

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

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ABSTRACT

In any organizations, Developing Talent (DT) is essential. Theoretically, employees will be developed parallel with their years of contribution to the institutions. Indirectly, their Job Satisfaction (JS) will be achieved. DT has become part of the main agenda to Ministry of Higher Education (MOHE) to ensure the development of talent is continuous. Therefore, this research will investigate the relationship between DT and JS in selected public universities in Malaysia. Quantitative approach has been used in order to collect primary data from 238 respondents in selected public universities. Information obtained from this method has been analyzed using IBM Statistical Package Social Sciences (SPSS). As a result, there was a moderate relationship recorded between DT and JS. However, University A scored slightly higher correlation between DT and JS as compared to other two public universities. As a conclusion, each public university has their own way in order to develop their talent according to the mission and vision of the university and directly will achieve JS of each employee in the organization.

Keywords: Developing Talent, Job Satisfaction, Public University, Quantitative Method, IBM SPSS.

1. INTRODUCTION

The development process is one of the TM programs which focus on employee development in several aspects such as leadership, decision making, presentation and much more (Abidin & Mansor, 2016; Avolio & Bass, 2002; Allan H Church et al., 2016; Clunnies, 2003; Flanigan, 2015; Hitt et al., 2016; Iles, Chuai, et al., 2010; Marques, 2015; Rhodes, Brundrett, & Nevill, 2008; Strack, Baier, Caye, Zimmermann, & Dyrchs, 2011; Zhang, Chen, Ooi, Tan, & Zhang, 2015). In this process, the organization will invest a lot of money in order to maintain and retain the employee in the future (Hracs, 2009; Irshad, 2012; Kagwiria, 2013; Kim, 2008; Nair, 2012;

Rai, 2014). Based on Blass, Knights, Orbea, & Al-Awamleh, (2006), TM is more than HRM, leadership development initiatives or succession planning. It is the collective approach to recruiting, retaining and developing talent within the organization for its future benefit, and extends beyond the domains listed above to include strategy, organizational culture and change management. Yet, effective organizational management of the business has been discovered and internal talent must be identified and developed (Abraham, 2015; Al-Ariss et al., 2014; Bethke-Langenegger, Mahler, & Staffelbach, 2008; Brown, 2008; Farndale et al., 2014; Gholam et al., 2015; Kaliannan, Abraham, & Ponnusamy, 2015; Oracle, Paper, & David Wilkins, 2012). Based on Dries, (2013), he also suggested encouraging employees to move into other roles, thus, giving them training opportunities in other fields of the business. It confirms that the practice of exporting the team to other parts of the business could make alignment easier. It also tackles on the effective leadership on managing this kind of endeavor (Amundsen et al., 2014; Brown, 2008; Sarwar, 2013).

In different perspectives, employees can be developed by using technologies (Corsello, 2012) and it has a vital role towards effective management (Bidayatul Akmal Mudtafa Kamil, 2013; Boudreau & Ramstad, 2004; Moczyłowska, 2012; Stahl, Björkman, Farndale, Gunter, Morris, et al., 2012; Tajuddin et al., 2015a; Zhuge & Zhang, 2007). As noted by Ruiz and Fuentes (2016) and Corsello, (2012), technology will enable organizations and individuals to automate and standardize key processes as well as gain access to and generate a greater volume of timely and useful information, thus helping to maximize the organization's TM strategy in a cost effective manner. Debane, Defossez, & McMillan, (2014) in their research emphasize on using of technology can be useful in the future and help the organization to grow. In addition, they also develop their own program to be used in manager development.

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

satisfaction is the contrast between individual expect and perceive to have received (Mustafa, 2013).

According to Lofquist & Dawis (1978) and Özpehlivan & Acar, (2015), JS is a feeling based on the individual's assessment in satisfies the individual desires. Furthermore, it is also a feeling that involved emotionally response either loves or hates about the work those they need to face every day. The character or the attitude is reflected to trust, emotional, and action trends of individual work atmosphere (Anari, 2012; Braun, Peus, Weisweiler, & Frey, 2013; Ignat & Clipa, 2012; Lee & Ok, 2012; Robertson, Gockel, & Brauner, 2013; Van Maele & Van Houtte, 2012). Zumrah (2013) highlighted that the signs of job dissatisfaction include bored, skipping work, giving less attention, tired, less passionate, incompetence, low performances and etc. These signs of job dissatisfaction might be happened due to bias showed by the superior, environment of the workplace, low salary, unable to catch with the current scenario in the organization and so on and so forth (Abu Taleb, 2013; Andreassi, Lawter, Brockerhoff, & Rutigliano, 2014; Baharin & Abdullah, 2011; Fallis, 2013; Griffin, Bayl-Smith, & Hesketh, 2016; Lim & Ling, 2012; Ljigu, 2015; Melnik, Petrella, & Richez-Battesti, 2012; Shami, Ramzan, & Rasool, 2013; Taylor, Mcloughlin, Meyer, & Brooke, 2012; Tejada, 2014; Tremblay, Dahan, & Gianecchini, 2014; van der Doef, Mbazzi, & Verhoeven, 2012; Woo, 2014).

2. MATERIAL AND METHOD

In this study, the quantitative approach was used and it's a factorial analysis study that uses the survey method to collect data. The research instrument of the study is a structured questionnaire and Likert scale format is used. For the purpose of collecting primary data, a questionnaire was prepared for this study. Convenience sampling was used in this study as only the respondents that agreed to participate in this study were selected. The primary data was collected personally by the researcher as an assurance of confidentiality to respondents. A total of 238 questionnaires were given to the respondent and collected at the same time. In analyzing information obtained, the researcher used Pearson Correlation Coefficient.

3. RESULTS

Table 1 showed an overall correlation of DT and JS in selected public universities. Based on the findings obtained, University A showed a higher correlation of DT and JS compared to University B and University C. University A indicated DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was moderate ($r=0.494$, $p<0.01$). Meanwhile, UPSI showed DT was a statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with JS ($r=0.354$, $p<0.01$). On the other hand, UiTM having DT that was a

statistically significant linear relationship with the direction of the relationship is positive and the strength of the relationship was low with JS ($r=0.350$, $p<0.01$).

Table 1: Relationship between Developing Talent and Job Satisfaction

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

4. DISCUSSION

Meanwhile, in Malaysia's business context, the study found that only 67.3% of the multinational companies studied had to implement TM in their organizations and developing talents was found to be the most significant relationship with JS of the employees (Mahan & Indra 2012). Apart from that, in the hospitality industry, Nitin (2015) found 52% agreed that developing talents has a positive relationship on JS. This finding is consistent with research done by Karen (2001) indicates developing talents with specific programs organize by the organization has a significant impact towards JS. Meanwhile, in the educational sector, sampling was done by the teacher in Iran and the findings revealed that the variables which are developing talents, organizational development, and JS have the significant relationship with positive the direction (Parvaneh 2016).

Developing talents implies constructive development in such organizational motives for optimum enhancement of JS of the employees. These types of training and development programs help in improving the employee behavior and attitude towards the job and also uplift their morale (Pahlavi, 2013). Stephen & Christine (2007) emphasize on JS of the employees was dependent with effectiveness and efficacy of training program which able to develop talent within the organization. Other than that, developing talents increased JS level of employees through training, coaching, motivation which part of the program held in the institution (Nagaraju & Archana 2015). According to Elizabeth (2012), JS is directly proportional to retention and inversely associated with turnover intention. Meanwhile, factors such pay, promotion, working conditions and nature of work are the dimension of JS need to take into account by the employers if they want top talents to stay in the company (Alamdar & Muhammad 2014).

5. CONCLUSION

As a conclusion, the university needs to develop their staff in achieving university mission and vision. Employees either academicians or administrators have their own strengths to be focused and utilized well in creating a vibrant environment of the university. Therefore, employees will be thankful and appreciate all the effort shown by the university in developing them to be a better person. Thus, their JS will be easily grabbed and the performance of the university will be increased. Based on the findings, it shows that these two variables are interrelated which means it gives a significant picture to the management or MOHE to take an initiative action to create an effective developing program to their talents.

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