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**Research article**

# An Investigation of Talent Management and Academic Performance in Higher Education Institutions in Al Dhakhiliya, Oman.

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**Abstract**

This study investigates the relationship between talent management and academic performance in Higher Education Institutions (HEIs) in the Al Dhakhiliya Governorate of Oman. Talent management, encompassing talent acquisition, development, and retention, is considered a critical driver of institutional success. Using a survey-based methodology, data were collected from faculty members across HEIs in the region to assess talent management practices and key performance outcomes, including academic accomplishment, staff productivity, and student satisfaction. Descriptive analysis revealed moderate to high levels of talent management implementation and performance indicators. Correlation and regression analyses demonstrated a strong positive association between talent management dimensions and institutional outcomes. Specifically, talent acquisition and talent development were found to significantly enhance academic performance, productivity, and student satisfaction, while talent retention also showed positive relationships with these outcomes. The findings highlight that institutions with effective talent management practices perform better academically and operationally. Overall, the study emphasizes the importance of structured talent management strategies in improving academic outcomes and sustaining institutional performance in higher education.

**Keywords:** Talent management, Talent acquisition, Talent development, Talent Retention, Academic performance.

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# 1. Introduction

This study investigates the relationship between talent management strategies and higher education institutions (HEIs') academic performance in Oman's Al Dhakhiliyah Governorate. It explores how well HEIs manage their talent pool and how it affects students' overall academic performance. Through an analysis of diverse people management tactics, including hiring, training, development, and retention, the research seeks to shed light on the importance of these approaches in raising HEIs' academic output. The study has important implications for HEIs in the Al Dhakhiliyah Governorate and beyond by illuminating the connection between personnel management and academic performance through empirical research and analysis.

## *1.1 Rationale of the study*

Growing Significance of Talent Management: Talent management has become essential for organizational success in Higher Education Institutions (HEIs), focusing on attraction, development, and retention. Al Dhakhiliyah Governorate's Context: This governorate provides a unique setting to study how talent management influences organizational performance, shaped by its socioeconomic and cultural dynamics. Limited Research: Despite the importance of talent management, there is a lack of empirical studies on its impact on HEIs specifically in the Al Dhakhiliyah Governorate, with existing research failing to capture the local challenges. Potential Impact on Success: Understanding the link between talent management and organizational success can significantly enhance the academic reputation and effectiveness of HEIs in Al Dhakhiliyah. Practical Implications:

The findings can inform tailored talent management strategies that help HEIs attract and retain quality personnel while optimizing HRM operations in a competitive landscape. Contribution to Knowledge: This study aims to enrich academic literature by providing empirical insights into talent management and its effects on organizational performance in the context of Al Dhakhiliyah HEIs.

## *1.2 Statement of the problem*

The connection between talent management strategies and the performance of organizations within Higher Education Institutions (HEIs) in the Al Dhakhiliyah Governorate remains poorly understood. While the link between effective talent management and organizational success is gaining recognition, there is a notable lack of empirical research that specifically explores this relationship within the unique socioeconomic and cultural context of Al Dhakhiliyah. The primary challenge of this study is to determine how talent management strategies influence the organizational performance of HEIs in the region. This involves assessing the effectiveness of approaches to talent development, retention, and acquisition, as well as their impact on key performance indicators such as academic quality, student satisfaction, faculty engagement, and the institution's overall reputation.

## *1.3 Objectives of the study*

The aim is to examine the current talent management practices in higher education institutions within the Al Dakhiliyah governorate. We seek to assess how the presence of talented employees impacts the academic performance of these institutions in Al Dakhiliyah. Additionally, we seek to investigate the relationship between talent management practices and the academic success of higher education personnel in the region. Our goal is to identify specific talent management strategies that have a significant influence on academic performance in the higher education sector of Al Dakhiliyah. Finally, we explore the various factors that affect the implementation of talent management practices in higher education institutions located in Al Dakhiliyah governorate.

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## 2. Literature Review

The literature review section provides a basis for comprehending the current knowledge and research concerning talent management and its influence on academic performance in Higher Education Institutions (HEIs) in Al Dhakhiliyah Governorate, Oman. These are excerpts from different research studies. Collins and Smith (2017) Talent management refers to the strategic process of identifying, attracting, developing, and retaining individuals with high potential to meet an organization's current and future needs. Numerous studies have highlighted the improvement in organizational performance that results from using efficient talent management techniques. For example, it was discovered that companies with strong talent management systems had better employee engagement, productivity, and general performance. Al-Khouri and Al-Mahrouqi (2019), HEIs face unique challenges in talent management due to the nature of their work and the importance of human capital in delivering quality education. identified key talent management practices in HEIs, comprising career planning, performance management, training and development, and recruiting and selection, and succession planning. These practices are crucial for attracting and retaining talented faculty and staff, which ultimately impacts the overall performance of HEIs. Al-Harthy and Al-Mahrouqi (2018) Numerous research works have investigated the connection between organizational performance and talent management. In HEIs. For example, found a positive correlation between talent management practices and the performance of faculty members in Omani HEIs. Similarly, a study by Al-Riyami and Al-Mahrouqi (2020) revealed that talent management practices significantly influenced the overall performance of HEIs in Oman. Al-Alhashmi and Al-Mahrouqi (2018) Despite the potential benefits, talent management in HEIs faces various challenges and barriers. highlighted issues such as limited financial resources, lack of awareness about talent management practices, resistance to change, and inadequate training and development opportunities. Addressing these challenges is crucial for HEIs to effectively implement talent management strategies and improve their organizational performance.

Al-Rawahi et al., 2018, Organizational performance in HEIs is a multidimensional concept that includes academic performance, research output, student satisfaction, financial stability, and reputation. HEIs are increasingly being evaluated based on their ability to achieve high performance in these areas, as it reflects their overall quality and competitiveness (Al-Rawahi et al., 2018). Scullion & Collings, 2011; Allen et al., 2013, Several studies have highlighted the importance of talent management in HEIs for attracting, retaining, and developing skilled faculty and staff (Al Ariss & Crowley-Henry, 2013; Alshmemri et al., 2019). Research suggests that effective talent management practices lead to increased employee satisfaction, engagement, and performance in HEIs.

Al Ariss & Crowley-Henry, 2013; Lawler et al., 2012. Challenges in talent management for HEIs include competition for talent, faculty diversity, succession planning, and aligning talent strategies with organizational goals (Festing & Schäfer, 2014; Davenport et al., 2010). Best practices include proactive recruitment, leadership development, performance management, and fostering a culture of continuous learning and innovation. Barnard (1938), organization is a system of intentionally coordinated individual actions or forces. According to him, an organization is a system that depends on human cooperation. According to him, an organization is created when people are able to communicate with one another and are prepared to act in order to achieve a shared objective. Kehinde (2012) investigated how talent management affected the performance of the firm. Kehinde's analysis of sixteen Nigerian companies revealed a strong correlation between talent management and the organizational success of those companies. Kehinde advised businesses with exceptional talent to implement a talent management plan that is entirely apart from their standard HRM approach. Payambarpour and Hooi (2015) examined the impact of talent management on organizational performance using a sample of 498 workers in global

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businesses. PLS-SEM was applied in this work to test the research hypotheses. Nafei (2016) examined the talent management's effect on Egyptian companies' organizational performance using 370 employee samples from industrial enterprises. The results demonstrated a connection between organizational performance and talent management characteristics. Nafei recommended that Egyptian industrial companies enhance the aspects of talent management to boost organizational performance. Sareen and Mishra (2016) assessed the effect of talent management on organizational performance using a sample of 206 professionals working in Indian information technology (IT) companies. The findings suggested that organizational performance was somewhat impacted by talent management. The authors proposed that increased organizational growth and profitability can be achieved through efficient management of IT experts. Eydi (2015), the goals attainment approach measures effectiveness by how well an organization achieves its predetermined objectives. Since organizations are inherently goal-oriented, people believe they are productive when their objectives are met.

Georgopoulos and Tannenbaum (1969) define organizational effectiveness as the extent to which an organization as a social system, given certain resources and means, achieves its goals without overtaxing its resources or means, nor does it put undue pressure on its members. Manu (2016) opine that management always compares key organizational outcomes with previously stated goals and corrective action is initiated for any kind of deviation. This suggests that to achieve freshly defined goals and advance organizational performance, assessing organizational outcomes against previously declared goals and implementing corrective actions as necessary are helpful. This is required when an organization needs to expand. Collings and Mellahi (2009) assert that talent management strategy are activities and processes that involve the systematic identification of key positions which differentially contribute to the organization’s sustainable competitive advantage, the creation of a talent pool with high potential and performing incumbents to fill these positions, as well as the creation of a unique human resource architecture to make it easier to find qualified incumbents for these roles and guarantee their loyalty to the company. Borisova et al. (2017) argue that talented employees must certainly possess high potential, be able to adapt to operational processes, and know the work process perfectly. This suggests that a worker must have very high potential, be able to adapt to the organization's procedures, and have the necessary technical expertise for the position to be classified as talented. Ifeoma et al. (2015), the primary responsibility of HR is to ensure that personnel possessing the necessary skills and talent are retained in the company for an extended duration. This is due to the enormous advantages that come with having a skilled staff. Asrar, Azhar, and Hussain (2018), an organization's performance is impacted by its ability to retain employees. This is because there is less employee turnover. Given the employees’ work satisfaction and general stability that a business gets when they are able to retain their brilliant personnel, there is an increase in employee motivation and loyalty to the organization. Garg and Rani (2014) The first step in talent management is to identify and value each person for their distinct strengths. They reaffirm that workforce planning, recruitment, and selection are all part of talent acquisition.

## 3. Methodology

This study employs a descriptive and causal research design to explore the relationship between Human Resources, specifically Talent Management, and organizational performance within Higher Education Institutions (HEIs) located in the Al Dhakhiliyah Governorate. To gather primary data, the research will collect responses from staff members in the business studies departments at UTAS-Nizwa and Nizwa University using Google Forms. Secondary data will be obtained from relevant literature, including research articles and theoretical concepts on the topic. The target population for this study consists of employees from the Department of Trade at both the University of Technology and Applied Science and

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the University of Nizwa in the Al Dhakhiliyah Governorate. The sample comprises the entire employee population at these institutions, amounting to N = 125, as reported by the respective universities. The aim is to gather data from faculty members at both CEMIS University of Nizwa and CEBA UTAS-Nizwa via the online questionnaire. This sampling design is intended to ensure that a comprehensive representation of the staff is achieved. The data collected will be presented in various formats, including percentages, correlations, and regression analyses. Moreover, Excel software will be utilized for coding and tabulating the information. The findings will be illustrated through graphs and tables to effectively communicate insights regarding the relationship between organizational performance and talent management in the Higher Education Institutions of the Al Dhakhiliyah Governorate.

## 4. Results and Discussion

**Table 1**

*Descriptive Statistics*

| Particulars | Min | Max | Mean | S.D. |
|---|---|---|---|---|
| Talent Acquisition | 1 | 5 | 3.86 | 0.86 |
| Talent Development | 1.42 | 5 | 3.84 | 0.83 |
| Talent Retention | 1.33 | 5 | 3.89 | 0.91 |
| Academic Accomplishment | 1.2 | 5 | 3.90 | 0.81 |
| Staff Productivity | 1.4 | 5 | 4.03 | 0.75 |
| Student Satisfaction | 1.2 | 5 | 4.01 | 0.73 |
| Institutional Practice | 1.8 | 4.6 | 3.68 | 0.62 |

The descriptive statistics indicate that all talent management and outcome variables are moderate to high level in the sample including talent acquisition (M=3.86, SD=.86); talent development (M=3.84, SD=.83); talent retention (M=3.89, SD=.91); academic accomplishment (M=3.90, SD=.81); staff productivity (M=4.03, SD=.75); student satisfaction (M=4.01, SD=.73); and institutional practice (M=3.68, SD=.62).

### *4.1 Correlation Analysis*

**Table 2**

*Relationship between Talent Management Practices and Organizational Performance*

| Particulars | Talent Acquisition | Talent Development | Talent Retention | Academic Accomplishment | Staff Productivity | Student Satisfaction | Institutional Practice |
|---|---|---|---|---|---|---|---|
| Talent Acquisition | 1 | | | | | | |
| Talent Development | 0.79 | 1 | | | | | |
| Talent Retention | 0.71 | 0.92 | 1 | | | | |
| Academic Accomplishment | 0.72 | 0.83 | 0.77 | 1 | | | |
| Staff Productivity | 0.62 | 0.69 | 0.65 | 0.82 | 1 | | |
| Student Satisfaction | 0.61 | 0.67 | 0.63 | 0.75 | 0.77 | 1 | |
| Institutional Practice | 0.51 | 0.57 | 0.53 | 0.58 | 0.56 | 0.67 | 1 |

The correlation results show that dimensions of talent management is positively associated with outcome variables. For example, there is positive relationship between talent acquisition (r=.72), talent development (r=.83), and talent retention (r=.77) with academic accomplishment. Similarly, there is

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positive relationship between talent acquisition (r=.62), talent development (r=.69), and talent retention (r=.65) with staff productivity. There is positive relationship between talent acquisition (r=.61), talent development (r=.67), and talent retention (r=.63) and student satisfaction. Finally, there is positive relationship between talent acquisition (r=.51), talent development (r=.57), and talent retention (r=.53) and institutional practice.

### *4.2 Regression Analysis*

**Table 3**

*Talent Management and Academic Accomplishment (Regression Model 1)*

| Particulars | Coefficients | Standard Error | t Stat | P-value | Lower 95% | Upper 95% | Lower 95.0% | Upper 95.0% |
|---|---|---|---|---|---|---|---|---|
| Intercept | 0.663 | 0.202 | 3.280 | 0.00 | 0.263 | 1.063 | 0.263 | 1.063 |
| Talent Acquisition | 0.175 | 0.079 | 2.220 | 0.02 | 0.019 | 0.331 | 0.019 | 0.331 |
| Talent Development | 0.621 | 0.149 | 4.176 | 0.00 | 0.326 | 0.915 | 0.326 | 0.915 |
| Talent Retention | 0.047 | 0.117 | 0.399 | 0.69 | -0.184 | 0.277 | -0.184 | 0.277 |
| Rsquare=0.699 | | | | | | | | |
| Fstat= 91.47 (0.000) | | | | | | | | |

For the first regression model, the result shows that talent acquisition (β=.175, P<.05) and talent development (β= .621, P<.05) has positive and significant effects on academic accomplishment; while result for talent retention turned out to be positive but insignificant (β= .047, P>.05). Furthermore, the R square shows that 69.9% variation in the dependent variable is explained by talent management. Moreover, F Stat (91.47, P<.05) shows that overall model is fit and significant.

**Table 4**

*Talent Management and Staff Productivity (Regression Model 2)*

| Particulars | *Coefficients* | *Standard Error* | *t Stat* | *P-value* | *Lower 95%* | *Upper 95%* | *Lower 95.0%* | *Upper 95.0%* |
|---|---|---|---|---|---|---|---|---|
| Intercept | 1.52 | 0.24 | 6.28 | 0.00 | 1.04 | 2.00 | 1.04 | 2.00 |
| Talent Acquisition | 0.17 | 0.09 | 1.76 | 0.08 | -0.02 | 0.35 | -0.02 | 0.35 |
| Talent Development | 0.40 | 0.18 | 2.24 | 0.03 | 0.05 | 0.75 | 0.05 | 0.75 |
| Talent Retention | 0.09 | 0.14 | 0.62 | 0.53 | -0.19 | 0.36 | -0.19 | 0.36 |
| Rsquare=0.490 | | | | | | | | |
| Fstat= 37.92(.000) | | | | | | | | |

For the second regression model, the result shows that talent acquisition (β=.17, P<.05) and talent development (β= .40, P<.05) has positive and significant effects on staff productivity; while, result for talent retention turned out to be positive but insignificant (β= .09, P>.05). Furthermore, the R square shows that 49% variation in the dependent variable is explained by the talent management. Moreover, F Stat (37.92, P<.05) shows that overall model is fit and significant.

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**Table 5**

*Talent Management and Student Satisfaction (Regression Model 3)*

| Particulars | *Coefficients* | *Standard Error* | *t Stat* | *P-value* | *Lower 95%* | *Upper 95%* | *Lower 95.0%* | *Upper 95.0%* |
|---|---|---|---|---|---|---|---|---|
| Intercept | 1.607 | 0.242 | 6.651 | 0.000 | 1.129 | 2.086 | 1.129 | 2.086 |
| Talent Acquisition | 0.178 | 0.094 | 1.885 | 0.062 | -0.009 | 0.364 | -0.009 | 0.364 |
| Talent Development | 0.375 | 0.178 | 2.112 | 0.037 | 0.023 | 0.727 | 0.023 | 0.727 |
| Talent Retention | 0.071 | 0.139 | 0.511 | 0.611 | -0.205 | 0.347 | -0.205 | 0.347 |

Rsquare=0.469

Fstat= 34.81(.000)

For the third regression model, the result shows that talent acquisition (β=.178, P<.05) and talent development (β= .375, P<.05) has positive and significant effects on student satisfaction; while, result for talent retention turned out to be positive but insignificant (β= .071, P>.05). Furthermore, the R square shows that 46.9% variation in the dependent variable is explained by talent management. Moreover, F Stat (34.81, P<.05) shows that overall model is fit and significant.

**Table 6**

*Talent Management and Institutional Practice (Regression Model 4)*

| Particulars | *Coefficients* | *Standard Error* | *t Stat* | *P-value* | *Lower 95%* | *Upper 95%* | *Lower 95.0%* | *Upper 95.0%* |
|---|---|---|---|---|---|---|---|---|
| Intercept | 1.9519 | 0.2315 | 8.4313 | 0.0000 | 1.4934 | 2.4103 | 1.4934 | 2.4103 |
| Talent Acquisition | 0.1322 | 0.0903 | 1.4640 | 0.1459 | -0.0466 | 0.3109 | -0.0466 | 0.3109 |
| Talent Development | 0.2673 | 0.1702 | 1.5709 | 0.1189 | -0.0697 | 0.6044 | -0.0697 | 0.6044 |
| Talent Retention | 0.0497 | 0.1336 | 0.3721 | 0.7105 | -0.2148 | 0.3143 | -0.2148 | 0.3143 |

Rsquare=0.332

Fstat= 19.63(.000)

For the fourth and last regression model, the result shows that all independent variables including talent acquisition (β=.13, P>.05); talent development (β= .26, P>.05); and talent retention (β= .04, P>.05) turned out to be positive but insignificant. Furthermore, the R square shows that 33.2% variation in the dependent variable is explained by the talent management. Moreover, F Stat (19.63, P<.05) shows that overall model is fit and significant.

## 5. Major Findings and Conclusion

### *5.1 Descriptive statistics*

The descriptive statistics indicate that all talent management and outcome variables are moderate to high level.

### *5.2 Correlation Analysis*

There is positive relationship between talent acquisition (r=.51), talent development (r=.57), and talent retention (r=.53) and institutional practice.

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### *5.3 Regression Analysis*

For the first regression model, the result shows that talent acquisition (β=.175, P<.05) and talent development (β= .621, P<.05) has positive and significant effects on academic accomplishment. For the second regression model, the result shows that talent acquisition (β=.17, P<.05) and talent development (β= .40, P<.05) have positive and significant effects on staff productivity. For the third regression model, the result shows that talent acquisition (β=.178, P<.05) and talent development (β= .375, P<.05) have positive and significant effects on student satisfaction. For the fourth and last regression model, the result shows that all independent variables, including talent acquisition (β=.13, P>.05); talent development (β= .26, P>.05); and talent retention (β= .04, P>.05) turned out to be positive.

### *5.4 Recommendations*

The researchers recommend that higher education institutions (HEIs) prioritize effective talent retention strategies, such as clear career advancement pathways, to enhance employee satisfaction and loyalty. Management should support professional development for teaching staff to boost their skills and motivation. Additionally, HEIs should implement structured recognition programs to celebrate employee achievements and establish competitive compensation packages that reflect qualifications and responsibilities, attracting top talent. Regular professional development workshops will also help employees feel valued. Moreover, HEIs needs to invest in research resources, such as access to external grants and labs, while ensuring transparent governance and decision-making to foster collaboration. Finally, universities should create policies that promote innovation and continuous learning, rewarding creative teaching and research contributions.

### *5.5 Conclusion*

This research can be shared and discussed with higher education policymakers and institutional leaders, as it provides valuable insights into the connection between talent management and organizational performance in higher education institutions (HEIs) within the Al Dhakhiliyah Governorate. It emphasizes how strategies for talent acquisition, development, and retention significantly impact academic success, staff productivity, and student satisfaction. The findings indicate that institutions that implement robust talent management practices tend to achieve better academic outcomes. Factors such as talent acquisition, talent development, and talent retention are crucial for enhancing the academic performance of HEIs in Al Dhakhiliyah. Descriptive statistics demonstrate that talent management factors and academic performance outcomes in these institutions receive moderate to high ratings. Correlation analysis reveals a positive relationship between the various components of talent management, namely acquisition, development, and retention—and institutional practices. Furthermore, regression analysis indicates that both talent acquisition and development play a significant role in boosting academic achievement, enhancing staff productivity, and increasing student satisfaction. However, in the final model, while all independent variables showed a positive correlation with overall institutional performance, they were not statistically significant, indicating that further investigation is warranted. Overall, these findings underscore the importance of effective talent management practices in driving academic success and highlight areas that require further exploration.

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**Conflict of Interests**

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