An Analysis of Selected Factors Influencing Talent Management in Public Secondary Schools'employees within Nyandarua West Sub County, Kenya

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ABSTRACT: *Talent Management is a set of integrated organizational HR processes designed to attract, develop, motivate, and retain productive, engaged employees. The goal of talent management is to create a high-performance, sustainable organization that meets its strategic and operational goals and objectives. This research therefore sought to explore the factors influencing talent management of Teachers Service Commission in Kenya in the public secondary schools with specific reference to Nyandarua West Sub- County. The overall objective was to examine the factors influencing talent management in schools with specific reference to Nyandarua west Sub- County. The specific objectives was to find out how organizational culture affects talent management, to establish the extent to which training and Development affects talent management, to assess whether workplace environment affect talent management and to establish the extent to which retention strategies affect talent management. The study adopted a descriptive survey design and targeted 25 schools in Nyandarua County. The target population was 25 principles, 350 teaching staff and 230 non-teaching staff. Stratified random sampling and purposive sampling was used in determining the sample size of 121 participants. Sampling was guided by Gay (1976) who postulates that sample size of 10% is considered minimum for large populations and 20% for small populations. The research instruments included questionnaire, an observation schedule and interview schedule. Descriptive data analysis was done for qualitative data while qualitative data was used to supplement interpretation of quantitative data. The findings are interpreted along the study objectives. The findings of the study are aimed to benefit the management of various organizations since they identify the challenges that hinder effective implementation of talent management. This study is of great benefit to the scholars since it has increase the body of knowledge in the field of talent management.*
Keywords: Organizational Culture, Talent Management, Training and development

I. INTRODUCTION

In today's rapidly moving, dynamic, uncertain and highly competitive global markets, firms worldwide are facing major decisions and challenges in global talent management(Schuler, Jackson, & Tarique, 2011).For organizations across the globe, talent management of knowledge workers and high potentials is of increasing strategic importance (Tymon et al., 2010; Vaiman, 2010) (Tymon, Strumpf, & Doh, 2010). Indeed, there has been growing interest in talent management among senior managers and academics alike since the late 1990s when McKinsey consultants coined the phrase "the war for talent" to underscore the key role of leaders and high potentials played in the success of leading companies (Boudreau & Ramstad, 2007) The next generation of talent management practices and solutions will largely be driven by economic evolution, demographic changes, and technology advancements. These factors are dramatically influencing the way people work, the way companies are organized, and the way talent is managed (McDonnell, 2011).

The key factors driving changes in talent management are: the knowledge economy, Globalization, Skills gaps and structural unemployment, Generational geographies, Contextual Factors, Teacher Competency and Student Engagement**.** The transition to a knowledge economy has transformed the way we value Organizations. Talent is now a required strategic asset. Key changes in the future include a continued blurring of the line between inside and outside talent that will result in an expansion of the talent management scope. Globalization in European expansion is well-known; the top expansion prospects for global companies now include China, Russia and Eastern Europe, Mexico and South America, and the rest of Asia. This continued expansion provides both challenges and opportunities around talent utilization, diversity, and risk management (Scullion & Collings, 2011) A recent report by the Boston Consulting Group highlighted talent management as one of five key challenges facing the HR profession in the European context and, interestingly, that it was also one of the areas which the function was least competent in (Boston Consulting Group, 2007).Talent management is likely to be a challenge for organizations in all the major economies right across the world, with recent research suggesting that talent management challenges may even be more acute in the emerging markets(Vaiman, 2010).

(Gupta, 2006)Indicate that in the era, where global business is talk of town, every employer has to be ready for meeting the future business demands, which can be efficiently handled through talent management. Talent management is gaining popularity as a significant predictor of employee and business performance. It refers to integration of new workers, developing and retaining existing workers as well as attracting experienced and qualified persons to work for organization.

Neglect of talent management is suicidal for the organization particularly in the current business scenario of high competition. Opportunities to qualified and talented employees are abundant due to expansion of higher education and coming up of a large number of institutes promoting professional courses in various streams (Joerres & Turcq, 2007).Sears (2003) suggests that among the innovations that have swept through the world of management during the past two decades, talent management and knowledge management have probably aroused the greatest interest and made the biggest impact. The concept of talent management as a process of ensuring that the organization has the talented people it requires only emerged in the late 1990s.it has now been recognized as a major resourcing activity (Armstrong, 2009).The development and implementation of a talent management strategy requires high quality management and leadership from the top and from senior managers and the HR function as suggested by (Younger, Small Wood, & Ulvich, 2007).

The approaches required involve emphasizing growth from within, regarding talent, development as a key element of the business strategy, being clear about the competences and qualities that matter, maintaining well defined career paths, taking management development, coaching and mentoring very seriously and demanding high performance. According to Pfeffer (2001), fighting the war of talent itself can cause problems. Companies that adopt a talent war mindset often wind up venerating outsiders and downplaying the talent already in the company. According to Armstrong (2009) attraction and retention policies are important elements of talent management. These policies and programs describe the approach to ensuring that the organization both gets and keeps the talent it needs. Attraction policies leads to programs for external resourcing .retention policies are designed to ensure that people remain as committed members of the organization. The outcome of these policies is a talent flow that creates and maintains the talent pool.

Talent management has been recognized by many authors as an important human recourse practice in the retention of employees. Retaining talented employees has become one of the major priorities of organizations and the key differentiator for human capital management. In today's rapidly moving dynamic, uncertain and highly competitive global markets, firms worldwide are facing major decisions and challenges in the global talent management. Companies are discovering that, not only is it becoming increasingly difficult to recruit top talent, but that they are running the constant risk of losing the ones they have to competitors. Consequently talent management is now viewed as a tool to strengthen organizational capability through individual development, performance enhancement, career development and succession planning. In Kenya, many organizations have not yet embraced the concept of talent management and thus face critical challenges in recruitment and retaining of talented staff. Talent management is crucial because expertise is a 'must 'for proficient performance. n Kenya, the talent management domain is not given much emphasis within the public sector and this has lowered the level of employees' retention by 30% in Teachers Service Commission

II.   STATEMENT OF THE PROBLEM

(Collings, 2011)States that talent management is aimed at improving the caliber, availability and flexible utilization of exceptionally capable employees who can have a disproportionate impact on business performance. Strategic talent management is an approach that manages all human resource programs: recruitment, selection, placement, development, evaluation, tenure, promotion, dismissal, and compensation, around a set of effectiveness metrics that capture instructional practice and student-learning growth. The theory is that effective principals should manage schools in ways that facilitate teachers' acquiring the instructional expertise they need to make them and the school effective; that is to say, successful in dramatically boosting student learning.

This has therefore created a wide knowledge gap on talent management implementation and hence created a need to conduct a study on factors affecting implementation of talent management in the Teachers Service Commission in Kenya. This research therefore sought to analyze selected factors that influenced talent management of Teachers Service Commission in Kenya in the public secondary schools with specific reference to Nyandarua west Sub- County and will include Organizational culture, Training and Development, workplace environment and retention strategies

The objectives of the study were to
1. To determine the effect of organizational culture on talent management in public secondary schools within Nyandarua West Sub County.
2. To establish the effect of training and Development on talent management in public secondary schools within Nyandarua West Sub County.

3. To assess effect of workplace environment on talent management in public secondary schools within Nyandarua West Sub County.
4. To examine the effect of retention strategies on talent management in public secondary schools within Nyandarua West Sub County.

Justification of the Study
1. Opportunities to qualified and talented employees are abundant due to expansion of higher education and coming up of a large number of institutes promoting professional courses in various streams.
2. The study is of great benefit to the management of various organizations since it will identify the challenges that hinder effective implementation of talent management.
3. This study is beneficial to the scholars since it will increase the body of knowledge in the field of talent management.
4. The government of Kenya can get a further insight from private institutions through this research and will enable them to design appropriate policies on talent management.

The scope of the Study
This study was carried out in Public secondary schools in Nyandarua West Sub County. The Sub County has 25 public secondary schools. The study targeted non-teaching staff, teachers and principals in the sampled schools in the Sub County.

Literature Review
The study was based on McGregor's X-Y Theories Theory X and Theory Y pertain to employee motivation and have been used in human resource management, organizational development and organizational behavior analysis. An Integrated Human Capital and Talent Management tool is based on such theories and helps organizations to transform their human resource practices Cole, (2007).

Organizational Culture
Organizational culture is a set of shared assumptions that guide what happens in organizations by defining appropriate behavior for various situations. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving and, even, thinking and feeling. Thus, organizational culture affects the way people and groups interact with each other, with clients, and with stakeholders. In addition, organizational culture may affect how much employees identify with an organization (Ravasi & Schultz, 2006).

Organizational culture represents the collective values, beliefs and principles of organizational members and is a product of such factors as history, product, market, technology, and strategy, type of employees, management style, and national culture. Culture includes the organization's vision, values, norms, systems, symbols, language, assumptions, beliefs, and habits. Organizational culture is the behavior of humans within an organization and the meaning that people attach to those behaviors (Needle, 2010).

Deal & Kennedy(2000) advanced the idea that organizations often have very differing cultures as well as subcultures. Although a company may have its "own unique culture", in larger organizations there are sometimes co-existing or conflicting subcultures because each subculture is linked to a different management team. Organizational culture refers to culture in any type of organization including that of schools, universities, not-for-profit groups, government agencies, or business entities. In business, terms such as corporate culture and company culture are sometimes used to refer to a similar concept (Deal & Kennedy, 2000).

The Organizational Cultural Profile (OCP), a model developed by O'Reilly, Chatman & Caldwell in 1991is a self-reporting tool which makes distinctions according seven categories - Innovation, Stability, and Respect for People, Outcome Orientation, and Attention to Detail, Team Orientation, and Aggressiveness(Bruning, 2015). The model is also suited to measure how organizational culture effects organizational performance, as it measures most efficient persons suited in an organization and as such organizations can be termed as good organizational culture. Employee values are measured against organizational values to predict employee intentions to stay, and predict turnover. This is done through instrument like Organizational Culture Profile (OCP) to measure employee commitment.

Daniel Denison's model asserts that organizational culture can be described by four general dimensions – Mission, Adaptability, Involvement and Consistency. Each of these general dimensions is further described by the following three sub-dimensions:

Denison's model also allows cultures to be described broadly as externally or internally focused as well as flexible versus stable. The model has been typically used to diagnose cultural problems in organizations (Denison Consulting, 2015).

Training and Development
Training and development is the primary objective of human resource management. As keep (1989) realized that one of the primary objectives of human resource management is the creation of conditions whereby the latent potential of employees will be realized and their commitment to the causes of the organizations secured. This latent potential is taken to include, not merely the capacity to acquire and utilize new skills and knowledge, but also a hitherto

untapped wealth of ideas about how the organizations operations might be better ordered.- Dossier (1997) says that training gives new or present employees the skills they need to perform their jobs Training focuses on skills needed to perform employees' current jobs its aim is to develop current or future employees for future jobs with the organization or to solve an organizational problem concerning, for instance, poor interdepartmental communication.

The same signal was conveyed by Pedaretal (1989) who emphasized on the creation of learning organization. They argued that a "learning organization is one which facilitates the learning of all its members and continually transforms it". Handy (1989) described a learning organization as one that both learns and encourages learning in people. It creates a space for people to question, think and learn, and constantly reframe the world and their part in it. The learning organization according to Handy needs to have a formal way of asking question, seeking out theories and reflecting on them.

Training reduces the need for constant and close supervision; thus it helps in A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class and will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior (Nakasule, 2005).

Workplace environment

This is well taken care of by the factories and other places of work Act, Cap 514 of the laws of Kenya. The objective is to make provision for health, safety and welfare of persons employed in factories and other places and for matters incidental thereto and connected there with. In terms of health, parts IV (sections 13-20) of the act provides that health of workers and environs are taken care of. In particular the working floors and benches must be kept clean while walls need be painted, each employee should have a workroom of at least 350 cubic feet of space and the work room should be not less than 9 feet in height.If employees are not provided with proper working conditions, they may opt to seek opportunities where conditions are conducive in terms of health, safety and welfare so as to be in a position to produce optimally and develop their capabilities. An organization's working conditions for its employees are very crucial issue that should be properly administered (Tyson & York, 2001).

Retention Strategies.

Employee Retention refers to the ability of an Organization to retain its employees. Employees retentions can be represented by simple statistic (for example, a retention rate of 80% usually indicate that an Organization kept 80% of its employees in a given period). However, many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense, retention becomes the strategies rather than the outcome.All high performance environments share a serious devotion to results. They're competitive, stressful workplaces where mediocrity is disdained and failure intolerable. Moreover, individuals who thrive in these environments tend to be players with intense ambition and they are always on the lookout for greener pastures. The challenge is often how companies approach retention — reactively. Retention issues are ignored until the company suspects an employee might bail, at which point it's addressed by offering the employee some kind of enticement to stay, and then it's back to business as usual. This approach might work in the short-run, but does nothing to cultivate longer-term loyalty. A better approach is to address retention proactively, as a strategic issue. I recently connected with two thought leaders in talent management strategy to discuss how to do this in high performance environments. Based on our conversation, here are five things any organization can do to proactively combat turnover.

2.8. School contextual factors and teacher competency

Schools function as a system with various layers (Sterny, 2012). These layers include; classrooms, the school, the neighborhood or the community and city or area where the school is located hence form the school contextual factors which directly or indirectly influence the way a teacher performs his or her duties. School contextual factors that are not supportive, such as poor administrative leadership and the quality of the school building, are associated with reduced teacher ability to play his or her roles within and outside the school (Buckley, et al., 2005; Lee, et al., 1991; Tye&O"Brien, 2002). According to Ingersoll, (2002) schools with high poverty levels experience a 20% of teachers being unable to attend to their students and hence some of them end up permanently leaving the schools which affects teachers' levels of competency of those teachers that have remained in the school. Ostroff also puts it that school contextual factors provide high levels of motivation to teachers which enable teachers to become more effective and competent, (Ostroff, 2013).

Boe, Cook, & Sunderland(2008), further stipulates that teachers working in schools with high levels of stress are more likely to miss days of work, which could potentially lead to falling behind in the curriculum hence reducing teacher competencies. This stress causes teachers dissatisfaction thereby negatively affecting teacher's morale and ultimately resulting into reduced motivation and competencies of staff (Ostroff, 1992).

Talent management and school contextual factors

Research on the relationship between talent management and school contextual factors Imazeki, (2005), stipulates that teacher retention is higher when school contextual factors such as school policies can allow an offer of higher salaries to their teachers. These findings also match with findings by

Ingersoll,(Ingersoll, 2001), who puts it that "teacher turnover is higher in schools with low salaries, poor support from school administration, student discipline problems, and limited capability input into school decision making, even after controlling for student composition, school level, and school location. Grissom, (2008), further puts it that principal leadership, an orderly schooling environment, greater classroom autonomy, and increased professional development is associated with lower teacher turnover.

Talent management and teacher competency

According to the study by Hammond(2001) there was a substantial linkage between good student results and qualified and trained teachers. The study also showed a substantially negative linkage between student results obtained by untrained teachers, who were comparatively new on the jobs. In addition, (Fetler, 2000) also expressed the view that teachers with short training did not perform well, when compared with those who were fully trained and had longer job experience.
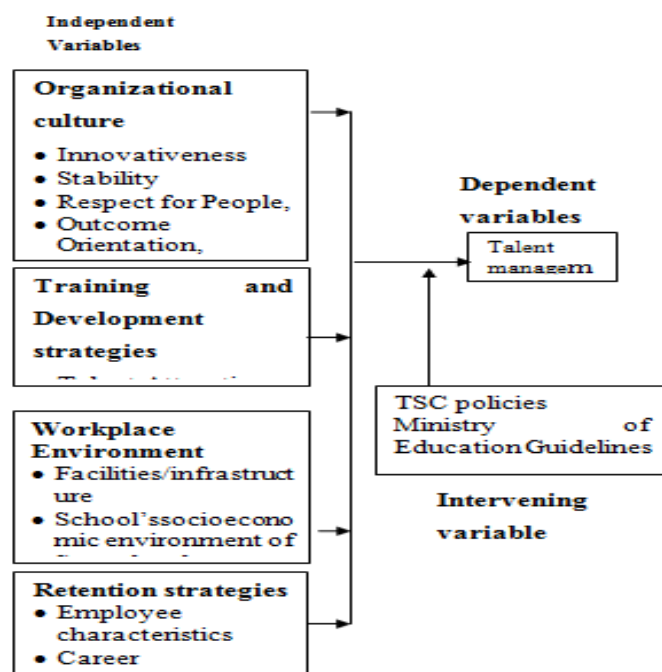
A joint study by Harvard University and the Academy of Education, (2006) indicated that level of training obtained by a teacher contributed to rise in obtaining marks in Mathematics for students in grades four and five. The performance of a teacher before the class is dependent on training provided to him. To assess how effective is the teaching, one, has to look at the performance of teacher in the class and the attitude of the instructor in teacher training establishments. The output of teacher is dependent on his knowledge and ability. The effective teaching process is thus dependent on professional training and learning (Glasser, 2010).

Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts. The conceptual framework of this study will include following variables: Organizational culture, training and Development, Workplace environment and Retention strategies.

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Research Methodology
Research Design
The study used descriptive research design
Study Location

Table 1: Population elements

CATEGORY	TARGET POPULATION	SAMPLE SIZE	PERCENTAGE %
Principals	25	5	3.9
Teachers	350	70	59.5
Non-Teaching Staff	230	46	36.6
TOTAL	**605**	**121**	**100**

The study was carried out in Nyandarua West Sub-county which is in Nyandarua County as the case study.

Target Population

The target population was the Principals, Deputy Principals and non-teaching staff of Nyandarua West Sub - County. Teachers and Subordinate staff of all grades regardless of the status were considered. The population of teaching staff was selected on the basis of their work experience in the Teachers Service Commission. All teachers who have a teaching experience of at least 3 years will have an equal chance of being selected under the population study. The target population was as in the table below.

Sampling Technique and Sample Size

Stratified Random Sampling and Purposive sampling method were applied in arriving at the sample size.

Table 2: sample size

CATEGORY	FREQUENCY
Principals	25
Teachers	350
Non Teaching Staff	230
TOTAL	**605**

Source; D.E.O office (2015):

Data Sources

Both primary and secondary sources were captured during the study. The primary data was captured using the self-administered questionnaires to both teachers and non-teaching staff while the secondary sources was captured using the documented data in form of certificate awards given for good performance of their duties.

Research instruments

The following research instruments were used in the study: Observation scheduleQuestionnaire and interview schedule

Piloting

The researcher came up with a sample of a questionnaire that was used to collect the data, give them to his friends to have a check on it so that they could give opinion about its validity. This was done before actual research.

Validity of the instrument

M The researcher used a wide-range of research for the secondary data and the author believes that the most relevant and valuable theory and data have been included in this dissertation. The author believes that with help of the interviews with the persons who have a lot of experience in supply chain management will considered and a rather comprehensive analysis has been made with the help of both practical and theoretical knowledge.

Reliability of the instrument

A standardized questionnaire about the ways to improve the response time of the supply chain was to be prepared in order to avoid the threat of observer bias. When conducting the semi-structured interviews with the respondent from the management of the schools and considering the complexity of the propositions, the researcher decided to explain them and to make sure each respondent understood what was meant by each prepositions. The researcher explained the prepositions based on their understanding from the contemporary literature and their own experience. However the researcher could not guarantee that all respondents understood the variables in the same way. Furthermore, the research assumed that the respondents have different levels of professional/industrial knowledge. The respondents may have different levels of ability to understand English. The researcher believed that this was a crucial factor for understanding the variables in the same way as the researcher

Data Analysis

Both quantitative and qualitative techniques were used in the study consisting of group observations, interviews, and surveys to gather information. These methods were most appropriate because of the complexity involved. The researcher analyzed the data using MS Excel spread sheet program. Tables, charts and graphs were used to simplify and clarify the quantitative data. Qualitative data which is non-numerical was taken into account regarding the respondent's feelings, opinions, statements and suggestions. By using these methods the researcher was able to understand underlying factors that influence talent management in public Secondary Schools. The data collected by the various instruments was thoroughly reviewed and checked for completeness and comprehensibility. This involved descriptive statistics to describe or summarize the information and transform raw data to understandable and interpretable information. The findings will then be interpreted, and presented, in line with the objectives of the study.

III. DISCUSSION

Respondents Age

The respondents were required to indicate their age where the study findings indicated that majority (34.6%) indicated that their age bracket was between 41 and 50 years. Analysis of findings also indicated that 23.1 % of the respondents were between 31 and 40 years of age. 23.1% indicated that respondents were between 51 and 60 years of age while 19.2% were between 21 and 30 years of age.

Work experience

From the analyzed data, 3.85 % of the respondents had less than 10 years of working experience as compared to 57.7 % who indicated they had over 10 years working experience in public secondary schools however 38.5% had a an experience of between 1 and 10 years.

Level of education

From the analyzed data, 26.9 %of the respondents had Diploma qualifications, 34.6 % were under graduates, and 15.4% of the respondents had Masters Degree while a significant 23.1% had no academic qualifications

Respondent's position

From the analyzed data, 23.1 % of the respondents were principals, 34.6 % were the teaching staff, while 42.3 % were non teaching staff of the selected secondary schools. This implied that most of the respondents despite their positions had much influence on talent management in public secondary schools.

Organization culture

From the research, 26.9%of the respondents strongly agreed that organizations culture promotes employees talents, the study also reveals that the culture is relevant towards enhancing talent management as shown by 15.4% of the respondents. In addition, the respondents agreed that organizations culture has impacted positively on talent as shown 34.6%. Finally 22.9% respondents strongly disagreed that organizations culture is employee growth oriented. This implied that most of the respondents agreed with the statements about the organizations culture promoting employees talents, is relevant towards enhancing talent management, has impacted positively on talent and is employee growth oriented.

4.7. Training and development strategies

From the study, 38.5 % of the respondents agreed they were satisfied with the training and development strategies offered to them, the study also reveals that respondents receives other allowances and benefits alongside training as shown by 26.9 % of the respondents. In addition, the respondents strongly agreed that they were satisfied with the training offered to them as shown by 19.2%. Finally, 96.2% cumulatively agreed that the development strategy was efficient to facilitate their talent development. This implied that most of the respondents agreed with the statements about the satisfaction with the training and development skills offered to them, respondents receive other allowances and benefits alongside the training and development skills offered, and most of respondents strongly agreed that the strategy was efficient to facilitate their talent development.

Work Environment

The study sought to establish if work environment influences talent management, the findings revealed that 38.5% of the respondents agreed that the infrastructure were facilitative in talent development. This study disagrees with Tymon, (2010) to keep employees satisfied, the work environment is the most critical factor in keeping an employee satisfied in today's business world. This is a divergent view from this study; which shows that work environment is significant to talent management.

4.9 Retention strategy

The study sought to investigate the extent to which the respondents agreed about the talent retention strategy. From the study, majority of the respondents agreed that their organization conducts activities that enhance employees retention in the schools as shown by 50% of the total respondent, the study also revealed that organization is committed towards promoting employees talent development as shown by 30.8% of the respondents. In addition, the respondents strongly agreed that they have experienced talent development since they joined organization, as shown by11.4% of the respondents. However a 7.7 % of the respondents were not sure of whether the institutions was doing enough to retain talents This implied that most of the respondents agreed with the statements about the organization conducting activities that enhance employee's retention within the sub-county hence the schools are committed towards retaining the employees within their work stations so as to retain their talents.

4.10 Talent Management

From the research, 34% of the respondents strongly agreed that organizational culture is one of the factors affecting talent management, training and development is also a factor affecting talent management as indicated by 28% of the respondents. In addition, the respondents strongly agreed that workplace environment is a factor affecting talent management in the schools as 21% of respondents indicated. Finally most of respondents strongly agreed that retention is a factor affecting talent management as indicated by 17% of the respondents. This implied that most of the respondents agreed with the statements that the organizational culture, training and development, working environment and retention strategy affects talent management in the public secondary schools.

Table 4.10: Talent Management

		Frequency	Percent
Valid	1.00	6	22.9
	2.00	8	30.8
	2.25	8	30.8
	2.50	4	15.4
	Total	26	100.0

Descriptive analysis

		Management	Culture	Training	Environment	Retention
Pearson Correlation	Management	1.000				
	Culture	.070	1.000			
	Training	.147	.454	1.000		
	Environment	.226	.046	-.246	1.000	
	Retention	.321	.233	.252	.275	1.000
Sig. (1-tailed)	Management	.	.367	.237	.134	.055
	Culture	.367	.	.010	.411	.126
	Training	.237	.010	.	.112	.107
	Environment	.134	.411	.112	.	.087
	Retention	.055	.126	.107	.087	.
N	Management	26	26	26	26	26
	Culture	26	26	26	26	26
	Training	26	26	26	26	26
	Environment	26	26	26	26	26
	Retention	26	26	26	26	26

Coefficients of determination[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.868	.842		1.032	.314
	Culture	.080	.255	.073	.314	.757
	Training	.177	.256	.171	.690	.498
	Environment	.229	.251	.206	.911	.373
	Retention	.200	.189	.238	1.060	.301
a. Dependent Variable: Management						

The study conducted a descriptive analysis so as to assess factors influencing talent management in public secondary schools'employees within Nyandarua west sub county, Kenya The four variables as per the SPSS generated table above, the equation (talent management= $\beta 0$ + $\beta 1$ Organization culture+ $\beta 2$ training and development strategies+ $\beta 3$ work Environment + $\beta 4$ retention strategies + ε) becomes: $Y= 0.868+0.080 X1+ 0.177X2+ 0.229 X3 + 0.200 X4$ Where Y is the dependent variable (factors influencing talent management in public secondary schools'employees), X1 is the Organization culture variable, X2 is training and development Strategies, X3 is work environment and X4 is retention strategies variable. The possible value of Y when all independent variables are equal to zero is 0.868. At 5% level of significance and 95% level of confidence, organization culture showed a 0.757 level of significance, training and development strategies showed a 0.498 level of significance, work place environment showed a 0.373 level of significance while retention strategy showed a 0.301 level of significance. Therefore it is concluded that Organization culture factors comes out as the factor which has more significant of them all.

IV. CONCLUSION

Based on the findings, it can be concluded that in Nyandarua West Sub county Secondary schools organizational culture, retention strategy, training and development and working environment are factors affecting talent management.Based on the findings, it can be concluded that in public secondary schools organizational culture is one of the factors affecting talent management. Tyson and York (1996) have noted the diversity of traditions in which corporate culture has been featured, including high trust work relations, empowerment and employee involvement, innovative team working organizational learning and transformational leadership Secondly it was further concluded that retention strategy was also a factor affecting talent management. Lent and Brown, (2006) observed that Employee perspective, job security assurance, behaviors, understanding, personality and environmental factors function together and may offer the opportunity to assist people to become as satisfied with their careers as nature and environmental factors support In addition, the respondents strongly agreed that training and development is a factors affecting talent management in public secondary schools. Mullins (2007) states that the philosophy of extrinsic rewards which is originated from the term "utilitarianism" and suggests that people's behaviors are modifiable, by in case extrinsic rewards their performance could be enhanced, while in comparison with "utilitarianism", the term "Romanticism" refers to intrinsic motivation that boosts the innovation and creativity of the workers.

Finally most of respondents strongly agreed that working environment was a factor affecting talent management in public secondary schools. According to Yeung (2008), work environment preferences can be measured using three dimensions of work environment settings: goal orientation, relationship dimensions and system maintenance. This implied that most of the respondents agreed with the statements about the organizational culture, retention strategy, training and development and working environment affects talent management in public secondary schools in Nyandarua County.

V. RECOMMENDATIONS

The study recommends that organizations culture of the schools should promote employees talents, since it's relevant towards enhancing talent management, and also culture impacts positively on talent management. According to Johnson and Schools, (2010), within any organizational culture, is what makes organizations. On the basis of training and development, the study recommended that the schools should encourage more of its employees to further their education by enrolling in institutions of higher learning in order to achieve the required development objectives and the range of competencies, knowledge and skills which are necessary to meet effectively the career development needs.

The study recommends that proper retention strategies should be practiced in the county's public secondary schools, which is the practice of improving and retaining overall personal and organizational performance by developing and promoting responsible tools and professional expertise, and by advocating an effective enabling environment for people and organizations to embrace a culture of sustainable development. The schools should put in place strategies that motivate the employees more than the extrinsic rewards that are job security, salary, working environment among others. According to Cantalanello and Kirkpatrick, (2004) objectives of 43 career success are the work experience outcomes, such as status and salary promotions that are objectively observable. Pertaining to working environment, the study recommended that the schools should ensure that their work environment preferences can be measured using three dimensions of work environment settings: goal orientation, relationship dimensions and System maintenance

5.5 Recommendation for Further Study

The objective of the study was to analyze factors affecting talent management to employees in public secondary schools with specific reference to schools in Nyandarua west Sub County. Further research should also be conducted to assess the challenge affecting talent management in the public sector with reference to schools in Nyandarua west Sub County.

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