

The influence of Talent Management and Organizational Culture on Educational Employee Performance in Xi'an Private Colleges and Universities

Liang, Linxiang¹ & Rani, Nurul Sahadila Abd^{2*}

¹Faculty of Education, University Islam Melaka, 78200 Kuala Sungai Baru, Malacca, Malaysia

*Corresponding author: 25355194@qq.com

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Abstract: In response to the rapid growth and competitive pressures faced by private colleges and universities in Xi'an, China, this study examines the critical roles of talent management and organizational culture in enhancing educational employee performance. The primary objective is to assess how talent management practices and organizational culture impact employee performance, and to explore the mediating role of organizational culture in this relationship. Using a quantitative research design, data were collected from a sample of 540 educators across Xi'an's private institutions, with structural equation modeling (SEM) applied to analyze the relationships among the variables. The findings indicate that both talent management and organizational culture have significant, positive effects on employee performance, with organizational culture serving as a crucial mediator that amplifies the influence of talent management on performance outcomes. This study contributes to the field by providing empirical evidence specific to the unique context of Xi'an's private higher education sector, highlighting the need for an integrated approach to talent management and cultural development to drive employee engagement and institutional success.

Keywords: talent management, organizational culture, educational employee performance, private colleges and universities, higher education

1. Introduction

In recent years, private colleges and universities in Xi'an, China, have been experiencing rapid growth and development, largely due to increased demand for higher education and a shifting emphasis on private sector involvement (Yang & Prasansaph, 2024). This growth has placed immense pressure on these institutions to deliver high-quality education and enhance their competitive standing, both domestically and internationally. Talent management, defined as the strategic approach to attracting, developing, and retaining skilled employees, has become an essential factor in achieving institutional goals and maintaining educational standards (Liechti Garcia & Sese, 2024). For educational institutions, particularly in the private sector, the ability to recruit, retain, and develop top academic and administrative talent has a direct impact on overall performance, student satisfaction, and institutional reputation (Jiang et al., 2024). Concurrently, organizational culture, comprising the values, beliefs, and norms that guide behavior within an institution, also plays a crucial role in shaping employees' motivation, job satisfaction, and performance (Adinew, 2024). In summary, talent management and organizational culture are critical to fostering a supportive environment that encourages employee commitment and enhances their performance.

However, while there is a wealth of research examining talent management and organizational culture in business and public sectors, relatively few studies have focused on the higher education sector, particularly within the context of private institutions in China. Private colleges and universities in Xi'an operate in a unique cultural, economic, and regulatory environment that distinguishes them from their public counterparts (Wang et al., 2020). For instance, private institutions often face financial pressures due to limited government funding and a competitive market for students and faculty (Liu, 2023). This context necessitates a nuanced approach to managing talent and shaping organizational culture that aligns with both institutional goals and employees' professional aspirations. As these institutions strive to attract and retain top talent, understanding the impact of effective talent management and a positive organizational culture on

employee performance becomes increasingly relevant.

Despite the recognized importance of talent management and organizational culture, there is a noticeable gap in understanding how these factors influence employee performance in the context of Xi'an's private higher education sector. Many private colleges and universities in Xi'an are grappling with challenges related to employee turnover, job dissatisfaction, and underperformance (Si, 2024), which ultimately hinder their ability to compete effectively. Faculty and staff retention is a pressing issue; high turnover rates can disrupt academic continuity, weaken institutional knowledge, and negatively affect student learning outcomes. Furthermore, an organizational culture that fails to support employees' personal and professional development can lead to disengagement, reduced job satisfaction, and lower overall performance (Lin & Huang, 2021). This indicates a need for private institutions to develop and implement strategic talent management practices and foster a positive organizational culture that aligns with employee needs and institutional goals.

However, despite these challenges, there is limited empirical research that specifically examines the relationship between talent management, organizational culture, and employee performance in Xi'an's private colleges and universities. Much of the existing literature has focused on Western or public institutions, where organizational contexts, cultural dynamics, and employee expectations differ significantly from those in Chinese private educational institutions. Moreover, while there are studies that investigate talent management or organizational culture separately, few have examined how these two factors interact to impact employee performance in the educational sector. This lack of research leaves private institutions without a clear, evidence-based framework for enhancing employee performance through talent management and cultural strategies, making it difficult to develop effective policies tailored to their specific needs.

Given the limited research on the impact of talent management and organizational culture on employee performance in private educational institutions in Xi'an, there is a clear need to fill this gap. The study aims to explore how talent management practices, in conjunction with organizational culture, influence employee performance in Xi'an's private colleges and universities. By examining these factors within the specific socio-cultural and economic context of Xi'an, this study seeks to provide insights that will inform the development of targeted strategies to improve employee performance in private higher education institutions in China.

2. Literature Review

2.1 Studies on Talent Management and Educational Employee Performance

The concept of talent management has increasingly been recognized as pivotal in enhancing employee performance across various sectors, including education. In educational settings, the performance of teaching staff directly influences the quality of education and student outcomes.

Ahmad et al. (2024) demonstrated a significant positive impact of talent management practices on teacher performance in educational settings. The research aimed to identify how talent management, including activities such as professional development, mentorship programs, and career advancement opportunities, contributed to improved teacher performance. Through a quantitative analysis, the study found that schools implementing structured talent management strategies saw measurable improvements in teachers' classroom effectiveness, student engagement, and overall job satisfaction. Teachers reported feeling more valued and supported in their professional growth, which was positively reflected in their dedication to teaching and their efforts to enhance student outcomes. The study concluded that when educational institutions prioritize talent management, teachers are more likely to perform at higher levels, as they are motivated by both intrinsic and extrinsic incentives aligned with personal and professional growth.

Appau et al. (2021) conducted a study that explored how talent management directly influences the teaching quality of educational employees. The study examined a range of talent management practices, including targeted training programs, personalized performance appraisals, and recognition systems. Their findings indicated that schools that actively engaged in these practices had teachers who showed improved instructional techniques and a stronger commitment to fostering a positive learning environment. The study argued that talent management goes beyond simple skill enhancement, as it addresses teachers' motivational needs, reinforcing their sense of belonging and significance within the educational system. The study emphasized that talent management plays a vital role in creating an environment where teachers feel equipped and encouraged to excel in their roles. According to the study, effective talent management fosters a culture of continuous improvement among teachers, leading to consistently high-performance levels and better educational outcomes for students.

Abdullahi et al. (2022) explored teachers' perspectives on talent management and its influence on their performance. The study found that teachers perceived talent management as a key factor in their ability to deliver high-quality education. The study highlighted several talent management practices, such as individualized career planning, access to advanced training, and constructive feedback systems, as influential in shaping teachers' performance. Teachers expressed that these practices helped them to better manage classroom challenges, stay updated with educational innovations, and remain motivated in their teaching careers. The study concluded that talent management practices that focus on the holistic development of teachers lead to greater job satisfaction and a stronger commitment to teaching excellence. The findings suggested that when teachers feel supported in their professional journeys through effective talent management, they are more likely to perform optimally, benefitting both their own growth and the educational outcomes of their students.

In summary, these studies suggest that effective talent management is essential for fostering a culture of continuous improvement and high performance among teachers, which in turn benefits educational outcomes.

2.2 Studies on Talent Management and Organizational Culture

Talent management has increasingly been recognized as a strategic priority that directly influences organizational culture, driving positive changes in how organizations operate, communicate, and engage employees. Several studies have examined this relationship, highlighting how effective talent management practices contribute to a more cohesive and adaptive organizational culture.

Wibawa et al. (2022) found a positive relationship between talent management and organizational culture, concluding that strategic talent management practices help foster a culture of inclusivity, innovation, and engagement. The study demonstrated that organizations that prioritize identifying, developing, and retaining talented individuals are better able to create a cohesive culture where employees feel valued and motivated. According to the study, talent management encourages employees to align their personal goals with organizational objectives, which strengthens organizational culture by promoting shared values and vision. By focusing on recruiting individuals who not only have the required skills but also fit well with the organizational values, companies create a workforce that is intrinsically aligned with their cultural ideals. This alignment, as the study notes, enhances workplace harmony and encourages collaborative behaviors, ultimately leading to a stronger and more unified organizational culture.

Bermeo & Perez (2023) found that talent management initiatives focused on employee development and continuous learning have a profound impact on shaping a positive organizational culture. Their research highlighted that organizations implementing structured development programs and clear career progression pathways tend to foster a culture that values growth, learning, and adaptability. According to the study, when employees see that the organization is committed to their professional growth, they are more likely to develop a sense of belonging and commitment to the organization. This sense of commitment cultivates a culture where employees are enthusiastic about contributing to organizational success. Additionally, the study found that a strong talent management framework encourages knowledge sharing and cross-functional collaboration, reinforcing a culture of teamwork and collective responsibility. By promoting a continuous learning environment, talent management practices support the evolution of an adaptable and resilient culture that can respond effectively to internal and external challenges.

Febrian & Solihin (2024) provided evidence that talent management plays a critical role in cultivating an organizational culture characterized by trust, transparency, and engagement. The research emphasized that talent management practices, such as transparent communication about career opportunities, performance expectations, and organizational goals, lead to a more transparent and trust-based culture. According to the study, when employees feel that there are clear and fair processes for development and advancement, they are more likely to feel engaged and connected to the organization. This engagement is reinforced by a culture that prioritizes open communication, ensuring that employees understand how their roles contribute to broader organizational objectives. The study further argued that talent management practices help reduce turnover and increase morale, as employees who feel supported and valued are more inclined to stay with the organization long-term. By fostering a culture of trust and engagement, talent management not only strengthens organizational cohesion but also enhances overall employee satisfaction and loyalty.

In summary, these studies underscore the positive impact of talent management on organizational culture. They demonstrate that effective talent management practices, including alignment of values, commitment to employee development, and fostering transparency, can shape a supportive, inclusive, and high-performing organizational culture. Through strategic talent management, organizations can build a resilient cultural foundation that drives engagement, trust, and collaborative behavior, contributing to their long-term success.

2.3 Studies on Organizational Culture and Educational Employee Performance

Research on the relationship between organizational culture and educational employee performance has consistently shown that a positive organizational culture can significantly enhance performance outcomes for educational employees.

Rojak et al. (2024) conducted a study on the role of supportive organizational culture in fostering employee performance within educational institutions. This study emphasized the importance of a collaborative and inclusive culture, where employees feel valued and empowered. The study found that when educators work in an environment that prioritizes open communication, mutual respect, and a sense of belonging, they tend to perform at higher levels. According to the study, such a positive culture increases motivation and job satisfaction, which, in turn, enhances both the quality and consistency of employee performance. The findings underscore the idea that an organization's cultural environment can directly impact the morale and productivity of educational employees, driving them to contribute more effectively to institutional goals.

Fahera & Firmansyah (2024) explored the influence of organizational culture on educational performance by examining a range of cultural attributes, such as leadership style, trust, and employee involvement. The research revealed that a culture that emphasizes shared leadership and trust between staff and management significantly boosts employee performance. In educational settings, where collaboration and shared goals are critical, the study found that a positive organizational culture fosters a sense of alignment between individual and institutional objectives. Employees in such cultures reported higher levels of engagement, dedication, and resilience, all of which are critical for sustained

performance in the educational sector. The study concluded that cultivating an organizational culture grounded in trust and collaboration not only improves employee performance but also contributes to a healthier work environment, thereby reducing turnover and absenteeism.

Kurniawan (2024) focused on the relationship between organizational culture and instructional effectiveness in schools and universities. The study found that educational institutions with a strong, well-defined organizational culture saw notable improvements in employee performance, especially among teaching staff. The study highlighted that when teachers operate within a culture that values professional development, continuous learning, and innovation, they are more likely to go beyond their basic responsibilities to deliver high-quality instruction. This positive cultural influence, the study argued, creates a ripple effect, as educators who feel supported and challenged to grow tend to invest more effort into their work, which ultimately enhances overall institutional performance. The research emphasized that a culture promoting professional growth not only improves individual employee performance but also contributes to a culture of excellence within the educational institution.

These studies suggest that a positive organizational culture has a substantial and direct impact on educational employee performance. By creating an environment where employees feel valued, trusted, and motivated to develop professionally, educational institutions can achieve better performance outcomes and promote long-term institutional success.

3. Research Methodology

This section outlines the research design, sampling techniques, data collection instruments, and data analysis methods used to explore the influence of talent management and organizational culture on educational employee performance in private colleges and universities in Xi'an, China. The study adopts a quantitative approach to systematically assess relationships among the variables and provide statistical insights that can inform policy and managerial practices in the higher education sector.

3.1 Research design

To investigate the impact of talent management and organizational culture on educational employee performance, this study employs a quantitative research method. The quantitative approach is well-suited to this study because it allows for the measurement and analysis of relationships between variables in a structured and objective manner. Quantitative research methods are widely recognized for their ability to produce reliable and generalizable data, which is essential for developing an evidence-based understanding of complex institutional dynamics. By collecting numerical data from a representative sample and employing statistical techniques, this study aims to quantify the influence of talent management and organizational culture on performance outcomes, enabling more precise insights and actionable recommendations.

A quantitative approach is advantageous in this study due to the large sample size and the need to perform statistical analyses to test specific hypotheses. By using structured survey instruments, the study can capture diverse perspectives on these constructs from many participants, ensuring a comprehensive understanding of the factors affecting employee performance in Xi'an's private educational sector.

The selection of a quantitative research method for this study is based on several considerations. The objective of this research is to explore the potential correlations and causal relationships between talent management, organizational culture, and employee performance. Quantitative methods, which emphasize numerical measurement and statistical analysis, are ideal for establishing these types of relationships. Structural equation modeling (SEM), a quantitative technique that will be employed in this study, enables the examination of complex causal paths between multiple variables, allowing for a nuanced understanding of how talent management and organizational culture jointly influence employee performance. The study's focus on a specific population, teachers in private colleges and universities in Xi'an, necessitates a research method that can yield generalizable findings. Quantitative research enables the extrapolation of results to the broader population within this sector, which is crucial for developing recommendations that are applicable across similar institutions in China. By utilizing a random sampling technique, the study aims to minimize bias and increase the representativeness of the sample, thereby enhancing the validity and reliability of the findings. Furthermore, the quantitative method allows for the use of a Likert-5 scale, which is advantageous for measuring subjective perceptions of talent management practices and organizational culture. Likert scales provide an efficient way to gauge the intensity of respondents' attitudes and beliefs, yielding ordinal data that can be analyzed statistically. In this study, responses collected via a 9-point Likert scale will capture the degree to which teachers perceive the effectiveness of talent management practices and the supportive nature of their organizational culture, thus providing insights into how these factors correlate with self-reported performance levels. The study adapted and design survey question items around latent variables of the study, including talent management, organizational culture and educational employee performance. The study follows the flow of the research process presented in Fig. 1 to explore the influence of talent management and organizational culture on educational employee performance in Xi'an private colleges and universities.

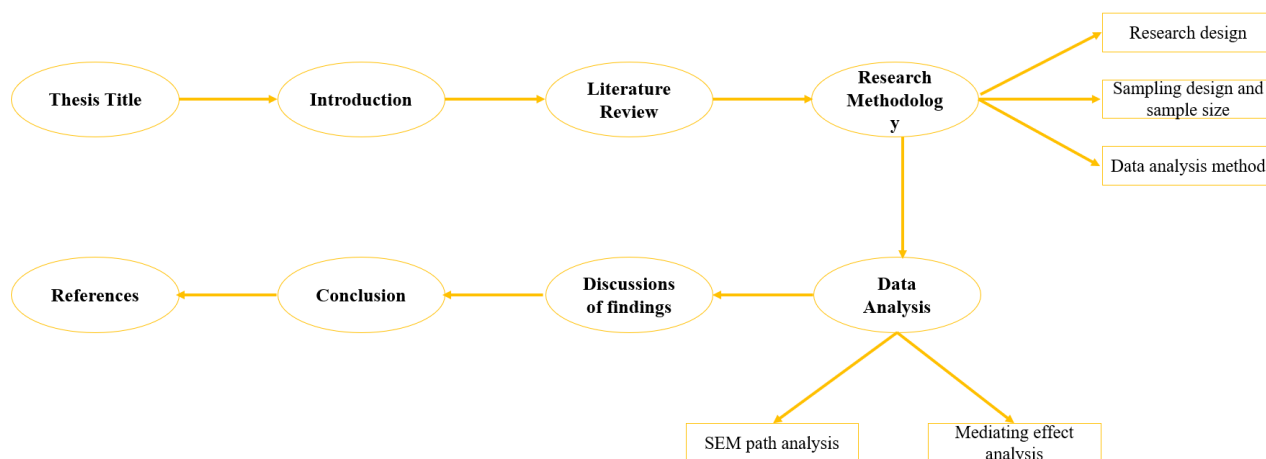


Figure 1. Research process

3.2 Sampling design and sample size

The study targets private colleges and universities in Xi'an, China, where there has been a significant increase in demand for qualified educational staff due to the sector's rapid expansion. According to official data from 2024, there are 21,384 teachers employed across 27 private colleges and universities in Xi'an. Considering statistical considerations and the feasibility of data collection, the study selects a sample of 540 teachers from this population. This sample size is determined based on standard guidelines for statistical power and adequacy in SEM analysis, ensuring that the sample is large enough to detect meaningful relationships between variables.

To select participants, the study employs a random sampling method. Random sampling is chosen because it minimizes selection bias and allows for the results to be generalizable to the entire population of teachers in private colleges and universities in Xi'an. By using random sampling, the study can ensure that the selected participants represent a broad cross-section of the population, including variations in age, experience, academic rank, and disciplinary backgrounds. This diversity is critical, as it enables the study to capture a wide range of perspectives on talent management and organizational culture, enhancing the robustness and applicability of the findings.

The study distributed 540 questionnaires through Wenjuanxing questionnaire design and distribution website in China to 540 teachers across 27 private colleges and universities in Xi'an city, China for a month from October 19 to November 19, 2024. After collecting data from questionnaires, the study sorted out questionnaires and collected the valid 529 questionnaires in view of deleting invalid datasets.

3.3 Data analysis method

Once data collection is complete, the study employs a series of data analysis techniques to interpret the results. The analysis will proceed in two main stages: descriptive statistics and SEM path analysis.

The first stage of data analysis involves descriptive statistics to summarize the basic characteristics of the sample. Measures such as mean, standard deviation, frequency, and percentage distribution will be calculated for each survey item. Descriptive statistics provide an overview of the data, revealing trends in respondents' perceptions of talent management and organizational culture, as well as their self-reported performance. This preliminary analysis will offer insights into the general attitudes and experiences of teachers in Xi'an's private colleges and universities, setting the stage for more in-depth analysis.

The second stage of analysis uses structural equation modeling (SEM) to examine the relationships between talent management, organizational culture, and employee performance. SEM is a powerful statistical technique that allows researchers to model complex relationships between observed and latent variables, making it ideal for this study's multidimensional framework. By applying SEM, the study can test the hypothesized paths between talent management practices, organizational culture factors, and performance outcomes, thereby assessing the direct and indirect effects of each construct.

SEM will enable the study to assess both direct effects (e.g., the impact of talent management on employee performance) and mediated effects (e.g., the influence of organizational culture as a mediator between talent management and performance). This analysis will provide a nuanced understanding of how talent management and organizational culture interact to influence employee performance, addressing the core research questions of the study.

4. Data analysis

SEM path analysis method through AMOS 28.0 was employed to investigate the influence of talent management and organizational culture on educational employee performance in Xi'an private colleges and universities. The specific SEM path analysis results are displayed in Fig. 2.

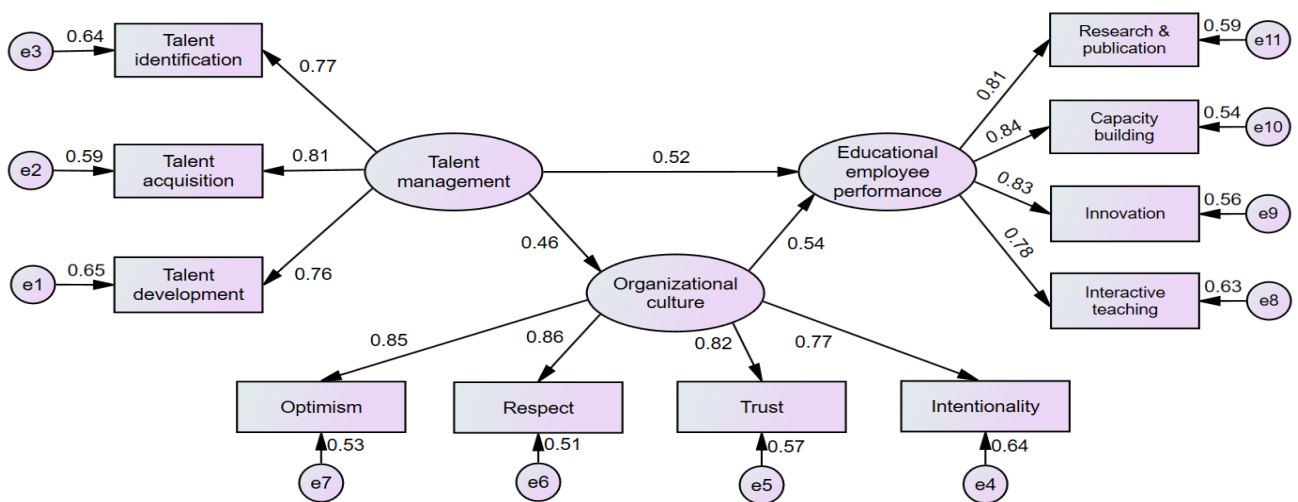


Figure 2. SEM path analysis results

SEM path coefficient results between variables of the study, including talent management, organizational culture and educational employee performance, are summarized and presented in Table 1.

Table 1. SEM path coefficient analysis results

Path	Estimate	S.E.	C.R.	P-value	Std Path coefficient
Talent management—>Educational employee performance	0.629	0.059	10.661	0.000	0.523
Talent management—>Organizational culture	0.664	0.062	10.710	0.000	0.463
Organizational culture—> Educational employee performance	0.647	0.060	10.783	0.000	0.542

Based on the data in Table 1, the direct effects of Talent Management and Organizational Culture on Educational Employee Performance in private colleges and universities in Xi'an can be analyzed. Each path in the table represents a direct relationship between two variables, with estimates, significance levels (p-values), and standardized path coefficients indicating the strength and significance of each relationship.

The direct path from Talent Management to Educational Employee Performance is both statistically significant ($p < 0.001$) and positively correlated. The standardized path coefficient of 0.523 indicates a moderate to strong positive relationship. This suggests that effective talent management practices have a direct and substantial impact on employee performance in educational institutions. Specifically, a higher level of talent management, which may include practices like professional development, career advancement opportunities, and mentorship, directly contributes to improved performance among educational employees. This finding aligns with existing literature that highlights the importance of talent management in enhancing employee motivation, job satisfaction, and productivity.

The path from Talent Management to Organizational Culture is also statistically significant ($p < 0.001$) with a positive relationship. The standardized path coefficient of 0.463 suggests a moderate positive influence. This indicates that effective talent management practices contribute to a more positive organizational culture. When institutions actively engage in talent management strategies, they tend to foster a supportive and cohesive culture. For example, professional development and fair performance appraisal systems can lead to a culture of trust, inclusivity, and collaboration. This finding implies that talent management is not only a tool for enhancing individual performance but also a means of shaping the broader organizational environment.

The path from Organizational Culture to Educational Employee Performance is statistically significant ($p < 0.001$) and has a strong positive relationship. The standardized path coefficient of 0.542 indicates a moderate to strong direct effect of organizational culture on employee performance. This suggests that a supportive, cohesive, and positive organizational culture is crucial for enhancing employee performance. In educational institutions, a culture that values teamwork, open communication, and professional development can significantly boost educators' motivation and commitment, resulting in better performance. This aligns with existing studies showing that a positive culture fosters job satisfaction, reduces turnover, and encourages employees to perform at their best.

In summary, both Talent Management and Organizational Culture have significant and positive direct effects on Educational Employee Performance. Talent Management also directly influences Organizational Culture, indicating an indirect pathway where talent management impacts employee performance by enhancing the organizational culture. The strength of the relationships (standardized path coefficients) suggests that both Talent Management and Organizational Culture play critical roles in shaping employee performance, with Organizational Culture having a slightly stronger direct effect on performance than Talent Management.

Besides, bootstrapping method was employed to check the mediating role of organizational culture in the relationship between talent management and educational employee performance, with the analysis results presented in table 2.

Table 2. Mediating effect analysis results of organizational culture

Standard effect	Path	Effect coefficient	95% confidence interval		S.E.	P-value
			Lower	Upper		
Total effect	Talent management--->Educational employee performance	0.774	0.725	0.823	0.025	0.000
Direct effect	Talent management--->Educational employee performance	0.523	0.478	0.568	0.023	0.000
Indirect effect	Talent management--->Organizational culture--->Educational employee performance	0.251	0.210	0.292	0.021	0.000

Based on Table 2, the mediating role of Organizational Culture in the relationship between Talent Management and Educational Employee Performance can be analyzed as follows.

The total effect of Talent Management on Educational Employee Performance is 0.774. This coefficient represents the overall influence of Talent Management on employee performance, including both direct and indirect effects. The total effect is statistically significant ($p < 0.001$), as indicated by the p-value of 0.000, which means that Talent Management has a strong positive impact on employee performance in educational institutions.

The direct effect of Talent Management on Educational Employee Performance is 0.523. This effect represents the portion of the relationship that is not mediated by Organizational Culture. The direct effect is also statistically significant ($p < 0.001$), with a p-value of 0.000. This suggests that Talent Management has a significant positive impact on employee performance, even when Organizational Culture is not considered.

The indirect effect of Talent Management on Educational Employee Performance, mediated through Organizational Culture, is 0.251. This indirect effect is also statistically significant ($p < 0.001$), with a p-value of 0.000. This result indicates that Organizational Culture plays a meaningful mediating role in the relationship between Talent Management and employee performance.

The fact that the indirect effect is significant implies that Talent Management positively influences Organizational Culture, which in turn positively influences Educational Employee Performance. This means that part of the impact of Talent Management on employee performance occurs through the improvement of Organizational Culture. In other words, Talent Management enhances Organizational Culture, which then contributes to higher employee performance.

5. Discussion of findings

The findings from the SEM path analysis demonstrate significant and positive relationships among talent management, organizational culture, and educational employee performance in Xi'an's private colleges and universities. Specifically, talent management was found to have both a direct effect on employee performance and an indirect effect mediated by organizational culture. This suggests that private educational institutions in Xi'an can enhance employee performance not only by implementing effective talent management practices but also by cultivating a supportive organizational culture that aligns with these practices.

The path coefficient from talent management to educational employee performance (0.523, $p < 0.001$) indicates a moderate to strong positive relationship, suggesting that talent management directly contributes to better performance among educational employees. This finding is consistent with studies such as Eghbal et al. (2017), who demonstrated that structured talent management practices in educational settings, such as professional development, mentorship programs, and career advancement opportunities, result in improvements in teacher performance, student engagement, and overall job satisfaction. In the context of Xi'an's private institutions, these findings imply that when faculty and administrative staff feel supported in their career progression and professional growth, they are more likely to be motivated and engaged in their roles, which translates into better performance outcomes.

The findings also reveal a significant positive relationship between talent management and organizational culture,

with a path coefficient of 0.463 ($p < 0.001$). This suggests that effective talent management practices help shape a positive organizational culture, which is marked by inclusivity, support, and collaboration. This outcome supports findings by Putri et al. (2023), who reported that organizations implementing structured development programs tend to foster a culture that values growth, learning, and adaptability. In Xi'an's private educational institutions, where financial pressures and high competition are prevalent, a positive organizational culture is particularly valuable as it can create a stable and engaging work environment for faculty and staff.

The direct path from organizational culture to employee performance (0.542, $p < 0.001$) suggests that a supportive and cohesive organizational culture is crucial for enhancing employee performance. This finding is consistent with previous research by Uddin et al. (2013) and Mohd Isa et al. (2017), both of whom highlighted that a positive organizational culture, marked by open communication, mutual respect, and a sense of belonging, significantly boosts performance outcomes in educational settings. When educators operate in a culture that values teamwork, transparency, and professional development, they are more likely to experience job satisfaction, motivation, and engagement, which contribute to higher performance.

The mediating effect analysis (indirect effect = 0.251, $p < 0.001$) confirms that organizational culture plays a meaningful mediating role in the relationship between talent management and employee performance. This indicates that part of the positive influence of talent management on employee performance occurs through its effect on organizational culture. In other words, talent management practices enhance the organizational culture, which then contributes to improved employee performance. This finding is in line with Septiyadi & Ekhsan (2023), who found that talent management practices contribute to a culture of trust and engagement, which in turn fosters higher employee satisfaction and performance.

In summary, the findings from this study reveal that both talent management and organizational culture significantly influence employee performance in Xi'an's private educational institutions, with organizational culture also serving as an important mediator. Effective talent management not only has a direct impact on performance but also contributes to a positive culture that reinforces this impact. These results suggest that private educational institutions in Xi'an should adopt a dual approach: implementing robust talent management practices while simultaneously nurturing a supportive and cohesive organizational culture. By doing so, these institutions can enhance employee performance, reduce turnover, and ultimately improve their competitive standing in China's higher education sector.

6. Conclusion

This study underscores the significant influence of talent management and organizational culture on educational employee performance in Xi'an's private colleges and universities. Findings reveal that effective talent management practices, such as professional development and career advancement opportunities, directly enhance employee performance and contribute to a positive organizational culture characterized by inclusivity, support, and collaboration. Organizational culture itself has a strong, direct impact on employee performance, reinforcing the importance of a supportive environment where educators feel valued and motivated. Additionally, organizational culture serves as a mediating factor, amplifying the effects of talent management on performance. This suggests that private educational institutions can improve employee engagement, reduce turnover, and elevate performance outcomes by adopting a dual approach: implementing structured talent management practices and fostering a cohesive, supportive culture. Such a strategy not only boosts employee morale and productivity but also strengthens the institutions' competitive position in China's higher education landscape. Overall, this study provides valuable insights for Xi'an's private colleges and universities, emphasizing the need for integrated talent and cultural strategies to achieve sustained educational excellence and institutional success.

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Conflict of Interest

The authors declare no conflicts of interest.

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