

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

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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been presented for conferment of a degree in this or any other University.

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DEDICATION

To my Late Grand mother

I dedicate this thesis to my grandmother Catherine Ny'Oloo who prioritized school at the expense of herding cattle and took my dad to school at such a time when the existing clan thought she had gone crazy. She laid a good foundation in education to our family.

To My Late Dad

I also dedicate this thesis to my late Dad, Mr. Nashon Muma Onuong'a who valued education in a community where people didn't care much about education, and more so, educating a girl. He sacrificed and kept encouraging me to never have limits in pursuit of education. May he keep resting peacefully.

To my Mum

I further dedicate this thesis to my Mum, Mrs. Regina Muma who took over my education upon the demise of my dad and successfully led me through my University Education.

I will forever be indebted to these great people in my life.

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ABSTRACT

Universities contribute greatly to economic development of a country. However, they experience scarcity of academic staff due to tremendous increase in student enrolment yet little attention is given to attraction and retention of staff for sustainable performance. This study sought to determine the relationship between talent management practices (TMP), organization culture (OC) and sustainable organizational performance (SOP). Specifically, the study sought to establish the relationships between talent attraction practice and SOP, talent development practice and SOP, talent retention practice and SOP, career management practice and SOP, succession planning practice and SOP, and the moderating influence of OC on the relationship between TMP and SOP. The study was anchored on Maslow Hierarchy of Needs theory, Herzberg's Two Factor theory, Social Learning theory, Self-Concept theory and Systems Approach theory. A positivist paradigm guided the study. Correlational and retrospective longitudinal designs were adopted. Target population comprised of 51 Registrars or designates purposively selected from all 51 Chartered Universities as at 2020. Content and face validity were ascertained through a panel of professional experts. Approvals were sought from relevant authorities before data collection. The participants were assured of anonymity and confidentiality. Primary and secondary data was collected using questionnaires with the help of research assistants and document review guide respectively. The response rate was 90.2%. Pilot study was conducted on 5 Chartered Universities and reliability confirmed by Cronbach Alpha coefficient of 0.960. Collected data was analyzed descriptively and inferentially aided by SPSS software version 24. Inferential analysis was adopted through simple, multiple and moderated multiple regression models. The multiple regression findings revealed varied results with SOP; TAP ($\beta=0.342$, $p=0.000$), TDP ($\beta=0.128$, $p=0.118$), TRP ($\beta=0.035$, $p=0.696$), CMP ($\beta=-0.203$, $p=0.005$) and SPP ($\beta=0.134$, $p=0.020$). TAP and SPP found positive significant influence on SOP, CMP found negative significant influence on SOP while TDP and TRP found positive insignificant influence on SOP. The R value was 0.831 showing a strong positive correlation, $R^2=0.691$ implied that 69.1% of variation in SOP was explained by TMP and the remaining 30.9% was attributed to other factors outside the model. The model was significant as shown by ($p=0.000$). The moderated multiple regression results found that OC was a significant moderator; Int.(TMP*OC) = [$R^2=0.703$, $R^2\Delta=0.012$, $\beta=0.197$ and $p=0.005$]. The $R^2\Delta=0.012$ implied 1.2% variation in SOP explained by interaction between TMP and OC hence conclusion that moderator strengthens the relationship between TMP and SOP. The study further concluded that TMP contribute to SOP under positive OC. From the conclusion that TMP is a critical contributor to SOP and cannot be ignored, the study recommended development of effective policies for TMP in order to ensure the right talent in place for the right jobs at the right time. The study further recommended creation of supportive positive institutional culture for adoption and implementation of TMP for sustainable performance of Universities in Kenya.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BGS	Board of Graduate Studies
CEO	Chief Executive Officer
CMP	Career Management Practice
CUE	Commission for University Education
HR	Human Resource
HRM	Human Resource Management
ISERC	Institutional Scientific and Ethical Review Committee
MMR	Moderated Multiple Regression
MMRM	Moderated Multiple Regression Model
MRM	Multiple Regression Model
NACOSTI	National Commission for Science, Technology and Innovation
OC	Organization Culture
PhD	Doctor of Philosophy
ROC	Rate of Change
SLRM	Simple Linear Regression Model
SOP	Sustainable Organizational Performance
SPP	Succession Planning Practice
SPSS	Statistical Package for the Social Sciences
TAP	Talent Attraction Practice
TDP	Talent Development Practice
TM	Talent Management
TMP*OC	Interaction effect between Talent Management Practices and Organization Culture
TMP	Talent Management Practices
TRP	Talent Retention Practice
VIF	Variance Inflation Factors

OPERATIONAL DEFINITIONS OF TERMS

Career Management Practice: Career Management Practice (CMP) refers to the process of ensuring that organizations put in place policies on employee growth and progression by establishing career paths, career centres and counseling facilities (Lyria, Namusonge & Karanja, 2017). In this study, CMP referred to career planning, career counseling, career growth and progression, doctorate qualification, pedagogical skill development and promotion.

Chartered University: A University that has been granted authority to operate through award of Charter by the Commission for University Education. In this study, Chartered Universities referred to any University among the 51 Chartered Universities by the year 2020 as per the CUE List published in the Year 2020.

Organization Culture: Organization culture (OC) refers to a system of collective values, principles and beliefs of members of an organization (Vu & Nwachukwu, 2020). In this study, organization culture was operationalized in seven dimensions which include; innovation orientation, outcome orientation, detail orientation, team orientation, people orientation, aggressiveness and stability.

Private University: A University supported by private entities using funds that do not belong to the public (CUE, 2014). In this study, Private University referred to any University among the 20 Private Universities chartered as at the year 2020 (Appendix 12).

Public University: A University supported by the Government using public funds (CUE, 2014). In this study Public University referred to any University among the 31 Public Universities chartered as at the year 2020 (Appendix 12).

Registrar: Registrar referred to Registrar in Charge of Human Resources and/or his/her designate in the University and are the professionals directly involved in talent management practices in a Chartered University in Kenya (Author, 2023).

Succession Planning Practice: Succession Planning Practice (SPP) refers to a deliberate and systematic effort by an organization to ensure talent continuity in critical positions, to retain and develop intellectual and knowledge capital for the future and to encourage individual advancement (Kiwia, Bengesi & Ndyetabula, 2019). In this study, SPP referred to identification of critical positions, successor selection, successor preparation, transition plan, knowledge transfer and succession bench strength.

Sustainable Organizational Performance: The concept of Sustainable Organizational Performance (SOP) is the ability of an organization to steadily grow over time while serving the diverse interest of its stakeholders (Nawaz & Koc, 2019). In this study, SOP referred to growth in students' enrolment over the years assessed in terms of rate of change in enrolment (from 2017/2018-2021/2022).

Talent Attraction Practice: Talent Attraction Practice (TAP) refers to process of identifying and selecting the right talent (Ibrahim & Daniel, 2018). In this study, TAP referred to activities related to employer branding, recruitment & selection, employee value proposition, future prospects, compensation and job security.

Talent Development Practice: Talent Development Practice (TDP) is the process of helping talented employees to acquire the skills and knowledge they need to succeed and improve performance (Ibrahim& Daniel, 2018). In this study, TDP referred to activities that encourage individual development, training and development, coaching & mentorship, leadership development, workshops and sabbatical leave.

Talent Management Practices: Talent Management Practices (TMP) is defined as “the planned activities related to recruitment, assessment, development, engagement, retaining and deployment of those employees who have high skills that create a significant value to an organization” (Humaid, 2018)

In this study, TMP referred to human resource management practices related to attraction of talent, their development and retention, management of their careers and planning for their succession.

Talent Retention Practice Talent Retention Practice (TRP) is the process of encouraging talented employees to remain in the organization for a longer period of time (Ibrahim & Daniel, 2018) and Vu & Nwachukwu (2020). In this study, activities that encourage TRP were taken to include welfare benefits, performance recognition and rewards, work environment, manager- employee relationship, leadership style and workload.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This Chapter is organized into background of the study, talent management practices, rationale of the study, a brief about the Universities in Kenya and sustainable organizational performance. The chapter also examines the statement of the problem, outlines the purpose of the study, objectives of the study, research hypotheses; offers justification and significance of the study, scope and limitations; and finally assumptions of the study.

1.2 Background to the Study

Talent Management (TM) is a strategic human resource process with an increasing global significance amongst academicians and professionals, yet there is no consensus on its key focus areas and universal definition for proper adoption. Humaid (2018) defined Talent management (TM) as a process that aims at searching, recruiting, developing, engaging, retaining and deployment of employees with high skills aimed at creating a significant value to an organization. Srihandayani & Kusnendi (2020) referred to TM as planned activities related to attraction, development, retaining and deployment of employee who possess critical skills that are valuable to an organization. According to Armstrong & Taylor (2014) and Ansar & Baloch (2018) Talent Management (TM) refers to practices related to searching for talented personnel, developing their capacity, ensuring that that they are retained and supported through career growth and succession planning to support achievement of personal and organization goals. It is the process of identifying,

developing, maintaining and placing the right employees in the right jobs at the right time (Srihandayani & Kusnendi, 2020). Different researchers have considered different perspectives of TM as evidenced by the various definitions. According to Ansar & Baloch (2018) TM focused on rebranding of already established brands of human resource management practices like, attraction and selection, leadership empowerment and executive succession planning. Further, the concept emphasized on developing “talent pools” an idea that is similar to succession planning aimed at ensuring a regular supply of potential workers currently and in the future (Kiwia, Bengesi & Ndyetabula, 2019). Further, Gallardo-Gallardo, Thunnissen & Scullion (2020) opined that TM focused on subject approach which regarded people as talent rather than talent being their characteristics.

The subject approach to TM further considered talent as either exclusive or inclusive (Ansar & Baloch (2018). TM being inclusive is anchored on the belief that all employees have inherent talents and organizations should be intentional in providing opportunities for staff to improve their talents (Gallardo-Gallardo et al., 2020). The exclusive approach suggested that talent is unique to only a few employees regarded as high potential in line with pareto principle that 80% of employees’ output is a function of only 20% of employees’ effort and therefore organizations should only invest in a few high performing workforce (Gallardo-Gallardo et al., 2020). From the different definitions and approaches, the study adopted an exclusive and subject approach definition given by Humaid (2018) that talent management aims at identifying, attracting, developing and retaining, high potential employees and exceptional performers who are valuable to an

organization while supporting their career growth for seamless transition and succession. Abiwu (2021) asserted that in an uncertain business environment characterized with competition, Higher Education Institutions require employees with the potential to make significant contributions for sustainable performance.

1.2.1 Talent Management Practices

Talent management practices (TMP) have been considered differently by different researchers. Mahammed, Baig & Gururajan (2020) in a qualitative study explored three practices; attraction, development and retention. In Pakistan, a different context, Alam, Alam & Mubeen (2021) explored. Mujtaba and Mubarik (2021) still in the same context established that Talent Attraction Practice (TAP), Talent Development Practice (TDP) and Talent Retention Practice (TRP) were core pillars whose roles were vital in influencing the behavior of employees and ultimately performance of an organization. TAP was found to have an effect on changing employee behavior towards achieving sustainable performance. Al Aina & Atan (2020) in United Arab Emirates, pointed out that talent was a primary differentiating feature, regardless of the nature of the business by focusing on attraction, development, retention and career management. In Iran, Eghbal, Hoveida, Seyadat, Samavatyan & Yarmohammadian (2017) explored TMP components ranging from talent needs identification, attracting, developing and retaining talent as well as enhancing talent management in realizing sustainable performance of the organization.

Ansar and Baloch (2018) agreed that each component of Talent Management Practice influenced organizational performance and thus organizations needed to place proportionate emphasis on all the components in order to remain sustainable. They argued that talent planning for attraction was an important and critical variable for sustained performance yet most organizations failed to be proactive in planning for attraction but rather became reactive after unfortunate events compelling management to take action. They emphasized the need for talent identification, development and retention to prepare a pool of talent necessary for improving organizational performance and in realizing a sustained competitive advantage. Kafetzopoulos and Gotzamani (2022) attested that TDP is a critical practice that molds employees from factors of production into forces of contribution to sustainable performance. Bagdadli and Gianecchini (2019) agreed that organizational career management practices increased individual competencies necessary for sustained performance.

In South Africa, Abiwu (2021) focused on TM practices such as recruitment and selection, remuneration, training and development, career development, career planning, and career management and emphasized the need for employer branding which correlates with talent attraction and retention within organizations. In terms of succession planning, Kiwia, Bengesi & Ndyetabula (2019) concurred that higher net profit could only be realized in businesses where the founders selected successors since succession planning had a positive correlation with organization growth (Zafar & Akhtar, 2020). However, a study by Ogbeide (2019) revealed different results that not all succession planning parameters influenced performance similar to Olatunbosun and Onuoha (2020) who also

found a moderate influence. According to Ansar and Baloch (2018) Organizations in the United States had not embraced talent management practices well over the years but instead grappled with managing talents whose expectations rapidly and constantly changed as best established practices quickly become obsolete. According to Damayanti (2021) global decisions regarding talent recruitment, development and retention were faced with challenges hence talent management cannot be overlooked by organizations seeking to be outstanding in performance in order to achieve sustainable performance.

Empirical literature revealed little evidence on the influence of TM practices on organizational success aiming at sustainable organizational performance (Thunnissen, 2016). Mujtaba & Mubarik (2021) and Kusi, Opoku-Danso, & Afum (2020) revealed that TM played a critical role in sustainable performance and had a direct relationship with organization performance. Eghbal, Hoveida, Seyadat, Samavatyan and Yarmohammadian (2017) attested that improvement of talent management practices could lead to increased faculty members' improved research performance. Consequently, Al Aina and Atan (2020) argued that, not all TM practices had an impact on sustainable organizational performance even though TMP collectively improved sustainable organizational performance. Despite the finding pointing at TMP being a critical contributor to sustainable organizational performance, the depth and scope of dimensions for efficient talent management practices was still not clear (Santhanalaxmi & Chandramohan, 2019). In addition, it was not exclusively clear whether these practices were really the greatest contributor to organization success over time (Thunnissen, 2016). This study therefore adopted practices ranging from attraction, to development, retention, career management

and succession planning in line with the definition provided by Humaid (2018) to determine their contribution to performance over time.

In Africa, Tettey (2006) argued that for a long time, educational institutions especially Higher Education Institutions (HEIs) were confronted with challenges related to recruitment and retention of academic staff. He established that reduced funding coupled with increased student numbers, an aging professoriate and existing narrow skill base depleted by brain drain led to extreme pressure on human resources (Tettey, 2006). The situation got worse as was evidenced by Tettey (2009) findings which revealed that, high students' enrolments were increasingly overwhelming African institutions without a corresponding increase in academic staff capacity leading to staff gap of 25 to 50 percent. The proportion of postgraduate students in many African universities was also low and decreasing in some cases, low graduation rates and high drop-out rates in several fields increased the challenges all affecting quality and relevant service for sustainable performance. Kenya just like any other African country faced challenges of talent management. According to the Succession Management Strategy for the Public Service Commission (2017) talent management challenges related to staffing gaps in the grading structures revealed an ageing workforce of about 31% expected to retire by the year 2026; staff stagnating in grades; skills not matching jobs; high staff turnover in critical positions; and scarcity of required skills and competences leading to engagement of retirees on contract terms and engagement of casuals to execute permanent jobs and worse still was imposing a ban on recruitment of new employees until 2027 except for critical areas.

According to Kimathi and Henry (2014) Universities continued to experience challenges related to lecturer-students ratios posing challenges to quality of the services offered. The authors reiterated that talent management practices in Universities were considered important since University education was essential in national development and nation building as supported by most researches (Odhiambo, 2018 and Gudo, Olel and Oanda, 2011). This therefore put the onus on Universities to invest heavily on skilled workforce for long-term economic growth and sustainable performance especially in the current highly uncertain environment with emerging concerns. Universities in their endeavours realize that high quality faculty members are part of the key drivers and enablers of innovation and sustainable performance and therefore should adopt strategies in an effort to build their capabilities and skills needed to survive in the changing environment (Murumba, Kwanya, Maina & Wangamati, 2020 and Odhiambo, 2018).

Since inauguration of the first University in Kenya, growth in student numbers seemed not to have been commensurate with the quantity and quality of academic staff. The enrolment number continued to rise to about 546.7M in 2020/21 Academic Year (World Bank Report, 2019). The Commission for University Education [CUE] (2014) recommended lecturer-students' ratios; "Applied Sciences 1:10; Arts and Humanities 1:15; Medical and Applied Sciences 1:7; Pure and Natural Sciences 1:10 while Social Sciences 1:18". Concerning students' supervision, the CUE guidelines stipulate a maximum of 5 for masters supervision and 3 for PhD supervision. In addition, the commission recommends a workload of 40 hours per week for full- time academic staff (CUE, 2014) however, studies revealed non-compliance (CUE, 2019 and Tettey, 2009).

The CUE (2019) confirmed the inadequacy of lecturers and raised concerns over the comparatively low percentage of lecturers with PhD qualifications, only 36%, 55% Masters qualifications and 9% undergraduate degrees. “Graduate Assistants were at 7%, Tutorial Fellows 33%, Lecturers 40%, Senior Lecturers 12%, Associate Professors 5% and Professors 3%” (CUE, 2019). In addition, Universities also annually experience low numbers of graduates with PhD qualifications at “533, 700 and 703 in the years 2015, 2016 and 2017 respectively” (CUE, 2018 and 2019). CUE (2019) further raised concern over the aging professoriate with majority of professors above 51years implying a looming shortage in the future. In addition, delayed disbursement of exchequer funds to support talent management practices would likely affect quality of service delivery by Universities. Universities needed to plan to ensure a commensurate rise in the quality and quantity of academic staff to match the increasing student enrolment for sustainable performance. From the above review of empirical research, to fill the gaps in existing research, this study aimed to investigate the influence of TMP on sustainable organizational performance in Chartered Universities in Kenya.

1.2.2 Organization Culture

Organization Culture refers to a system of values and shared beliefs that guide an organization (Schein, 2010). Considering the importance of culture in various organizational contexts, it is important to understand how it fosters TM practices and sustainable performance. Saleh and Atan, (2021) submitted that implementation of TM and sustainable organizational performance could well be facilitated through organizational culture. Al-Dalahmeh and Dajnoki (2020) agreed that TM practices

affected organization culture and that success of an organization was a factor of a positive culture. Vu and Nwachukwu (2020) asserted that a robust organizational culture strengthened the relationship between strategic human resource management practices and academic staff retention. Bula and Kireru (2017) submitted that organization culture fostered talent management practices and accounted for collective values, principles and beliefs of organizational members (Vu & Nwachukwu, 2020). Sulastri (2022) agreed that TMP required a cultural transformation as it was a factor in performance which could positively or negative influence organization performance. Saleh & Atan (2021) and Yuwono, Suroso and Hubeis (2021) established that organizational culture had a strong, negative moderation on the link between knowledge sharing and employee satisfaction. Al-Dalahmeh & Dajnoki (2020) agreed that success of an organization was a factor of a positive culture. According to Srihandayani and Kusnendi (2020) Management of talent and the culture of an organization significantly affected sustained performance of employees.

Saleem and Ilkhanizadeh (2021) agreed that culture partially mediated the relationship between business intelligence and corporate performance management and similar view was shared by Acosta-Prado, López-Montoya, Sanchís-Pedregosa and Zárata-Torres (2020). Dayeh and Farmanesh (2021), Mande, Awiti, and Ng'ong'a (2019) and Alneyadi, Al-Shibami, Ameen and Bhaumik (2019) also concurred that organization culture created a moderation effect. According to O'Reilly, Chatman & Caldwell (1991) Organization culture collectively entailed dimensions related to innovation orientation, outcome orientation, detail orientation, team orientation, people orientation, aggressiveness and

stability. Many organizations made deliberate effort to integrate their stated core values and business principles into the TM practices. Vu and Nwachukwu (2020) affirmed that strong organizational culture was a requisite to retention of academic staff in universities and therefore talent management practices within the Universities cannot be not be divorced from the social culture. Saleh and Atan (2021) affirmed that TM practices were considered as antecedents to organization's competitive advantage and performance as supported by the collective dimensions of culture. The implementation of TMP and sustainable organizational performance is facilitated through organizational culture which varies from one organization to the other (Saleh & Atan, 2021). Most previous studies examined the role of TM practices on organization's sustainable performance. However, little was revealed concerning influence of organizational culture whether constraining or strengthening the effectiveness TM practices on Sustainable performance in Universities.

1.2.3 Sustainable Organizational Performance

Sustainable Organization Performance (SOP) was defined as the ability of an organization to meet the current needs and expectations of customers and to attain the requirements of its stakeholders and to guarantee future profitability (Al Aina & Atan, 2020). Successful managers strived to achieve prosperity and long-term sustainability (Hussain, Eskildsen, Edgeman, Ismail, Shoukry and Gani (2019). In Universities, implementing a sustainable university model is a process of continual improvement which requires key stakeholders to allocate additional funds for sustainability initiatives measured by financial and non-financial indicators. As classified by Al Aina and Atan (2020) there were three factors utilized in assessment of sustainable performance;

increasing market share, talent, and profits of stakeholders. With respect to Hussain, et., al, (2019) the SOP approaches observed, measured and evaluated teaching quality, research culture and technological capability. Nevertheless, Dumitrascu and Ciudin (2015) classified University sustainable performance as students' performance, students' involvement in extracurricular activities, admission numbers and career guidance events. In Spain, De Filippo, Sandoval-Hamón, Casani and Sanz-Casado (2019) considered sustainable performance in terms of research output. Wang, Yang and Maresova (2020) in China, assessed students' enrolment and found that over 90% of revenues emanated from the tuition fees, therefore affecting the campus operation efficiency, recruiting process, education, and research quality hence a contributor to sustainable performance. Similar view on student enrolment was shared by Chebeň, Lančarič, Munk and Obdržálek (2020).

According to Gutierrez (2017) sustainability performance indicators for Universities included: university revenue measured by student enrolment, total workforce, staff turnover, employees' training hours, employee and customer satisfaction practices. Amrina and Imansuri (2015) focused on total number of courses offered, research funding, publications and student numbers. According to them, a sustainable University in terms of students' numbers was ranked second among all the parameters of sustainable performance. Horan and O'Regan (2021) found that sustainable performance was measured in terms of continual improvement in terms of research impact and output, number of competitive courses, faculty to students ratio as well as student enrolment in different programmes.

According to TCU (2019) sustainable performance indicators included financial performance (revenue, grant and funding), students success (transfer rates, acceptance rates), admission and enrolment (enrolment, retention and progression), faculty and staff (lecturer-student ratios, staff retention, workload, contact hours and engagement of part time lecturers), Research input, output and outcome as well as infrastructure and facilities. Sustainable organizational performance contributed to organizational success and long term performance (Bianchi & Caperchione, 2022). An organizational performance was considered sustainable if it had the ability to steadily grow over time by serving the diverse interest of its stakeholders (Nawaz and Koc, 2019) and being able to effectively respond to external threats (Al Aina & Atan, 2020). Bieler & McKenzie (2017) and Blasco, Brusca & Labrador (2019) affirmed that sustained performance was a factor of sustainable courses, research, funding, scholarly publications, students' dropout rates, lecturer-students ratio, revenue per student and financial position. Talent development was also considered as a key action that transformed people from factors of production into forces of contribution to sustainable performance (Kafetzopoulos & Gotzamani (2022).

1.3 Statement of the Problem

Universities being centres of intellectual excellence and innovation hubs contribute greatly to economic development of a country and consider talent as a critical asset that can promote superior and sustainable performance. To sustain this critical role, Universities through proper talent management (TM) practices, should attract and retain highly skilled academic staff to offer quality and relevant service to support achievement of long term goals. Commission for University Education (CUE) provides the recommended quality and quantity of academic staff in terms of lecturer to student ratios, supervision requirements and requisite qualifications for quality service. However, previous researches reveal that this has not been sustainable probably due to poor attraction, development and retention practices, poorly managed careers and succession planning practices. In addition, existing cultures create varying environment that may influence the nature of the long-term plans. Universities have been experiencing scarcity of lecturers in terms of quantity and quality due to pressure occasioned by tremendous increase in student enrolment yet little focus is given to their attraction and retention to meet such demands hence a threat to continued survival. CUE is on record expressing concern over a shortfall of academic staff with PhD qualifications and relevant skills. Specifically, Graduate Assistants at 7%, Tutorial Fellows 33%, Lecturers 40%, Senior Lecturers 12%, Associate Professors at 5% and Professors at 3%; majority of aging staff being professors yet low number of yearly PhD graduands are groomed to replace them. It is also worrisome that the existing narrow skill base is continuously being eroded by unprecedented exits pointing at a skill gap that can compromise on quality and relevance of service hence an urgent need for TM. This study therefore sought to determine the

relationship between TM practices, organization culture and sustainable organizational performance in Chartered Universities in Kenya.

1.4 General Objective

The general objective of this study was to determine the relationship between Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya.

1.5 Specific Objectives of the Study

The study sought to achieve the following specific objectives:

1. To determine the relationship between Talent Attraction Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.
2. To establish the relationship between Talent Development Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.
3. To examine the relationship between Talent Retention Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.
4. To establish the relationship between Career Management Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.
5. To establish the relationship between Succession Planning Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.
6. To investigate the moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance in Chartered Universities in Kenya.

1.6 Research Hypotheses

The study sought to test the following null hypotheses arising from the objectives

Ho₁: There is no statistically significant relationship between Talent Attraction Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.

Ho₂: There is no statistically significant relationship between Talent Development Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.

Ho₃: There is no statistically significant relationship between Talent Retention Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.

Ho₄: There is no statistically significant relationship between Career Management Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.

Ho₅: There is no statistically significant relationship between Succession Planning Practice and Sustainable Organizational Performance in Chartered Universities in Kenya.

Ho₆: There is no statistically significant moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance in Chartered Universities in Kenya.

1.7 Justification of the Study

The demand for University education in Kenya just like any other Country globally, has witnessed monumental growth since 2012 as evidenced by the tremendous increase in student enrolment. This growth has exerted pressure on the number of skilled academic

staff required to support quality teaching and research being the core mandate of Universities. The constrained number coupled with labour mobility/ brain drain, further affects service delivery in Universities. The expected exponential student capacity transiting from high schools to Universities as a result of free primary education rolled out in 2003 and 100% transition rate adopted in 2018 both create pressure on Universities to search for adequate talent for efficient delivery of core mandate. These conditions have persisted over the years leading to inadequacy of academic staff hence the need for talent management. Universities are expected to source for academic staff with the qualifications that match the job requirements for quality and relevance to achieve sustainable performance.

In the recent past, employers have raised concerns over quality and relevance of graduates from universities in the labour market (Odhiambo, 2018). The concern on quality of graduates makes this study necessary and urgent since graduates are to an extent a product of academic staff.

Universities, like other organizations, operate in highly volatile, uncertain, complex and ambiguous environments characterized by increased competition for scarce talent, younger mobile talent, shrinking workforce with 21st century skills, lack of perceived qualified successors, and skilled talented professionals and lately, emergence of COVID-19 pandemic that brought a new face of work. These concerns compel Universities to rethink their skill requirements for relevance and sustainable performance.

1.8 Significance of the study

The study findings provided valuable insights for guiding and informing Universities on the contribution of talent management practices to sustainable performance of Universities. The findings pointed at the need for ensuring the right quantity and quality of academic staff to effectively drive the University mandate of teaching and research. The findings on the moderator variable provided insights to the Universities on the extent of influence of organization culture on talent management practices. The findings would be of major importance to the Ministry of Education and Commission for University Education in the formulation of talent management policies and programmes that would guide the Universities in equipping their academic staff with the requisite relevant skill for quality service delivery aimed at Sustainable Performance. The study finding would further contribute towards realization of Sustainable Development Goal (SDG) No. 4 on Quality Education since quality talents are key drivers to quality education. For Kenya to attain its Vision 2030, skilled talent was identified as indispensable hence the need for embracing TM practices in Universities which are hubs of innovation.

1.9 Scope and Limitation of the Study

The study was limited to practices of talent management, organization culture and sustainable organizational performance. In particular, the study was confined to talent management practices such as attraction, development, retention, career management and succession planning. The study was conducted in fifty one (51) Chartered Universities in Kenya as per the list published by the Commission for University Education in the year

2020 (CUE, 2020). This entailed thirty one (31) Public Universities and twenty (20) Private Universities. In terms of population, the study covered Registrars or designates in charge of human resources in all the 51 Chartered Universities. The study covered a five year period from the academic year 2017/2018–2021/2022 for the dependent variable. The year 2017 was used as the base year since it is the year when the last University among the 51 Chartered Universities was chartered. In addition, the Universities chartered after 2017 to 2023 were not included in the study because their sustainable performance in terms of students' enrolment could not be established over a five year period. Instead they formed part of the pilot study.

1.10 Assumptions of the Study

The study assumed that all the targeted participants would cooperate with the researcher and research assistants during the data collection period and that they would answer questions genuinely and objectively. The study further assumed that all the respondents would provide accurate information regarding the study variables. The study further assumed that both physical questionnaires and google forms would be understood and interpreted the same way with the respondents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covered review of literature relevant to the research variables, both independent and dependent as well as moderating variable, the theories that underpin the study, conceptual framework that clearly and figuratively indicates the variables in the study and how they relate to each other.

2.2 Empirical Review

This section captured the findings of other researchers in relation to this study. The section reviewed, compared and exposed the gaps in relation to each objective. Empirical literature review provided a significant assessment of previous researches in relation to the study variables, specifically the specific objectives.

2.2.1 Talent Attraction Practice and Sustainable Organizational Performance

A study by Humaid (2018) in the Bank of Palestine used “descriptive and analytical approaches” to understand various practices of talent management and their influence on organizational performance. To collect data, questionnaires were administered to 191 participants sampled from a target population of 380 managers. The findings indicated that talent attraction had a statistically significant influence on organizational performance. Specifically, talent attraction was found to be having a moderate influence on organizational performance indicating that the bank’s management needed to emphasize more on attracting top talented employees despite the bank having a more

compelling employment brand. A similar study conducted by Eghbal, Hoveida, Seyadat, Samavatyan and Yarmohammadian (2017) with teaching staff also established that attraction as a TM variable had an influence on academic research performance. The study used a correlational study design with the faculty staff as the respondents comprising of 562 out of which 130 respondents were sampled using stratified random sampling. Data was gathered on talent management and organization justice using separate questionnaires. The study rated talent retention (0.12) as having the highest impact on research performance followed by strategic deployment of talent (0.11) then talent attraction (0.10). The study considered organizational justice as the moderator while this study focused on organization culture as the moderator variable.

Alam, Alam and Mubeen (2021) on Enhancing Organizational Performance through Talent Management Practices in Pakistan adopted a dual approach, inductive and deductive approaches to collect both qualitative and quantitative data. The study findings indicated that TM practices (attraction, retention and development) showed statistically significant influence on the level of performance. The current study was quantitative and targeted only Registrars responsible for talent management practices in Universities in Kenya. In Australia, an examination was done by Mohammed, Baig and Gururajan (2020) on “talent management processes in higher education”, targeting universities both public and private. The study adopted mixed methods design specifically the exploratory sequential method in which data was collected in two stages; qualitative then followed by quantitative study. The study sample was drawn from nine Australian universities with 286 participants for quantitative and 23 for qualitative data collection and concentrated

on “attraction, development and retention” of talent as the main constructs the talent management practice. The findings revealed significant influence on performance with talent attraction rated first, retention second and talent development as the third most important variable. The findings were contrary to Eghbal et al., (2017) who rated talent retention first, followed by talent development and finally talent attraction as factors that influence performance. The current study was conducted in Universities focusing on quantitative data only. In Pakistan, Mujtaba and Mubarik (2022) in a similar study on influence of talent management on organizational sustainability with data collected through closed ended questionnaires. The study revealed positive impact of talent attraction on organization sustainability. A study by Dahshan, et al., (2018) involving nurses in a University and at a teaching hospital, the findings revealed varied results of talent management variables on organization performance. The comparative study was conducted in a medical field while the current study targeted educational institutions.

In another study in Nigeria, Ekwoaba, Ikeije, and Ufoma (2015) adopted descriptive surveys to carry out a similar study. The researchers used structured questionnaires which were administered to managers in all cadres in the marketing and operation sections of the bank. The findings indicated a significant influence of recruitment and selection criteria on performance in the organization. In India, Nangia and Mohsin (2020) in a pandemic driven volatile, uncertain complex and ambiguous environment in the IT industry studied the importance of talent management practices. The study was exploratory and qualitative data was collected from a sample of 50 HR professionals holding senior positions across the IT industry through interviews. Ten (10) of the senior

HR managers were selected purposively. The study established that key priority talent practices included employee engagement, retention and development. On the other hand, talent acquisition was found to be a low priority area during the COVID period as organizations were interested in preserving cash. The study was exploratory and targeted only HR professionals through interviews only. This current study was different in the sense that it was quantitative targeting only HR professionals through surveys. In the United Arab Emirates, Al Aina & Atan (2020) conducted a similar study using a quantitative approach in which questionnaires were administered to 380 sampled human resource managers. The findings showed no impact of attraction and retention on sustainable organizational performance. This contrasted other studies which concluded that there was a significant relationship between talent attraction and organizational performance (Humaid, 2018; Ekwoaba, Ikeije, and Ufoma, 2015; and Augustus-Daddie and Jaja, 2015).

In Kenya, Rukunga and Nzulwa (2018) conducted a similar study targeting the telecommunication firm using survey design. The study focused 279 managers out of which 162 were sampled to participate. The researcher gathered information using questionnaires and analysis was done using both qualitative and quantitative techniques. The study results showed that talent attraction greatly and significantly influenced organization performance. These findings were similar to the findings by Lyria, Namusonge and Karanja (2017) who also agreed that talent attraction significantly contributed in explaining organizational performance of listed companies in Kenya. The study used descriptive and correlation design with participants selected through stratified

simple random sampling with a target population of 534 top managers. Gakure, Gichuhi and Waititu (2014) conducted a similar study targeting both teaching and non-teaching staff. The researcher gathered data using questionnaires and the findings showed a positive influence of talent management practices on competitiveness in Universities. Rop and Kwasira (2015) focused on recruitment, selection and employer branding as talent attraction variables using descriptive research design. The researcher collected data using questionnaires and the study confirmed existence of a positive relationship between talent attraction and organizational performance that was statistically significant and positive. The study targeted managers, teaching and non-teaching staff.

In another study, Nabiswa (2017) revealed that recruitment significantly contributes to employees' performance. The result suggested existence of other variables that explain the remaining 67% of the variation in University employees' performance. The results were in tandem with other studies (Ekwoaba et al, 2015). Cheraisi and Busolo (2020) in a Case study utilized questionnaires administered through hand delivery. The researcher undertook analysis using descriptive and inferential techniques. The findings were in tandem with other studies as cited above. The current study focused on Chartered Universities and utilized quantitative data. Valentine & Rosemarie (2021) agreed that TM practices positively influence organizational performance. This study targeting 1514 employees cutting across all cadres used descriptive design. Out of the 1514 employees, a sample 152 was selected using stratified random sampling and analysis done through descriptive and inferential statistics. The study introduced organization culture as a moderator to determine its influence in the relationship between the study variables. It is

evident from the above studies that the study findings were varied and inconsistent. In addition, most of the studies were carried out in different contexts other than Universities. However, those that were conducted in Universities mainly focused on Public Universities with participants being mainly the administrative staff. The current study was conducted in Universities with the Registrars who are professionals in ensuring the right talent as the main participants.

2.2.2 Talent Development Practice and Sustainable Organizational Performance

Hameed and Waheed (2011) in a literature review in Pakistan found a positive relationship between talent development and performance. The current study varied as it adopted correlational design in the Kenyan context and not literature review. Jacobs & Washington (2003) in the American context concurred with other researches whose findings revealed that employee development positively relates to organization performance. Bratton (2018) in a Scottish National Health Service Conference Centre in a case study also found that talent development contributes to organizations' sustainable performance. The study utilized a mixed method approach and targeted managers and front-line workers seeking their views on the role of talent management through conducting interviews. In Pakistan, Mujtaba and Mubarik (2022) revealed that a direct relationship existed between talent development and sustainability of an organization through a study in which data was collected using close-ended questionnaire. The study also adopted cluster sampling technique.

In India, Chaudhary and Bhaskar (2016) conducted an exploratory study in an Education Sector. The study specifically investigated the influence of talent development of employee job satisfaction. A sample of 125 academic staff was randomly selected from various Universities and questionnaires distributed to them. Similar to other studies, the results depicted that talent development and employee job satisfaction were strongly correlated. Al-Mzary, Al-rifai and AlMomany (2015) in an exploratory case study conducted in Yarmouk University in Jordan assessed how training affected employee performance using two sets of questionnaires. One set focused on attitudes towards the existing training programs and the other set determined the relationship between the variables with a focus on administrative leaders. The participants were administrative employees, Deans and Heads of Departments. The findings from the two groups both revealed a correlation between the study variables that was significant and positive and recommended introduction of more training programs for skill enhancement. This study was different since it only focused on administrative staff who are the Registrars in charge of HR and are responsible for ensuring the right talent.

In contrary, a similar study conducted in Bangladesh by Uddin and Arif (2016) in the retail sector revealed that talent development was negatively related to performance. The researcher used correlational design. Information was gathered from participants selected through convenience sampling technique using structured closed ended questionnaire. The current study was a census focusing on Registrars responsible for TM. Kehinde (2012) also established a positive correlation between talent management and organizational performance through a research that utilized survey design. Questionnaires

were administered to a sample of managers in the top executive and analysis of information gathered was aided by descriptive statistics. The research found a significant relationship between talent development and organizational performance and supported that TM should be adopted from an inclusive approach. Since the study was conducted with top managers in the top executive, there was need to carry out similar study with staff who are directly involved in talent management practices.

In Jordan, Abazeed (2019) conducted an exploratory study in the telecommunication companies. The researcher arrived at similar findings agreeing with other studies that there existed a significantly positive association between talent development and sustainable organizational performance. Contrary to the above studies, Humaid (2018) *Ibid* found that the influence of talent development on organizational performance was moderate implying a need to focus more on employee development. Nzeru, Nzimakwe, Mutambara and Munapo (2015) used descriptive method in a similar study conducted in South Africa. The researcher administered questionnaires to gather information from a sample of 132 participants. Data analysis was conducted using SPSS software. The results were similar with other findings which agreed that there existed a correlation between training and development on employee performance. In Nigeria, Abolade (2021) in a similar study assessing the relationship among Talent Management, Employees' Job Satisfaction and Organizational Performance used survey design. The research established significant relationship of employee job satisfaction and organizational performance which was positive. In the same country, Agbaeze, Monyei and Agu (2017) used a descriptive survey design targeting a population of 3126 staff. The results showed

that human capital development to a great extent has a significant impact on innovative capabilities of employees which eventually contribute to organization sustainable performance. This current study was correlational but was conducted in the Kenyan context.

In Kenya, Muiruri, Kahuthia and Muraguri (2019) adopted a case study design to examine how employee development affects organizational performance with a target population of 180 employees out of which 54 respondents formed the sample. Information was gathered using questionnaires and analysis through descriptive statistics. The research findings revealed that only 16% of the participants were in agreement that employee development had influence on organizational performance while the remaining larger percentage of 84% held the contrary view. The finding was not in tandem with other reviewed studies which held the view that employee development had a strong positive relation with organization sustainable performance. This current study was conducted in a different context, the Universities. Khaemba (2017) in a similar study at the County General Hospital in Kakamega with the aid of a cross-sectional survey design concurred with others that employee development positively impacted on employee performance as pointed out by 85% of the respondents in which 12.9 % strongly agreed on improved performance as a result of training while the remaining 2.1% held the contrary view. There was need to target a wider population and hence the study was conducted in Universities across the country. Some of the above studies support the fact that talent development is directly linked to sustainable performance while others do not agree at all.

2.2.3 Talent Retention Practice and Sustainable Organizational Performance

Kurdi and Alshurideh (2020) conducted a study on employee retention and organizational performance in Jordan. The researcher collected data using survey questionnaires which were issued to participants sampled through simple random sampling. The research findings showed that employee retention affected organization performance hence a conclusion that organization performances increase when highly skilled employees are retained. Humaid (2018) established a moderate level of Talent Retention in the Bank of Palestine in the Gaza Strip, which implying that the bank's management needed to exert more work on retaining their employees. The Bank needed to conduct exit interviews to establish reasons that make top performing employees exit the services of the Bank.

In Nigeria while focusing on academic staff, Salau, Worlu, Osibanjo, Adeniji, Atolagbe and Salau, (2020) attempted to investigate the determinants of strategies for employee retention and sustainable performance. The study was quantitative and used self administered questionnaires to reach out to the academic staff across ranks. The findings showed that academic staff retention had a direct influence on sustainable performance. Since the study only engaged participants from Public University, the current study covered both Chartered Private and Public Universities. Similar view was held by Humaid (2018) *ibid*, in another study in which talent retention was found to be statistically significant in explaining organizational performance hence conflicting results in the studies. However, Al Aina and Atan (2020) findings showed a negative impact of retention on sustainable performance in an organization similar to a study by Sareen and Mishra (2016). Ibidunni, Osibanjo, Adeniji, Odunayo and Falola (2016) examined the

relationship that existed between talent retention and organizational performance using descriptive research design on a sample of 185. Questionnaires were administered to participants to gather information and analysis was done using SPSS software and regression models. The results revealed that generally, talent retention significantly influenced organizational performance. However, some dimensions of retentions such as promotion and work environment had negative association with employees' commitment contrary to the general expectation. Nonetheless, pay and employees' commitment and involvement revealed a positive correlation.

In South Africa, Selesho and Naile (2014) adopted a survey involving 80 faculty members out of which more than 35% had worked at the University for more than 10 years. Data was collected during staff workshops and conferences using questionnaires administered to the participants randomly selected from the HRM departments hence a response rate 100% was realized. The study showed that employee job satisfaction, salary, promotion and leadership were critical factors in influencing academic staff retention. Sareen and Mishra (2016) in a study considered five study variables "recruitment & attraction, compensation & reward, succession planning, training & development and defining & retaining talent" as components of TM. The results revealed that TM variables; attraction and succession planning were statistically positively related to the organizational performance; while development and retention revealed a lower influence on organization performance. This finding was in concurrence with Rukunga and Nzulwa (2018) *ibid*, who established that talent retention had a moderate influence on performance. In contrary, a similar study by Lyria, Namusonge and Karanja (2017)

listed companies in Kenya agreed that a strong and positive correlation existed between talent retention and organizational performance. Likewise, Khan (2020) in a related study arrived at similar results. Rono and Kiptum (2017) in a case study of University of Eldoret adopted a quantitative research design targeting a population of 1500 drawn from different managerial levels to investigate the factors that affect retention of employee. Questionnaires were administered to collect data and the final results showed a significant positive relationship implying an influence of compensation on retention of employee.

A study by Ng'ethe (2014) adopted a mixed methods approach on retention of academic staff and the moderating effect of personal characteristics. The study adopted survey design with academic staff as the target population and Registrars in charge of Administration. The findings showed a significant negative relationship between leadership style and employee intention to leave, nonetheless, the study established that promotion was positively correlated with retention of academic staff. On the other hand, the moderator, personal characteristics (Age and education level) had no moderating effecting on intention to leave among the academic staff. Lyria, Namusonge and Karanja (2017) using a target population of 534 employees in managerial ranks of listed companies in the NSE found a strong positive association between talent retention and performance of an organization. A sample size of 224 respondents was drawn from the listed firms. The study focused on Universities in Kiambu County, while the current study targeted universities across the country with the Registrars as the respondents. From the above studies, it is evident that the influence of talent retention on performance

was varying with some results indicating positive relationships while others indicating negative relations. Based on the inconsistent results, the current study sought to establish the link between talent retention and sustainable performance in Universities.

2.2.4 Career Management Practice and Sustainable Organizational Performance

Auranzeb and Sana (2016) through a quantitative survey examined the contribution of talent management in enhancing performance in an organization. A sample of 384 top managers from the service sector companies was drawn through stratified sampling. Questionnaires were administered to collect information for analysis. Descriptive statistical analysis was used and it was found that career management positively affected performance in the organization. The study having been conducted in Pakistan, a similar study could be conducted in the Kenyan context. In Nigeria, Dialoke, Chiavoghi and Ukoni (2016) conducted an experimental study on effects of employee career management in an organization. The study targeted 10 licensed commercial banks in Umuahia. A sample of 134 was drawn using Yamane Taro formular. Data was analyzed using inferential statistics and SPSS software. The researchers found that a significant relationship existed between employee career management and organizational performance.

In a systematic review by Bagdadli and Gianecchini (2019), the results revealed that organization career management practices increased individual competencies necessary for performance. Similarly, Rukunga and Nzulwa (2018) *ibid* rated career management strategy as greatly and positively contributing a significant role to organization

performance. Auranzeb and Bhutto (2016) *ibid*, concurred with other studies that proper management of career is statistically positively linked with performance in an organization. Canaj, Bogaerts, Verbruggen and Partners (2021) argued that practices related to management of employee career both at the individual and organizational levels improve career sustainability. However, organizational career management revealed a stronger and more significant impact compared to individual career management. In Pakistan, Saeed, Lodhi, Abbas, Ishfaq and Dustgeer (2013) conducted a quantitative research to find out the role of organization in ensuring employee career development with 100 respondents sampled from different universities and colleges. The researchers gathered information using questionnaires which was analyzed by adopting descriptive and inferential techniques. The findings concurred with the study by Al Aina and Atan, 2020. In Nigeria, Dialoke, Chiavoghi and Ukonu (2016) conducted a study on examination on the effects of employee career management on organizational performance using Quasi-experimental design with a target population constituting of licensed commercial banks. Data was collected and analyzed using inferential statistics with the aid of SPSS software. The findings revealed a positive correlation of employee career management with organizational performance.

In Kenya, Muma, Nzulwa, Ombui and Odhiambo (2015) conducted a study on “influence of career development strategies on retention of employees”. The study was descriptive and adopted a mixed methods approach targeting all employees in 70 accredited Universities translating to 50,670 employees. A sample of 384 was drawn from the target population through simple stratified sampling technique. Data was collected using

questionnaires and analyzed using linear regression models and descriptive and inferential statistics. It was found from the study that career development was the main factor that influences retention of employees. The current study was conducted in Universities. In exploring factors influencing career progression of tutors, Muchanje, Njuguna, Kalai and Bironga (2016) used descriptive survey with a sample of 264 tutors randomly sampled. Questionnaire were administered to tutors while interview schedule to “Principals and TSC officers”. Data was analyzed using inferential statistics. It was found that professional development positively influenced tutors career progression. Mark and Nzulwa (2018) in a case study investigated the effect of career development programs on employee performance. The target population was 402 employees out of which a sample of 120 respondents was drawn. Questionnaires were used for data collection and analysis done through descriptive and inferential statistics. The findings revealed a statistically significant positive relationship between career development programmes on employee performance.

Kemboi (2014) conducted a cross sectional and used descriptive survey design with a target population consisting of all the 683 employees out of whom 69 respondents were drawn from different cadres. Questionnaires were administered for data collection and analysis done using descriptive statistics and SPSS software. The study finding was similar to other studies which found that career development practices greatly affect the overall performance. In a similar study conducted by Otwere (2017) in Almasi Beverages Limited, the findings were also similar. Descriptive design was utilized with a population of 113 employees out of which 30% was sampled. Questionnaires were

physically dropped to the selected participants for data collection and data was analyzed using both descriptive and inferential statistics. The findings concluded that career development was positively correlated with organizational performance. The current study sought to establish if similar findings would hold in the case of Universities in Kenya. Nevertheless, Nyambura and Kamara (2017) found insignificant positive effect of mentorship on the employee career development in a case study of Technical University Data was collected using questionnaires and analysis done using inferential and descriptive statistics with the aid of SPSS software. This study targeted a wider category of Universities both Public and Private. Lyria, Namusonge and Karanja (2017) agreed with other researchers that a strong and positive relationship exists between career management and organization performance. The study was correlation and targeted 534 employees in the top level management from which a sample of 224 respondents was drawn.

Valentine & Rosemarie (2021) examined the relationship between “Talent Management and Organizational Performance”. This study adopted a descriptive research design with a population of 1514 employees from all three cadres of employment. Questionnaires were used to collect primary data from respondents sampled randomly. Data was analyzed using both descriptive and inferential statistics. The results revealed that career management significantly and positively influenced organizational performance. This study introduced organization culture as a moderator. Mohana, Kumari, and Subramanyam (2021) in a study on Talent management practices and sustainable organizational performance in a cement industry established a significant relationship

between career development and sustainable organizational performance. A study by Wanjiku (2017) on “factors affecting implementation of career management programs” adopted descriptive research design. 103 respondents drawn from all the cadres formed the target population from which a sample of 52 respondents was drawn. Data was collected using questionnaires and 73% of the respondents agreed that training affects the implementation of career management programmes. This study will adopt correlation design to establish the relationship between career management and sustainable organization performance. It is evident from the studies above that most of them were descriptive in nature with just a few seeking to establish relationship between variables. Similarly, most studies were conducted in the corporate sector with a few in University sector. This study sought to establish the relationship between career management and sustainable organization performance in Universities.

2.2.5 Succession Planning Practice and Sustainable Organizational Performance

A study by Kiwia, Bengesi and Ndyetabula (2019) in Tanzania, on “succession planning and performance of family-owned small and medium enterprises” adopted cross-sectional design on quantitative data. Data was collected using structured questionnaire from a sample of 219 respondents was selected using probability sampling. The findings indicated a higher net profit in businesses where the business founders selected successors. Zafar & Akhtar (2020) in a similar study on “Effect of Succession Planning on Organizational Growth” used convenience sampling to draw study sample. A closed ended questionnaire using five points Likert scale was developed based on questions about succession planning and its component. The results showed a positive relationship

between succession planning and organizational growth. This study adopted a census design. Mohana, Kumari, and Subramanyam, (2021) in a study on Talent management practices and sustainable organizational performance in a cement industry established a significant relationship between succession planning and sustainable organizational performance. Olatunbosun and Onuoha (2020) found similar outcome on succession planning and sustainability. The study was a census with a population of 109 and was conducted on family-owned private schools. However, successor selection showed a moderately significant relationship on sustainability. This study was also a census but conducted in Universities in the Kenyan context.

Ali, Mahmood and Mehreen (2019) conducted a study in banks to establish the link between succession planning to employee performance and the mediating effect of career development and performance appraisal. The study used survey design and data was collected using questionnaire administered to permanent employees at several commercial banks. The study indicated that succession planning was positively related to employee performance and career development and performance appraisal strengthened the relationship between the independent and dependent variables. This study was similar but introduced a moderator; the organization culture. Ogbeide (2019) in Nigeria using cross sectional survey design examined the extent to which succession planning impact organization outcome in research institutions. A sample of 325 was drawn from a population of 1739 management staff across the organization. Data was gathered using self- administered questionnaire and analyzed using descriptive statistics and inferential statistics. The findings showed that two variable (competency assessment and training

and development) had significant positive relationship with organization outcome while (top management support, and identification and preparation) were not significantly related to outcome in Nigerian research institutes. This is in contrary to the findings of Olatunbosun and Onuoha (2020) who argued that successor selection had a moderate influence on performance. This study engaged Registrars involved in ensuring the right talent in data collection.

A similar study was conducted in Private Universities in Nigeria by Beryl, Ayodele, Oyo-Ita, Michael, Patience, Oluwanifemi and Omotayo (2020) which adopted correlational research design with questionnaires administered to respondents sampled from 100 top and middle-level management staff. The results showed a positive impact of succession planning on business performance. The study focused only on private universities; but the current study was conducted in both private and public universities. In Kenya, Odengo and Bett (2016) studied succession planning practices and how it influenced performance at the Kenya Power Limited Company. The study used descriptive design with a sample of 100 employees drawn from a population of 1000 employees. Primary data was collected using questionnaires. The study results indicated a positive link between all the study variables (career development, training, performance appraisal, organizational structure and the performance). This current study was census conducted in the education sector using correlational research design.

2.2.6 Talent Management Practices and Sustainable Organizational Performance

Warraich and Ahmed (2020) through questionnaires explored how academicians and talent management (TM) professionals (internationally and locally) perceived TM. The results inferred that effective TM improves organization performance and competitiveness. Kafetzopoulos and Gotzamani (2022) also agreed that TM affects organization sustainable performance. Mujtaba and Mubarik (2021) affirmed that there was a significant direct impact of TM on organization sustainability. In addition, the results showed a substantial impact of all the three dimensions of TM (acquisition, development and retention) on organization sustainability. AlQershi, Thurasamy, Ali, Al-Rejal, Al-Ganad, and Frhan (2021) established no impact of TM on Sustainable business performance. In South Africa, Abiwu (2021) adopted mixed methods to collect quantitative data on TM from the academic staff and qualitative data from academic leaders, Deans, HR Director, HR Managers and Lecturers. The findings established that TM practices positively impact sustainable performance while Srihandayani and Kusnendi (2020) argued that better TM increases employee performance.

2.2.7 Talent Management Practices, Organization Culture and Sustainable Organizational Performance

Organization Culture refers to a system of values and shared beliefs that guide an organization (Schein, 2010). Organization culture according to (Saleh & Atan, 2021) facilitates implementation of TM and sustainable organizational performance. Al-Dalahmeh and Dajnoki (2020) agreed that TM practices affect organization culture and that success of an organization is a factor of a positive culture. In a study, Vu and

Nwachukwu (2020) established that there existed a positive relationship between strategic human resource management practices and academic staff retention which was made stronger with robust organizational culture. Bura and Kireru (2017) submitted that organization culture fosters talent management. Vu and Nwachukwu (2020) asserted that organization culture accounted for collective values, principles and beliefs of organizational members and included innovation orientation, outcome, detail, team, people orientation, aggressiveness and stability (O'Reilly, Chatman & Caldwell, 1991). Strong organizational culture is a requisite to retain academic staff in universities and therefore talent management practices within an organization cannot be divorced from the social culture.

Saleh and Atan (2021) agreed that TM practices are considered as antecedents to organization's competitive advantage and performance. Yet, few studies have examined the role that TM practices play in organization's sustainable performance. More so, little is known concerning how organizational culture constrains or strengthens the effectiveness of TM practices on sustainable performance in Universities. Acosta-Prado, et al., (2020) agreed that organization culture partially mediates the relationship between human resource management and innovative performance. In the contrary, Saleh & Atan (2021) emphasized that organizational culture positively and significantly affect sustainable talent management methods and employee job satisfaction. The study also revealed a strong, negative mediation of organizational culture between knowledge sharing and employee satisfaction. Similarly, Saleem and Ilkhanizadeh (2021) agreed that culture partially mediated between business intelligence and corporate performance

management in the context of IT companies in Pakistan. According to Dayeh and Farmanesh (2021) there existed a moderation effect of organizational culture on the relationship between TM and turnover intention. Alneyadi, Al-Shibami, Ameen & Bhaumik (2019) affirmed that organization culture had a significant moderating role on transformational leadership and human capital.

Danish, Munir and Butt (2012) also concurred that a conducive organizational culture created a positive moderation effect on the relationship between knowledge management practices and organization effectiveness. Srihandayani & Kusnendi (2020) in Jakarta agreed that the same results applied, however in a different context. Srihandayani and Kusnendi (2020) confirmed that there was a positive relationship between organization culture and the performance of employee and the stronger the organizational culture the better the employee performance. In addition, Yuwono, Suroso and Hubeis (2021) established that corporate culture directly affected employee performance and acted as a mediating variable between talent management and employee performance.

In Kenya, Mande, Awiti, and Ng'ong'a (2019) admitted that organization culture as a moderator significantly influences the relationship between workforce diversity and employee performance while Odhiambo, Gachoka and Rambo (2018) affirmed a partial moderation effect. According to Thumbi, Hannah and Rosemarie (2021) organizational culture had a significant moderation effect on the relationship between organizational learning and employees' performance. Similar views were shared by Indiya, Mise,

Obura, and Ojera (2021) on quality management system adoption and performance. Bwonya, Ogutu and Okeyo (2020) also agreed that a positive relationship exists between organization culture and employee performance and recommended a supportive culture for successful organizational practices. Waithaka (2016) considered a number of organizational factors that caused a moderating effect between Competitive Intelligence Practices and Performance. Among the organizational factors identified was culture which was found to be significantly and positively moderating the relationship between the study variables. From the literature review, the effects of organizational culture create varying results on various study variables in different contexts. In certain contexts, the results were positive while negative in other contexts on different variables. In addition, extant literature also revealed that little was known about the moderation effect of organization culture on effectiveness of TM practices in terms of its influence on sustainable organizational performance. This study therefore intended to establish the moderating influence of organization culture on the relationship between TMP and sustainable organization performance.

2.3 Theoretical Literature Review

This theoretical framework for the study was based on the relevant theories supporting the study variables. The study was premised on Maslow's hierarchy of needs theory, social learning theory, Herzberg's two factor theory, self concept theory and systems approach theory.

2.3.1 Maslow's Hierarchy of Needs Theory

The Hierarchy of Needs theory of motivation was developed by Abraham Maslow in 1954. This theory aided an understanding of talent attraction variable. This theory believes that human needs are organized in five levels; physiological, safety, love and belonging, esteem, and self-actualization (Armstrong & Tylor, 2014). Effective talent attraction commences with recruitment and ends with an offer and placement. It is a chance to demonstrate a comprehensive understanding of employees' goals and appreciate that their needs are more than just high salary (Lyria, Namusonge and Karanja, 2017). According to Maslow, the needs at the lower level must be satisfied before the next level in the rank. In the context of this study, the theory was used to expound on factors that attract employees to an organization which are related to satisfaction of different levels of needs in the hierarchy (Rop and Kwasira, 2015). Different employees are attracted to organizations that promise to satisfy their different needs.

According to Lyria, Namusonge and Karanja (2017) organizations can assure its employees basic needs through fair and competitive compensation as well as safe working conditions. When extending a job offer, physiological needs directly correspond to pay rate. Employees whose psychological needs have been satisfied have their safety needs becoming dominant. An organization can assure safety needs through provision of benefits such as retirement plans, medical insurance, job security, occupational safety and health of the working conditions (Rop and Kwasira, 2015). During the recruitment process, the employer should demonstrate commitment in investing in employee safety needs like healthy working conditions. Social need is concerned with the need for

belonging to a social set up; to be loved, to gain affection and acceptance as belonging to a group (Armstrong & Taylor, 2014). Candidates tend to be attracted to a workplace with a clear and distinct corporate brand with corporate values system that promotes unity in diversity. During the process of recruitment and selection, candidates expect a demonstration of a workplace that emphasizes opportunities for employees to socialize. Employees are likely to be attracted to work for organizations that show commitments of fulfilling their social needs by ensuring harmonious working relations, good work–life integration and a cordial social net-working (Lyria, Namusonge and Karanja, 2017).

Self esteem is about the need for appreciation of self worth, self respect, demonstration of confidence in employees and trust in employee abilities and desire for reputation (Armstrong & Taylor, 2014). These desires call for working in organizations with reputable employer brands (Onah and Anikwe, 2016), a workplace that honors employee achievements. To realize self-actualization, organizations tend to attract candidates by demonstrating that they can offer opportunities for employee growth to full their potential specifically by encouraging a culture of innovation and creativity, and promoting autonomy. Maslow's Theory has been adopted by several researchers to understand talent attraction (Rop and Kwasira, 2015). This theory tried to explain why candidates would accept or reject a job offer. The theory however, has been criticized on its belief that the five levels of needs of Maslow's Hierarchy could only be fulfilled sequentially from the needs at the base, a postulation which is never always the case. This is because the needs are varied and can be met from any level depending on individual employees' level of

growth. Motivation is now conceptualized by Psychologists as multifaceted and therefore needs on different levels can be fulfilled simultaneously (Zhou and Brown, 2015).

2.3.2 Social Learning Theory

The social learning theory was proposed by Albert Bandura (1977). The theory believes that employees in their social context learn in the course of their interactions with one another either by observing the behaviours of others or through direct instruction offered by supervisors. Employees through observation develop similar behaviors displayed by others. The employees tend to imitate positively observational experiences or experiences accompanied by rewards (Edinyang, 2016). The theory believes in employees learning through observation, imitation and role modeling (Nabavi, 2012). It considers how both environmental (social norms and influence on others) and cognitive factors (knowledge, expectations and attitude) are acquired through learning and behavior. The imitated behavior is then reinforced or punished either internally through self approval/satisfaction or external through approval from supervisors and peers (Edinyang, 2016). The social aspect implies learning that occurs outside the typical classroom setting and often involves sharing and collaborating

Bandura (1977) argued that observation alone may not effectively contribute to maximal learning; however employees' motivation and their mental state also influence learning. According to this theory, both external and internal reinforcements shape learning and hence the need for supervisors to reinforce employees' positive behavior and promote

their self esteem. In this study, Social Learning Theory was used to enhance an understanding of the talent development practice constructs which include training and development, mentorship and coaching and leadership development. In addition, the theory also aided an understanding of succession planning practice. According to this theory, young academics learn and gain knowledge and experience through mentorship by aging professors and by emulating the behavior they observe in the work environment, especially if the behavior is reinforced in others. This is achievable through training and development, mentorship, coaching and leadership development programmes. Behaviours rewarded become reinforced and most likely repeated by the individual (Lyria, Namusonge and Karanja, 2017). The theory has been criticized for its assumptions that every employee can be a teacher and a learner at the same time in the social environment. This weakness could be overcome by the organization ensuring that managers and supervisors take the leadership role by being the role models from whom the rest of the employees can learn.

2.3.3 Fredrick Herzberg's Two Factor Theory of Motivation

The Herzberg Two Factor Theory of motivation also called motivation-hygiene theory was coined by Herzberg (1966). Rono & Kiptum, 2017 argued that the theory could be adopted in a University set up to inform employee retention. The theory was premised on the belief that an employee's job situation is based on two factors; hygiene and motivation factors. Herzberg posited that there are certain job related factors that can cause employee satisfaction (intrinsic) whereas other set of factors may prevent dissatisfaction (extrinsic) (Yusoff, Kian and Idris, 2013).

The hygiene factors (extrinsic), according to Herzberg cause employee motivation and their absence leads to dissatisfaction. The factors are related to the job environment (job context) and are external to the job itself. They constitute; compensation, conditions of work, nature of supervision, organization policies. Motivation (intrinsic) factors relate to the content of the job, are inherent to the job and not the job environment and their presence stimulate individual to superior effort and performance since they promote feelings of satisfaction at the work place (Kimani, 2017). The factors constitute; recognition, achievement, growth and promotion opportunities, responsibility and meaningfulness of the work motivate employees to perform. This theory was applicable in identifying satisfiers and dissatisfiers to be effectively managed to enhance employee retention. The theory was informed by the desire to encourage employees to stay on longer through efforts to reduce dissatisfiers while at the same time fully exploiting the satisfiers (Robbins & Judge, 2015).

Kimani (2017) in a study agreed that employee retention was influenced either by motivators or dissatisfiers. According to Rono and Kiptum (2017) competitive remuneration system enhances employee loyalty and commitment hence promotes attraction and retention of a talented staff. This theory supported an examination of the hygiene factors to remove any hygiene stressors such as reviewing bureaucratic company policies. Application of this theory enabled managers to cater for employee welfare thus lowering the turnover rate arising due to dissatisfaction and increasing retention through employee satisfaction. Several past studies used Herzberg's theory to explain employee

retention (Vu and Nwachukwu, 2020; and Humaid, 2018). This theory supported an understanding of talent retention practice in relation to sustainable organizational performance. The theory has been criticized based on the fact that motivation factors are not constant and keep changing during an individual's lifetime hence the theory can be applied based on individuals' differences, situation or perceptions. However, the theory was appropriate for this study because it recognized that employees have two categories of needs that operate in them and that both should be addressed by implementing talent management practices in order to retain skilled academic staff (Vu and Nwachukwu, 2020).

2.3.4 Super's Self Concept Theory of Career Management

The Self Concept theory was coined by Donald E. Super in 1942 who defined the concept as the belief that one's identity specifically career-wise is a factor of how one views and perceives self. According to Kosine & Lewis (2008) self concept refers to one's views about own human capital which may include abilities, personality traits, values, self-esteem, and self-efficacy. Beheshtifar and Rahimi-Nezhad, (2012) argued that employees' self-concept affects their behaviors, satisfaction and achievements. This theory supported the study in expounding on career management. The theory presupposed that self-concept is a function of varied factors and how they change over time and the concept develops as a result of personal interest, one's attitude, life experience and social and work influence (Nayak, 2020). Similarly, an individual's career is shaped and keeps unfolding in the entire one's life span since career development is a

process that unfolds in a lifetime and is affected by factors either internal or external to one's life (Gyansah and Guantai, 2018). According to Super, job requirements in terms of abilities and capacities, together with an employee's life conditions all keep changing with time and experience and therefore self concept plays a critical role in shaping career advancement.

The theory categorized career development process into stages, and attempted to specifically identify the distinctive career behaviors and requirements for each level Gyansah and Guantai (2018). The theory assumed that in each stage, distinct and varied attributes, interests and preferences were critical in an individual's career choice and success. Further, counseling was of primary essence in the process for its role in self awareness, discovery and planning hence assisted individuals in achieving a match between their abilities, traits and competencies with the requirements of available occupations (Beheshtifar and Rahimi-Nezhad, 2012). Super's theory recognized that people have varied abilities, talents, personality traits desires and passion hence pursue different career ambitions in different stages of life (Nayak, 2020). Organizations including Universities therefore need to recognize the need to create special programs that can promote employees' positive self-concept and to offer guidance and support on the right career choice and progression (Kosine and Lewis, 2008).

In organizations, managers play a critical role in reinforcing individual's positive self-concept Beheshtifar and Rahimi-Nezhad, (2012). Pasha and Abedi (2020) emphasized the need for organizations to provide opportunities for acquisition of skills that promote growth in employees' career path. Organizations need to focus more on skills required for an individual's development in their career progression in relation to the available job positions in the organization (Pasha and Abedi, 2020). In the establishment stage of self concept, individuals seek to obtain advancement to new levels of responsibilities and advancements in their careers. The final stage of self concept development is disengagement which occurs in terms of retirement and the employer adopting succession planning to prepare a pool of potential candidate who can replace the employee who retire (Pasha and Abedi 2020). The theory was criticized for stressing that it's the individual who has the constructive role of building a career yet managers play a significant role in individual career development. The managers appreciate employees through rewards, praise or promotions; play supportive and motivational role; provide a supportive environment and a culture that supports the whole process of career development (Pasha and Abed, 2020).

2.3.5 Systems Approach Theory for Sustainable Organizational Performance

Systems Theory was advanced by Ludwig (1940) who defined a system as a group of sub-systems or units which are unified in purpose. A system is open to and interact with the external environment hence its units or parts are interrelated and interdependent (Chikere and Nwoka, 2015). With respect to an organization, a system is formed by different units and key players composed of individuals and groups who must collectively

work together to realize the organization's common goal. The theory is an input-output model which concerns itself with interrelatedness of different components in a given environment and hence the nature of processes and activities in a system determines its output. To achieve efficiency and effectiveness, an organization's integrated sub-systems must be well synchronized for the realization of the organization goals (Adebisi, Adeku, & Oyedele, 2018)

Universities just like other organizations can be viewed as open systems since they receive their clients (input) and expose them to existing processes for specific outputs and they interact with other entities in the environment. To achieve sustainable performance in the Universities, there must be a balance between all the existing parts. The Systems Theory is founded on the belief that organizational success and sustainable performance rely on synergy (combined output), interdependence between subsystems and interconnections within the organization. In this study, the synergy between all the units, departments and sections collectively contribute to growth in students' enrolment (Chikere and Nwoka, 2015). The systems theory was applied as it helped in understanding the concept behind sustainable organization performance. The theory fitted in the current complex, open ended setting, where there were many uncertainties and unpredictable variables at work requiring a balance for sustainability. The organization must be sensitive to the factors in the environment that affect its operations in order to adapt and survive (Adebisi, Adeku, & Oyedele, 2018)

2.4 Conceptual framework

The conceptual framework in this study showed the relationship between three variables (independent, moderator and dependent). Specifically, the three variables were; Talent Management Practices, Organization Culture and Sustainable Organizational Performance. Talent Management practices represented the independent variable with five dimensions; Talent Attraction, Development, Retention, Career Management and Succession Planning (Humaid (2018) and Armstrong & Taylor (2014)). Sustainable Organizational Performance was the dependent variable measured in terms of rate of change in students' enrolment which contributed to over 90% revenue collected through tuition fee hence affecting campus operation efficiency, recruiting process, education, and research quality hence a contributor to sustainable performance (Wang, Yang and Maresova, 2020). Organization Culture referred to a system of values and shared beliefs that guide an organization (Schein, 2010) and it varied from one organization to the other (Saleh and Atan, 2021). In this study, organization culture, the moderating variable was operationalized in seven dimensions which included: Innovation orientation, outcome, detail, team, people orientation, aggressiveness and stability (O'Reilly, Chatman & Caldwell, 1991). It was believed that sustainable performance required that an organization integrated these dimensions into the business operations (Vu and Nwachukwu, 2020).

According to Ibrahim and Daniel (2018) Talent Attraction Practice (TAP) comprised employer branding, employer of choice, employee value proposition and recruitment and selection. Recruitment of talent was the first task of TM process which supported talent

attraction practice. Employer branding also determined a company's image and was good enough to attract employees. Without the good brand image, it is difficult to attract the right talents. Talent Development Practice (TDP) entailed human resource activities that helped talented employees to acquire skills and knowledge required for successful performance (Ibrahim& Daniel, 2018) and Vu and Nwachukwu (2020) asserted that institutions could retain competent staff by creating a motivating climate and implementing best practices in human resource and talent management According to Khalid (2019) TD practices for academics focused on employee development and included; action learning, coaching, mentorship, secondment, development centre, leadership development and enhancing employee engagement. In this study, TDP involved activities that supported individual development, training and development, linkages and partnerships, leadership development, workshops and sabbatical leave.

Talent Retention Practice (TRP) focused on encouraging talented employees to remain in the organization for a longer period of time (Ibrahim& Daniel, 2018) and Vu and Nwachukwu (2020). Lyria, Namusonge and Karanja (2017) believed that talent retention can be achieved through a good compensation package which involves, offering an attractive, competitive; benefits package with components such as life insurance, disability insurance and flexible hours motivates employees to commit themselves to an organization. In this study TRP entailed policies on employee welfare benefits, performance recognition and rewards, work environment, manager-employee relationship, leadership style and faculty teaching workload. Career Management Practice (CMP) refers to the process of ensuring that organizations put in place policies on

employee growth and progression by establishing career paths, career centres and counseling faculties (Lyria, Namusonge and Karanja (2017). In this study, CMP referred to career planning, career counseling, career growth and progression, doctorate qualification, pedagogical skill development and promotion.

Kiwia, Bengesi and Ndyetabula (2019) agreed that succession planning emphasized the importance of organization leadership to select their successors before departing from the business and reiterate that the process must be complemented by successor preparation. In this study, Succession planning entailed identification of critical positions in the organization, successor selection, successor preparation, transition plan, mentorship/knowledge transfer and succession bench strength. Sustainable Organizational Performance (SOP) refers the ability of an organization to steadily grow over time while serving the diverse interest of its stakeholders (Nawaz and Koc, 2019). In this study, SOP was assessed in terms of rate of change in students' enrolment over the years. According to Wang, Yang and Maresova (2020) over 90% of a University's revenues emanates from tuition fees obtained from students' enrolment hence affecting campus operation efficiency, recruiting process, education, and research quality.

The conceptual frame is diagrammatically presented as in figure 2.1

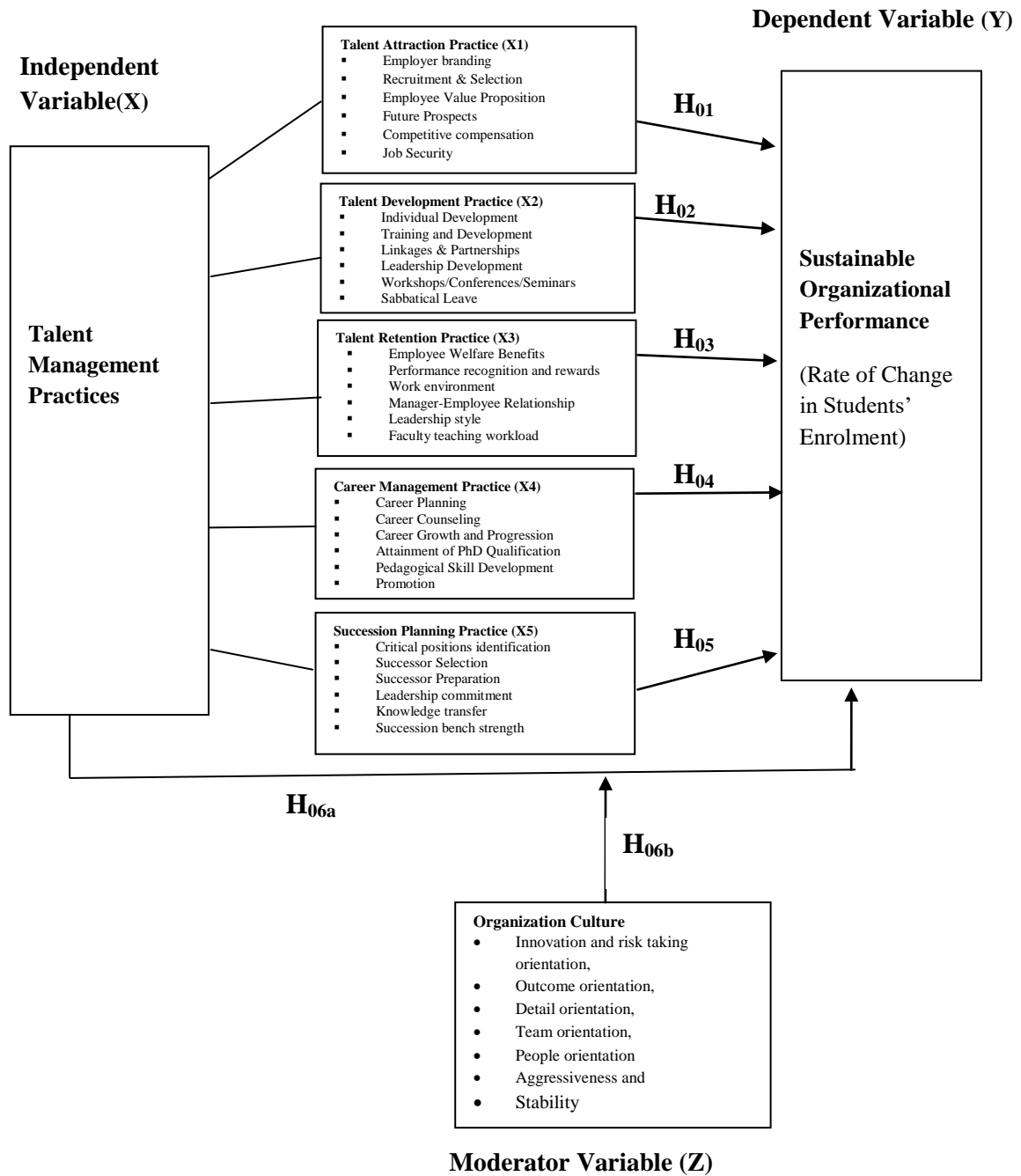


Figure 2. 1: Conceptual Framework of the Relationship between Talent Management Practices, Organization Culture and Sustainable Organizational Performance

Source: Modified from Vu & Nwachukwu (2020)

2.5 Identification of Knowledge Gap

From the literature review, a number of issues emerged. First, talent management practices as a variable was operationalized as talent attraction, development and retention (Al Aina and Atan, 2020; Mohammed et al., 2020; Rukunga, 2018; Auranzeb and Bhutto, 2016). All of these studies evaluated talent management practices from the point of view of either public or private entities and no study was encountered which attempted to simultaneously provide information on talent management targeting all universities. Further, most of the studies were explained in these three attributes of talent management just a few incorporated either succession planning or career management yet the entire process of talent management stems from attraction, development and retention, career management and succession planning. The current study therefore sought to broaden the conceptualization of talent management to include career management and succession planning among the academic staff in addition to the commonly studied three parameters of TM. Although studies by (Al Aina and Atan, 2020; Rukunga and Nzulwa, 2018; Auranzeb and Bhutto, 2016) incorporated career management, they failed to focus on succession planning. This study recognized that there are looming retirements in the senior levels of academic staff in Universities and therefore incorporated succession planning aimed at promoting seamless transition and business continuity.

In addition, all the studies reviewed that were correlational in nature focused on talent management and performance (Al Aina and Tan, 2020; Abazeed, 2019; Rukunga and Nzulwa, 2018; Humaid, 2018; Auranzeb and Bhutto; 2016; and Kehinde, 2012).

Although most of the researches covered influence of talent management on performance, no research in the Kenyan context had come out clear to address the influence of talent management practices on sustainable performance and especially in the Universities. In fact no study was encountered which attempted to make a simultaneous study both public and private Universities. Several studies focused on administrative staff especially in the management positions as the target population (Al Aina and Atan, 2020; Nangia and Mohsin, 2020; Abazeed (2019; Humaid, 2018; Rukunga and Nzulwa, 2018; Bratton, 2018; and Auranzeb & Sana, 2016) with data collection adopting questionnaires and interviews. This study focused on administrative staff, the Registrars involved in TMP as the target population with data collected using questionnaires.

Considering the literature reviewed, it was evidenced that most of the studies were conducted in other countries and more so in business oriented environments, with just a few conducted in higher education in Africa and were descriptive in nature. Moreover, this study also incorporated moderating variable to establish the influence of organization culture on the relationship between the independent and dependent variables. In terms of objectives, it was evident that the study findings were not consistent on the influence of talent attraction and sustainable performance. In addition, most of them carried out in different contexts other than Universities. However, those that were conducted in Universities mainly focused on Public Universities with participants being mainly the administrative staff. This study was conducted in Universities with the Registrars in charge of human resources as the participants.

Studies reviewed on talent development supported the fact that talent development was directly linked to performance while others did not agree at all. In terms of talent retention, studies revealed varying results on the relationship between talent retention and performance with some results indicating positive relationships while others indicating negative relations. Most of the studies on career management were descriptive in nature with just few correlational. In addition, the studies were conducted in the corporate sector with a few in the University sector. In terms of succession planning and sustainable organizational performance, most studies were descriptive in nature with just a few correlational in nature. Literature review revealed that some studies showed positive relationship with organization performance while others depicted moderate influence on performance. This study therefore sought to fill the gaps identified in literature.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter provided a description of the research methodology that was used to achieve objectives of the study; how data was analyzed to ensure valid and reliable results; data presentation in relation to the study variables. It entailed research philosophy upon which the research design was anchored, location, population, sample size and sampling procedure, data collection instruments and procedure, analysis, presentation and ethical consideration.

3.2 Research Design

Research design refers to a master plan conceived by a researcher to a research problem that enables the researcher to provide answers to the questions raised by the researcher Greener (2008). It is anchored on the philosophy of research (Saunders, Lewis & Thornhill, 2007). This study adopted correlational research design to establish the existence of relationship between the study variables (Kumar, 2018). This study was anchored on the positivism philosophy in which the researcher is detached, neutral and independent of the research subject and focuses on highly structured methodologies and methods (Creswell and Creswell, 2018 and Kumar, 2018). The study being anchored on positivism adopted deductive approach and involved statistical testing on the objectives. The study also involved collection of quantitative data. In terms of time horizon and research strategy, the study adopted both cross-sectional and retrospective longitudinal

designs. Cross-sectional research design facilitated collection of data on TM practices one point in time.

On the other hand, retrospective longitudinal design allowed for review of students enrolment records to facilitate collection of data on sustainable performance parameter which was determined by the average percentage change in students' enrolment covering five year period from 2017/2018-2021/2022 (Kumar (2018). Kafetzopoulos and Gotzamani (2022) recommend longitudinal research design for studying sustainable performance since it is a continuous process that presents evolving nature of its parameters.

3.3 Location of Study

This study was carried out in all the fifty one (51) Chartered Universities geographically dispersed in the Republic of Kenya. Appendix 12 provides a list of the seventy four (74) Universities in Kenya from which the fifty one (51) Chartered Universities as at the year 2020 were selected.

3.4 Target Population

Population refers to a larger collection of items from which a sample frame is defined and results generalized (Kumar, 2018). This comprised of 51 registrars in charge of human resources in all the 51 Chartered Universities in Kenya. These are the professionals involved in talent management practices in all the 51 Chartered Universities in Kenya. For the pilot study, five Registrars and their respective designates formed the study population hence a population of ten (10) respondents. This was aimed at determining the

similarity index in the two responses per University in order to determine the population of the main study. Since the similarity index of the pilot study was high at 97.2%, the main study focused on 51 Registrars or their respective designates hence a population of 51 was involved in the study on the belief that either the Registrar or designate would provide similar response. According to CUE (2020) report, there are seventy four (74) Universities in Kenya, with authority and license of operation, and fifty one (51) were fully chartered as at the year 2020 (Appendix 12 on List of Chartered Universities in Kenya).

This is a group of components or source that a researcher can use to select a sample size (Bell, Bryman and Harley, 2018). Considering that this study is a census, the 51 Registrars or respective designates in all the 51 Chartered Universities in Kenya were purposively selected since they are the professionals responsible for talent management in the University and were therefore best suited to provide relevant information.

3.5 Sample Size and Sampling Procedure

3.5.1 Sample Size Determination

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

3.5.2 Sampling Procedure

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

3.6 Data Collection Instruments

The study being quantitative in nature adopted survey questionnaires and document review guide as the data collection instruments for primary and secondary data respectively (see Appendix 2 and Appendix 3 respectively).

a) Questionnaire

The study adopted a structured questionnaire to collect quantitative data focusing on opinions of respondents regarding the independent variable (talent management practices) and moderator variable (organization culture). The structured questionnaire was designed to collect primary data. A survey method was preferred because of the anonymity of the surveys which allows participants to feel more candid with their responses and the fact that with surveys, several participants can be reached once at a particular time in a cross sectional survey (Creswell & Creswell, 2018). A structured questionnaire capturing all the variables of the study was adopted and closed ended questions sought precise information on the specific research objectives hence reducing

on information bias and facilitating data analysis (Creswell and Creswell, 2018). The survey questionnaire comprised of six dimensions reflecting the study objectives (five talent management practices and organization Culture). Specifically, the questionnaire consisted of six dimensions consisting of five practices of TMP (independent variable), namely, TAP, TDP, TRP, CMP and SPP and the sixth dimension on the moderator variable, the OC. Each of the dimensions of TMP was measured by six items while the dimension of the moderator variable (organization culture) was measured by seven variables adopted from O'Reilly, Chatman and Caldwell (1991).

The questionnaire was presented in physical and online google forms administered through hand delivery and online respectively. The questionnaires targeted 51 Registrars or respective designates in charge of human resources in all the 51 Chartered Universities as per the outcome of the pilot study. The physical questionnaires were administered with the help of Research Assistants while the google online forms personally emailed by the researcher to the respondents. The filled physical questionnaires were collected by the Research Assistant as soon as they were filled based on mutual agreement with the respondents while the google online forms were returned as soon as filled through the same channel as designed by the system. The questionnaire consisted of questions and statements related to the independent and moderating variables, which were developed on the basis of literature review. Each statement was rated on a five-point (1 to 5) Likert scale, with the highest score of 5 indicating strongly agree with the statement. Since questionnaires are known for low response rate, this challenge was mitigated by assuring respondents anonymity, keeping the questionnaire comprehensively short, ensuring

clarity of questions, providing an introductory covering letter that clearly explained the reasons for conducting the survey and providing information on the approximate reasonable time for filling the questionnaire.

b) Document Review Guide

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

3.6.1 Validity of Instrument

Validity refers to the extent to which a research tool such as a questionnaire accurately measures the intended purpose (Kothari, 2004). Different types of validity are considered in research; content, internal, external and criterion. According to Kothari (2004) content validity was assured by engaging a panel of technical experts in the Departmental and School Boards as well as Board of Graduate Studies to carefully review the questionnaire and the document review tool for appropriateness. The same panel of experts was also used to ascertain the logical link between each question on the research instruments and the objectives to confirm face validity. Construct validity which focuses on consistency was assured by determining the contribution of talent management practices to the total variance (Sustainable organizational performance) through correlation analysis (Kumar,

2018). Validity of the document review tool was assured through careful choice of accredited sites containing accredited Government records on students' enrolment.

3.6.2 Pilot Study

A pilot study is a preliminary study conducted on a small scale by a sample of respondents to ascertain the feasibility of the survey tool and the large scale study. The instrument was pilot tested before administering to the sampled staff for the main study (Osman, 2017). According to Bell, Bryman and Harley (2018) and Zikmund et al., (2013) a pilot study is conducted with people who are not members of the sample but exist in similar population. The study pilot tested with Chartered Universities which were not part of the main study, the Universities that were awarded charter after the year 2020. In this study, five Chartered Universities were engaged in the pilot study. The choice of the 5 Universities was informed by Connelly (2008) who recommends 10% of the study sample to constitute a pilot sample. The pilot study focused on five Universities chartered after the year 2020 since the main study focused on Chartered Universities as at 2020. The pilot sample comprised of three Chartered Public Universities (Tom Mboya University, Alupe University and Tharaka Nithi University) and two Chartered Private Universities (Zetech University and East African University), all chartered after the year 2020.

The pilot study was aimed at identifying the possible errors in the questionnaire so as to improve its reliability. The questionnaires were administered to the Registrars in charge

of human resources and their respective designates in each of the five sampled Universities, to ascertain similarities and/or variations in their responses. The finding revealed 97.2% similarity index hence the main study picked on Registrars in charge of human resources or their designates and not both. Unclear questions were re-written for clarity and some three questions were dropped and appropriately replaced with new ones to ensure better reliability. Reliability was thereafter tested.

3.6.3 Reliability of Instrument

Reliability is a measure of suitability of the data collection instruments. It specifically measures internal consistency between items in a scale. Good reliability implies ability to collect data that can be analyzed to yield consistent findings (Saunders et al., 2009). According to Greener (2008), reliability is a measure of the extent to which a research study can result into consistent findings. To ascertain reliability in this study, each variable was analyzed and its reliability computed using SPSS. A threshold of 0.7 Cronbach's alpha (or more) was taken as a limit for ascertaining whether the research tools' indicators comprised a reliable scale. The reliability of individual coefficients computed for each variable in this study (using Cronbach's alpha) are presented in Table 3.1.

Table 3. 1:*Cronbach's Alpha Values for the Questionnaire*

Description	No. of Items	Cronbach's Alpha	Remark
Talent attraction practice	6	0.874	Accepted
Talent development practice	6	0.864	Accepted
Talent retention practice	6	0.803	Accepted
Career management practice	6	0.813	Accepted
Succession planning practice	6	0.895	Accepted
Organization culture (moderating variable)	7	0.852	Accepted
Overall	37	0.960	

From Table 3.1, reliability of the research questionnaire was assessed using Cronbach alpha coefficient and an index of 0.960 for the questionnaire was established. The reliability coefficients for all the variables exceeded the 0.7 level of acceptability revealing a satisfactory degree of reliability. Different scales showed different values; TAP (0.874), TDP (0.864), TRP (0.803), CMP (0.813), SPP (0.895) and OC (0.852). This paved way for the researcher to collect data from the main sample and to conduct further analysis. Reliability of the document review tool was assured through data collection on students' enrolment from accredited Government reports (Annual Published Reports of the Kenya Bureau of Statistics and Commission for University Education reports on students' enrolment).

3.7 Data Collection Procedures

Before setting out to collect data from the 51 Chartered Universities, the researcher sought to obtain an introduction letter from the Department/School, ethical approval from the University's Institutional Scientific and Ethical Review Committee (ISERC), research permit from NACOSTI and authorization to collect data from the target Universities. Research assistants were selected and taken through the research process to offer assistance to the researcher. Once approval was obtained from NACOSTI and the University ISREC, approvals to conduct research in the 51 Universities were also sought from individual Universities. Data collection thereafter commenced using closed ended questionnaires physically administered by research assistants through hand delivery or google online forms emailed by the researcher. A total of 51 questionnaires were distributed to Registrars or designates in the 51 Chartered Universities in Kenya. The researcher engaged the research assistants to follow up on the distributed questionnaires to ensure they were filled and returned in within reasonable time. At the same time the researcher engaged the research assistants and the respondents through phone calls and emails to follow up on the distributed questionnaires. However the participants were requested to fill and return the questionnaires within one week, some respondents took longer than expected but eventually returned the questionnaires. At the same time, using document review guide, the researcher collected secondary data on students' enrolment from a series of the Annual Published Reports of the Kenya Bureau of Statistics while confirming with the Commission for University Education Reports on Students' enrolment.

3.8. Data Analysis and Presentation

3.8.1 Data Analysis Plan

The study being a correlational and quantitative adopted both descriptive and inferential statistics research in data analysis after screening data. Descriptive statistics was used to describe the study sample through percentages, mean and standard deviation analyses of the study constructs. Inferential statistics assisted in making predictions about the relationship between variables of the study. The predictions were determined through correlation analysis using Pearson's correlation matrix, simple regression, multiple and moderated multiple regression analyses. Diagnostic tests on assumptions for normality were confirmed before data analyses.

3.8.2 Diagnostic Tests

Prior to running the regression analysis, important assumptions for the analysis were confirmed. The tests included: Tests of normality, multi-collinearity, heteroskedasticity and autocorrelation test.

3.8.2.1 Test of Normality of Data

Normality of data is tested using popular methods such as Kolmogorov–Smirnov test, skewness and kurtosis z-value tests which should be in the span of +/-2, Shapiro Wilk test whose p-value should be above .05 and the nearer it is to zero, the normally distributed the data is; Histograms, Normal Q-Q plots and Box plots all of which should each visually indicate data that is approximately normally distributed. The Shapiro–Wilk test is more appropriate method for small sample sizes (<50 samples) although it can also

be adopted in larger sample size while Kolmogorov–Smirnov test is used for $n \geq 50$. In the case of large samples above 30, the sampling distribution tends to be normal regardless of the shape of the data (Kothari 2004). In this study, normality of data was tested using kurtosis and skewness.

3.8.2.2 Variance Inflation Factor for Multi-collinearity

Cohen et al., (2007) caution against ignoring variables that may interact with each other and may be correlated. Multicollinearity occurs when independent variables in a regression model are highly correlated making it difficult to interpret the effects of individual independent variables on the dependent variable. Multicollinearity reduces the correctness of the predictable coefficients, hence making the statistical power of the regression model weak. Multicollinearity test using Variance Inflation Factors (VIF) was conducted to measure correlation level between multiple predictor variables. Specifically, the test was used to check whether a high correlation existed between the study variables. Generally, a common rule of thumb is that VIFs of 10 or any value more than 5.0 points at problems with multicollinearity which affect the study outcomes (Zikmund et al., 2013). Saunder et al., 2009 suggest that multicollinearity discovered lead to revision of the variables either removing one of the variables or replacing one with a new variable or creating one that takes care of the two correlated variables. Since there was no multicollinearity detected, all the variables of the study were retained for regression analysis.

3.8.2.3 Breusch-Pagan Heteroskedasticity Test

This study used Breusch-Pagan test for heteroskedasticity (non-constant error term). Heteroscedasticity is a situation which occurs when the residuals are observed to have unequal variation. In a linear regression model, the assumption is that the variance of error terms should be constant and also independent of each other. If this assumption is not fulfilled then heteroscedasticity is said to be present. To satisfy the regression assumptions and be able to trust the results, the residuals should have a constant variance. The test involves regressing the squared residuals of the original regression model on the predictor variables and testing the significance of the resulting coefficients. If the coefficients are significantly different from zero, it indicates the presence of heteroskedasticity. Breusch Pagan Test is based on two hypotheses; H_0 : Heteroskedasticity is not present and H_A : Heteroskedasticity is present. The general rule of the thumb is any p-value less than the significance level (i.e. $\alpha = .05$) signifies that the null hypothesis is rejected and a conclusion that heteroscedasticity is evident in the model.

3.8.2.4 Durbin-Watson Test for Auto-Correlation

The study adopted Durbin Watson (DW) statistic to test for autocorrelation and the value falls between 0 and 4 but acceptable within $1.5 < d < 2.5$. A value of 2.0 would imply no autocorrelation discovered in the sample. As a very conservative rule of thumb, values less than 1 or greater than 3 are definitely cause for concern (Field, 2009).

3.8.2.5 Test of Linearity and Correlation

To test linearity and correlation, analysis of Pearson's correlation coefficient (r) was applied. Test of linearity was confirmed by conducting correlation analysis to establish the relationship between the independent variables (talent management practices) and moderator variable (organization culture) with the dependent variable (sustainable organizational performance). In addition, the correlation/interrelationships/association between talent management practices, organization culture and sustainable organizational performance were also established through the same correlation analysis.

3.8.3 Hypotheses Testing

Hypothesis testing is useful in determining whether the alternative hypothesis is supported and the null hypothesis is rejected. The null hypothesis (H_0) will be rejected when the significance level p-value is less than 0.05 and the alternative hypothesis (H_1) will be accepted when the p-value is greater than 0.05 (Sekaran and Bougie, 2016). To test the fitness of the models, a coefficient of determination R^2 was used to measure reliability of the regression model. R-square or coefficient of determination showed the percentage variation in sustainable organizational performance as explained by all the talent management practices' variables together. Specifically, it was used to explain how independent variable predicts the level of dependent variable. This was done by calculating the goodness of fit test of data representing both TM practices and sustainable organizational performance. The closer the R^2 value to 1 the better the regression model (Kumar, 2018). The fitness of the model was also determined by the p value less than 0.05 which was used to either reject or accept the null hypothesis.

In order to test hypotheses Ho₁- Ho₆, regression analyses were performed. In the regression analysis technique, the five talent management practices were regressed on sustainable organizational performance. The multiple linear regression analysis was also run to show the relationships between the effect of talent management practices and sustainable organizational performance. Organization culture (moderator variable) was then introduced to determine the moderated influence on the effect of talent management practices on sustainable organizational performance.

3.8.3.1 Simple Linear Regression Models

The study used a number of simple linear regression models to determine the relationship between each of the talent management practices and sustainable organizational performance in Chartered Universities in Kenya. Five equations were used to examine the five talent management practices on sustainable organizational performance.

The study was guided by the simple regression models were:

$$Y = \beta_0 + \beta_1X_1 + e \dots\dots\dots \text{Equation 3.1}$$

$$Y = \beta_0 + \beta_2X_2 + e \dots\dots\dots \text{Equation 3.2}$$

$$Y = \beta_0 + \beta_3X_3 + e \dots\dots\dots \text{Equation 3.3}$$

$$Y = \beta_0 + \beta_4X_4 + e \dots\dots\dots \text{Equation 3.4}$$

$$Y = \beta_0 + \beta_5X_5 + e \dots\dots\dots \text{Equation 3.5}$$

Where: Y = Sustainable Organizational Performance (the outcome variable)

β_0 - y-intercept (constant)

β_1 - Beta coefficient

X_1 - Talent Attraction Practice

X_2 - Talent Development Practice

X_3 - Talent Retention Practice

X_4 - Career Management Practice

X_5 - Succession Planning Practice

$\beta_1, \beta_2, \beta_3, \beta_4$ and β_5 are the regression coefficients (variable coefficients)

ε - Error term

3.8.3.2 Multiple Linear Regression

Multiple linear regression model was adopted to determine the causal relationship between talent management practices and sustainable organizational performance as was guided by the general multiple regression analysis equation

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon \dots\dots\dots \text{Equation 3.6}$$

Where:

Y - The outcome variable (the dependent variable); Sustainable Organizational Performance

X- The predictor variable (the independent variable); Talent Management Practices

X_1 - Talent Attraction Practice

X_2 - Talent Development Practice

X_3 - Talent Retention Practice

X_4 - Career Management Practice

X₅ - Succession Planning Practice

β₀ - y-intercept (constant),

β₁, β₂, β₃, β₄ and β₅ are the regression coefficients (variable coefficients)

ε - Error term

3.8.3.3 Moderated Multiple Regression Equation

To test the moderating effect of organization culture on the relationship between talent management practices and sustainable organizational performance, the study utilized Moderated Multiple Regression (MMR) Equation. To test the moderating influence, Equation 3.6 which was generated in the multiple regression analysis was used as input in Equation 3.7 (Moderated Multiple Regression).

The analysis in Equation 3.7 involved introduction of an interaction variable (organization culture) between talent management practices and sustainable organizational performance which was given by standardized product of talent management practices and sustainable organizational performance (X*Z) as given in Equation 3.7. In order to determine moderation presence, the Multiple Regression Model (MRM) - Equation 3.6 was compared with the Moderated Multiple Regression Model (MMRM)- Equation 3.7:

Where:

$$Y = \beta_0 + \beta_6 X + \beta_7 Z + \beta_8 (X * Z) + \varepsilon \dots\dots\dots \text{Equation 3.7}$$

Y - Sustainable Organizational Performance,

X - f_x [Mean (Talent Management Practices (Attraction, Development, Retention, Career Management and Succession Planning))]

$$X = f_x [\text{Mean } (x_1, x_2, x_3, x_4, x_5)]$$

Z - The hypothesized Moderator (Organization Culture)

β_0 is the intercept of the line of best of fit which represents the value of Y when X=0,

β_6, β_7 and β_8 are the regression coefficients of X, Z and X*Z respectively in Equation 3.7

X*Z is the interaction term between the predictor variable (Talent management practices and the moderator variable (Organization Culture)).

The regression coefficient for the interaction term, β_8 , provides an estimate of the moderation effect. If β_8 is statistically different from zero, there is significant moderation of the X*Y relation in the data. In addition, moderation effect exists when there is a statistically significant change in the R^2 (coefficient of determination). A moderator variable is a third variable which may affect the strength of the relationship between an independent and dependent variable (Namazi & Namazi, 2016). It is supported if the interaction of predictor and moderator on the outcome of the dependent variable is significant (Vij & Farooq, 2017). Namazi & Namazi, (2016) stated that before introducing a moderator into a model, the effect of a predictor on its outcome must exist and be significant. Hence, when a moderator enters the model, the causal effects will change due to some “interaction effect” between the predictor and moderator variable just entered.

Table 3. 2:
Objectives, Hypotheses, Analysis and Model Estimation

Research Objective	Hypothesis	Data Analysis and Model Estimation	Output	Hypothesis Testing
Objective1: Determine the relationship between Talent Attraction Practice and Sustainable Organizational Performance	H ₀₁ : There is no statistically significant relationship between Talent Attraction Practice and Sustainable Organizational Performance	-Simple regression analysis Y= $\beta_0 + \beta_1 X_1 + \epsilon$ Y= Sustainable organizational performance β_0 =Constant β_1 = Beta coefficient, X ₁ = talent attraction practice, ϵ = Error term	-Coefficient of determination (R ²) showed the variation in sustainable organizational performance explained by talent attraction practice. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine individual significance of the study variables	Reject H ₀₁ if p-value is \leq 0.05
Objective 2: Establish the relationship between Talent Development Practice and Sustainable Organizational Performance	H ₀₂ : There is no statistically significant relationship between Talent Development Practice and Sustainable Organizational Performance	-Simple regression analysis Y= $\beta_0 + \beta_2 X_2 + \epsilon$ Y= Sustainable organizational performance β_0 =Constant β_2 = Beta coefficient, X ₂ = talent development practice, ϵ = Error term	-Coefficient of determination (R ²) showed the variation in sustainable organizational performance explained by talent development practice. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine individual significance of the study variables	Reject H ₀₂ if p-value is \leq 0.05

Research Objective	Hypothesis	Data Analysis and Model Estimation	Output	Hypothesis Testing
Objective 3: Examine the relationship between Talent Retention Practice and Sustainable Organizational Performance	H ₀₃ : There is no statistically significant relationship between Talent Retention Practice and Sustainable Organizational Performance	-Simple regression analysis Y= $\beta_0 + \beta_3 X_3 + \epsilon$ Y= Sustainable organizational performance β_0 =Constant β_3 = Beta coefficient, X ₃ = talent retention practice, ϵ = Error term	-Coefficient of determination (R ²) showed the variation in sustainable organizational performance explained by talent retention practice. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine individual significance of the study variables	Reject H ₀₃ if p-value is \leq 0.05
Objective 4: Establish the relationship between Career Management Practice and Sustainable Organizational Performance	H ₀₄ : There is no statistically significant relationship between Career Management Practice and Sustainable Organizational Performance	-Simple regression analysis Y= $\beta_0 + \beta_4 X_4 + \epsilon$ Y= Sustainable organizational performance β_0 =Constant β_4 = Beta coefficient, X ₄ = talent development practice, ϵ = Error term	-Coefficient of determination (R ²) showed the variation in sustainable organizational performance explained by career management practice. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine individual significance of the study variables	Reject H ₀₄ if p-value is \leq 0.05
Objective 5: Establish the relationship between Succession Planning Practice and Sustainable Organization Performance	H ₀₅ : There is no statistically significant relationship between Succession Planning Practice and Sustainable Organizational Performance	-Simple regression analysis Y= $\beta_0 + \beta_5 X_5 + \epsilon$ Y=Sustainable organizational performance β_0 =Constant β_5 = Beta coefficient, X ₅ = succession planning practice, ϵ = Error term	-Coefficient of determination (R ²) showed the variation in sustainable organizational performance explained by succession planning practice. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine	Reject H ₀₅ if p-value is \leq 0.05

Research Objective	Hypothesis	Data Analysis and Model Estimation	Output	Hypothesis Testing
Objective 6(a): Investigate the moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance	H _{06a} : There is no statistically significant relationship between talent management practices and Sustainable Organizational Performance	$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$ Where: Y= sustainable organizational Performance, β_0 = intercept, $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = Beta Coefficients X=Talent Management Practices [TAP, TDP, TRP, CMP and SPP] and ε = Error term	individual significance of the study variables -Coefficient of determination (R^2) showed the variation in sustainable organizational performance explained by talent management practices. F-test and p-values helped to assess the overall robustness of the regression model t-test and p-values helped to determine individual significance of the study variables	Reject H _{06a} if p-value is ≤ 0.05
Objective 6b: Investigate the moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance	H _{06b} : There is no statistically significant moderating influence of Organization culture on the relationship between talent management practices and Sustainable Organizational Performance	$Y = \beta_0 + \beta_6 X + \beta_7 Z + \beta_8 X*Z + e$ Where: Y= sustainable organizational Performance, β_0 = intercept, $\beta_6, \beta_7, \beta_8$ = Beta Coefficients X=Talent Management Practices [<i>f</i> mean (x_1, x_2, x_3, x_4, x_5)], Z= Organization culture, and X*Z= Interaction term ε = Error term	ΔR^2 revealed the variation in sustainable organizational performance which is due to the introduction of the interaction term (Int. TMP*OC). F test and p-values helped to assess the overall robustness of the model t-test and p-values helped to determine individual significance of the study variables	Reject H _{06b} if p-value is ≤ 0.05 and if there is ΔR^2

Table 3. 3:
Operationalization of Variables

Variable	Main construct	Operationalization (sub-constructs)	Measurement	Instrument
Independent	Talent Attraction Practice	<ul style="list-style-type: none"> ▪ Employer branding ▪ Recruitment & Selection ▪ Employee Value Proposition ▪ Future Prospects ▪ Competitive compensation ▪ Job security 	Five-Point Likert Scale	Questionnaire
Independent	Talent Development Practice	<ul style="list-style-type: none"> ▪ Individual Development ▪ Training & Development ▪ Linkages and Collaborations ▪ Leadership Development ▪ Workshops/Conferences/Seminars 	Five-Point Likert Scale	Questionnaire
Independent	Talent Retention Practice	<ul style="list-style-type: none"> ▪ Sabbatical Leave ▪ Employee Welfare Benefits ▪ Performance recognition and rewards ▪ Work Environment ▪ Manager-Employee Relationship ▪ Leadership Style ▪ Faculty Teaching Workload 	Five-Point Likert Scale	Questionnaire
Independent	Career Management Practice	<ul style="list-style-type: none"> ▪ Career Planning ▪ Career Counseling ▪ Career Growth and Progression ▪ Attainment of PhD Qualification ▪ Pedagogical Skill Development ▪ Promotion 	Five-Point Likert Scale	Questionnaire
Independent	Succession Planning Practice	<ul style="list-style-type: none"> ▪ Critical positions identification ▪ Successor Selection ▪ Successor Preparation ▪ Transition Plan ▪ Mentorship/Knowledge Transfer ▪ Succession Bench Strength 	Five-Point Likert Scale	Questionnaire
Moderator	Organization Culture	<ul style="list-style-type: none"> ▪ Innovation and risk taking, ▪ Detail Oriented, ▪ Outcome Oriented, ▪ People Oriented ▪ Team Oriented, ▪ Aggressiveness, and ▪ Stability 	Five-Point Likert Scale	Questionnaire
Dependent	Sustainable Organizational Performance	<ul style="list-style-type: none"> ▪ Rate of Change in Students' Enrolment 	Document Review Guide	Review tool

3.8.4 Data Presentation

The study results from descriptive and inferential statistics are presented using descriptive texts, number & percentages, tables, charts and graphs (Kumar, 2018). Text are the most common method of presenting quantitative research study findings and were used in this study to explain the results. Tables were used to present large amounts of detailed information in a small space and were extensively used to clarify text, provide visual relief, and served as quick points of reference (Kumar, 2018). Pearson's correlation matrix was used to show whether there were correlations between data sets on the study variables with a line of the best fit to show both positive and negative correlations. Pearson product moment correlation coefficient represented by R was used to test the relationship between variables while coefficient of determination represented by R^2 was used to test percentage variation of dependent variable that was as result of independent variable based on percentage. The F-Statistic and P values were used to confirm significance of the findings at p values less than 0.05.

3.9 Ethical Consideration

Ethics relate to moral choices affecting decisions, standards and behaviour and strict adherence (Greener, 2008) and Cohen et al., (2007). This study strictly adhered to ethical concerns in the entire study process. Prior to data collection, the researcher sought approval from all the fifty one Universities for authorization to collect data. Forty six out of the fifty one Chartered Universities granted permission for data collection. The researcher, using introductory letters obtained from the University School and Board of Graduate Studies, sought approval from National Commission for Science, Technology

and Innovation (NACOSTI); and University's Institutional Scientific and Ethical Review Committee (ISERC). The researcher provided all the respondents with letters of approval to collect data and assured them of privacy and confidentiality through an introductory letter. To ensure anonymity, the respondents were not required to disclose their names on the questionnaire and hence no personal identification of specific respondents as that helped in soliciting valid information on the study objectives. Further, the questionnaires did not contain questions on personal information.

The researcher assured the respondents of confidentiality of information through protection of data collected using passwords, encrypting when sending information over the internet, by ensuring anonymity of the respondents and their institutions. Physical questionnaires were identified by codes only known to the researcher while google forms were designed to be identified by their addresses through which the responses were received. Informed consent was ensured to allow for free participation. An informed consent form was provided to the respondents who were requested to show consent by either signing the consent form or ticking in the google form a designated place to show willingness or unwillingness to participate in the study. All in all, the researcher kept the identity of respondents anonymous to the extent possible, respected privacy of respondents, avoided any other practice that was considered unethical in research such as fraud, manipulation of responses, plagiarism and 'doctoring' of results were all avoided to the extent possible. Plagiarism was avoided by ensuring that any scholarly work cited was duly acknowledged and that was confirmed by use of antiplagiarism software to ensure compliance with the set threshold.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents study results, interpretation and discussion of the study on Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya. The results presented are in relation to the six study objectives which were to determine the relationship between talent attraction, development, retention, career management and succession planning practices with sustainable organizational performance. The section also presents findings on the moderating influence of organization culture on the relationship between talent management practices and sustainable organizational performance. The chapter commences with an analysis of the response rate and further presents discussions of the findings both descriptive and inferential statistics in relation to each study objective.

4.2 Response Rate

A total of fifty one (51) questionnaires were issued to the Registrars in charge of Human Resources or respective designates in all the fifty one (51) Chartered Universities as at 2020. Responses were received from Registrars from forty six (46) Universities representing 90.2% response rate which is higher than the acceptable threshold of 80% (Booker, Austin, & Balasubramanian, 2021). The response rate realized was adequate in achieving the study objectives. The response rate was as shown in Table 4.1.

Table 4. 1:
Response Rate

Description	Frequency	Percentage
Total questionnaires returned	46	90.2%
Total questionnaires not returned	5	9.8%
Total questionnaires distributed	51	100.0%

This high response rate was realized due to vigorous data collection exercise that combined use of research assistants who physically distributed and collected back the questionnaires, constant reminders through emails and phone calls as well as adoption of both physical questionnaires delivered through drop and pick and google forms shared via emails. In addition, the researcher utilized introductory letters, approval letters from the research institutions and other approval documents which improved the response rate as well as supporting ethical concerns.

4.3 Data Screening and Missing Value Analysis

Data collected must be scrutinized for duplications and incompleteness in responses and to eliminate outliers (Saunders et al., 2009) using the missing value analysis so as to eliminate and disregard the incomplete questionnaires. This is important because ignoring missing values may create biased estimate in the data analysis. The questionnaires were organized alphabetically and each assigned a unique identification number for easy reference. The questionnaires were checked for errors, outliers, missing values, out of range values and respondents misconduct. The questionnaires were assessed and no

respondent misconduct identified since none of the respondents marked the same answer for all the questions. The physical questionnaires were screened for double entries (multiple responses for one question). Errors in coding data which led to outliers were assessed and corrected by cross checking with filled questionnaires and replacing the incorrect codes with correct codes. In addition, using data analysis method in SPSS, coded data was screened for missing values and the results revealed three missing cases, missing completely at random due to one respondent failing to answer two questions and one other failing to answer one question. This represented 2.7% missing values identified in the data sample. The identified missing values were computed and replaced using a series mean (SMEAN) through imputation method in Statistical Package of Social Science software. Data collected was screened for completeness and coded in readiness for analysis.

4.4 Diagnostic Tests

Prior to running the regression analysis, important assumptions for the analysis were confirmed. The tests included: Tests of normality, multi-collinearity, heteroskedasticity and autocorrelation test.

4.4.1 Test of Normality of Data

Normality of data was confirmed through test of skewness and kurtosis and the findings were presented as indicated in Table 4.2.

Table 4. 2:
Normality Test Results

	N	Mean	Std. Deviation	Skewness	Std. Error	Kurtosis	Std. Error
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
TAP	46	4.0293	.76139	-.848	.350	.317	.688
TDP	46	4.0687	.70066	-1.087	.350	1.577	.688
TRP	46	3.8302	.61646	-.986	.350	1.658	.688
CMP	46	3.9550	.79127	-1.308	.350	1.266	.688
SPP	46	3.6922	.95524	-.594	.350	-.918	.688
OC	46	4.2120	.86775	-.982	.350	.205	.688
SOP	46	.4549	.41011	.012	.350	-1.896	.688

Table 4.2 indicated the mean, median, mode, standard deviation, skewness and kurtosis. The standard error of skewness (0.350) and standard error of Kurtosis (0.688) both fall within the range +/-2 which is desirable for the normal distribution of data hence this data follows a normal distribution. This revealed that talent attraction practice, talent development practice, talent retention practice, career management, succession planning, organization culture and sustainable organizational performance were normally distributed as shown by results.

4.4.2 Variance Inflation Factor for Multi-collinearity

Multicollinearity test using Variance Inflation Factors (VIF) was conducted to measure correlation level between multiple predictor variables. Specifically, the test was used to confirm existence of a high correlation between the study variables. Generally, it is commonly known as a rule of thumb that VIFs of 10 or any value more than 5.0 points at problems with multicollinearity which affect the study outcomes (Zikmund et al., 2013). Saunder et al., 2009 suggest that multicollinearity discovered lead to revision of the

variables either removing one of the variables or replacing one with a new variable or creating one that takes care of the two correlated variables. Since there was no multicollinearity detected as evidenced by the VIF values in Table 4.3, all the variables of the study were retained for regression analysis.

Table 4. 3:
VIF Test for Multi Collinearity

Model		Standardized Coefficients			Collinearity Statistics	
		Beta	t	Sig.	Tolerance	VIF
1	(Constant)		-5.024	.000		
	TAP	.635	4.334	.000	.360	2.778
	TRP	.052	.393	.696	.442	2.263
	TDP	.219	1.598	.118	.413	2.419
	CMP	-.391	-2.974	.005	.447	2.240
	SPP	.312	2.416	.020	.465	2.152

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

Table 4.3 showed the VIF test results which were all below 3 with the highest value at 2.778 and the lowest value at 2.152. Since all the variables, the predictors of TMP depicted that all the values were within the acceptable range of less than 10 as per the general rule, the model therefore did not suffer from multicollinearity problems. The study concluded no multicollinearity within the data as was evidenced by tolerance ($T > 0.2$) and Variance Inflation Factor ($VIF < 10$) (Field, 2009).

4.4.3 Breusch-Pagan Heteroskedasticity Test

Heteroskedasticity (non-constant error term) was confirmed by Breusch-Pagan test. The Breusch Pagan Test was based on two hypotheses; H_0 : Heteroskedasticity is not present and H_A : Heteroskedasticity is present. The general rule of the thumb is that, the null hypothesis cannot hold and is rejected when the p-value is less than the significance level (i.e. $\alpha = .05$) and hence a confirmation that heteroscedasticity is evident in the model. From Table 4.4 below, the Breusch-Pagan test for heteroscedasticity findings showed a p value of 0.872, a value greater than 0.05 hence the null hypothesis was accepted and a confirmation that heteroscedasticity was absent.

Table 4. 4:
Breusch Pagan Test of Heteroskedasticity

ANOVA ^a					
Model		Sum of Squares	df	Mean Square F	Sig.
1	Regression	.008	5	.002	.362
	Residual	.175	40	.004	.872 ^b
	Total	.183	45		

a. Dependent Variable: SOP

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

4.4.4 Durbin-Watson Test for Auto-Correlation

To test for autocorrelation, the study adopted Durbin Watson (DW) statistic (d). The d values can be a value which falls between 0 and 4 but acceptable between the two critical values of $1.5 < d < 2.5$. The results were shown in Table 4.5.

Table 4. 5:
Durbin Watson Test for Autocorrelation

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.831 ^a	.691	.652	.24194	2.283

a. Predictors: (Constant), SPP, CMP, TRP, TDP, TAP
c. Dependent Variable: SOP

From Table 4.5 above, d value was 2.283 falling within the range of $1.5 < d < 2.5$ hence acceptable. The value was neither below 1 nor above 3 an indication of no autocorrelation.

4.4.5 Test of Linearity and Correlation

Test of linearity was confirmed by conducting correlation analysis to establish the existing relationships between the study variables (independent-talent management practices) and moderator-organization culture with the dependent-sustainable organizational performance). In addition, the interrelationship between talent management practices, organization culture and sustainable organizational performance were also established through the same correlation analysis. Table 4.6 showed the linearity and correlation results.

Table 4. 6:
Correlation Matrix

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

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

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

Table 4.6 confirmed existence of linear relationship between the variables as indicated by the Pearson's correlation values. The coefficient values indicated the level of correlations that existed between all the study variables. The findings confirmed statistically significant (p values) and strong positive correlations (coefficient of correlation-r) between all the individual dimensions of talent management practices and sustainable organizational performance in Chartered Universities in Kenya. Talent attraction practice and sustainable organizational performance ($r = 0.751, p = 0.000 < 0.05$); significant positive correlation between talent development practice and sustainable organizational performance in Chartered Universities in Kenya ($r = 0.610, p = 0.000$); significant positive correlation between talent retention practice and sustainable organizational performance in Chartered Universities in Kenya ($r = 0.619, p = 0.000$); significant low positive correlation between career management practice and sustainable organizational performance in Chartered Universities in Kenya ($r = 0.392, p = 0.007$); significant positive correlation between succession planning practice and sustainable organizational performance in Chartered Universities in Kenya as shown by ($r = 0.648, p = 0.000$); significant strong positive correlation between organization culture and sustainable organizational performance in Chartered Universities in Kenya ($r = 0.778, p = 0.000$).

The findings implied existence of an association between all the predictor variables (TAP, TRP, TDP, CMP and SPP) with the outcome variable (SOP). The findings further inferred that change in TAP, TRP, TDP, CMP, SPP and OC cause respective change in SOP in the same direction. However the association between SOP and CMP was positive and significant at a p value of 0.007 but weak at $r=0.392$. This implied that possibly the

University had not effectively embraced career management practices. In addition the correlation coefficients among all the independent variables were all below 0.8 with the highest at 0.755 confirming absence of multicollinearity. Multi-collinearity becomes a challenge when the correlation coefficients between the exogenous and endogenous variables exceed a threshold of 0.90 (Adejare, 2022). Field (2009) also supports that high correlation occurs when a correlation coefficient is above 0.80 or 0.90

4.5 Descriptive Analysis of the Study Variables

Data was analyzed descriptively to establish the summary characteristics from responses on talent management practices (attraction, development, retention, career management, succession planning), organization culture and the analysis findings of sustainable organization performance respectively. The descriptive analysis results were mainly achieved by determining the mean ratings, standard deviation and percentages. The mean assisted in providing the general perception of the respondents, the standard deviation showed the variation of the values from the mean and percentages showed the frequency of the responses and their distribution ranging from strongly agree-5 to strongly disagree -1. Descriptive statistics were preferred because they facilitate faster data visualization.

4.5.1 Talent Attraction Practice

The study objective No. 1 was to determine the relationship between talent attraction practice and sustainable organizational performance. Talent attraction practice was examined through determination of mean, standard deviation and percentages mean. The descriptive results are shown by in Table 4.7.

Table 4. 7:
Descriptive Analysis of Talent Attraction Practice

Statement	Strongly				Strongly	Mean	Std. Deviation
	Agree	Agree	Neutral	Disagree	Disagree		
My University is highly preferred as an employer of choice hence attracts competent candidates	34.8%	41.3%	15.2%	6.5%	2.2%	4.000	0.989
My University has an open recruitment and selection process that attracts the best candidates	43.5%	32.6%	17.4%	6.5%	0.0%	4.130	0.934
Potential applicants believe my University is able to offer them value that enhances their satisfaction	37.0%	45.7%	15.2%	2.2%	0.0%	4.174	0.769
My University offers future prospects to the academic staff which enhances their commitment	37.8%	44.4%	6.7%	11.1%	0.0%	4.089	0.949
My University has a competitive compensation structure that attracts most applicants, motivates and contributes to their retention	19.6%	39.1%	32.6%	6.5%	2.2%	3.674	0.944
My University guarantees job security for its academic staff hence retains the right talents	41.3%	37.0%	13.0%	8.7%	0.0%	4.109	0.948

The study sought to determine whether employer branding, open recruitment process, employee value proposition, job prospects, competitive compensation structure and job security were critical practices in talent attraction in Chartered Universities in Kenya. From the findings in Table 4.7 it was revealed that employer branding was a critical determinant of talent attraction. This was supported by majority of the respondents, 41.3% who agreed and 34.8% who strongly agreed with the statement that their University was regarded as an employer of choice to attract competent candidates and 15.2% were undecided; they remained neutral about the statement while 6.5% disagreed and a smaller proportion of 2.2% represented those who strongly disagreed.

The indicator also recorded a mean score and standard deviation of (Mean=4.000 and S.D=0.989). The mean value of 4.000 implied an average score of 4 implying that generally the respondents agreed with the statement and the standard deviation depicted low variation of the values from the mean. In terms of open recruitment and selection process, 43.5% strongly agreed with the statement, 32.6% agreed, 17.4% neither agreed nor disagreed and 6.5% disagreed. The average score of $M=4.130$ and $S.D=0.934$ depicted that majority of the respondents generally agreed with the statement and the standard deviation depicted low variation of the values from the mean. Majority of the respondents believed that potential applicants perceived their Universities as being able to offer value that enhances satisfaction. This was supported by 37.0% who strongly agreed, 45.7% who agreed. However, 15.2% were undecided and 2.2% disagreed with the statement. The mean score for the element on value proposition was the highest

among all the talent attraction parameters and the standard deviation depicted low variation of the values from the mean.

In relation to job prospects, 37.8% strongly agreed and 44.4% agreed that there were future prospects and so exhibited commitment to their duties. 11.1% of the respondents did not see any future prospects while 6.7% neither agreed nor disagreed. The mean score was (mean=4.089) implying general agreement by most of the respondents were convinced that opportunities for future job openings were available for grabs. In considering compensation structure, 19.6% of the respondents strongly agreed that compensation structure was a factor in attraction for retention, 39.1% supported by agreeing with the statement, 32.6% were neutral about the statement and 6.5% disagreed and 2.2% strongly disagreed. This factor recorded the lowest mean value of 3.674 implying that among the factors contributing to talent attraction, respondents perceived the compensation structure for Universities as less attractive. The findings further revealed that 41.3% strongly agreed that Universities offer job security to their academic staff, 37.0% agreed, 13% were undecided and 8.7% disagreed with the statement. The mean score value was high at 4.109 and standard deviation at 0.948. The standard deviation depicted low variation of the values from the mean.

The results agreed with the findings of Mujtaba & Mubarik (2022), Ansar (2018) and Humaid (2018) that a good brand image contributes to attraction of the best talent. These findings imply that brand image is a significant factor in talent attraction and universities therefore should focus more on improving the image of their institutions as a way of

attracting talents to the organization. Lyria, Namusonge and Karanja (2017) found that proper recruitment helped in getting the right employees for the right jobs at the right time. In addition Adejare (2018) found that the lowest response was evidenced on item compensation, which showed that financial motivation offered by Universities may not be sufficient to attract employees.

4.5.2 Talent Development Practice

The study objective No. 2 was to establish the relationship between Talent Development Practice and Sustainable Organizational Performance. Talent development practice was examined using descriptive methods such as percentages, mean and standard deviation. Table 4.8 shows the descriptive results shows the descriptive results of all the six constructs of talent development practice.

Table 4. 8:
Descriptive Analysis for Talent Development Practice

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.
My University supports professional development of individual academic staff that supports growth of the organization	39.1%	41.3%	8.7%	10.9%	0.0%	4.087	0.962
My University has training and development programmes to enhance faculty skills, knowledge, experience and abilities	43.5%	30.4%	21.7%	4.3%	0.0%	4.130	0.909
My University supports Talent Development through encouraging linkages and collaborations	34.8%	43.5%	19.6%	0.0%	2.2%	4.087	0.865
My University invests in leadership skills development for academic staff	37.0%	37.0%	15.2%	6.5%	4.3%	3.957	1.095
Members of faculty are supported to attend workshops/conferences and seminars for personal and organizational growth	39.1%	37.0%	17.4%	6.5%	0.0%	4.087	0.915
My University encourages academic staff to take sabbatical leave	28.3%	54.3%	13.0%	4.3%	0.0%	4.065	0.772

From Table 4.8, 39.1% of the respondents strongly agreed with the statement that Universities were supporting individual professional development for the academic staff, 41.3%, 8.7% were undecided and 10.9% disagreed with the statement. The mean score value was 4.087 implying that a greater majority felt that Universities were concerned with individual professional development. The standard deviation was 0.962 depicting a low variation of the values from the mean. In terms of training and development programmes being in place to enhance faculty skills, knowledge, experience and abilities, 43.5% of the respondents strongly agreed with the statement, 30.3% agreed, 21.7% were neutral while 4.3% disagreed. The mean score was 4.130 and that was the highest mean score among all the six parameters of talent development.

In terms of encouraging linkages and collaborations, the mean score value was 4.087 and standard deviation 0.865. The respondent who strongly agreed with the statement comprised of 34.8%, 43.5% agreed, 19.6% were neutral about the statement and 2.2% strongly disagreed implying that majority of the respondents perceived Universities as encouraging linkages and collaborations as a means of faculty development. On leadership skill development, 37.0 % of the respondents strongly agreed with the statement, a similar proportion of 37.0% also agreed with the statement, 15.2 were neutral, 6.5% disagreed and 4.3% strongly disagreed. The mean value was the lowest among the talent development parameters (mean=3.957) implying that, generally, respondents as fairly focusing in leadership skill development for the faculty staff. The standard deviation was S.D=1.095 which depicted low variation of the values from the mean. This pointed out to a concern on leadership development that Universities seemed

to pay little attention to leadership skill development. Adejare (2022) finding on supervisory support also recorded a low average score of 3.41, implying that the universities needed to improve supervisory support more effectively for talent development.

On faculty attendance to workshops/conferences/seminars, 39.1% strongly agreed with the statement, 37.0% agreed, 17.4% remained neutral about the statement while 6.5% disagreed. The mean scored recorded was 4.087 hence a critical contributor to talent development. The standard deviation was 0.915 which depicted low variation of the values from the mean. On sabbatical leave, 28.3% strongly agreed, 54.3% agreed that Universities encourage staff to take sabbatical leave, 13% of the respondents were undecided and 4.3% disagreed. The average mean score was 4.065 and standard deviation recorded at 0.772 showing a low variation of the values from the mean. The results were in agreement with Adejare (2022) who established in his study that paid study leave also had a high response of 4.01. The findings further agreed with Humaid (2018) in a study conducted in the banks that, banks were keen on creating developmental opportunities for staff. Lyria, Namusonge & Karanja (2018) agreed that learning and development strategies boost organizational performance. The researchers emphasized the need for individual and organization development in order to keep pace with the fast changing environment needed to adapt in order to remain sustainable.

4.5.3 Talent Retention Practice

The study objective No. 3 was to establish the relationship between talent retention practice and sustainable organizational performance. Talent retention practice was examined using descriptive methods such as percentages, mean and standard deviation.

Table 4.9 showed the results as were established.

Table 4. 9:
Descriptive Analysis for Talent Retention Practice

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.
My University has an attractive benefits package which is the reason for majority of staff not leaving the University	21.7%	43.5%	26.1%	6.5%	2.2%	3.761	0.947
My University rewards notable performance	21.7%	34.8%	37.0%	6.5%	0.0%	3.717	0.886
My University has a good working conditions that has enabled it to retain the right talents	30.4%	39.1%	28.3%	0.0%	2.2%	3.957	0.893
My University has created a cordial manager-employee relationship	21.7%	47.8%	21.7%	4.3%	4.3%	3.783	0.987
My University has adopted effective leadership style that encourages faculty engagement	26.1%	56.5%	15.2%	2.2%	0.0%	4.065	0.712
Members of the faculty feel that the teaching workload is manageable	13.0%	54.3%	23.9%	6.5%	2.2%	3.696	0.866

Table 4.9 revealed that 21.7% of the respondents strongly agreed that Universities had attractive employee benefits package prompting majority of staff to stay on, 43.5% agreed, 26.1% were neutral and 6.5% disagreed and 2.2% strongly disagreed with the statement. The mean score was 3.761 implying that generally, majority of the respondents moderately agreed with the statement. The results further implied that most of the respondents felt that Universities paid less attention on ensuring attractive benefits package that could contribute to employee retention. The standard deviation was 0.947 depicting a low variation of the values from the mean. The findings matched those of Lyria, Namusonge & Karanja (2017) who agreed that attractive non-monetary rewards in listed companies in Kenya was an essential contributor to talent retention and further pointed out that Herzberg's hygiene factors were also key to talent retention. They emphasized that the only way for organizations to retain employees was to ensure that employees are competitively compensated. In contrary, Humaid (2018) in his study established the highest mean score on responses about offering attractive non-monetary rewards to employees.

On rewarding notable performance, 21.7% of the respondents strongly agreed with the statement, 38.4% agreed, 37.0% were undecided and 6.5% implying that many of the respondents were not sure whether Universities were keen on rewarding notable performance. The mean score was also the second lowest at a value of 3.717 and standard deviation at 0.886 showing a low variation of the values from the mean. In terms of work environment, 30.4.5% strongly agreed and 39.1% agreed that the work environment had enabled most Universities to retain the right talent. This could be attributed to the fact

that the work environment at Universities is relatively calm since staff are normally concerned with teaching and research compared to toxic environments characterized by politics. A small proportion of the respondents, 28.3% were neutral about the statement and 2.2% strongly disagreed. The mean score for the item on work environment was relatively low at 3.957 and standard deviation 0.893 which showed a low variation of the values from the mean. The findings by Humad (2018) ranked work environment as the second most important factor that determines motivation and retention of talent. In establishing whether Universities created cordial manager-employee relationships, it was revealed that 21.7% strongly agreed with the statement, 47.8% agreed, 21.7% were neutral and 4.3% disagreed with the statement. The mean score was moderately low at a value of 3.783 implying that majority of the respondents felt that Universities had not created cordial manager-employee relationships. The Universities needed to focus more on ensuring harmonious working relations to avoid getting into situations where employees leave because of their bosses. The standard deviation was 0.987 which implied a low variation of the values from the mean.

On leadership styles, the highest number of respondents 26.1% strongly agreed, 56.5% agreed, 15.2% remained neutral and 2.2% disagreed that their Universities adopted effective leadership style that encourage faculty engagement. The mean score was 4.065 implying that most Universities had adopted effective leadership styles that encouraged faculty engagement. The standard deviation of 0.712 depicted a low variation of the values from the mean. The findings agreed with those of Lyria, Namusonge & Karanja (2017) who established that leadership style was a critical predictor of talent retention.

Humaid (2018) concurred by emphasizing that creation of a culture that makes employees want to stay in an organization contributes greatly to talent retention. In relation to teaching workload, the results revealed that 13.0% strongly agreed and 54.3% agreed that the teaching workload manageable, 23.9% neither agreed nor disagreed and 6.5% disagreed and 2.2% strongly disagreed with the statement. The mean score on this parameter was 3.696 and standard deviation 0.866 depicting a low variation of the values from the mean. The findings probably implied that teaching workload is a significant predictor of talent retention and Universities needed to pay attention to it to ensure the faculty staff are assigned manageable workload to avoid dissatisfaction.

4.5.4 Career Management Practice

The study objective No. 4 was to establish the relationship between career management practice and sustainable organizational performance. Career management practice was examined using descriptive methods such as percentages, mean and standard deviation. Table 4.10 shows the descriptive results.

Table 4. 10:
Descriptive Analysis for Career Management Practice

Statement	Strongly Agree		Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.
	Agree	Agree					
My University has established career planning facilities for individual and organization growth	26.1%	50.0%	15.2%	4.3%	4.3%	3.8913	.99394
My University offers career counseling to academic staff to offer guidance on career growth	30.4%	34.8%	17.4%	15.2%	2.2%	3.7609	1.11922
Career development programmes are in place to support academic staff career advancement	28.3%	39.1%	26.1%	4.3%	2.2%	3.8696	.95705
My University supports academic staff to attain PhD qualifications within specified timelines	40.0%	35.6%	13.3%	11.1%	0.0%	4.0444	.99899
Members of the faculty are equipped with pedagogical skills for effective delivery of quality service	37.0%	47.8%	4.3%	8.7%	2.2%	4.0870	.98491
Assessments for promotion to higher ranks is fairly done	39.1%	43.5%	4.3%	10.9%	2.2%	4.0652	1.04141

From Table 4.10, 26.1% strongly agreed with the statement on career planning facilities, 50.0% agreed, 15.2% were neither agreed nor disagreed, 4.3% disagreed and a similar proportion of 4.3% disagreed with the statement. The mean score was 3.8913 implying that a little more focus on the item was required. This implied that Universities had put in place career planning facilities to facilitate employee empowerment. The standard deviation was 0.99394 showing a low variation of the values from the mean

In terms of career counseling, 30.4% strongly agreed with the statement, 34.8% agreed that Universities offer career counselling to academic staff, 17.4% were undecided, 15.2% disagreed and 2.2% strongly disagreed with the statement. This implied that there was moderate agreement with the statement. The findings disagreed with those of Lyria, Namusonge & Karanja (2017) who found a greater percentage of 82% strongly agreeing while a small percentage of 6% being undecided. The mean score was 3.7609 implying that a little more focus on career counseling was required. The standard deviation was 1.11922 depicting a slightly high degree of variation of the values from the mean. In responding to existence of career development programmes to support career advancement, 28.3% strongly agreed with the statement, 39.1% agreed, 26.1% remained neutral, 4.3% disagreed and 2.2% strongly disagreed. The mean score was 3.8696 implying that the respondents moderately agreed. This further implied that Universities need to focus more on career growth and progression of its academic staff. The standard deviation of 0.95705 depicted a low variation of the values from the mean. In relation to supporting academic staff to attain PhD qualifications within specified timelines, 40.0% of the respondents strongly agreed that academic staff were supported to attain PhD

qualifications, 35.6% agreed, 13.3% remained neutral and another 11.1% disagreed with the statement.

The results implied that there was moderate agreement with the statement. The mean score was 4.0444 implying that Universities had in place mechanisms to fast track progress in attainment of PhD qualifications. The standard deviation of 0.99899 depicted a low variation of the values from the mean. To equip academic staff with pedagogical skills, 37.0% strongly agreed, 47.8% agreed that members of the faculty were equipped with pedagogical skills, 4.3% were undecided, 8.7% disagreed and another 2.2% disagreed. The mean score was 4.0870 which implied that Universities were perceived to value pedagogical skills and invest resources in equipping staff to enhance service delivery. The standard deviation of 0.98491 depicted a low variation of the values from the mean. In terms of promotion of academic staff 39.1% strongly agreed that promotion was fairly done, 43.5% agreed, 4.3% were neutral about the statement, 10.9% disagreed and 2.2% strongly disagreed with the statement. The mean score was 4.0652 implying that majority of the respondents felt that promotion of academic staff was fairly done. The standard deviation value was 1.04141 depicting a slightly high variation of the values from the mean.

4.5.5 Succession Planning Practice

The study objective No. 5 was to establish the relationship between succession planning practice and sustainable organizational performance. Succession planning practice was

examined using descriptive methods such as percentages, mean and standard deviation.

Table 4.11 shows the descriptive results.

Table 4. 11:
Descriptive Analysis for Succession Planning Practice

Statement	Strongly Agree	Agree	Neutra	Disagree	Strongly Disagree	Mean Dev.	Std.
Key competencies for critical academic positions are clearly known to all academic staff	30.4%	17.4 %	17.4%	32.6%	2.2%	3.717	1.148
My University systematically identifies high-potential academics early in their careers	26.1%	17.4 %	19.6%	34.8%	2.2%	3.652	1.120
My University ensures that the identified high potential academics are properly groomed in readiness for higher responsibilities	32.6%	15.2 %	6.5%	37.0%	8.7%	3.696	1.314
My University has created a concrete plan for smooth transition in case of turnover	21.7%	13.0 %	21.7%	41.3%	2.2%	3.674	1.034
Young academics are attached to experienced faculty for mentorship	26.1%	17.4 %	15.2%	39.1%	2.2%	3.696	1.113
My University prepares a pool of talent necessary for organizational success	28.3%	10.9 %	21.7%	34.8%	4.3%	3.717	1.129

Form Table 4.11, the results showed that in responding to knowledge on key competencies for critical academic positions, 30.4% strongly agreed, 32.6% agreed, 17.4% were undecided, a similar proportion of 17.4% disagreed and 2.2% strongly disagreed that key competencies for critical academic positions were clearly known to all academic staff. The mean score value was 3.717 and standard deviation was 1.148. The mean value realized implied that there was a general perception that members of the faculty were not well versed with key competencies for critical academic positions. The standard deviation was 1.148 which depicted that data was highly dispersed from the mean. In terms of systematically identifying high potential academics early in their careers, 26.1% strongly agreed, 34.8% agreed with the statement, 19.6% were neutral, 17.4% disagreed and 2.2% strongly disagreed that potential successors were identified early in their careers. The mean score recorded a value of 3.652 and the standard deviation was 1.120 depicting a slightly high variation of the values from the mean.

Concerning grooming of the identified potential academics, 32.6% strongly agreed, 37.0% agreed, 6.5% were undecided, 15.2% disagreed and 8.7% strongly disagreed. The mean value was 3.696 and standard deviation 1.314 showing a slightly high variation of the values from the mean. The average mean value implied that majority of the respondents felt that universities were probably not doing well in terms of identification and grooming of the identified successors for higher responsibilities. In responding to creation of concrete plans for smooth transition in case of turnover, 21.7% strongly agreed that the Universities had concrete plans, 41.3% agreed, 21.7% were undecided, 13.0% disagreed and 2.2% strongly disagreed. On average the responses scored a mean

of 3.674 and standard deviation 1.034 which depicted a slightly high variation of the values from the mean. This inferred that majority of the respondents felt that Universities were most likely not proactive in planning for transitions.

In relation to attaching young academics to experienced faculty for mentorship, 26.1% of the respondents strongly agreed, 39.1% agreed, 15.2% remained neutral, 17.4% disagreed and 2.2% strongly disagreed with the statement. The mean value was 3.696 and standard deviation 1.113 which depicted somewhat high variation of the values from the mean. This implied that with the greatest percentage remaining undecided, Universities most likely do not much in mentoring the young academics who are expected to take over from the aging experienced professors.

4.5.6 Organization Culture

The study objective No. 5 introduced a moderator variable which was organization culture, to determine its influence on the relationship between talent management practices and sustainable organizational performance. Organization culture was examined descriptively through percentages, mean and standard deviation whose results were as depicted in Table 4.12.

Table 4. 12:
Descriptive Analysis for Organization Culture

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
My University encourages a culture of innovation	6.5%	4.3%	17.4%	19.6%	52.2%	4.0652	1.21842
My University rewards performance of employees based on achievements and not seniority.	4.3%	4.3%	17.4%	23.9%	50.0%	4.1087	1.12008
My University is committed to providing services to customers that meet their needs and expectations	6.5%	4.3%	10.9%	21.7%	56.5%	4.1739	1.19823
My University values team work	4.3%	4.3%	8.7%	26.1%	56.5%	4.2609	1.08392
My University appreciates and values employees	2.2%	8.7%	13.0%	17.4%	58.7%	4.2174	1.11381
My University prides itself on being swift in adopting change that is responsive to customer needs	0.0%	6.5%	10.9%	26.1%	56.5%	4.3261	.92025
My University has extensive rules and regulations that employees are required to comply with	4.3%	2.2%	8.7%	26.1%	58.7%	4.3261	1.03396

Table 4.12 revealed that in terms of encouraging a culture of innovation, 52.2% strongly agreed that their Universities encouraged a culture of innovation, 19.6% agreed, 17.4 % were neutral and 4.3% disagreed and 6.5% strongly disagreed. The mean value was 4.0652 implying that majority of Universities demonstrated orientation towards innovation and risk taking. The standard deviation was 1.21842. In relation to rewarding performance based on performance and not seniority, 50.6% strongly agreed, 21.7% agreed, 10.9% remained neutral and 4.3% disagreed and 6.5% strongly disagreed. The mean score was 4.1087 indicated that majority of Universities demonstrated a culture of outcome orientation. The standard deviation was 1.19823 which depicted a somewhat high disparity of the values from the mean.

In terms of the University being committed to providing services to customers that meet their needs and expectations, 56.5% agreed, 21.7% agreed, 10.9% were undecided, 4.3% disagreed and 6.5% strongly disagreed. The mean value was 4.1739 indicated that majority of Universities agreed that they are detail oriented as they demonstrate an understanding of the customer needs and endeavour to exceed their expectations. The standard deviation was 1.19823 which depicted a slightly high variation of the values from the mean. Considering University valuing teamwork, 56.5% strongly agreed with the statement, 21.7% agreed 8.7% remained neutral, 4.3% disagreed and another 4.3% strongly disagreed. The mean score was 4.2609 which showed that majority of the Universities demonstrated that they valued teamwork. The standard deviation was 1.08392 which depicted a somewhat high disparity of the values from the mean. In terms

of Universities valuing and appreciating, 58.7% strongly agreed, 17.4% agreed, 13.0% remained neutral, 8.7% disagreed and 2.2% strongly disagreed.

The results implied that majority of the Universities valued people as critical assets of the University as shown by the mean value of 4.217 and the standard deviation was 1.11381 which depicted a slightly high variation of the values from the mean. In relation to being swift in adopting change that is responsive to customer needs, 56.5% of the respondents strongly agreed with the statement, 26.1% agreed, 10.9% were neutral and 6.5% disagreed. The results depicted that Universities demonstrated aggressiveness in adopting change responsive to customer needs. The standard deviation was 0.92025 showing a low variation from the mean. In terms of having extensive rules and regulations that employees are required to comply with to provide stability, 58.7% strongly agreed, 26.1% agreed, 8.7% remained undecided, 2.2% disagreed and 4.3% strongly disagreed. The results showed that majority of the universities ensured compliance with applicable laws and regulations hence ensured stability. The standard deviation was 1.03396 which depicted a slightly high variation of the values from the mean.

4.5.7 Talent Management Practices, Organization Culture and Sustainable Organizational Performance

The talent management practices (the independent variable) comprised of five dimensions (attraction, development, retention, career management and succession planning). Organization culture was the moderator variable and sustainable

organizational performance, the dependent variable. The results realized descriptively were as depicted in Table 4.13 below:

Table 4. 13:
Descriptive Analysis for Talent Management Practices

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
TAP	46	2.00	5.00	185.35	4.0293	.76139
TDP	46	2.00	5.00	187.16	4.0687	.70066
TRP	46	2.00	4.83	176.19	3.8302	.61646
CMP	46	2.00	5.00	181.93	3.9550	.79127
SPP	46	2.00	5.00	169.84	3.6922	.95524
OC	46	2.29	5.00	193.75	4.2120	.86775
SOP	46	.00	1.05	20.92	.4549	.41011

In Table 4.13 above, three dimensions revealed a mean score of above 4.0. These dimensions were talent attraction practice (Mean=4.0293), talent development practice (Mean=4.0678) and organization culture (mean=4.2120) which implied that majority of respondents showed a strong level of agreement about TAP, TDP and OC dimensions implying that the dimensions were well adopted in Universities in Kenya. Talent retention practice recorded a mean score value of 3.8302, career management practice recorded mean=3.9550 and succession planning practice mean=3.6922 implying that the practices were fairly adopted by Universities.

The descriptive statistics for the dependent variable represented the rate of change in students' enrolment with zero value for minimum depicting no rate change in enrolment for some Universities over the five year period and the maximum rate of change was depicted by 1.05%. The mean rate of change was shown by 0.4549 implying a minimal

rate of change in students' enrolment over a five year period. This could be attributed to a reasonable number of students opting to join Technical and Vocational Education Training Colleges. In terms of minimum and maximum scores, generally and averagely, the scores ranged between 2 (disagree) and 5 (strongly agreed). On average none of the responses showed strong disagreement with the statements cited. The standard deviations for the dimensions were as depicted in Table 4.13 above; TAP (S.D=0.76139), TDP (S.D=0.70066), TRP (S.D=0.61646), CMP (S.D=0.79127), SPP (S.D=0.95524), OC (S.D=0.86775) and SOP (S.D=0.41011). The standard deviation values for all the dimensions were less than one (1) implying that the response values depicted low variation from the mean. Generally, the values were clustered around the mean.

4.6 Inferential Statistics

Inferential statistics was conducted using correlation analysis to test interrelationship between talent management practices, organization culture and sustainable organizational performance as evidenced by the Pearson's correlation coefficient. Further, simple regression analyses of each talent management practice and sustainable organizational performance were determined. Finally, the direct and moderated effect regression models were analyzed to test the hypotheses formulated for the study.

Hypotheses Testing

The five regression equations related to the study variables were tested using simple linear regression analysis. The first Equation, 3.1 tested H_{01} : the association between

TAP and SOP; Equation 3.2 tested H_{02} : the association between TDP and SOP; Equation 3.3 tested H_{03} : the association between TRP and SOP; Equation 3.4 tested H_{04} : the association between CMP and SOP; and Equation 3.5 tested H_{05} : the association between SPP and SOP. The significance of the equations was tested at confidence level with p value at <0.05 . The beta coefficient (β) provided the direction and strength of the TMP on SOP in Chartered Universities in Kenya. Equation 3.6 tested $H_{06(a)}$, the collective effect of all the five dimensions of the talent management practices on sustainable organizational performance of Chartered Universities in Kenya. This equation was tested using Multiple Linear Regression (MLR) analysis which was eventually used to generalize the relationship between the predictor and outcome variables. Equation 3.7 tested H_{06b} , the moderation effect of OC on the relationship between talent management practices and sustainable organizational performance.

The hypotheses were tested at 95% confidence (5% significance level) using moderated multiple regression equation. Generally, three sets of regression models (simple, multiple and moderated multiple regression equations) were utilized and all generated goodness of fit parameters for confirming the suitability of the equations. Specifically, the equations produced correlation coefficient, R for determining the strength and direction, the coefficient of determination, R^2 for testing the degree of the variation in the variable relationship and F-value and p values for testing significance of the variable relationships.

4.6.1 Talent Attraction Practice and Sustainable Organizational Performance

Hypothesis 1: (H₀₁) stated that there is no statistically significant relationship between talent attraction practice and sustainable organizational performance in Chartered Universities in Kenya.

To assess the relationship between talent attraction practice and sustainable organizational performance of Chartered Universities in Kenya, simple linear regression model was utilized.

The model is represented by Equation 3.1 which may be expressed as

$$SOP = \beta_0 + \beta_1 (TAP) + e \dots\dots\dots\text{Equation 4.1}$$

The regression results are presented in Table 4.14.

Table 4. 14:
Talent Attraction Practice and SOP

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-1.175	.220		-5.343	.000
TAP	.404	.054	.751	7.541	.000

a. Dependent Variable: SOP

R=0.751

R Square=0.564

Adjusted R Square = 0.554

F Value = 56.861

P-Value = .000

Durbin =2.385

N=46

The regression results in Table 4.14 depicted the goodness of fit of the equation. The results revealed by correlation coefficient ($R=0.751$) confirmed that a strong and positive association existed between talent attraction practice and sustainable organizational performance. The R square (R^2) which is the coefficient of determination showed the proportion of variance in the dependent variable as was explained by the independent variable. The ($R^2=0.564$) indicated that 56.4% of the variances in sustainable organizational performance were explained by the variances in the talent attraction practices. This implied that the other 43.6% was attributed to other factors not explained by talent attraction practice.

The regression model fitted was:

$$Y = -1.175 + 0.404X_1 \dots\dots\dots\text{Equation 4.2}$$

Where

Y- Sustainable organizational performance; X_1 - Talent attraction practice

The results further showed a β coefficient of 0.404 which implied that, every 1 unit increase in talent attraction practice contributed to increase in sustainable organizational performance by 0.404. In addition, the results indicated that the influence of talent attraction practice on sustainable organizational performance in Chartered Universities in Kenya was significant ($F=56.862$; $p=0.000<0.05$). The p value (.000) being $<.05$, implied a statistically significant relationship between the predictor, TAP and the outcome variable, SOP and hence the null hypothesis was rejected. The results led to rejection of the null hypothesis (H_{01}) which stated that there is no statistically significant relationship

between TAP and SOP in Chartered Universities in Kenya and the alternative hypothesis that there is a statistically significant relationship between TAP and SOP in Chartered Universities in Kenya was therefore accepted and adopted. The findings showed that TAP significantly contributes to sustainable organizational performance in Chartered Universities in Kenya.

The findings were in agreement with a study on TAP and organizational performance by Mujtaba & Mubarik (2022), Kafetzopoulos, D., & Gotzamani, K. (2022), Adejare (2022) and Humaid (2018) who all found statistically significant relationship between talent attraction and sustainable organizational performance. Alam, Alam & Mubeen (2021) and Rop & Kwasira (2015) also agreed that talent attraction significantly contribute in explaining organizational performance. However, the results contradicted the findings by Al Aina & Atan (2020) which revealed that talent attraction had no impact on sustainable performance in a study conducted in real estate companies. Most probably, the real estate companies did not emphasize talent attraction policies as they could be having little or no concern about them. The small and medium sized real estate companies seemed not to identify talent at the early stage of attraction practices as was evidenced in the literature review. These significant findings implied that there was a direct effect of attracting talent to sustainable organizational performance. The findings implied that Universities require unique strategies to acquire talent which mainly include employer branding, promise of future prospects, recruitment on merit and employee value proposition. Universities should develop talent attraction policies and practices that can guide in talent attraction.

4.6.2 Talent Development Practice and Sustainable Organizational Performance

Hypothesis 2: (H₀₂) stated that there is no statistically significant relationship between talent development practices and sustainable organizational performance in Chartered Universities in Kenya.

To assess the relationship between talent development practice and sustainable organizational performance of Chartered Universities in Kenya, simple linear regression model was utilized.

The model is represented by Equation (3.2), which may be expressed as

$$SOP = \beta_0 + \beta_2 (TDP) + e \dots \dots \dots \text{Equation 4.3}$$

The results are presented in Table 4.15.

Table 4. 15:
Talent Development Practice and SOP

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-.997	.289		-3.454	.001
TDP	.357	.070	.610	5.103	.000

a. Dependent Variable: SOP

R=0.610
 R Square=0.372
 Adjusted R Square = 0.357
 F Value= 26.036
 P-Value = .000
 Durbin =2.153
 N=46

The regression results in Table 4.15 depicted the goodness of fit of the equation. The results revealed by correlation coefficient ($R=.610$) indicated that a strong and positive relationship existed between talent development practice and sustainable organizational performance. The R square (R^2) which is the coefficient of determination indicated the explanatory power of the independent variable. The ($R^2=.372$) indicated that 37.2% of the variances in sustainable organizational performance were explained by the variances in the talent development practices. This implied that the remaining 62.8% was explained by other factors other than TDP. The strong correlation coefficient of ($R=.610$) indicated that the predictor variable (TDP) had a strong and positive correlation with sustainable organizational performance.

The regression equation fitted is:

$$Y = -0.997 + 0.357X_2 \dots\dots\dots\text{Equation 4.4}$$

Where

Y- Sustainable organizational performance

X_2 - Talent development practice

The results also showed a β coefficient of .357 which implied that every 1 unit increase in talent development practice contributes 0.357 increase in sustainable organizational performance. In addition, the results indicated that the influence of talent development practice on sustainable organizational performance in Chartered Universities in Kenya was significant ($F=26.036$; $p<0.05$). The p value (.000) being $<.05$, implied a statistically

significant relationship between the predictor, TDP and the outcome variable, SOP and hence the null hypothesis was rejected. The null hypothesis (H_{02}) that there is no statistically significant relationship between TDP and SOP in Chartered Universities in Kenya was rejected and the alternative hypothesis that there is a statistically significant relationship between TDP and SOP in Chartered Universities in Kenya was therefore adopted. The results showed that TDP significantly contributed to sustainable organizational performance in Chartered Universities in Kenya.

In related studies, Mujtaba & Mubarik (2022), Kafetzopoulos & Gotzamani (2022), Owino (2022), Valentine & Rosemarie (2021), Bratto (2018) and Kamal (2017) all established that talent development had significant and positive influence on sustainable organizational performance. The findings were also in agreement with Jordan & Abzeed (2019) and Kehinde (2012) who also established a positive and significant relationship. In addition, the findings were consistent with the results established by Al Aina & Atan (2020) in a study on talent management strategies and organization sustainability in which talent development was found to have a positive and significant influence. However, Uddin & Arif (2016) in retail a sector revealed a significant but negative relationship between talent development and sustainable organizational performance. The findings implied that talent development is essential for the success of Universities and therefore they should endeavour to enhance the skills and competencies necessary for performance of the academic staff. Talent development practice is encouraged as it provides great opportunities for empowering talented employees to improve their skills necessary for prospective vacancies.

4.6.3 Talent Retention Practice and Sustainable Organizational Performance

Hypothesis 3: H₀₃: There is no statistically significant relationship between Talent Retention Practice and Sustainable Organizational Performance in Chartered Universities in Kenya

To assess the relationship between talent retention practice and sustainable organizational performance of Chartered Universities in Kenya, simple linear regression equation was utilized. The regression model is represented by Equation 3.3, which may be expressed as:

The results are presented in Table 4.16.

$$SOP = \beta_0 + \beta_3 (TRP) + e \dots\dots\dots \text{Equation 4.5}$$

Table 4. 16:
Talent Retention Practice and SOP

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-1.124	.305		-3.679	.001
TRP	.412	.079	.619	5.234	.000

a. Dependent Variable: SOP

R=0.619

R Square=0.384

Adjusted R Square = 0.370

F Value = 27.392

P-Value = .000

Durbin =2.198

N=46

The regression results in Table 4.16 depicted the goodness of fit of the equation. The results revealed by correlation coefficient ($R=.619$) indicated that a strong positive relationship existed between talent retention practice and sustainable organizational performance. The R square (R^2) which is the coefficient of determination indicates the explanatory power of the independent variable. The ($R^2=.370$) indicated that 37% of the variances in sustainable organizational performance were explained by the variances in the talent retention practices. This implied that the remaining 63% was explained by other factors other than TRP. The strong and positive correlation coefficient of ($R=.619$) indicated that the predictor variable (TRP) had a strong and positive correlation with sustainable organizational performance.

The regression model fitted is:

$$Y = -1.124 + 0.412X_3 \dots\dots\dots\text{Equation 4.6}$$

Where

Y- Sustainable organizational performance

X_3 -Talent retention practice

The findings further showed a β coefficient of 0.412 which implied that every 1 unit increase in talent retention practice contributes 0.412 increase in sustainable organizational performance. In addition, the results indicated that the influence of talent retention practice on sustainable organizational performance in Chartered Universities in Kenya was significant ($F=27.392$; $p<0.05$). The p value (.000) being $<.05$, implied a statistically significant relationship between the predictor, TRP and the outcome variable, SOP and hence the null hypothesis was rejected. The null hypothesis (H_{03}) that there is no

statistically significant relationship between TRP and SOP in Chartered Universities in Kenya was rejected and the alternative hypothesis that there is a statistically significant relationship between TRP and SOP in Chartered Universities in Kenya was therefore adopted. The results showed that TRP significantly contributed to sustainable organizational performance in Chartered Universities in Kenya. The results of this study were supported by Salau et. al., (2020) in a study on academic staff retention in which the results found a direct influence of academic staff retention on sustainable organizational performance.

This was further supported in a similar study by Kurdi & Alshurideh (2020). Mujtaba & Mubarik (2022), Owino (2022), Khan (2020), Valentine & Rosemarie (2021) and Humaid (2018) all established statistically positive relationships between talent retention and sustainable performance. Auranzeb and Bhutto (2016) emphasized that a significant relationship existed between talent retention and organizational performance. This was as per a study conducted in service-sector firm. In the contrary, the results were in contrast with the findings of Al Aina & Atan (2020) and Sareen & Mishra (2016) which demonstrated no statistically significant relationship between talent retention and sustainability performance in real estate companies. Literature review showed that real estate companies did not focus more on implementation of talent retention policies, as they seemed to have little or no concern about them. This implied that Universities did not emphasize implementation of TRP policies most probably due to the fact that remuneration structure for Universities is highly rationalized by the Salaries and Remuneration Commission and therefore may not be a priority.

4.6.4 Career Management Practice and Sustainable Organizational Performance

Hypothesis 4: Ho₄: There is no statistically significant relationship between Career Management Practice and Sustainable Organizational Performance in Chartered Universities in Kenya

To assess the relationship between career management practice and sustainable organizational performance of Chartered Universities in Kenya, simple linear regression equation was utilized.

The model is represented by Equation 3.4 which may be expressed as:

$$SOP = \beta_0 + \beta_4(CMP) + e \dots \dots \dots \text{Equation 4.7}$$

The results are presented in Table 4.17.

Table 4. 17:
Career Management Practice and SOP

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-.349	.290		-1.206	.234
CMP	.203	.072	.392	2.829	.007

a. Dependent Variable: SOP
 R=0.392
 R Square=0.154
 Adjusted R Square = 0.135
 F Value = 8.006
 P-Value = .007
 Durbin =2.330
 N=46

The regression results in Table 4.17 depicted the goodness of fit of the equation. The results revealed by correlation coefficient ($R=.392$) indicated that a weak positive relationship existed between career management practice and sustainable organizational performance. The R square (R^2) which is the coefficient of determination indicated the explanatory power of the independent variable. The ($R^2=.154$) indicated that 15.4% of the variances in sustainable organizational performance were explained by the variances in the career management practices. This implied that the remaining greater percentage of 84.6% was attributed to other factors other than CMP. The correlation coefficient of ($R=.392$) indicated that the predictor variable (CMP) had a weak but positive correlation with sustainable organizational performance.

The fitted equation is:

$$Y = -0.349 + 0.203X_4 \dots\dots\dots\text{Equation 4.8}$$

Where

Y- Sustainable organizational performance

X_4 - Career management practice

The results showed a β coefficient of 0.203 which implied that every 1 unit increase in career management practice contributed 0.203 increase in sustainable organizational performance. In addition, the results indicated that the influence of career management practice on sustainable organizational performance in Chartered Universities in Kenya was significant ($F=8.006$; $p<0.05$) but weak. The p value (.007) being $<.05$, implied a statistically significant relationship between the predictor, CMP and the outcome

variable, SOP and hence the null hypothesis was rejected. The null hypothesis (H_{04}) that there is no statistically significant relationship between CMP and SOP in Chartered Universities in Kenya was rejected and the alternative hypothesis that there is a statistically significant relationship between CMP and SOP in Chartered Universities in Kenya was therefore adopted. The results showed that CMP significantly contributes to sustainable performance in Chartered Universities in Kenya.

The results of the study indicated a statistically significant and positive influence of career management practice on sustainable organizational performance, as was revealed by other earlier researches conducted by Valentine & Rosemarie (2021), Auranzeb & Sana (2016), Dialoke, Chiavoghi & Ukoni (2016), Bagdadli & Gianecchini (2019) and Mark & Nzulwa (2018). The result pointed out that even though the results were statistically significant; the correlation was lower at only 39.3% implying that Universities most probably rarely recognized the importance of career management practices. Literature review showed that career management supported individual level and organizational development which implied that career management practices had the utmost impact on the sustainability and improvement of organizational performance. Effective career programmes had an important role in building sustainable organizations and for offering employees a meaningful focus for their future. This finding was also in support of Al Aina & Atan (2020) view that career management had a positive and significant impact on sustainable organizational performance an indication that career management was a critical contributor to sustainable organizational performance.

4.6.5 Succession Planning Practice and Sustainable Organizational Performance

Hypothesis 5: (Ho₅) There is no statistically significant relationship between Succession Planning Practice and Sustainable Organizational Performance in Chartered Universities in Kenya

To assess the relationship between succession planning practice and sustainable organizational performance of Chartered Universities in Kenya, simple linear regression equation was utilized.

The equation was represented by Equation 3.5 which may be expressed as:

$$SOP = \beta_0 + \beta_5 (SPP) + e \dots \dots \dots \text{Equation 4.9}$$

The results are presented in Table 4.18.

Table 4. 18:
Succession Planning Practice and SOP

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	-.572	.188		-3.041	.004
SPP	.278	.049	.648	5.637	.000

a. Dependent Variable: SOP

R=0.648

R Square=0.419

Adjusted R Square = 0.406

F Value = 31.773

P-Value = .000

Durbin =2.278

N=46

The regression results in Table 4.18 depicted the goodness of fit of the equation. The results revealed by correlation coefficient ($R=.648$) indicated that a strong and positive relationship existed between succession planning practice and sustainable organizational performance. The R square (R^2) which is the coefficient of determination indicated the explanatory power of the independent variable. The ($R^2=.419$) indicated that 41.9% of the variances in sustainable organizational performance were explained by the variances in the succession planning practices. This implied that the remaining 58.1% was explained by other factors other than SPP. The strong correlation coefficient of ($R=.648$) indicated that the predictor variable (SPP) had a strong and positive correlation with sustainable organizational performance.

The fitted regression equation was:

$$Y = -0.572 + 2.78X_5 \dots\dots\dots\text{Equation 4.10}$$

Where

Y- Sustainable organizational performance

X_5 - Succession planning practice

Moreover, the findings showed a β coefficient of .278 which implied that every 1 unit increase in succession planning practice contributes 0.278 increase in sustainable organizational performance. In addition, the results indicated that the influence of succession planning practice on sustainable organizational performance in Chartered Universities in Kenya was significant ($F=31.733$; $p<0.05$). The p value (.000) being $<.05$, implied a statistically significant relationship between the predictor, SPP and the outcome

variable, SOP and hence the null hypothesis was rejected. The findings assisted in confirming the null hypothesis (H_{05}) that there is no statistically significant relationship between SPP and SOP in Chartered Universities in Kenya was hence rejected and the alternative hypothesis that there is a statistically significant relationship between SPP and SOP in Chartered Universities in Kenya was therefore adopted. The results showed that SPP significantly contributed to sustainable performance in Chartered Universities in Kenya.

The findings were consistent with the results of Kiwira, Bengesi & Ndyetabula (2019) in a study conducted in family owned small and medium sized enterprises. Monyei et.al.,(2021), Ali, Mahmood & Mehreen (2019) and Ogbeide (2019) in similar studies also supported the findings This implied that Universities should recognize key positions and ensure matching of talented employees with such positions well in advance to ensure a talent pool for the organization both in the current and in the future supply in order to meet strategic objectives.

4.6.6 Talent Management Practices and Sustainable Organizational Performance

Hypothesis 6(a): ($H_{06(a)}$). There is no statistically significant relationship between Talent Management Practices and Sustainable Organizational Performance

Multiple linear regression analysis was conducted to determine the collective causal relationship between the five dimensions of talent management practices and sustainable organizational performance as was guided by the general multiple regression analysis equation given by Equation 3.6. The results are presented in Tables 4.19, 4.20 and 4.21.

Table 4. 19:*Talent Management Practices and SOP*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.831	.691	.652	.24194	.691	17.861	5	40	.000

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

From the results in Table 4.19, the correlation coefficient ($R=.831$) indicated that a strong and positive relationship existed between talent management practices and sustainable organizational performance. R is the multiple correlation coefficient which showed the measure of collective association of all the talent management variables with sustainable organizational performance. According to the findings in Table 4.19, the variables were strongly related as shown by a value of $R=0.831$ (83.1%). The R square (R^2) which is the coefficient of determination indicated the explanatory power of the independent variable.

The $R^2=0.691$ indicated that 69.1% variation of sustainable organizational performance in Chartered Universities in Kenya was due to the changes of talent attraction, talent retention, talent development, career management and succession planning. This implied that the remaining 30.1% was explained by other factors that affect sustainable organizational performance in Chartered Universities in Kenya that were outside the equation.

Table 4. 20:

ANOVA for Talent Management Practices and SOP

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

a. Dependent Variable: SOP

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

From Table 4.20, the ANOVA $p=0.000$ implied that the data was ideal for making conclusions on the population's parameter as the value of significance (p-value) was less than 5%. The F value was 17.861. The findings demonstrated that all the dimensions of the independent variable (talent attraction, talent retention, talent development, career management and succession planning) had a collective significant influence on sustainable organizational performance in Chartered Universities in Kenya ($F=17.861$ and $p=.000$). From the results, a significant relationship existed between the talent management practices (TAP, TDP, TRP, CMP and SPP) and sustainable organizational performance.

Using the Multiple Regression Equation, the findings indicated that collectively all the five dimensions of the predictor variable (the five talent management practices) significantly contributed to variations in the outcome variable, the sustainable organizational performance. The overall equation is significantly useful in explaining sustainable organizational performance.

Table 4. 21:

Multiple Regression Coefficient Results for TMP and SOP

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

a. Dependent Variable: SOP Sustainable Organizational Performance

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

Regression results in Table 4.21 indicated that each of the talent management practices had unique contributions to sustainable organizational performance. The fitted regression model is:

$$Y = -1.268 + 0.342X_1 + 0.128X_2 + 0.035X_3 + (-0.203)X_4 + 0.134X_5 \dots\dots\dots \text{Equation 4.11}$$

Where symbols are as defined in Equation 3.6.

Equation 4.11 revealed that holding the practices of talent attraction, talent retention, talent development, career management and succession planning constant, the variables would significantly influence organizational performance in Chartered Universities in Kenya as shown by a constant value of -1.268 as depicted in Table 4.21. From Table 4.21, direct association was identified between TAP ($\beta=0.342$), TDP ($\beta=0.128$), TRP

($\beta=0.035$) and SPP ($\beta=0.134$) with sustainable organizational performance as shown by the beta values which were positive. However, career management practice showed an indirect relationship with sustainable organizational performance as depicted by a negative beta value; CMP ($\beta=-0.203$) This implied that four dimensions of TMP have positive influence on SOP of Chartered Universities while one had a negative association. From the ANOVA results in Table 4.20 and the multiple regression coefficient model Table 4.21, the findings of the study indicated that the overall model of TM practices ($F=17.861$, $p=0.000$) had a significant and positive influence on SOP which agreed with most of the previous studies. The results supported a direct significant influence of talent management practices on sustainable organizational performance in Chartered Universities in Kenya.

It also depicted that the results of all the five dimensions of talent management practices contributed differently to sustainable performance of Chartered Universities in Kenya, namely, TAP ($\beta= 0.342$, $p = 0.000$), TDP ($\beta= 0.128$, $p = 0.118$), TRP ($\beta= 0.035$, $p = 0.696$), CMP ($\beta= -0.203$, $p = 0.005$) and SPP ($\beta=0.134$, $p=0.020$). Among the TMP, three variables; TAP ($\beta= 0.342$, $p = 0.000$), CMP ($\beta= -0.203$, $p = 0.007$) and SPP ($\beta=0.134$, $p=0.020$) found statistically significant influence on sustainable organizational performance with p values less than 0.05 while two variables; TDP ($\beta= 0.128$, $p = 0.118$) and TRP ($\beta= 0.035$, $p = 0.696$) found insignificant influence on sustainable organizational performance with p values more than 0.05. This explained that H_{01} , H_{04} and H_{05} demonstrated existence of statistically significant relationships and were

therefore rejected while H_{02} and H_{03} demonstrated non-existence of statistically significant relationships and were therefore accepted.

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

Moreover, Al Aina & Atan (2020) also echoed the finding that a high correlation existed between talent management practices and sustainable organizational performance in Chartered Universities in Kenya. The findings confirmed that talent management practices greatly contribute to organizational performance hence playing a critical role in ensuring sustainable performance of Chartered Universities in Kenya. The results in Table 4.21, showed that talent attraction practice was statistically significant to

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

The study results reflected those of Valentine & Rosemarie (2021), Mujtaba & Mubarik (2022), Kafetzopoulos & Gotzamani, (2022), Adejare (2022), Alam, Alam & Mubeen (2021) and Humaid (2018) who all found statistically significant relationship between talent attraction and sustainable organizational performance. The positive impact on sustainable performance implies that organizations require unique practices and strategies to acquire talent. The unique strategies may include employer branding, fairness in recruitment, employee value propositions, job security among others.

Previous studies that supported this finding argued that talent attraction is a critical exercise that requires focused analysis to identify, attract and select the best talent for an organization's critical positions. However, the findings contradict Al Aina & Atan (2020) the results showed that talent attraction had no impact on sustainable performance in a study conducted in real estate companies. Most probably, the real estate companies rarely

emphasized the importance of talent attraction policies as they could be having little or no concern about them. The small and medium sized real estate companies most were reported not to be keen on identifying talent at the early stage of attraction practices as was evidenced in the literature review. Further, the finding contradicted the results of Lyria, Namusonge & Karanja (2017) in a study of listed firms in Nairobi Stock Exchange who found that talent attraction had a positive but insignificant influence on organizational performance. This implied that the listed firms may have not given special attention to their talented employees and may be lacking policy on the management of talent.

The results of Talent development practice showed statistically insignificant relationship with sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.128$, $P = 0.118$) in Table 4.21. This implied that talent development practice had insignificant positive relationship with sustainable organizational performance in Chartered Universities in Kenya. This meant that a unit increase in the effectiveness of talent development practice led to an increase in organizational performance in Sustainable organizational performance in Chartered Universities in Kenya by 0.128 units. However, the influence of talent development was not significant on sustainable performance of Chartered Universities.

The finding contrasted majority of related studies Mujtaba & Mubarik (2022), Kafetzopoulos & Gotzamani (2022), Owino (2022), Valentine & Rosemarie (2021), Al Aina & Atan (2020), Bratto (2018) and Kamal (2017) arguments that talent development

had a positive and significance influence on sustainable organization performance. Uddin & Arif (2016) also found a significant but negative relationship in retail sector. The results of talent retention practice was statistically insignificant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.035$, $P = 0.696$). This showed that talent retention practice had insignificant positive relationship with sustainable organizational performance in Chartered Universities in Kenya and further implied that a unit increase in the effectiveness of talent retention practice led to increase in sustainable organizational performance in Chartered Universities in Kenya by 0.035 units. However, the influence of talent retention practice was not significant on Sustainable organizational performance in Chartered Universities in Kenya.

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

The findings contrasted Salau et. al., (2020) in a study on academic staff retention and found a direct influence of academic staff retention on sustainable organizational performance. This was supported in a similar study by Kurdi & Alshurideh (2020). Mujtaba & Mubarik (2022), Owino (2022), Khan (2020), Valentine & Rosemarie (2021) and Humaid (2018) established statistically positive relationships between talent retention and sustainable performance. Auranzeb and Bhutto (2016) emphasized that there was a significant relationship between talent retention and organizational performance in service-sector firms. The results of Career management practice was statistically significant to sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = -0.203$, $P = 0.005$). However, career management showed a negative relationship with Sustainable organizational performance in Chartered Universities in Kenya. This implied that a unit increase in career management practice resulted in a decrease in sustainable organizational performance in Chartered Universities in Kenya by 0.203 units.

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

Bagdadli & Gianecchini (2019) and Mark & Nzulwa (2018) whose findings were significant and positive.

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

Succession planning practice was found to have a statistically significant relationship with sustainable organizational performance in Chartered Universities in Kenya as shown by ($\beta = 0.134$, $P = 0.020$). This showed that succession planning practice had a significant and positive relationship with sustainable organizational performance in Chartered Universities in Kenya. This further implied that a unit increase in succession planning practice results in increase in sustainable organizational performance in Chartered Universities in Kenya by 0.134 units. The findings were consistent with the results of

Kiwia, Bengesi & Ndyetabula (2019) in a study conducted in family owned small and medium sized enterprises. Monyei et.al.,(2021), Ali, Mahmood & Mehreen (2019) and Ogbeide (2019) were also similar studies that supported the findings. The results inferred that Universities should recognize key positions and the best-matching talented employees for such positions well in advance to ensure a talent pool for the organization both in the current and in the future supply to meet strategic objectives.

4.6.7 Talent Management Practices, Organization Culture and SOP

Hypothesis 6b: (H_{06b}) There is no statistically significant moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance (Equation 4.7)

A moderation test was run, with talent management practices as the predictor, sustainable organizational performance as the dependent variable, and organization culture as a moderator. For moderation effect to be established there was need to first confirm that a significant relationship existed between talent management practices and sustainable organizational performance. This was determined by the multiple regression model (Equation 4.11) in the ANOVA Table (Table 4.20) which confirmed that there was a significant relationship between talent management practice and sustainable organizational performance. Moderated regression model was then utilized to assess the moderating effect of organization culture on the relationship between talent management practices and sustainable organizational performance. The model contained a function of mean of talent management practices (X), organization culture (Z) and the interaction

between talent management practices and organization culture (Int(X*Z)) on sustainable organizational performance and is expressed as:

$$Y = \beta_0 + \beta_6X + \beta_7Z + \beta_8 X*Z + e \dots\dots\dots \text{Equation 4.12}$$

Where:

Y - Sustainable Organization Performance (Dependent Variable),

β_0 - Constant Term, $\beta_6, \beta_7, \beta_8$ - Beta coefficients, Z- Organization Culture,

X-Talent Management Practices [mean $f(x_1, x_2, x_3, x_4, x_5)$],

X*Z - interaction term between the predictors (Talent management practices and Organization Culture) and,

ϵ - Error Term.

The results are summarized in Tables 4.22 and 4.23.

Table 4. 22:

Talent Management Practices, Organization Culture and SOP

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

- a. Predictors: (Constant), OC, TMP
- b. Predictors: (Constant), OC, TMP, TMP*OC
- c. Dependent Variable: SOP

The moderated multiple regression results in the model summary Table 4.22 demonstrated that a strong relationship existed between talent management practices, organization culture and sustainable organizations performance in Chartered Universities in Kenya as was demonstrated by the coefficient of correlation ($R=0.838$). The coefficient of determination $R^2=0.703$ demonstrated that a variation of 70.3% in sustainable organizational performance in Chartered Universities in Kenya was explained by talent management practice, organization culture and interaction effect of TMP and organization culture. This implied that the remaining 29.7% variation in SOP was explained by other factors outside the model. The moderated multiple regression coefficients table are shown in Table 4.23

Table 4. 23:
MMR Coefficients for TMP, Organization Culture and SOP

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

a. Dependent Variable: SOP

The fitted regression equation is:

$$Y=1.416 + (-0.624)X+ (-0.438)Z + 0.197X*Z \dots\dots\dots\text{Equation 4.12}$$

Where

Y- Outcome variable (sustainable organizational performance)

X- Predictor variable (talent management practices f (TAP, TDP, TRP, CMP and SPP)

Z- Moderator variable (organization culture)

X*Z- Interaction term (product term -TMP*OC)

From Table 4.23, the beta coefficient of the Interaction term (TMP*OC) was $\beta=0.197$ which revealed that one unit increase in the interaction between talent management practices and organization culture led to increase in sustainable organizational performance by 0.197 units. This confirmed that a moderation effect existed since the interaction of predictor and moderator (TMP*OC) on the outcome of the dependent variable was significant ($\beta=0.197$, $F=8.988$ and $p=0.005$). The beta coefficient of the predictor variable (talent management practices) was negative ($\beta=-0.624$) which showed that one unit increase in talent management practices contributed to a decrease in sustainable organizational performance by 0.624 units. This implied that Universities probably were practicing talent management practices in poor cultural setups that led to negative change in organizational performance. The beta coefficient of the moderator variable (organization culture) was also negative ($\beta= -0.438$) which implied that one unit increase in organizational cultural practices contributed to a decrease in sustainable organizational performance in Chartered Universities in Kenya by 0.438 units.

This implied that Universities could have institutionalized negative cultural practices that do not support talent management practices hence hindering sustainable organizational performance. In order to test the moderation effect, the two multiple regression models, Equations 4.11 and 4.12 respectively equations, were compared and the moderating effect is shown in Table 4.24 by the change in R^2 value.

Table 4. 24:

Multiple Regression Model and Moderated Multiple Regression Model

	MRM- Equation 4.6 (Before moderation)- Talent Management Practices (TMP)	MMRM- Equation 4.7 (After Moderation) Interaction effect between Talent Management Practices and Organization Culture (Int.(TMP*OC)	Moderation effect-Change in R^2 after moderation
R	0.831	0.838	
R ²	0.691	0.703	$R^2\Delta=0.012$
Adjusted R^2	0.652	0.682	
F	F=17.861	8.988	
P value	0.000	0.005	
Constant	-1.268	1.416	
β (TMP)		-0.624	
β (OC)		-0.438	
β (Int.TMP *OC)		0.197	

The effect of the predictor (X) on its outcome was confirmed to be significant in the model of Equation 4.11 before introducing the moderator (OC) into the model. From the

analysis it was evidenced that when the moderator (OC) was introduced into the model, the causal effects changed due to the interaction effect between the predictor (TMP) and moderator variable (OC) which was introduced in the model. The R Square Change showed the increase in the proportion of variation in SOP as explained by the addition of the interaction term (the change in R^2). From the Table 4.22 the change in R^2 was reported as 0.012 (1.2%). The results implied that the change in R^2 was 1.2% indicating the percentage increase in the proportion of variation of SOP explained by the addition of the interaction term (TMP*OC). The results also indicated that the increase was statistically significant ($p=0.005$ and $F=8.988$) as evidenced in Tables 4.22. From the results, it was concluded that organization culture moderated the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya. TMP, Organization Culture (OC) and the interaction term (TMP*OC) had strong positive significant relationship with sustainable organizational performance. The $R^2\Delta$ confirmed that the moderator strengthened the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya.

Dayen & Farmanesh (2021) found that there existed a moderation effect of organization culture on the relationship between talent management and employee turnover intension, a finding that was in agreement with the current study. The finding was supported by Yuwono, Suroso & Hubeis (2021) who confirmed that corporate culture acted as a mediating variable between talent management and employee performance. Salah & Atan (2020) asserted that organization culture positively and significantly affected sustainable

talent management practices and employee satisfaction. Danish, Munir & Butt (2012) concurred that organization culture created a positive moderation effect on the relationship between knowledge management practices and organization performance. Similar view was shared by Thumbi, Hannah & Rosemarie (2021). However, Acosta-Prado et. al., (2020) found contradicting results that organization culture partially mediated the relationship between human resource management and organization performance. Odhiambo, Gachoka & Rambo (2018) also affirmed a partial moderation effect.

Table 4. 25:
Summary of Data Analysis Models

Hypothesis	Regression Equation	Results	Conclusion
Hypothesis 1: (H ₀₁) stated that there is no statistically significant relationship between talent attraction practice and sustainable organizational performance in Chartered Universities in Kenya.	Equation 3.1 $Y = \beta_0 + \beta_1 X_1 + e$	R=0.751 R ² =0.564 Adjusted R ² = 0.554 F Value = 56.861 P-Value = .000 Durbin =2.385 β =0.404 Constant =(-1.175)	Reject null hypothesis
Hypothesis 2: (H ₀₂) stated that there is no statistically significant relationship between talent development practice and sustainable organizational performance in Chartered	Equation 3.2 $Y = \beta_0 + \beta_2 X_2 + e$	R=0.610 R ² =0.372 Adjusted R ² = 0.357 F Value = 26.036 P-Value = .000	Reject the null hypothesis

Universities in Kenya.		Durbin =2.153	
		$\beta=0.357$	
		Constant= (-0.997)	
Hypothesis 3: (H ₀₃) stated that there is no statistically significant relationship between talent retention practice and sustainable organizational performance in Chartered Universities in Kenya.	Equation 3.3 $Y = \beta_0 + \beta_3 X_3 + e$	R=0.619 R ² =0.384 Adjusted R ² = 0.370 F Value = 27.392 P-Value = .000 Durbin =2.198 $\beta=0.412$ Constant= (-1.124)	Reject the null hypothesis
Hypothesis 4: (H ₀₄) stated that there is no statistically significant relationship between career management practice and sustainable organizational performance in Chartered Universities in Kenya.	Equation 3.4 $Y = \beta_0 + \beta_4 X_4 + e$	R=0.392 R ² =0.154 Adjusted R ² = 0.135 F Value = 8.006 P-Value = .007 Durbin =2.330 $\beta=0.203$ Constant= (-0.349)	Reject the null hypothesis
Hypothesis 5: (H ₀₅) stated that there is no statistically significant relationship between succession planning practice and sustainable organizational performance in Chartered Universities in Kenya.	Equation 3.5 $Y = \beta_0 + \beta_5 X_5 + e$	R=0.648 R ² =0.419 Adjusted R ² = 0.406 F Value = 31.773 P-Value = .000 Durbin =2.330	Reject the null hypothesis

		$\beta=0.278$	
		Constant= (-0.572)	
Hypothesis No. 6(a): $H_{06(a)}$ - There is no statistically significant relationship between Talent management Practices and Sustainable Organizational Performance	Equation 3.6 $Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\beta_5X_5+\varepsilon$	R=0.831 $R^2=0.691$ Adjusted $R^2=0.652$ F Value = 17.861 P-Value = .000	The effect is statistically significant hence moderation was performed
		$\beta=$ Constant= (-1.268)	Reject the null hypothesis
		$\beta_{x_1}=0.342$	
		$\beta_{x_2}=0.128$	
		$\beta_{x_3}=0.035$	
		$\beta_{x_4}=(-0.203)$	
		$\beta_{x_5}=0.134$	
Hypothesis 6b: H_{06b} :There is no statistically significant moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance	Equation 3.7 $Y = \beta_0 + \beta_6X + \beta_7Z + \beta_8X*Z + e$	R=0.838 $R^2=0.703$ Adjusted $R^2=0.682$ $R^2\Delta=0.012$ F Value = 8.988 P-Value = .005	Moderation effect existed. The moderator variable strengthens the relationship
		$\beta=$ Constant= (1.416)	
		$\beta_6=(-0.624)$	
		$\beta_7=(-0.438)$	
		$\beta_8=0.197$	

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the concluding chapter of the study which presents the findings in summary form. The summary of findings is then used to draw conclusions and to make recommendations based on each objective of the study. This chapter also provides for suggestions for further studies as informed by the gaps that the study could not cover. The recommendations will help in improving talent management practices and sustainable performance in Chartered Universities in Kenya.

5.2 Summary

The study purposed to determine the relationship between talent management practices, organization culture and sustainable organizational performance in Chartered Universities in Kenya. Talent management practices encompassed five dimensions; talent attraction practice, talent development practice, talent retention practice, career management practice and succession planning practice. Specifically the study was based on six objectives which aimed at determining the relationship between talent attraction practice, talent development practice, talent retention practice, career management practice and succession planning practice and sustainable organizational performance in Chartered Universities in Kenya. Further, the study aimed at establishing how organization culture moderated the relationship between talent management practices and sustainable organizational performance.

The study was also based on six hypotheses that were tested and confirmed using regression models. Consequently, the study was founded on five theories in support of the study objectives: Maslow Hierarchy of Needs, Social Learning theory, Herzberg's Two Factor theory, Self-Concept theory and Systems Approach theory. The study was founded on positivism research philosophy adopting deductive approach. The study adopted correlational and retrospective longitudinal research designs purposively targeting Chartered Universities in Kenya. The target population was 51 Registrars in charge of human resources in all the 51 Chartered Universities. The same number formed the sample size because census method was applied. The reported findings were obtained from 46 respondents translating to 90.2% response rate.

Primary data was collected using questionnaires distributed to 51 Registrars in Chartered Universities for independent and moderator variables; and secondary data collected from the Kenya Bureau of Statistics and Commission for University Education reports for the dependent variable. Research assistants supported the data collection process using both physical and google forms. Quantitative data was collected on different aspects of the study variables using a five-point likert scale format. Data analysis was done both descriptively and inferentially. Descriptive analysis was adopted for quantitative data to provide percentages, means and standard deviations while inferential analysis was done through regression models. Diagnostic tests were conducted to ascertain whether data met the assumptions of the regression model. The findings indicated that data was in conformity with the assumption of normality, multicollinearity, heteroskedasticity, and test for autocorrelation.

Ultimately, hypotheses of the study were tested through inferential statistics including simple, multiple linear and moderated multiple regression models in order to test relationship between variables to arrive at a decision upon which conclusions were made on whether the hypotheses were supported or not. Decisions on hypotheses were made using the p-value of respective beta coefficients at 95% confidence level. Specifically, the decision verdict of each hypothesis was based on the beta coefficients for each of the variables at the level of regression $P < 0.05$. The moderated relationship was interpreted using the observed change in the R^2 values when the moderating variable was introduced. The summary of the findings per the study objectives was as presented in the subsequent subsections. The findings reported on the study were realized from 46 respondents, the Registrars in charge of human resources in Chartered Universities in Kenya at the time of the research. The multiple regression findings showed that all the five dimensions of talent management practices contributed differently to sustainable organizational performance.

5.2.1 Talent Attraction Practice and Sustainable Organizational Performance

The null hypothesis for objective No. 1 was that there is no statistically significant relationship between talent attraction practice and sustainable organizational performance in Chartered Universities in Kenya. The findings revealed that different University employees are attracted to organizations they perceive to satisfy their different needs in line with Maslow's Hierarchy of Needs. Prospects for future, job security and employee value proposition are various employee needs which are critical for talent attraction and hence should be strategically implemented to enhance sustainable organizational

performance. The reported findings raised implications on theory and practice in the area of strategic human resource management specifically focusing on the strategic role of managers in ensuring that talent attraction and acquisition processes is strategic in order to acquire the right talent for the right role at the right time. The results further revealed that talent attraction practice parameters studied all proved to be critical in the attraction of the right talent. Employer branding contributed to the organization reputation that appeals to potential applicants and so should be a factor of consideration. Open competitive recruitment process was found to be important in getting appropriate and suitable skills and knowledge that match the job requirements. This objective addressed the research gap by underscoring that talent attraction had a positive significant relationship with sustainable organizational performance in Chartered Universities in Kenya hence a critical contributor to sustainable performance.

5.2.2 Talent Development Practice and Sustainable Organizational Performance

The null hypothesis for objective No. 2 was that there is no statistically significant relationship between talent development practice and sustainable organizational performance in Chartered Universities in Kenya. The findings revealed that talent development was achieved through learning which effectively occurred in social set ups through sharing and collaborations in line with the social learning theory. Employees in their social context interact and in the process learn directly or indirectly as a means of self-development in line with the social learning theory. Individual professional development of academic staff, existence of training and development programmes,

linkages and collaborations, leadership development skills, workshops and seminars and sabbatical leave were confirmed to be critical items contributing to talent development.

The regression results revealed that an insignificant relationship existed between talent development practice and sustainable organizational performance in Chartered Universities in Kenya; however, a positive correlation existed between the variables. The reported findings raised implications on theory and practice in the field of strategic human resource management specifically focusing on the strategic role of managers in ensuring that talent development practices are strategic in order to enhance faculty skills, knowledge, experience and abilities. The results further revealed that all the parameters of talent development practices studied proved to be critical in developing talent to acquire the right competencies, knowledge and skills. Individual professional development is critical since organization development is a result of combined individual contributions as determined by their individual competencies. Existence of training and development programmes was a key facilitative avenue for talent development which is a predictor of sustainable performance.

5.2.3 Talent Retention Practice and Sustainable Organizational Performance

The null hypothesis for objective No. 3 was that there is no statistically significant relationship between talent retention practice and sustainable organizational performance in Chartered Universities in Kenya. The results showed that talent retention was to a larger extent determined by employees' job situation/context based on two factors (hygiene and motivators), which is the belief upon which Herzberg theory is premised.

The findings revealed that certain job related factors such as compensation package, work environment, rewards, work relationships, leadership styles among others are all job related factors that either cause employee satisfaction or prevent dissatisfaction in line with Herzberg two factor theory. The activities under talent retention all supported the objective on talent retention as they constituted factors influencing retention. Effective execution of the talent retention activities should be strategic to enhance sustainable organizational performance. The regression findings revealed that talent retention practice had no significant relationship with sustainable organizational performance; however, there was a positive beta coefficient signifying certain level of influence of talent retention on sustainable performance in Universities. The study findings raised certain implications on theory and practice in the field of strategic human resource management specifically focusing on the strategic roles of managers in ensuring that talent retention practices should be strategic in order to minimize employee turnover and related implications.

5.2.4 Career Management Practice and Sustainable Organizational Performance

The null hypothesis for objective No. 4 was that there is no statistically significant relationship between career management practice and sustainable organizational performance in Chartered Universities in Kenya. The study revealed that career management was achieved through an understanding of self-concept which changes over time and develops as a result of personal interests, one's attitude, life experience as well as social and work influence. As attributes of self-concept change so does career goals and aspirations change in line with the self- concept theory. The hypothesis towards this

objective addressed the gap by underscoring that career management had a negative significant relationship with sustainable organizational performance in Chartered Universities in Kenya implying that career management practice was a critical contributor to sustainable organizational performance; however the practice may have not been well instituted in the organization systems and processes.

The findings revealed the importance of ensuring career planning facilities in place, career counseling, career development programmes support for attainment of higher qualifications, equipping with pedagogical skills and promotion as key elements of ensuring career advancement among the academic staff. The reported findings raised implications on theory and practice in the field of strategic human resource management specifically focusing on the strategic role of managers in ensuring that career management practices should be strategic in order to provide opportunities for career progression and growth. The results further revealed that career management practices are critical predictors in sustainable performance of organizations.

5.2.5 Succession Planning Practice and Sustainable Organizational Performance

The null hypothesis for objective No. 5 was that there is no statistically significant relationship between succession planning practice and sustainable organizational performance in Chartered Universities in Kenya. The findings revealed that succession planning was achieved through learning which effectively occurs in social set ups by providing opportunities for individuals to observe and learn from experienced leaders,

establishing mentoring and coaching relationships, and providing opportunities for individuals to practice and develop their leadership skills in line with the social learning theory. Employees in their social context interact and in the process learn directly or indirectly as a means of self-development in line with the social learning theory. The findings revealed that young academicians were presented with opportunities to learn and gain knowledge and experience through mentorship in line with the social learning theory. The findings further showed that high potential academicians were identified and properly groomed in readiness for higher responsibilities. The reported findings implied a contribution to theory and practice in the field of strategic human resource management specifically focusing on the strategic role of managers in ensuring that succession planning practices should be strategic in order to ensure smooth transition in case of turnover and for effective knowledge transfer.

The regression results revealed that succession planning practice had a significant positive relationship with sustainable organizational performance hence succession planning practices such as identification of key competencies for critical positions, identification of high potential performers, grooming of high potential performers, knowledge transfer (mentorship) and preparing a pool of talent were critical in sustainable performance of organizations. Organization should enable employees to grow through their careers to be prepared for higher responsibilities in their workplaces depending on their performance. This will go a long way towards helping employees to align their individual goals to those of the organization at large.

5.2.6 Talent Management Practices, Organization Culture and Sustainable Organizational Performance

The sixth and the last objective of the study was based on the hypothesis that there is no statistically significant moderating influence of organization culture on the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya. Before the moderating effect was determined, the study sought to confirm if there was a statistically significant relationship between talent management practices and sustainable organizational performance. The findings revealed that there was a statistically significant relationship between talent management practices and sustainable organizational performance through multiple regression analysis. The finding implied that talent management practices were critical predictors of sustainable performance in Chartered Universities in Kenya.

The results of the moderation effect showed that organizational culture was a strong moderating variable in the relationship between talent management practices and sustainable organizational performance of Chartered Universities in Kenya. The conclusion on the findings reported from this hypothesis was explained using previous studies that the moderator variable strengthened the relationship between talent management practices and sustainable organizational performance. Empirical literature review provided support on the significant moderating effect of organizational culture on the relationship between talent management practices and sustainable organizational performance of an organization.

The moderating variable, organizational culture was observed to offer a strong support for organizational performance. The reported findings raised implications to theory and practice of Human Resource Management in that organizational culture was viewed as the cornerstone of performance since every organization has a distinct and unique culture. This implied that Management must be intentional about creating an organizational culture that can support the operations of an organization including talent management practices in a successful manner. Talent management practices must be executed in a positive culture, a culture that recognizes employees' exceptional performances and ensures a conducive work environment. The finding contributed to knowledge in the field of strategic human resource management by emphasizing the importance of organizational culture in nurturing employee talents to enhance sustainable organizational performance.

5.3 Conclusions

The general objective of the study was to determine the relationship between talent management practices, organization culture and sustainable organizational performance in Chartered Universities. This was tested using five independent variables; talent attraction, talent development, talent retention, career management and succession planning practices; moderator variable (organization culture) and dependent variable (sustainable organizational performance). From the various statistical findings, several conclusions were drawn as in the subsequent sub-sections. Generally the relationship between talent management practices (TMP) and sustainable organizational performance (SOP) was found to be positive and significant; hence TMP is a critical contributor to SOP. However, individually, TMP dimensions demonstrated different relationships with sustainable organizational performance in Chartered Universities in Kenya.

5.3.1 Talent Attraction Practice and Sustainable Organizational Performance

On the basis of the first objective on determining the relationship between Talent Attraction Practice and Sustainable Organizational Performance in Chartered Universities in Kenya, the study established that talent attraction practice showed a positive and significant relationship with sustainable organizational performance in Chartered Universities in Kenya. TAP is therefore a critical contributor to SOP and hence requires much attention in designing talent attraction strategies that can promote attraction and acquisition of the right talent to ensure sustainable performance.

5.3.2 Talent Development Practice and Sustainable Organizational Performance

On the second objective that sought to determine the relationship between talent development practice and sustainable organizational performance in Chartered Universities in Kenya, the results showed that talent development had a positive but insignificant relationship with sustainable organizational performance of Chartered Universities in Kenya. The findings implied that talent development is not a critical contributor to SOP, however, cannot be ignored since competency development is a continuous requirement. In addition, a positive correlation existed between TAP and SOP hence Universities should put in place talent development programmes and practices that improve employee skills and competencies so as to ensure an exceptional organizational performance aimed at ensuring sustainability.

5.3.3 Talent Retention Practice and Sustainable Organizational Performance

The third objective sought to examine the relationship between talent retention practice and sustainable organizational performance in Chartered Universities in Kenya and the results showed that talent retention had a positive but insignificant influence on sustainable organizational performance in Chartered Universities in Kenya. However, TRP cannot be ignored so as to retain the few available academic staff. Universities need to ensure work contexts that promote employee satisfaction and reduce their dissatisfaction to ensure retention of talent for sustained performance.

5.3.4 Career Management Practice and Sustainable Organizational Performance

The fourth objective sought to establish the relationship between career management practice and sustainable organizational performance in Chartered Universities in Kenya and the findings revealed that career management practice had a negative but significant influence on sustainable organizational performance in Chartered Universities in Kenya hence a critical contributor to SOP. Universities need to ensure career management initiatives in place to promote career growth and progression and ultimately organizational performance in a sustained manner.

5.3.5 Succession Planning Practice and Sustainable Organizational Performance

The fourth objective sought to establish the relationship between succession planning practice and sustainable organizational performance in Chartered Universities in Kenya and the findings showed that succession planning practice had a positive significant influence on sustainable organizational performance in Chartered Universities in Kenya hence leading to a conclusion that Universities need to proactively plan for succession planning to avoid gaps in positions that can drastically interrupt performance.

5.3.6 Talent Management Practices, Organization Culture and Sustainable Organizational Performance

The sixth objective was to investigate the moderating influence of Organization Culture on the relationship between Talent Management Practices and Sustainable Organizational Performance in Chartered Universities in Kenya. In order to study objective No. 6 on the

moderating influence of organization culture, there was need to establish if a significant influence existed between TMP and SOP to allow for moderation analysis. This led to test of an objective on determining the influence of talent management practices on Sustainable Organizational Performance in Chartered Universities in Kenya. The findings revealed that TMP significantly influence sustainable performance in Chartered Universities in Kenya. In addition, organizational culture was found to have a strong positive moderating influence on the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya. The study established that, any increase in effectiveness of organization culture led to improvement on the relationship between talent management practices and sustainable organizational performance in Chartered Universities in Kenya hence culture is critical in effective implementation of TMP.

5.4 Recommendations

This thesis makes recommendations based on the reported findings of the study as per each objective. Based on objective No. 1, the study recommends that Universities should enhance talent attraction practices to attract high quality academic staff that can contribute to sustainable performance of Universities. To achieve this, Universities should create a brand image which enhances reputation and ensure employee value proposition. A lot more focus should be on finding creative ways to enhance the compensation package. In relation to objective No. 2, the University should focus more on continuous academic staff development to keep pace with emerging skill requirements. Academic staff should be supported to attend workshops/seminars where they can make valuable contributions through dissemination of research findings

From the objective No.3, the study recommends that Universities should develop creative ways of improving work environment and enhancing compensation in order to retain academic staff. There is need for more focus more on non-monetary benefits which tend to create much satisfaction in employee more than financial compensation. In addition Universities should embrace reward based systems that recognize exceptional performance as this goes along way to boost productivity and eventually leading to sustained performance. Based on objective No.4, the study recommends more attention on career management practice in terms of institutionalizing and implementing CMP policies. In terms of objective No. 5 on succession planning, the study recommends more attention on succession planning practice to ensure seamless transition and business continuity. This can be achieved through establishment of formal mentorship

programmes through which young academic staff can be attached to experienced faculty for mentorship in readiness for higher responsibilities. The University should intentionally prepare a pool of talent to ensure seamless and business continuity.

Generally, the Universities should develop effective policies for TMP in order to ensure the right talent in the right place for the right jobs. In relation to objective No. 6 on establishing the moderating effect of organization culture, the study recommends a conscious creation of a positive organization culture that can support implementation of talent management practices.

5.5 Suggestions for Further Studies

The study focused on registrars in charge of human resources as the target population. The study recommends that future research can utilize academic staff as the target population since they were the key focus in this study or utilization of both academic staff and registrars in a Mixed Methods approach (either concurrent triangulation or sequential). Secondly the study can utilize other methods of data analysis that are commonly associated with multiple variables such as AMOS Structural Equation Modeling (SEM). Finally, a comparative study can be adopted to compare talent management practices and sustainable organizational performance in Public and Private Universities.

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APPENDICES

Appendix I: Introductory Letter to Respondents

Lilian Atieno Muma
University of Kabianga (UoK)
P.O Box 2030-20200
KERICHO

Dear Respondent,

RE: DATA COLLECTION

My name is Lilian Muma. I am a PhD student in the School of Business and Economics at the University of Kabianga. I am conducting a study on “Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya”. This study is being conducted in partial fulfillment of the requirements of the award of Doctor of Philosophy in Human Resource Management. The study is not meant for any other purposes. This study has been occasioned by scarcity of academic staff in terms of both quantity and quality in Universities in Kenya. The study aims at providing insight to Universities on talent management practices, organizational culture that can ensure the right number of academic staff for the right jobs at the right time for sustainable service delivery at the Kenyan Universities.

The study is census involving all Chartered Universities in Kenya and your University being among the Chartered Universities, forms part of the study. The study targets Registrars in charge of Human Resources or their designates. As the Registrars in Charge of Human Resources, you are chosen for this study because you are the professionals involved in ensuring the right talent, at the right time and for the right jobs. You are requested to participate in this study by kindly filling the attached questionnaire. The questionnaire has been designed to collect data on the study topic and as per the study objectives.

The information you provide shall be treated with utmost confidentiality and will not be used for any purpose other than academic and the study finding will be published in a journal.

Incase of any issue regarding my study, kindly contact me through my phone number 0723322013 and email address lilianmuma@gmail.com;
Thank you.



Lilian Muma

Appendix II: Research Questionnaire for Registrars

The questionnaire has been designed to collect data from Registrars in Charge of Human Resources and/or designate and on the study topic as per the study objectives.

Please respond appropriately on the practices that take place in your University. On a scale of 1-5 where 5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD) clearly indicate the extent to which you agree to the following statements by putting a tick on your appropriate choice []

Talent Attraction Practice in Chartered Universities in Kenya

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on TA Practice in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
1.	My University is highly preferred as an employer of choice hence attracts competent candidates					
2.	My University has an open recruitment and selection process that attracts the best candidates					
3.	Potential applicants believe my University is able to offer them value that enhances their satisfaction					
4.	My University offers future prospects to the academic staff which enhances their commitment					
5.	My University has a competitive compensation system that attracts most applicants, motivates and contributes to their retention					
6.	My University guarantees job security for its academic staff hence retains the right talents					

Talent Development Practice in Chartered Universities in Kenya

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on TD Practice in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
7.	My University supports professional development of individual academic staff that supports growth of the organization					
8.	My University has training and development programmes to enhance faculty skills, knowledge, experience and abilities					
9.	My University supports Talent Development through encouraging linkages and collaborations					
10.	My University invests in leadership skills development for academic staff					

11.	Members of faculty are supported to attend workshops/conferences and seminars for personal and organizational growth					
12.	My University encourages academic staff to take sabbatical leave					

Talent Retention Practice in Chartered Universities in Kenya

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on Talent Retention Practice in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
13.	My University has an attractive benefits package which is the reason for majority of staff not leaving the University					
14.	My University rewards notable performance					
15.	My University has a good working conditions that has enabled it to retain the right talents					
16.	My University has created a cordial manager-employee relationship					
17.	My University has adopted effective leadership style that encourages faculty engagement					
18.	Members of the faculty feel that the teaching workload is manageable					

Career Management Practice in Chartered Universities in Kenya

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on Career Management Practice in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
19.	My University has established career planning facilities for individual and organization growth					
20.	My University offers career counseling to academic staff to offer guidance on career growth					
21.	Career development programmes are in place to support academic staff career advancement					
22.	My University supports academic staff to attain PhD qualifications within specified timelines					
23.	Members of the faculty are equipped with pedagogical skills for effective delivery of quality service					
24.	Assessments for promotion to higher ranks is fairly done					

Succession Planning Practice in Chartered Universities in Kenya

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on Succession Planning Practice in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
1.	Key competencies for critical academic positions are clearly known to all academic staff					
2.	My University systematically identifies high-potential academics early in their careers					
3.	My University ensures that the identified high potential academics are properly groomed in readiness for higher responsibilities					
4.	My University has created a concrete plan for smooth transition in case of turnover					
5.	Young academics are attached to experienced faculty for mentorship					
6.	My University prepares a pool of talent necessary for organizational success					

Organization Culture in Chartered Universities in Kenya - Moderator Variable

5= Strongly Agree (SA); 4 = Agree (A); 3 = Neutral (N); 2 = Disagree (D); 1 = Strongly Disagree (SD)

S/No.	Statement on Organization Culture in Chartered Universities in Kenya	5	4	3	2	1
		SA	A	N	D	SD
1.	My University encourages a culture of innovation					
2.	My University rewards performance of employees based on achievements and not seniority.					
3.	My University is committed to providing services to customers that meet their needs and expectations					
4.	My University values team work					
5.	My University appreciates and values employees					
6.	My University prides itself on being swift in adopting change that is responsive to customer needs					
7.	My University has extensive rules and regulations that employees are required to comply with					

Thank you for your time and participation!

Appendix III: Document Review Guide

The document review guide is designed on the dependent variable; “Sustainable Organizational Performance”. The guide will allow the researcher to collect secondary data on students’ enrolment from accredited Government records to determine sustainable organizational performance. Data obtained from trend analysis on students’ enrolment from the academic year 2017/2018 to 2021/2022 will provide the rate of change in students’ enrolment aimed at determining sustainable performance of the Chartered Universities.

S/No.	University Students’ Enrolment Per Year				
1.	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
2.					
3.					
.....					
51					

Appendix IV: BGS Clearance



UNIVERSITY OF KABIANGA
ISO 90001 :2015 CERTIFIED
OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: PHD/BSA/0013/15

DATE: 26TH JANUARY, 2023

Lilian Atieno Muma,
MMSTH Department,
University of Kabianga, P.O Box 2030-
20200, KERICHIO.

Dear Ms. Muma,

RE: CLEARANCE TO COMMENCE FIELD WORK/DATA COLLECTION

I am pleased to inform you that the Board of Graduate Studies has considered and approved your PhD research proposal entitled "Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya".

Subsequently the Board has also approved the following supervisors for appointments.

- 1 Dr. Joseph Kiprono Kirui
- 2 Dr. Hellen Sang
- 3 Dr. Wiliter Rop

You may now proceed to commence field work/data collection on condition that you obtain a research permit from NACOSTI and /or an ethical review permit from a relevant ethics review board.

You are also required to publish two (2) articles in a peer reviewed journal, with all your supervisors, before your oral defense of thesis.

You are required to submit through your supervisors, and HOD, progress reports every three months, to the Director, Board of Graduate Studies.

Please note that it is the policy of the University that you complete your studies within three years from the date of registration. Do not hesitate to consult this office in case of any difficulties encountered in the course of your studies.

I wish you all the best in your research and hope that your study will yield original contribution for the betterment of humanity.

Yours Sincerely,

A blue circular stamp from the University of Kabianga, Board of Graduate Studies, dated 26 JAN 2023. Below the stamp is a handwritten signature in black ink.

Dr. Ronald K. Rop
DIRECTOR BOARD OF GRADUATE STUDIES. RKR/hk

- cc 1. Dean, SBE
2. HOD, MMSTH
3. Supervisors

Appendix V: Clearance Letter from School



UNIVERSITY OF KABIANGA

ISO 9001 :2015 CERTIFIED INSTITUTION

OFFICE OF THE DEAN, SCHOOL OF BUSINESS AND ECONOMICS

Tel.: 020-2172665 P.O. BOX 2030-20200, Fax: 051-8003970 KERICHO,
Email: deansbe@kabianga.ac.ke KENYA.

REF: UoK/DHT/31 VOL.I/038

DATE: 14TH MARCH, 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: REQUEST TO COLLECT DATA

The above subject matter refers.

Lilian Atieno Muma (Reg. no. PHD/BSA/0013/15) is a bonafide student at University of Kabianga pursuing Doctor of Philosophy in Human Resource Management. She would like to collect data from your institution. Her study title is "Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya".

Kindly accord her necessary assistance to enable her obtain the relevant data.

Thank you.


Yours faithfully,

A blue circular stamp from the University of Kabianga, School of Business and Economics, Kericho. The stamp contains the text 'UNIVERSITY OF KABIANGA', 'SCHOOL OF BUSINESS & ECONOMICS', and 'KERICHO'. A red date stamp '14 MAR 2023' is visible. A signature is written over the stamp.

Dr. Hellen W. Sang
HOD, MARKETING, MGT SCIENC

HS/Ck

Appendix VI: NACOSTI Research Permit

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.</p>
<p>Ref No: 385744</p>	<p>Date of Issue: 23/February/2023</p>
<p>RESEARCH LICENSE</p>	
	
<p>This is to Certify that Ms. LILLIAN ATIENO MUMA of University of Kabianga, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo, Bungoma, Embu, Garissa, Homabay, Kajjado, Kakamega, Kericho, Kiambu, Kilifi, Kirinyaga, Kisii, Kisumu, Kitui, Laikipia, Machakos, Meru, Migori, Mombasa, Muranga, Nairobi, Nakuru, Narok, Nyeri, Siaya, Taita-Taveta, Tharaka-Nithi, Uasin-Gishu, Vihiga on the topic: TALENT MANAGEMENT PRACTICES, ORGANIZATION CULTURE AND SUSTAINABLE ORGANIZATIONAL PERFORMANCE IN CHARTERED UNIVERSITIES IN KENYA for the period ending : 23/February/2024.</p>	
<p>License No: NACOSTI/P/23/24028</p>	
<p>Applicant Identification Number 385744</p>	 <p>Director General</p>
<p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>	
<p>Verification QR Code</p>	
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
<p>See overleaf for conditions</p>	

Appendix VII: Ethical Approval



UNIVERSITY OF KABIANGA

INSTITUTIONAL SCIENTIFIC AND ETHICAL REVIEW COMMITTEE

Tel: 0202172665

Fax: 051-8003970

E-mail: uokienc@kabianga.ac.ke

P.O. BOX 2030-20200 KERICHO

Ref: ISERC/2023/005

Date: 28th April 2023

Ms Lillian Muma,

C/o University of Kabianga

Dear Madam,

RE: Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities In Kenya

This is to inform you that University of Kabianga Institutional Scientific and Ethical Review Committee has reviewed and approved your above research proposal. Your approval number is *IERC/2023/005*. The approval period is 28th April, 2023 – 27th April, 2024.

This approval is subject to compliance with the following requirements; Only approved documents including (informed consents, study instruments, MTA) will be used.

All changes including (amendments, deviations, and violations) are submitted for review and approval by University of Kabianga Institutional Ethics Review Committee.

Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to University of Kabianga Institutional Ethics Review Committee within 72 hours of notification iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to University of Kabianga

Institutional Ethics Review Committee within 72 hours. Clearance for export of biological specimens must be obtained from relevant institutions. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal. Submission of an executive summary report within 90 days upon completion of the study to University of Kabianga Institutional Ethics Review Committee.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Erick Mibei'.

Dr. Erick Mibei, PhD.

CHAIRMAN, INSTITUTIONAL SCIENTIFIC AND ETHICAL REVIEW COMMITTEE.

cc: DVC (PR&D)

Director (Research, Extension and Linkages)

Appendix VIII: Approval Maseno University



MASENO UNIVERSITY
OFFICE OF THE DEPUTY VICE CHANCELLOR
PARTNERSHIPS, RESEARCH & INNOVATIONS
(PRI)

Tel: 254-22203411, 03591231
Direct Line: 254-057-351464
E-mail: dvcpri@maseno.ac.ke

Private Bag
MASENO
Kenya

Ref: MSU/DVCPRI/PC/R3

Date: 13th April, 2023

Lilian Atieno Muma,
University of Kabianga,
P. O. Box 2030-20200,
KERICHO.

Tel: 0723 322013

Dear Ms. Muma,

RE: RESEARCH AUTHORIZATION

Reference is made to the above subject matter.

I am pleased to inform you that your request to carry out research on "*Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya*," has been approved.

Please note that upon completion of your research, you are expected to submit a copy of your research report to my office.

Yours faithfully,

Prof. Erick Otieno Nyambetha, PhD, MKNAS,
Ag. Deputy Vice-Chancellor, Partnerships, Research & Innovations



Copy to: Vice-Chancellor
University Security Office

MASENO UNIVERSITY

ISO 9001:2015 CERTIFIED



Appendix IX: Approval Kenyatta University



KENYATTA UNIVERSITY

OFFICE OF THE DEPUTY VICE-CHANCELLOR RESEARCH, INNOVATION AND OUTREACH

Office Phone: (+254-20) 8703026
Office Cell: +254 772 296748
Website: www.ku.ac.ke

P. O. Box 43844-00100
Nairobi, Kenya
Email: dvc-rio@ku.ac.ke

Ref: KU/DVCR/RCR/VOL.3/366

Date: 18th May, 2023

Lilian Atieno Muma
University of Kabianga
School of Business and Economics
P. O. Box 2030 - 20200
Kericho

Dear Ms. Muma,

RE: COLLECTION OF RESEARCH DATA AT KENYATTA UNIVERSITY

This is in reference to your letter dated 11th May 2023 requesting for authorization to collect research data at Kenyatta University on the topic **“Talent Management Practices, Organization Culture and Sustainable Organizational Performances in Chartered Universities in Kenya”** towards the award of Doctor of Philosophy in Human Resource Management of University of Kabianga.

I am pleased to inform you that your request to collect data has been approved. It is noted that your data will be collected from Registrar in charge of Human Resources. It is further noted that the data will solely be used for academic purposes and will be treated with utmost confidentiality.

The University requires that, upon completion of your research you submit a hard copy of your thesis to the Deputy Vice-Chancellor Research, Innovation and Outreach who shall forward it to the University Library. Kindly therefore complete and sign the attached form RIO 3 and return it to my office prior to the commencement of collection of data.

Yours sincerely,

Prof. Caroline Thoruwa Ph.D.
Ag. Deputy Vice-Chancellor Research, Innovation and Outreach

cc: Vice-Chancellor
DVC, Administration and Finance
Registrar, Administration and Finance



Appendix X: Approval USIU

United States International University-Africa

Ms. Lillian Muma

lilianmuma@gmail.com

12th 105/2023

Dear Lillian,



REF: PERMISSION TO CONDUCT RESEARCH AT USIU-AFRICA

Following your request to conduct research at USIU-Africa on the topic "Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities In Kenya" the university's Research Office has authorized you to collect data from the respondents in the Institution. However, the university imposes the following conditions:

1. No personal information will be asked of the respondents.
2. You will share the preliminary report findings with the university prior to completion,
3. You will provide a copy of the completed research to USIU-Africa.
4. Under no circumstances will the information obtained from USIU-Africa be re-used or disclosed for other purposes.

Your research period expires on 12th May 2024. Kindly contact the undersigned to confirm your acceptance to the condition stated above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Amos Njuguna".

Prof. Amos Njuguna,
Dean- School of Graduate Studies, Research and Extension.
Tel: 0730116442
Email: amnjuguna@usiu.ac.ke.

Appendix XI: Approval CUEA



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Office of the Deputy Vice-Chancellor ACADEMIC AFFAIRS & RESEARCH

Our Ref: DVC/AA&R/RG/jm/021/2023

12th May 2023

Ms. Lilian Atieno Muma
University of Kabianga (UoK)
P. O. Box 2030-20200
Kericho
Email: lilianmuma@gmail.com

Mobile: 0723322013

Dear Rev. Njau Kamau,

Re: Permission to Conduct Research at The Catholic University of Eastern Africa (CUEA)

Greetings in the Mighty Name of our Lord and Savior Jesus Christ!

I am glad to inform you that your request to conduct research on the topic: *"Talent Management Practices, Organization Culture and Sustainable Organizational Performance in Chartered Universities in Kenya"*, has been granted. You are therefore authorized to collect data from the targeted participants at The Catholic University of Eastern Africa. You are expected to strictly observe the normal ethical cautions and discretions while conducting the research.

I wish you well with your study and I look forward to you sharing your findings with the Directorate of Research and Innovation of the Catholic University of Eastern Africa.

Sincere regards



Mrs. Prof. Rachel K. Gesami, PhD, MBS
Deputy Vice Chancellor/Academic Affairs & Research

Cc -Directorate of Research and Innovation
-The University Registrar



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 - 00200 Nairobi - KENYA
Tel: 0709 691 000/021, Fax: 8891084, Email: academics@cuea.edu Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of Member Episcopal Conferences in Eastern Africa)

Appendix XII: List of Chartered Universities

“In line with Section 28 (4) of The Universities Act, 2012 and amendments thereon, CUE shall cause to be published, the list of universities accredited to undertake university education in Kenya”. As at December 2020, the list of accredited universities authorized to operate in Kenya is as follows:

No.	Name of University / University College	Year of Establishment/ Accreditation
6	Bomet University College	2017
7	Koitaleel Samoei University College	2018
Public Chartered Universities		
1.	University of Nairobi	Established - 1970 Chartered – 2013
2.	Moi University	Established - 1984 Chartered – 2013
3.	Kenyatta University	Established - 1985 Chartered – 2013
4.	Egerton University	Established - 1987 Chartered – 2013
5.	Jomo Kenyatta University of Agriculture and Technology	Established - 1994 Chartered – 2013
6.	Maseno University	Established - 2001 Chartered – 2013
7.	Masinde Muliro University of Science and Technology(MMUST)	Established - 2007 Chartered – 2013
8.	Dedan Kimathi University of Technology	2012
9.	Chuka University	2013
10.	Technical University of Kenya	2013
11.	Technical University of Mombasa	2013
12.	Pwani University	2013
13.	Kisii University	2013
14.	University of Eldoret	2013
15.	Maasai Mara University	2013
16.	Jaramogi Oginga Odinga University of Science and Technology	2013
17.	Laikipia University	2013
18.	South Eastern Kenya University	2013
19.	Memu University of Science and Technology	2013
20.	Multimedia University of Kenya	2013
21.	University of Kabianga	2013
22.	Karatina University	2013
23.	Kibabii University	2015
24.	Rongo University	2016
25.	The Co-operative University of Kenya	2016
26.	Taita Taveta University	2016
27.	Murang'a University of Technology	2016
28.	University of Embu	2016
29.	Machakos University	2016
30.	Kirinyaga University	2016
31.	Garissa University	2017
Public University Constituent Colleges		
1.	Alupe University College	2015
2.	Kaimosi Friends University College	2015
3.	Tom Mboya University College	2016
4.	Turkana University College	2016
5.	Tharaka University College	2017
Private Chartered Universities		
1.	University of Eastern Africa, Baraton	1991
2.	Catholic University of Eastern Africa (CUEA)	1992
3.	Daystar University	1994
4.	Scott Christian University	1997
5.	United States International University	1999
6.	Africa Nazarene University	2002
7.	Kenya Methodist University	2006
8.	St. Paul's University	2007
9.	Pan Africa Christian University	2008
10.	Strathmore University	2008
11.	Kabarak University	2008
12.	Mount Kenya University	2011
13.	Africa International University	2011
14.	Kenya Highlands Evangelical University	2011
15.	Great Lakes University of Kisumu	2012
16.	KCA University	2013
17.	Adventist University of Africa	2013
18.	KAG EAST University	Registered - 1989 Chartered 2016
19.	Umma University	2019
20.	Presbyterian University of East Africa	2020
Private University Constituent Colleges		
1.	Hekima University College	1993
2.	Tangaza University College	1997
3.	Marist International University College	2002
Institutions with Letters of Interim Authority		
1.	Kiriri Women's University of Science and Technology	2002
2.	Aga Khan University	2002
3.	GRETSA University	2006
4.	The East African University	2010
5.	Management University of Africa	2011
6.	Riara University	2012
7.	Pioneer International University	2012
8.	International Leadership University	2014
9.	Zetech University	2014
10.	Lukenya University	2015
11.	RAF International University	2016
12.	AMREF International University	2017
13.	Uzima University	2020