

## INFLUENCE OF TALENT MANAGEMENT OVER LEARNING AND PROFESSIONAL DEVELOPMENT AMONG FACULTIES OF ARTS AND SCIENCE COLLEGES

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### Abstract

A planned strategy for finding and developing the best talent to meet organizational goals is a necessary part of talent management, a key component of an organization's success. By prioritizing talent acquisition and supporting employee growth, organizations can build a competent, engaged, and productive workforce. This shows that talent retention is a very important issue and that talented people are seen as a source of competitiveness. Human capital is becoming an increasingly valuable resource for organizations. Managers have a way of managing people. Appropriate human resource management is required. This is because talented people are rare, valuable, and difficult to replace. Therefore, the main purpose of this paper is to investigate the factors that influence the retention of professors in liberal arts and science schools. The researchers surveyed 200 faculty members working at eight universities. The researchers used a targeted random sampling technique. The researchers used exploratory factor analysis and structural equation modeling (SEM). Researchers used a five-point Likert scale structured questionnaire. The results of the study show that job satisfaction and motivation have a clear positive impact on talent retention at the universities surveyed. However, engagement did not affect talent retention.

**Keywords :** Commitment, Motivation, Compensation, Learning organization.

### Introduction

Talent management in the education sector is crucial for attracting, developing, and retaining highly qualified employees who can drive innovation and social development (Atheer et al,2018;Thomas et al,2022). Educational institutions are facing challenges such as talent crunch, faculty retention, and the need for a high-performance learning environment (Mark et al ,2011;Vaishali et al,2015). Implementing talent management practices can address these challenges by recognizing faculty as talent, investing in their development, and creating a supportive HR culture. This approach can enhance the quality of teaching and learning, contribute to institutional growth, and empower faculty. Talent management in education is seen as a critical

factor for the success of schools and higher education institutions, and it aligns with strategic objectives and future leadership needs. By focusing on talent attraction, development, and retention, educational institutions can improve their performance and achieve excellence. Talent retention is of great importance in universities. The quality of employees in an organization determines its success (Stanley et al,2015). Universities, being institutions that develop expertise and human resources, need to focus on attracting, developing, and retaining their employees (Thai et al,2020). This is particularly crucial for female academics, who are leaving the higher education sector for better opportunities elsewhere (U, Kamau et al,2021). Talent is a valuable and scarce resource, and managing it effectively is essential for organizational success (Blessing et al,2021). Factors affecting talent retention in universities include performance management, employee empowerment, compensation and reward, and organizational culture (Kishore et al,2014). Strategies such as compensation and benefits, formal succession planning, training and development, and career development opportunities have been identified as effective in retaining talented employees. By implementing these strategies, universities can retain talented individuals and ensure their progress to top leadership positions.

#### Literature Review

##### **Talent Retention (TR)**

Talent retention strategies are crucial for organizations to retain their valuable employees and ensure long-term productivity and success. The literature review reveals several effective strategies for talent retention. Firstly, organizations need to focus on attracting the best talent by offering the right job profile, competitive training and development, fair appraisal processes, and competency mapping (Rasmita et al,2020). Secondly, creating a strong organizational culture and values, providing dynamic training opportunities, fostering an engaging work environment, and offering clear career advancement opportunities are key factors in retaining talent (Nirmal et al,2017). Additionally, investing in continual learning and retaining talented employees is essential for business sustainability in the service industries (Sulaiman et al,2020). Finally, it is important to recognize that retaining talent goes beyond offering competitive salaries; talent also seeks organizations that align with their values and provide opportunities for growth and engagement (Dana et al,2018)

##### **Job Satisfaction (JS)**

Job satisfaction has a significant impact on talent retention in organizations [Ikechukwu et al,2019; Ankita et al,2016]. Factors such as employee recognition, effective communication, empowerment, motivation, working relationship, work involvement, employee engagement, compensation, work-life balance, work environment, commitment, organizational culture, and climate all contribute to job satisfaction and ultimately influence employee retention (Ganesan et al,2012; Gopinath & Chitra, 2020). Focusing on employee satisfaction can lead to increased productivity, performance, quality of work, profits, commitment to the organization, and reduced

turnover and absenteeism. Additionally, organizational culture plays a crucial role in retaining talent by emphasizing teamwork, security, and respect for individual employees (Deepali et al,2016). Benefits and salary are also important determinants of employee retention, as high levels of pay and benefits attract and retain high-quality employees. Therefore, organizations need to prioritize job satisfaction in order to effectively retain their talented workforce (*Shuja et al,2017*).

### **Motivation (MO)**

Motivation has a positive impact on talent retention. Intrinsic motivation is found to be positively associated with employee retention (K Chitra et al,2014). Guidance programs that focus on enhancing employee motivation and retention are important for organizational growth (Aizza et al,2018). Employee motivation is a key factor in improving employee and organizational performance, which in turn contributes to better employee retention(Preeti et al,2016; Gopinath et al., 2021). Additionally, factors such as high-performance work systems, job embeddedness, and work-life balance have been identified as predictors of talent retention (Roziyah et al,2018). It is also important for organizations to choose the right strategies, such as open communication, employee reward programs, career development programs, and performance-based bonuses, to motivate employees and improve retention rates(KSandhya et al,2011).

### **Commitment (C)**

**Employee commitment and retention are important factors for organizations. Various factors impact employee commitment and retention, including career development opportunities, talent management strategies, recruitment and onboarding, training and development, compensation and benefits, work-life balance, organizational culture, leadership, communication, company image, autonomy and empowerment, HR practices, and performance appraisals (Milind et al,2019; Deepika et al,2018). Talent management practices and employee engagement initiatives are crucial for talent retention (Ophillia et al,2014). Manufacturing companies face challenges in attracting, developing, and retaining talent, and auditing employee commitment can help leaders implement talent management practices(David et al,2019). Including the concept of evaluating the performanceof CEO compensation may be implemented as a device to retain CEOs who are well talented and competent(Muhamad et al,2020; Gopinath, 2020). Talent management has a strategic role in employee retention and building organizational commitment.**

### **Research methodology**

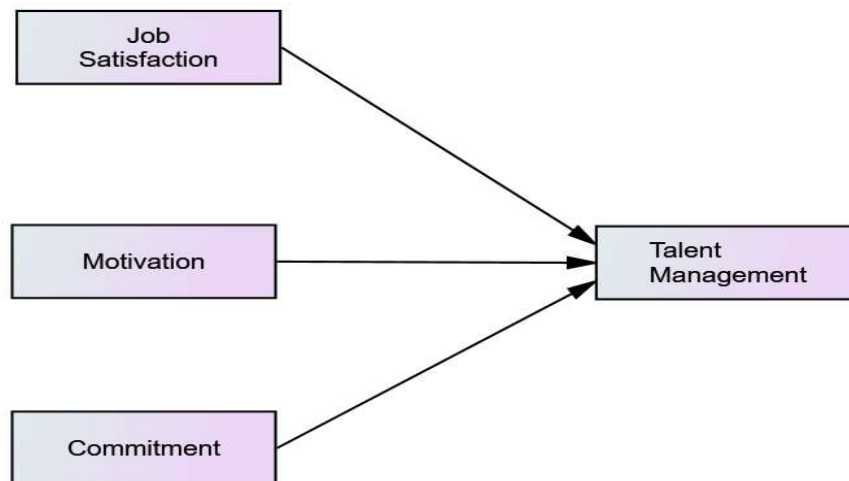
<b>Nature of the study</b>	<b>Descriptive</b>
<b>Sampling technique</b>	<b>Purposive sampling</b>
<b>Population</b>	<b>560</b>
<b>Sample size</b>	<b>200</b>
<b>No of colleges taken for the study</b>	<b>8 colleges Arts &amp; Science</b>

**Tools employed**  
**Instrument type**

**SPSS 26 & AMOS 23.**  
**Structured questionnaire**

The above table reveals that the study was descriptive in nature comprising of faculty members working in 8 Arts and Science. The sampling technique adopted was purposive sampling technique. A structured questionnaire was circulated among the faculty members of selected arts and science colleges and was returned with responses. The data thus obtained was analysed with SPSS 26 and AMOS 23. The reported sample size was around 200.

**Theoretical framework**



**Hypothesis of the study**

*Hypothesis H1: job satisfaction has a positive impact on talent retention of faculties in colleges*

*Hypothesis H2: motivation has a positive impact on talent retention of faculties in colleges*

*Hypothesis H3: commitment has a positive impact on talent retention faculties in colleges*

**Research Results**

**Table 2**

*Demographic characteristics*

		Count	Column N %
Age	21-35	62	31.0%
	35-50	96	48.0%
	50 & Above	42	21.0%

Gender	Male	142	71.0%
	Female	58	29.0%
Education	UG level	98	49.0%
	PG level	42	21.0%
	Others	60	30.0%
Income	UG level	81	40.5%
	PG level	63	31.5%
	Others	56	28.0%
Experience	below 5 years	87	43.5%
	6-10	77	38.5%
	above 10 years	36	18.0%

The above table reveals that majority (48.0%) of the respondents are male, Male (71.00%) forms majority part of the respondents. Majority (40.50%) of the respondents are taking classes for the UG Level of students. Majority of the respondents (43.50%) had work experience of below 5 years.

### FACTOR ANALYSIS

#### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.786
Bartlett's Test of Sphericity Approx. Chi-Square	1204.217
df	66
Sig.	.000

Note : KMO and Bartlett's test shows that the sample taken for the study was adequate and can be assessed using Confirmatory factor analysis.

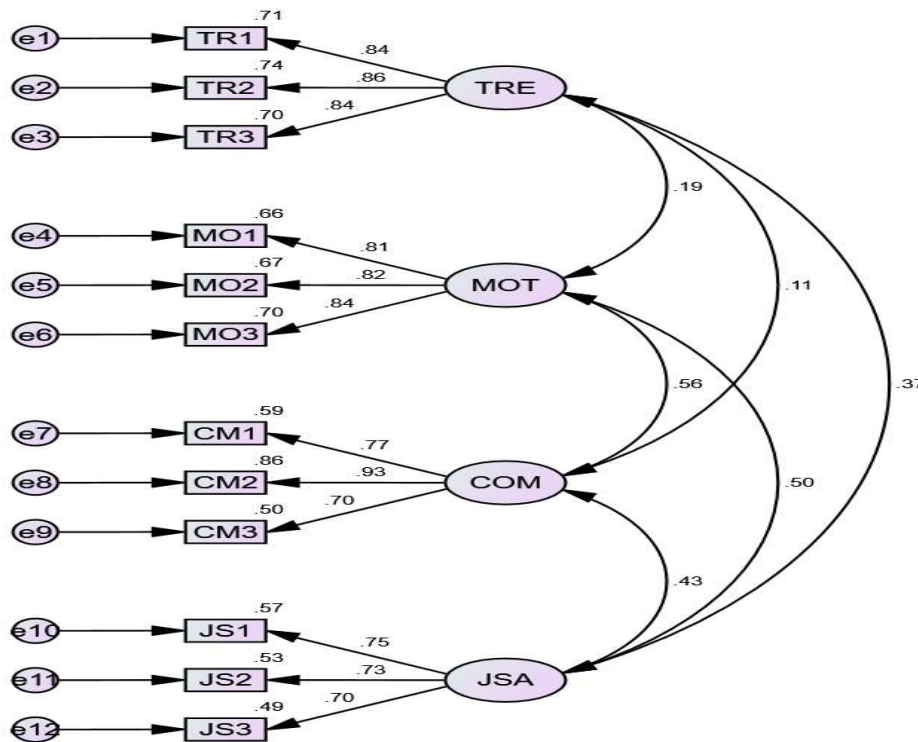
#### Rotated Component Matrix<sup>a</sup>

	Component			
	1	2	3	4
JS1				.795
JS2				.832
JS3				.738
MO1		.821		
MO2		.868		
MO3		.816		
CM1			.775	
CM2			.904	

CM3		.779
TR1	.886	
TR2	.893	
TR3	.881	

**Note:** The above table shows that the factor was loaded on the appropriate constructs. There were four constructs and the items of the respective constructs loaded exactly.

### MEASUREMENT MODEL

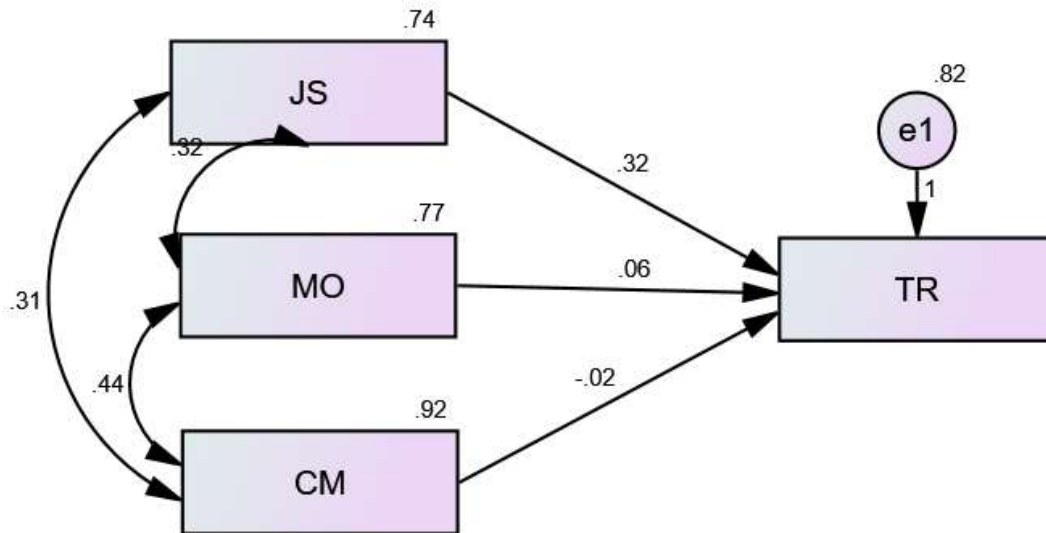


Using confirmatory factor analysis (CFA) of variables, the plausibility of the configuration of the measurement scale was assessed in terms of how well it fit the data before testing the hypothesis. To assess CFA, standardized factor loadings and modification indices were examined. In this study he had three latent variables.

Job performance, motivation, training and development (T&D). Confirmatory factor analysis (CFA) was performed using SPSS v.25 and AMOS v.23. The number of items required in the data was specified in order to assess which measurements were associated with which latent variables and to discard or confirm the measurement scale (Hair et al., 2010; Kline, 2010). . The model developed was tested using a structural regression model. The fit statistics for the measurement model are shown in Table 4. A value of 2.078 is below the commonly recommended value of 3 and indicates that the model fits the data well. GFI, CFI, and TLI values exceed the goodness of

fit threshold of 0.95. Furthermore, an RMSEA of 0.045 indicates good model fit (Kline, 2010), and an RMR value of 0.52 also contributes to model fit. Given that all the overall fit indices had good values, the measurement model appears to have performed well in terms of collecting data. .

**Hypothesis testing**



*Regression Weights*

		Estimate	S.E.	C.R.	P	Label
TR <---	JS	.320	.084	3.804	***	
TR <---	MO	.058	.090	.647	.003	
TR <---	CM	-.025	.080	-.311	.756	

**From the above path analysis diagram, it can be inferred that the hypothesis H1,H2 were supported which means that both the construct Job satisfaction and Motivation had a significant impact on the talent retention strategies of the organization. However, Commitment as Hypothesis H3 was not supported.**

**Conclusion**

The findings of this paper suggest management implications for formulating appropriate policies to enhance the commitment from the faculties which in turn increases the motivation of talent through improved job satisfaction. Theoretically, the contribution of this research is to establish criteria for identifying talent in education. As a result, this paper will help colleges to pinpoint the talent they need to keep within their teams and in their positions. It also clarified the relationship between three factors that affect human resource retention in colleges. This article put forward a model for assessing the talent retention strategies.

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