

Effect of talent management practices on talent retention in higher educational institutions of Nepal

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Abstract

This paper concerns answering how talents are managed in the dimensions of attracting, developing, and motivating, as well as examining the effect of these dimensions on retaining talents. Empirical shreds of evidence have indicated the positive and significant effects of various talent management practices on different aspects of performance. The absence of studies on talent management practices focusing on attracting, developing, and motivating talents and analyzing their effect on retaining them prompted this study. The study uses descriptive and causal-comparative research designs to describe and analyze the causal relations among the study variables. Quantitative data is collected from 132 respondents using a questionnaire survey developed based on intensive reviews. The findings of the descriptive analysis indicate moderate efforts given by the institutions managing talents. The correlation result shows positive and significant associations between talent retention and talent attraction and development, as well as talent motivation. The findings from multiple regression analysis showed a positive and significant effect of talent attraction and development on talent retention. However, talent motivation showed no significant effect on talent retention. The findings may have practical uses for administrators to manage talents by evaluating their actions, strategies, and policies to retain talented employees and deal with a surplus or shortfall of a talented workforce. The findings provide new insight into the field of study of talent management and retention. Particularly studies focusing on the areas of attraction, development, motivation, and retention of talents in diverse organizational settings.

Keywords: Talent management, Talent attraction, Talent retention, Talent motivation, Talent retention

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Introduction

Talent management has gained increasing interest in the past two decades because it can deal with increased environmental complexities and provide sustainable competitive advantages. The practice of attracting, developing, and motivating talents induces the retention of the most valued asset, human capital. Managing and retaining talent are key strategic issues for modern organizations. Due to growing global competitiveness and uncertainties talent management has become a successor to human resource management. It is a new approach that ensures the optimal provision of human talents with appropriate knowledge and skills to enhance core competencies. Nilsson and Ellström (2012) characterized the world of work as new and rapidly changing. Talent management has gained more attention among organizational leaders to fit human assets with changing environmental complexities. Talent management is fundamentally a new approach that considers the great uncertainty businesses face today (Capelli, 2008). It is accepted as a vital tool for achieving a sustainable competitive advantage. Later on, managers increasingly adopted talent management as a strategic element to enhance competitiveness and success.

Tansley et al. (2006) reported talent management as the deliberate process of recruitment, assessment, development, engagement, retention, and deployment of the employees who have soaring skills and create significant value for an organization. Many management practitioners and researchers believe that talent management practices lead organizations from talent shortfalls to talent surpluses. Similarly, the concept of talent management in recent years has been distinguished as an entirely new area and has attracted the interest of most researchers (Lewis & Heckman, 2006). It has emerged as a fundamental part of corporate human resource strategies, and there has been growing interest in the area of human resources management research (Capelli, 2008).

Gelens et al. (2013) have argued that competitive advantage is essential for any organization and that a talented workforce is the essential asset of any organization (Li & Devos, 2008) to achieve expected outcomes. Schuler et al. (2011) have suggested the need for talented employees to contribute their knowledge and experience to the performance of the organization. Thus, it is imperative to be acquainted with how to properly manage and control talented employees, invest in their skill development by imparting experience and knowledge, and enhance the productivity and performance of the organization (Burbach & Royle, 2010). In contrast, Capelli (2008) has declared

that failures in talent management are an ongoing source of pain for executives in modern organizations. Further, Boon et al. (2011) reported that talent management has a great impact on the performance of the organization by minimizing the costs of the hiring process. Talent management also contributes to increasing the productivity of the firm in addition to profitability and output (Collings&Mellahi, 2009). Thus, Snell (2007) suggested the necessity of talent and recommended organizations augment strategies, policies, and programs for attracting, developing, and retaining talented employees.

The globalization phenomenon has increased diversity and competition in the Nepalese business environment. Due to intense rivalry, Nepal's higher education industry has seen revolutionary changes. The challenge for academic institutions that offer programs from domestic and foreign universities is to improve their physical infrastructure and resources, particularly their human resources. Managing talent is an inherent task for these organizations because the process of converting labor into talent assets is a significant problem. Fourth, they continually lack talent, which has a range of detrimental effects on their performances. Key difficulties in this industry include managing talent with the intention of keeping them by attracting the best talent, developing them by imparting competitive knowledge and abilities, and motivating and encouraging them to retain them longer.

Research on talent management is a new but genuine issue for practitioners, academicians, and researchers. There is no uniform view of this multidimensional issue. Several studies have been done in different regions, and researchers have used diverse variables to represent talent management. Interestingly, almost all of the empirical shreds of evidence suggest a significant positive effect of talent management dimensions on employee retention, effectiveness, productivity, and organizational performance. There is an absence of studies examining the impact of talent management (considering talent attraction, motivation, and development) on talent retention. The basic issue of the paper is to examine the effect of talent management (i.e., talent attraction, motivation, and development) practices on employee retention in higher educational institutions in Nepal. Thus, this study aims to examine the status of talent management dimensions (attraction, motivation, and development of talents) and talent retention in Nepalese higher educational institutions. It also aims to examine the impact of talent management dimensions on talent retention.

Review of the literature

Talent management- concept and scope

The works of literature on talent management suspect it to be similar to contemporary human resources management, and authors have commented that it is to some extent 'faddish, "old wine in a new bottle," or old practices of human resource management or a rebranding of it (Stewart, 2008; Lewis and Heckman, 2006; Mucha, 2004). According to Lewis and Heckman (2006), talent management contains traditional HRM activities such as recruitment, selection, training and development, career development, performance management, appraisal, and reward management.

However, researchers and practitioners viewed talent management as an emerging multidisciplinary area focused on maintaining a talented workforce to deal with dynamic environmental demands. Lockwood (2006) defined talent management as the implementation of integrated strategies or systems. It is basically designed to increase workplace productivity by developing improved processes for attracting, developing, retaining, and utilizing people with the required skills and aptitude to meet current and future business needs. Cappelli and Keller (2014) have declared that creating policies and procedures to attract, develop, deploy, and keep talent in an organization provides success to an organization in achieving its long-term objectives. Stockley (2007) posits talent management as a very conscious, deliberate approach adopted by the organization. It aims to attract, develop, and retain talents who possess the right competencies, attitudes, and aptitudes to meet the strategic objectives of the organization. It focuses on those people who have the potential to achieve high performance levels. Thus, these discussions state talent management as a specialty branch of traditional HRM that is tailored to enhance employee and employer objectives through managing a talented workforce.

In consideration of the scope of talent management, multiple constructs or determinants are outlined in the literature. Authors have defined talent management as an integrated process of attracting talents, identifying talents, succession planning, developing talents, engaging talents, retaining talents, and deploying talents (Mandhanya& Shah, 2010). Krishnan and Scullion (2017) have coined the term talent management as the orderly process of attraction, identification, development, engagement, retention, and deployment of individuals who pose a high potential for creating a particular value for an organization. Consequently, Collings and Mellahi (2009) have declared talent management a process that begins with the systematic identification of key positions, the development of high-potential candidates, and the provision of roles to high-performing incumbents with the motive to ensure their continued commitment to the organization.

Schuler et al. (2011) also concluded that talent management is an integrated process that comprises activities like talent identification, talent attraction, talent development, talent retention, talent engagement, talent review, talent ship, and talent segmentation. Thota (2013) has urged focusing attention on the four dimensions of talent management activities: attracting talent, developing talent, managing talent, and tracking and evaluating talent management. In addition, Sharma and Rahtor (2020) proposed a model of talent management with interrelated constructs comprised of talent identification, succession planning, talent development, and talent retention.

The review of concept and scope provides a clear indication that talent management comprises all the activities that enable effective attraction, development, motivation, and retention of employees. Further, the initiations taken for attracting, developing, and motivating talents lead to retaining employees longer. So based on this conceptual and empirical evidence, this paper considers four study variables of talent management: talent attraction, talent development, talent motivation, and talent retention.

Talent management and employee retention

The empirical findings of many studies have revealed a positive effect of talent management constructs on employee retention and other outcomes across different industrial settings. The findings of Hamila (2020) indicated the positive and significant association of talent management variables such as competency mapping, employee engagement, performance management, and career development with employee retention. Mohammed (2015) also found a positive effect of talent management on multiple outcomes such as employee engagement, retention, value addition, and improved organizational performance. He has suggested to organizations that they focus on skills assessment beforehand to implement recruitment and training strategies for effective talent management.

Piansongnern et al. (2011) reported that better planning of talent management has positive consequences, including support for management, organizational unity, the balance of work and routine life, as well as other environmental and organizational factors that are important to retain talented employees in organizations. Similarly, Schaufeli and Bakker (2004) also concluded that sound employee engagement practices are helpful to lower employee turnover. Glen (2006) suggested that applying a holistic view while planning employee engagement initiations and managing the required key elements resulted in enhanced motivation, attendance, and talent retention. Similarly, researchers have suggested that better employer and employee communication and career growth opportunities encourage and boost confidence within employees, which helps in their retention (Morton, 2005).

Aibieyi and Henry (2015) found positive and significant impacts of talent management practices, performance management, compensation, and reward on employee retention. Consequently, Alias et al. (2014) found a positive association between talent management practices (in terms of managerial support, employee career development, and rewards and recognitions) and employee engagement and retention. Madurani and Pasaribu (2021) conducted a study of private and public companies in Indonesia using a structural equation model and found the positive effect of talent management on employee retention.

Bahrain and Hanafi (2018) revealed significant effects of talent management dimensions such as career, competency mapping, employee engagement, and performance management on employee retention. Budu (2016) found positive influences from four dimensions—talent attraction, learning and development, competency mapping, and career development—on employee retention. Consequently, Achmada et al. (2022) also found a significant positive direct result of talent management on employee retention. The study of Igmou et al. (2022) indicated a positive but insignificant effect of talent attraction on employee retention, while talent development created a positive and significant effect on employee retention.

Research framework and hypotheses

Talent retention is dependent on talent management, and a literature survey highlighted several constructs used in managing talent. This study aims to examine the effect of talent management determinants on talent retention; thus, the research framework includes three talent management variables, namely, attraction, motivation, and development of talent, and talent retention as dependent variables. The expected casual relationships of the variables are represented by three test hypotheses:

- H1: Retention of talented employees depends positively on attracting talent.
- H1: Retention of talented employees depends positively on motivating talents.
- H1: Retention of talented employees depends positively on developing talents.

Research methods

Research design

The rigorous pursuit of scientific inquiry is used in this study's positivist research paradigm. Deductive reasoning is utilized to base the hypotheses in this study on both theoretical and empirical justifications. Data gathering for this quantitative study used a standardized Likert-scaled questionnaire. Two study designs are used to get the answers through hypothesis testing: descriptive and casual comparative. While the casual comparative approach looks at ad hoc relationships between the independent and dependent variables, the descriptive design addresses respondents' perceptions of the study variables.

Sample

The study intends to collect and analyze talent management and retention-related information from faculties of campuses offering academic programs at various universities, particularly within the Kathmandu Valley and nearby districts in Nepal. The researcher selected samples using convenience and snowball techniques. A total of 170 faculties were contacted and delivered questionnaires working on state-owned, public, and private campuses, and only 132 usable responses were received and processed for analysis.

Table 1 part presents demographic variables of the respondents involved in the survey.

Table 1
Demographics of the respondents

| | | | | |
|------------------|-----------|----------|-----------|----------|
| Gender | Male | Female | | Total |
| Frequency | 101 | 31 | | 132 |
| Percentage | 77 | 23 | | |
| Qualification | Masters | M. Phil. | PhD. | |
| Frequency | 82 | 46 | 4 | 132 |
| Percentage | 62 | 35 | 3 | |
| Age | 25-35 | 36-45 | Above 46 | Above 55 |
| Frequency | 43 | 76 | 13 | 132 |
| Percentage | 32 | 58 | 10 | |
| Institution type | State | Public | Private | |
| Frequency | 54 | 42 | 36 | 132 |
| Percentage | 41 | 32 | 27 | |
| Job status | Permanent | Contract | Part time | |
| Frequency | 61 | 31 | 40 | 132 |
| Percentage | 47 | 23 | 30 | |

From the data collected, it can be concluded that 23% of respondents are female and 77% of respondents are male. Only 3% of respondents hold doctoral degrees, whereas 62% of respondents hold master's degrees. 58% of the population is between the ages of 36 and 45, 32% is between the ages of 25 and 35, and 10% is older than 46. The majority of respondents (32%) are employed by public institutions, while the remainder respondents (41% are employed by state-owned colleges) and 27% are employed by private universities. 47% of respondents work permanently, 30% part-time, and 23% are employed under a contract.

Data collection procedure

This study relies on the survey under the descriptive design to collect opinions from the respondents regarding talent management (talent attraction, motivation, and development) and talent retention practices, as well as what they perceive in their regular work-life experiences. Table 2 shows the detailed items included in the survey questionnaire. The online survey was conducted for convenience in collecting the required data. The questionnaire was made after an intensive review of theoretical and empirical works of literature. The survey questionnaire consisted of three sections: demographic information about the respondents, talent management items, and talent retention items.

After the construction, a pilot test of the questionnaire was conducted, in which five experts and potential respondents filled out the instrument. After incorporating their suggestions, the final set of questionnaires was applied for the full-scale collection of data. The Google form was used for online data collection. In regard to questionnaire construction, altogether 28 questions were asked. The demographic section contained the respondent's gender, age, qualification, affiliated institution type, and job nature in multiple-choice form. The details of the respondent's demographic

information are presented in Table 1. Similarly, the talent attraction, motivation, development, and retention variables contained 23 statements. These questions were scaled with use of the five-point Likert scale ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree".

Reliability of the instruments

A reliability test is used for judging the degree of stability and consistency between multiple measurements of a variable used for study. The calculated Cronbach's alpha for 23 items used for measuring talent attraction, talent development, talent motivation, and talent retention is .682, indicating the good reliability status of the used items.

Data analysis tools

The collected data from the survey were processed and analyzed with the SPSS software. A reliability analysis was conducted with the purpose of measuring the reliability of the research instruments. For descriptive analysis, descriptive statistic, preferably means and standard deviations, were used to analyze the talent management and talent retention practices perceived by the respondents. Pearson's correlation was used to determine the association between study variables. In addition, a multiple regression analysis was done in order to test the study hypotheses and examine the linear association between independent and dependent variables.

Model for analysis of causal relations of the study variables

Being casual comparative research, the study attempts to examine the influence of talent management determinants—talent attraction, talent motivation, and talent retention—on talent retention. The following regression equation is used for the aforementioned purpose:

$$TR = a + bTA + bTM + bTD + e$$

Where:

a = Intercept

TR = Talent retention

TM = Talent motivation

TD = Talent development

e = Error term

Results

Descriptive analysis of the study variables

According to the descriptive analysis shown in Table 2, all three independent variables were deemed to be satisfactory. The dependent variable (Talent retention) had the highest mean score (Mean=3.54) among the study variables. Mean scores were obtained for talent attraction (M=3.38), talent motivation (Mean=3.31), and talent development (Mean=3.27).

Table 2
Descriptive statistics of the study variables (n= 132)

| Item code | Items of talent management | Mean | Std. Deviation |
|-------------------------------------|--|-------------|----------------|
| <i>Talent Attraction(TA)</i> | | 3.38 | |
| TA1 | Attracting top talents | 3.60 | .730 |
| TA2 | Strong and compelling employment brand among prospective employees | 3.36 | .754 |
| TA3 | Wide use of referral programs for employee | 3.33 | .736 |
| TA4 | The hiring process is efficient, effective and focuses on "quality of hire" | 3.43 | .764 |
| TA5 | Competitive compensation level | 3.54 | .920 |
| TA6 | Prioritizes time to interview potential candidates while a vacancy arises | 3.02 | .977 |
| <i>Talent motivation(TM)</i> | | 3.31 | |
| TM1 | Existence of competitive compensation system in comparison to other firms in the same industry | 3.27 | .942 |
| TM2 | Compensation based on competence of the employee | 3.10 | .940 |
| TM3 | Good working conditions | 3.43 | .743 |
| TM4 | The employees for exemplary work in a variety of ways are rewarded. | 3.26 | .905 |
| TM5 | Offers a package of attractive non- monetary rewards to employee | 3.36 | .857 |
| TM6 | Celebrates exceptional performance of employees | 3.46 | .725 |

| <i>Talent development (TD)</i> | | <i>3.27</i> | |
|--------------------------------|--|-------------|-------|
| TD1 | Conduction of widespread training and development programs for employees. | 3.02 | 1.007 |
| TD2 | Actively creating more developmental opportunities for subordinates | 3.34 | .686 |
| TD3 | Providing honest feedback for developmental purposes. | 3.23 | .834 |
| TD4 | Following plans and programs for developing employees | 3.39 | .853 |
| TD5 | Provision for expertise is transfer from experts to less expert employees | 3.39 | 1.046 |
| <i>Talent retention (TR)</i> | | <i>3.54</i> | |
| TR1 | Retaining employee with best performance. | 3.64 | .753 |
| TR2 | Employee turnover is monitored across various locations, divisions, talent levels and managers | 3.51 | .746 |
| TR3 | The causes why top performers leaving are recorded and accommodated | 3.40 | .846 |
| TR4 | Creating a culture to make employees stay with the organization. | 3.32 | .775 |
| TR5 | Top performers are encouraged to improve their skills. | 3.73 | .802 |
| TR6 | Balancing work priorities with personal life by employee | 3.61 | .738 |

The talent attraction dimension received a mean score of 3.38, indicating that respondents were generally in agreement with this dimension and that the institutions' talent attraction policies are just. All six of the dimensions— attracting top talent, offering competitive pay, improving the hiring process, and having strong employment brands, among others—were discovered to be the cornerstone of luring talent.

With a mean score of 3.31, the second dimension likewise indicated that the institutions may have fair talent-motivating procedures. The majority of respondents felt that attractive non-monetary benefits, competitive pay, favorable working circumstances, recognition of excellent performances, and competitive remuneration all inspire talented people. Additionally, the talent development component of talent management had the least amount of practices with a mean score of 3.27.

The respondents identified two of five items—insufficient honest feedback programs and excessive training and development programs—as weak points. The respondents agreed with improved use of talent retention strategies used by the institutions, as seen by the mean score of 3.54 given to talent retention practices. The rules for retaining top performers, keeping the greatest performers, and tracking abilities were all considered to be important elements.

Analysis of associations between the study variables

This section presents the associations of talent attraction, talent motivation, and talent development with talent retention.

Table 3

Correlation matrix of the study variables indicating Pearson's correlation coefficients (Sig. -2 tailed, n= 132)

| Variables | TA | TM | TD | TR |
|-----------|--------|------|--------|----|
| TA | 1 | | | |
| TM | .363** | 1 | | |
| TD | .382** | .147 | 1 | |
| TR | .457** | .127 | .334** | 1 |

** Correlation is significant at the 0.01 level (2-tailed).

The linear relationship between the research variables is shown in Table 3. The association between talent attraction and talent retention is moderately favorable and significant $r(130) = .363, I .001$. With $r(130) = .334, p < .001$, the relationship between talent development and talent retention was also shown to be fairly favorable and significant. Additionally, there was a weak positive but statistically insignificant association between talent motivation and retention $r(130) = .127, p > .05$.

Analysis of causal relations of the study variables

Examining the impact of talent attraction, motivation, and growth on talent retention was the goal of the multiple regression analysis. All statistical variables and the analysis's findings are reported in Table 4. The sample of the study variables did not exhibit any autocorrelation, according to the Durbin-Watson test (DW) value of 2.190. The absence of multicollinearity is further demonstrated by the fact that all tolerance statistics and variance inflation factors (VIF) of the variables fall within acceptable ranges.

R-Square and modified R-Square values were shown to be moderate in explaining the effect of independent factors on the dependent variable when model fit parameters was taken into account. The dependent variable is

simultaneously influenced by independent factors, as indicated by the estimated statistic of F-value of 13.522 (p-value=.000).

Table 4

Effect of talent management variables (talent attraction, talent motivation, and talent development) on talent retention

| Variables | Beta | t-value | p-value | Collinearity statistics | |
|------------------------|--------|---------|---------|-------------------------|-------|
| Intercept | 2.035 | 6.985 | .000 | Tolerance | VIF |
| TA | .403 | 4.551 | .000 | .758 | 1.320 |
| TM | -.047 | -.563 | .574 | .868 | 1.152 |
| TD | .187 | 2.243 | .027 | .854 | 1.171 |
| R Square | .64 | | | | |
| Adjusted R Square | .61 | | | | |
| Durbin Watson | 2.190 | | | | |
| F-Statistics | 13.522 | | | | |
| Significance (F-Stat.) | .000 | | | | |

The impact of independent variables on dependent ones was investigated using regression analysis to assess the study hypotheses. According to the first hypothesis, attracting and retaining talent is positively and significantly impacted. Regression study showed that talent attraction has a favorable and significant impact on talent retention ($\beta = 0.403$, $p(0.000) < 0.001$). The hypothesis was therefore accepted. The second hypothesis looked at how talent motivation affects talent retention. The findings indicated that talent motivation had no impact on talent retention ($\beta = -0.047$, $p(0.574) > 0.05$). The second study hypothesis has been rejected as a result of this finding.

As a result, the third hypothesis asserted that talent development had a positive and significant impact on talent retention. The findings showed that this dimension had a positive and significant effect on talent retention ($\beta = 0.187$, $p(0.027) < 0.05$). The outcome gave the foundation for accepting the hypothesis.

Discussion

The descriptive study revealed a moderate presence of institutionally directed talent management techniques. According to the findings, talent attraction has a broader reach than talent motivation and growth. Higher education institutions are largely attracting personnel through competitive wage packages, improved hiring processes, and the use of strong employment brands. Similarly, strategies such as competitive compensation, good working conditions, celebrations of exceptional performances, and appealing non-monetary rewards were discovered to be more effective in motivating talented employees; however, there is lack of sufficient practice in providing fair compensation to employees based on their performance.

The results showed that talent development plans and programs, expertise transfer practices, and generating growth chances for subordinates were the initiatives prioritized to develop talents. The findings indicated that extensive training and development programs, as well as offering honest feedback, are weaker areas of talent development. Furthermore, such institutions are more concerned with talent retention and are using measures such as tracking top performance turnover, combining work objectives with personal life, retaining the best performers, and providing challenging tasks.

The findings from correlation analysis demonstrated moderately positive and statistically significant relationships between talent recruitment, talent development, and talent retention. Talent motivation was only marginally associated to talent retention. This results is congruent with those of Hamila (2020), Anurit and Kuyawattananonta (2011), Schaufeli and Bakker (2004), and Alias et al. (2014), who discovered positive and significant relationships between talent management variables and employee retention.

In order to investigate the influence of independent variables on talent retention, regression analysis was performed. Two of the predictors, talent attraction and talent development, had a favorable and significant effect on talent retention. This finding is in line with that of Igmou et al. (2022), who came to the conclusion that talent acquisition and development have a beneficial effect on talent retention. This finding also consistent with several studies(Hamila, 2020; Mohammed, 2015; Anurit&Kuyawattananonta, 2011; Schaufeli& Bakker , 2004; Morton, 2005; Aibieyi& Henry 2015; Madurani&Pasaribu, 2021; Baharin&Hanafi, 2018; Achmada et al., 2022; Igmou et al., 2022) concluded positive and significant effects of talent management variables on employee retention.

Nevertheless, the model result revealed that talent motivation had almost no impact on retention, which is inconsistent with the aforementioned empirical data. The outcome of the correlation study, which demonstrated a very weak and inconsequential association between these variables, confirmed the assertion as well. The results

showed that not enough effort was made to inspire talent. The results point to the need for quick evaluation and enhancement of talent motivational strategies currently used by academic institutions to retain talent employee.

Conclusion

Modern enterprises, both in Nepal and around the world, find it increasingly difficult to manage a competent workforce. Understanding the various facets of managing talents is important for maintaining their retention and accomplishing organizational goals. Previous studies placed more emphasis study of talent management practices outcomes including organizational performances, employee commitment, engagement, productivity, and others. Less research has been done on the topic of talent management practices, such as recruiting, developing, and motivating talents, and how these strategies affect talent retention. In order to understand how talent management practices (viz. attracting, developing, motivating) affect to retaining talent the study was conducted. The study's conclusions showed that institutions only moderately pursue talent attraction, development, and retention, and that they don't provide enough inspiring examples. Although there was a favorable and considerable impact from talent attraction and development, there was no noticeable impact from talent motivation on talent retention. The results showed that the organization's efforts to attract, develop, and retain talent were generally successful, but that talent motivation was lacking.

Therefore, firms must recognize and reassess their people management practices' weak points. Talent motivation should receive more attention to improve retention for longer succession. Future studies on talent management could examine the relationships between the dimensions of attraction, development, motivation, and retention utilizing large samples in diverse organizational settings.

Implications

The results of the study demonstrated that institutions only sporadically employ talent management techniques. The management of talent requires more work on the part of academic institution managers. A cause-and-effect study of the weak points within these domains is required (Fish-bone analysis), and the necessary adjustments to policies and procedures will result in better talent management. This study provides new knowledge that human resource managers can use to find flaws in current initiatives to recruit, develop, inspire, and keep talent. All sorts of businesses can manage talent and achieve significant benefits on a variety of outcomes, including talent retention, engagement, citizenship, firm performance, etc., according to the study's findings, which are widely applicable. The empirical findings indicating a positive and significant impact of talent management predictors (attraction, development, and motivation) on talent retention are an extremely understudied area. Future research should use large samples in different organizational settings in order to gain more knowledge and expertise about managing talents.

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