | 74.6  |
| Divorced                         | 52  | 8.7   |
Table (2): Distribution of School Personnel according to their Talent Attraction Items

| Talent Attraction Items                                                                 | School Personnel' Opinions n=600 |
|----------------------------------------------------------------------------------------|----------------------------------|
|                                                                                        | Satisfied    | Unsatisfied |
|                                                                                        | No.  | %       | No.  | %      |
| School can attract and recruit personnel even though the limited supply of skilled and talented workers/ candidate | 378  | 62.3    | 226  | 37.7   |
| School has a system to attract and recruit talented workers/ candidates.                | 226  | 37.7    | 378  | 62.3   |
| The recruitment process at the school succeeds in selecting the best talent             | 288  | 48.0    | 312  | 52.0   |
| Managers at school have the competencies to attract and recruit talented workers /candidates. | 282  | 47.0    | 318  | 53.0   |
| School identifies its employees in terms of qualifications and experience              | 116  | 19.3    | 484  | 80.7   |
| School reputation attracts the talented workers / candidates                            | 222  | 37.0    | 378  | 63.0   |
| The work at school is interesting and rewarding                                        | 160  | 26.7    | 440  | 73.3   |
| There are opportunities for learning and development at school                         | 230  | 38.3    | 370  | 61.7   |
| The talent prefers to work at school where opportunities for career progression are available | 272  | 45.3    | 328  | 54.7   |
| Reasonable degree of security contributes to make school an employer of choice         | 140  | 23.3    | 460  | 76.7   |
| **Total Talent Attraction**                                                            | 128  | 21.3    | **472** | **78.7** |
Table (3): Distribution of School Personnel according to their Talent Development

| Talent Development Items                                                                 | School Personnel' Opinions n=600 |
|------------------------------------------------------------------------------------------|----------------------------------|
|                                                                                         | Satisfied | Unsatisfied |
|                                                                                         | No.       | %          | No.       | %          |
| School develops a talent pool consisting of a skilled, engaged and committed workforce. | 404       | 67.3       | 196       | 32.7       |
| School encourages talented employees to develop their careers                            | 286       | 47.7       | 314       | 52.3       |
| School identifies employees with high potential and formulates personal plans to develop them. | 270       | 45.0       | 330       | 55.0       |
| School has learning and development programs to develop talent.                          | 278       | 46.3       | 322       | 53.7       |
| School allocate a special budget for training and development of talented employees       | 214       | 35.7       | 386       | 64.3       |
| School identify training needs objectively                                                | 266       | 44.3       | 334       | 55.7       |
| The administration monitors the performance of employees and advises them to improve performance. | 372       | 62.0       | 228       | 38.0       |
| School provides an opportunity to change the employee's job to develop himself.          | 270       | 45.0       | 330       | 55.0       |
| School seeks to transfer expertise from highly skilled staff for the less experienced     | 312       | 52.0       | 288       | 48.0       |
| School Provides honest feedback about the performance of employees.                      | 392       | 66.0       | 208       | 34.0       |
| **Total Talent Development**                                                             | 218       | 36.3       | 382       | 63.7       |
# Table (4): Distribution of School Personnel According to their Talent Retention

| Talent Retention Items                                                                 | School Personnel' Opinions |
|----------------------------------------------------------------------------------------|---------------------------|
|                                                                                        | Satisfied | Unsatisfied |
|                                                                                        | No.  | %    | No.  | %    |
| The salaries and benefits at the hospital are competitive                               | 190  | 26.7 | 440  | 73.3 |
| The salaries and benefits at the hospital are fair and consistent at school             | 196  | 32.0 | 408  | 68.0 |
| The salaries and benefits at school guarantees employee loyalty                         | 204  | 34.0 | 396  | 66.0 |
| School actively creates opportunities for employee to participate in challenging assignments | 314  | 52.3 | 286  | 47.7 |
| The work at school matches the employee's abilities and skills                          | 312  | 52.0 | 288  | 48.0 |
| The employment conditions at the school satisfy work-life balance                      | 256  | 42.7 | 344  | 57.3 |
| School avoids to over the working load and working stress more than the employee's ability | 262  | 43.7 | 338  | 73.3 |
| There are flexible working hours, at school                                            | 366  | 61.0 | 234  | 39.0 |
| School allows the employee to work from home                                          | 256  | 42.7 | 344  | 57.3 |
| The school personnel at school are satisfied with their work.                          | 338  | 56.3 | 262  | 43.7 |
| There is an engagement between workers and their jobs at school                        | 482  | 80.3 | 118  | 19.7 |
| **Total Talent Retention**                                                             | 182  | 30.3 | 418  | 69.7 |
Table (5): Distribution of School Personnel according to their School Performance

| School Performance Dimensions                                                                 | School Personnel' Opinions n=600 |
|------------------------------------------------------------------------------------------------|----------------------------------|
|                                                                                                  | Satisfied | Unsatisfied |
|                                                                                                  | No.       | %          | No.     | %          |
| School practices effective two-way communications                                              | 388       | 64.7       | 212     | 35.3       |
| The school have a clear sense of direction and focus                                            | 296       | 49.3       | 304     | 50.7       |
| The school rapidly adapt to needed operational changes                                          | 332       | 55.3       | 286     | 44.7       |
| School Practice effective planning at all levels                                                | 334       | 55.7       | 266     | 44.3       |
| Place a high priority on workforce training and development.                                   | 308       | 51.3       | 292     | 48.7       |
| The school conducts formal performance appraisals on a regular basis.                           | 338       | 56.3       | 262     | 43.7       |
| At my school my performance on the job is evaluated fairly                                     | 376       | 62.7       | 246     | 37.3       |
| School has policies that encourage career growth and developmental opportunities.               | 304       | 50.7       | 296     | 49.3       |
| School builds a deep reservoir of successors at every level                                     | 316       | 52.7       | 284     | 47.3       |
| If you left your job tomorrow, someone in your unit could immediately take over                | 326       | 54.3       | 274     | 45.7       |
| School has policies that encourage career growth and developmental opportunities.               | 342       | 57.0       | 258     | 43.0       |
| **Total School Performance**                                                                  | 154       | 25.7       | 446     | 74.3       |
| Sociodemographic characteristics | Talent Attraction | Test of significance |
|----------------------------------|-------------------|----------------------|
|                                  | Unsatisfied       | Satisfied            | X² | P   |
| **Age**                          |                   |                      |     |     |
| 20 to less than 30 years         | 26 62.0           | 16 38.0              | 4.107 | 0.128 |
| 30 to less than 40 years         | 162 81.8          | 36 18.2              |     |     |
| 40 to less than 50 years         | 284 78.9          | 76 21.1              |     |     |
| **Experience years**             |                   |                      |     |     |
| Less than 5 years                | 32 64.0           | 18 36.0              | 4.276 | 0.118 |
| 5 to 10 years                    | 66 75.0           | 22 25.0              |     |     |
| 11 to 20 years                   | 374 81.0          | 88 19.0              |     |     |
| **Educational level**            |                   |                      |     |     |
| Diploma                          | 30 83.3           | 6 16.7               |     |     |
| Technical education              | 18 78.3           | 10 35.7              | 6.877 | 0.032 |
| Bachelor                         | 328 82.8          | 68 17.2              |     |     |
| Master degree                    | 54 69.2           | 24 30.8              |     |     |
| Doctorate degree                 | 42 67.8           | 20 32.2              |     |     |
| **Marital status**               |                   |                      |     |     |
| Single                           | 66 660.0          | 34 34.0              | 8.267 | 0.082 |
| Married                          | 368 82.1          | 80 17.9              |     |     |
| Divorced                         | 38 73.0           | 14 27.0              |     |     |

| Socio-demographic characteristics | Talent Development | Test of significance |
|-----------------------------------|---------------------|----------------------|
| **Age**                           |                     |                      | X² | P   |
| 20 to less than 30 years          | 10 23.8             | 32 76.2              | 15.575 | 0.000* |
| 30 to less than 40 years          | 134 67.7            | 64 32.3              |     |     |
| 40 to less than 50 years          | 238 66.1            | 122 33.9             |     |     |
| **Experience years**              |                     |                      | X² | P   |
| Less than 5 years                 | 18 36.0             | 32 64.0              | 13.405 | 0.001* |
| 5 to 10 years                     | 46 52.3             | 42 47.7              |     |     |
| 11 to 20 years                    | 318 68.8            | 144 31.2             |     |     |
| **Educational level**             |                     |                      | X² | P   |
| Diploma                           | 16 44.4             | 20 55.6              | 32.224 | 0.000* |
| Technical education               | 8 28.6              | 20 71.4              |     |     |
| Bachelor                          | 296 74.7            | 100 25.3             |     |     |
| Master degree                     | 34 43.6             | 44 56.4              |     |     |
| Doctorate degree                  | 28 45.2             | 34 54.8              |     |     |
| **Marital status**                |                     |                      | X² | P   |
| Single                            | 64 64.0             | 36 36.0              | 1.196 | 0.550 |
| Married                           | 290 64.7            | 158 35.3             |     |     |
| Divorced                          | 28 53.8             | 24 46.2              |     |     |
Table (8): Relation between the School Personnel’ Socio-demographic Characteristics and Talent Retention

| Socio-demographic characteristics | Talent Retention | Test of significance |
|-----------------------------------|------------------|----------------------|
| Unsatified | Satisfied | Unsatified | Satisfied | X^2 | P |
| Age | | | | | |
| 20 to less than 30 years | 14 | 33.3 | 28 | 66.7 | 14.924 | 0.001* |
| 30 to less than 40 years | 150 | 75.8 | 48 | 24.2 | |
| 40 to less than 50 years | 254 | 70.6 | 106 | 29.4 | |
| Experience years | | | | | |
| Less than 5 years | 22 | 44.0 | 28 | 56.0 | 10.236 | 0.006* |
| 5 to 10 years | 56 | 63.6 | 32 | 36.4 | |
| 11 to 20 years | 340 | 73.6 | 122 | 26.4 | |
| Educational level | | | | | |
| Diploma | 20 | 55.6 | 16 | 44.4 | 21.258 | 0.000* |
| Technical education | 12 | 42.9 | 16 | 57.1 | |
| Bachelor | 310 | 78.3 | 86 | 21.7 | |
| Master degree | 42 | 53.8 | 36 | 46.2 | |
| Doctorate degree | 34 | 54.9 | 28 | 45.1 | |
| Marital status | | | | | |
| Single | 60 | 60.0 | 40 | 40.0 | 2.683 | 0.261 |
| Married | 320 | 71.4 | 128 | 28.6 | |
| Divorced | 38 | 73.0 | 14 | 27.0 | |

Table (9): Relation between the School Personnel Socio-demographic Characteristics and School Performance

| Socio-demographic characteristics | School Performance | Test of significance |
|-----------------------------------|---------------------|----------------------|
| Unsatified | Satisfied | Unsatified | Satisfied | X^2 | P |
| Age | | | | | |
| 20 to less than 30 years | 30 | 71.4 | 12 | 28.6 | 0.368 | 0.832 |
| 30 to less than 40 years | 144 | 72.7 | 54 | 27.3 | |
| 40 to less than 50 years | 272 | 75.6 | 88 | 24.4 | |
| Experience years | | | | | |
| Less than 5 years | 34 | 68.0 | 16 | 32.0 | 4.062 | 0.131 |
| 5 to 10 years | 56 | 63.6 | 32 | 36.4 | |
| 11 to 20 years | 356 | 77.1 | 106 | 22.9 | |
| Educational level | | | | | |
| Diploma | 28 | 77.8 | 8 | 22.2 | 7.487 | 0.112 |
| Technical education | 24 | 85.7 | 4 | 14.3 | |
| Bachelor | 306 | 77.3 | 90 | 22.7 | |
| Master degree | 46 | 59 | 32 | 41.0 | |
| Doctorate degree | 42 | 67.7 | 20 | 32.3 | |
| Marital status | | | | | |
| Single | 82 | 82.0 | 18 | 18.0 | 5.320 | 0.070 |
| Married | 334 | 74.6 | 114 | 25.4 | |
| Divorced | 30 | 57.7 | 22 | 42.3 | |
Table (10): Correlation between Talent Attraction, Talent Development, Talent Retention and School Performance of School Personnel

|                      | Talent Attraction r (p) | Talent Development r(p) | Talent Retention r(p) | School Performance r(p) |
|----------------------|-------------------------|-------------------------|-----------------------|-------------------------|
| Talent Development   | r =0.440 P=0.000*       | r =- P=-                | r =0.543 P=0.000*     | r =0.309 P=0.000*       |
| Talent Retention     | r =0.329 P=0.000*       | r =0.543 P=0.000*       | r =- P=-              | r =0.476 P=0.000*       |
| School Performance   | r =0.309 P=0.000*       | r =0.441 P=0.000*       | r =0.476 P=0.000*     | r =- P=-                |

Correlation is significant at the 0.01 level *

Discussion

Talent management has emerged as a global strategy for school personnel motivation and increasing their performance. Therefore, schools recognized the significance of talented school personnel' attraction, development and retention for competitive market survival. Schools also have talent competition to maintain their school personnel' engagement, loyalty, retention which leads to an improvement of school performance. Talented school personnel are more productive by two to three times than the average school personnel. The more talented in schools the more productive and profitable schools will be. Talent management includes putting the right personnel in the right jobs. This maintains that the school personnel develop their talents for maximum school success.

Hence, the current study was conducted with the aim of assessing talent management and its effect on school personnel' performance at Alexandria School Settings. The current study's results denoted that school personnel had high level of dissatisfaction regarding talented personnel' recruitment in their schools. This may be attributed to many reasons as law salary, inflexible working schedule, frustration, more responsibility that not matched with the demands of their daily life which in turn affect negatively on their preference and feelings. This result was inconsistent with El Dahshanet et al. (2018) who revealed that the level of talent recruitment is accepted. The highest percentage of dissatisfied school personnel were in school identifies its employees in terms of qualifications and experience,
reasonable degree of security contributes to make school an employer of choice and the work at school is interesting and rewarding.

Moreover, the result of the current study is incongruent with Taie (2015)\(^1\) who maintained that, the 100 students from three universities of Islamabad are well aware of organizations recruitment techniques and they prefer to join those organizations where they can find better career growth. Moreover, the findings of current study were inconsistent with El Nakhl (2013)\(^18\) who mentioned that the respondents at Al Aqsa voice radio station agreed that there are opportunities for learning and development at the station.

In the same line, the current study finding is inconsistent with the study conducted by Roman (2011)\(^22\) who contended that the Western Cape Provincial Treasury (WCPT) adopted a short-term strategy to attract young students to the organization by offering internships after they completed their studies.

A growing body of evidence indicated that talent development is a series of processes designed to attract high-potential personnel. It is also help to develop, motivate, and retain top talent. So, developing talent is one of the best ways to assure an organization has the leadership it will need for a successful future. Few organizations have a sufficient supply of talent. Gaps exist in every school settings and talent is more and more scarce\(^22\). In consistently, results of current study portrayed that school personnel perceived had dissatisfaction level regarding talent development dimensions in schools. This may be due to, most of schools haven't plan regarding how to develop their personnel skills and talents. It has also little resources to provide them training on any updated educational issues which in turn affect their educational capabilities, create feeling of frustration and hopelessness.

Regarding talent retention, the highest percentage of school personnel were dissatisfied in relation to the salaries and benefits at the school are competitive, school avoids to over the working load and working stress more than the employee's ability, the salaries and benefits are fair and consistent at school and the salaries and benefits at school guarantees employee loyalty. These results may be related to that school personnel received not enough salaries in schools and less
appreciation and motivation. The findings agreed with a study by Manafa et al. (2009) (24) who indicated that their studied participants were particularly dissatisfied with what they perceived as unfair access to continuous education and career development opportunities.

Schools have a significant role in daily lives and intern; successful schools constitute a key element for nations' development. Continuous performance is the main determinants of school performance of any school because only through performance schools are able to develop and grow. Therefore, schools' performance is one of the most significant variables in the management research (10). In this context, result of current study showed that the highest percentage of participants were dissatisfied regarding total school performance dimensions. This may be rely on most of participants among age group of 40 to 50 years which in turn affect their performance as one's performance decreased with the advanced age. So it creates sense of frustration and less productivity.

The results of the current study portrayed that there was a highly significant correlation between total score of school performance and each of talent management three components of school personnel. The finding of current study was consistent with De Boeck et al. (2018) (8) and Mohammad (2015) (13) who revealed that talent management is positively related to organizational performance and organizational success. Similarly, Hafez et al. (2017) (25) found that there is a significant positive correlation between talent management components (motivating outstanding performance, training and development, job enrichment) and employees' retention. Further supports add by Yuniati et al. (2021) (26) who study the impact of employee engagement as a mediator on the relationship between talent management and organizational performance. In addition, Auranzeb and Bhutto, (2016) (27) found a significant positive correlation between talent retention and organizational performance of healthcare organizations. On the other hand, the finding of current study is inconsistent with Arif and Uddin (2016) (28) who found that no significant relation between employee...
development and organizational performance.

Furthermore, Ejovwokeoghene et al. (2018) stated that there is a significant positive relationship between talent management and organizational performance. The same was also detected from study of Baroda (2018) who reported that a significant positive relationship between talent management practices and employees’ motivation, satisfaction, creativity, development, performance and competency in the selected banks. Moreover, the finding of current study is in agreement with Al-Lozi et al. (2018) who found that there is a significant positive relationship between talent attraction, talent development, talent retention, and succession strategy. Further supports add by study of El Dahshanet al. (2018) they concluded that talent attraction and talent retention had a significant positive relationship with organizational performance.

Conclusion
Based on the findings of the present study, it can be concluded that, there was a highly significant positive correlation between school performance and each of the three components of talent management of school personnel (talent attraction, talent development, talent retention)

Recommendations
Based on findings of the present study, it can be recommended that:
- Improving the financial reward/salary and benefits for school personnel gained from their work. This will lead to development of their performance which leads to school success.
- Schools provide education and development opportunities for school personnel through conducting education and development programs.
- All schools should introduce talent management strategy in their educational planning to remain competitive in today’s market.
- Schools should introduce a system to attract and recruit talented school personnel.
- Schools introduce reasonable degree of security to make school an employer of choice.
- Schools allocate a special budget for training and development of talented school personnel.
- Replication of this study in different schools with school personnel will be beneficial.
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