

MEDIATING ROLE OF EMPLOYEES' COMMITMENT BETWEEN TALENT  
MANAGEMENT AND PERFORMANCE OF ACADEMIC STAFF IN KOGI STATE-  
OWNED TERTIARY INSTITUTIONS

BY

Mohammed kudu, ALIYU  
P16ADBA8449

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,  
AHMADU BELLO UNIVERSITY, ZARIA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF MASTER OF SCIENCE (M.Sc.) DEGREE IN BUSINESS ADMINISTRATION

DEPARTMENT OF BUSINESS ADMINISTRATION,  
AHMADU BELLO UNIVERSITY BUSINESS SCHOOL,  
AHMADU BELLO UNIVERSITY,  
ZARIA, NIGERIA

JULY, 2021

## DECLARATION

I hereby declare that the work in this dissertation entitled “mediating role of employees’ commitment between talent management and performance of academic staff in kogi state-owned tertiary institutions” has been performed by mein the Department of Business Administration, Ahmadu Bello University, Zaria. The information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Mohammed Kudu, ALIYU

-----  
Name of Student

-----  
Signature

-----  
Date

## CERTIFICATION

This dissertation entitled **MEDIATING ROLE OF EMPLOYEES' COMMITMENT BETWEEN TALENT MANAGEMENT AND PERFORMANCE OF ACADEMIC STAFF IN KOGI STATE-OWNED TERTIARY INSTITUTIONS** meets theregulations governing the award of the degree of Master of Science degree in Business Administration of the Ahmadu Bello University, Zaria, and is approved for its' contribution to knowledge and literacy presentation.

Dr. S. Umar

Chairman, Supervisory Committee.	Signature	Date

Dr. M. I. Aminu

Member, Supervisory Committee.	Signature	Date

Dr. N. Abudullahi

Head of Department.	Signature	Date

Prof. S. A. Abdullahi

Dean, School of Post Graduate Studies.	Signature	Date

## **DEDICATION**

This dissertation is dedicated to Almighty God.

## **ACKNOWLEDGEMENT**

Glory to the Almighty God, who has been my strength and has helped me this far. Special appreciation goes to my supervisors, Dr S. Umar and Dr M. I. Aminu for their constructive criticisms and their guidance from the beginning to the completion of this study. Worth mentioning are Prof. Sheikh Abdallah and Prof O. D. Y. Malachy for their contributions to this research work. I also appreciate my Examiners for their constructive criticisms and additions to make this work a quality one.

My appreciation extends to my parents, Alh. Aliyu Maigari and Hajiya Aishatu Tauhid. They have been my financial and spiritual support from the beginning of this journey. I appreciate my siblings for their support throughout my stay in Ahmadu Bello University, Zaria. Their prayers have brought me this far. My appreciation further extends to the Head of Department of Business Administration, Dr Nasir Abdullahi of ensuring that this work gets to the completion stage. It is also very important to appreciate Professor Bello Sabo, Dr Idris Ahmed, Dr Nafiu Bashir, Dr Mohammed Ibrahim, Dr Idris Bugaji and Dr Maimuna Shika for their unique contributions to ensure the successful completion of this work. I am very grateful to all of them.

My appreciation goes to my classmates who have in one way contributed to this work. I remain grateful to them. I also appreciate the management and lecturers of Kogi State Tertiary Institutions for giving me the opportunity to distribute copies of questionnaire in their various institutions, completed and returned to me. May God richly bless them all for making this research work a success.

## **ABSTRACT**

The performance of employees is regarded to be very vital to the success of any organisation. It is reported that performance of academic staff in state-owned tertiary institutions in Kogi State of Nigeria are below average and is of great concern to all and sundry as it affects the performance of these institutions. To change these narratives, investigating into talent management and how it affects employees' commitment and the performance of these academic staff becomes imperative. Based on the Social Exchange Theory (SET) and the review of related literature, employees' commitment may be a potential mediator between talent management and performance of employees. However, there is still scarcity of knowledge in literature as regards the mediating role employees' commitment plays in the relationship between talent management and performance of employees. To this end, this knowledge gap, examined the mediating role of employees' commitment in the relationship between talent management and the performance of academic staff of kogi state-owned tertiary institutions. 485 Copies of questionnaire were distributed using proportionate stratified sampling. However, only 408 copies of the questionnaire distributed were used for analysis using PLS-SEM path modelling processed on SMARTPLS2. Based on the findings of this study, talent attraction, talent development and talent retention were significantly and positively related to the performance of academic staff of the sampled tertiary institutions. Statistical evidence also revealed that employees' commitment only mediates the relationship between talent retention and performance of academic staff of the sampled tertiary institutions of the study. The study recommends that managers of tertiary institutions in Kogi state owned should ensure attracting the right talents, developing the talents from time to time, and adequately retain them.

## Table of Contents

Title Page -----	i
Declaration -----	ii
Certification-----	iii
Dedication -----	iv
Acknowledgement-----	v
Abstract -----	vi
Table of Contents -----	vii
List of Tables-----	xi
List of Figures -----	xii
List of Appendices -----	xiii

### CHAPTER ONE: INTRODUCTION

1.1 Background to the Study -----	1
1.2 Statement of the Problem -----	5
1.3 Research Questions -----	7
1.4 Objectives of the Study -----	7
1.5 Research Hypotheses -----	8
1.6 Significance of the Study -----	9
1.7 Scope of the Study -----	10
1.8 Limitations and Suggestions for Further Study -----	11

### CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction-----	12
2.2 Concept of Employees' Performance-----	12

2.3 Determinants of Employees' Performance-----	13
2.3.1 Leadership-----	13
2.3.2 Coaching-----	13
2.3.3 Empowerment-----	14
2.3.4 Motivation-----	14
2.3.5 Participation in Management-----	15
2.3.6 Organisational Culture-----	15
2.3.7 Working Environment-----	16
2.4 Types of Employees' Performance-----	16
2.4.1 Task Performance-----	16
2.4.2 Contextual Performance-----	17
2.5 Importance of Task and Contextual Performance-----	18
2.6 Concept of Talent Management-----	19
2.7 Dimensions of Talent Management-----	21
2.7.1 Talent Attracting-----	22
2.7.2 Talent Development-----	23
2.7.3 Talent Retention-----	24
2.8 Concept of Employees' Commitment -----	25
2.9 Employees' Commitment as a Mediator -----	28
2.10 Empirical Review of Related Studies -----	30
2.10.1 Talent Attraction and Employees' Performance-----	30
2.10.2 Talent Development and Employees' Performance-----	33
2.10.3 Talent Retention and Employees' Performance-----	36
2.10.4 Employees' Commitment and Employees' Performance -----	38
2.11 Theoretical Framework-----	40

2.11.1 Human Capital Theory-----	40
2.11.2 Social Exchange Theory-----	42
2.12 Research Model-----	44

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction-----	45
3.2 Research Design -----	45
3.3 Population of the Study -----	45
3.4 Sample Size of the Study -----	46
3.5 Sampling Technique -----	47
3.6 Source and Method of Data Collection -----	49
3.7 Measurement of Variables of the Study -----	49
3.8 Pilot Study -----	50
3.8.1 Construct Reliability and Convergent Validity -----	50
3.8.2 Discriminant Validity -----	51
3.9 Methods of Data Analysis -----	52
3.9.1 Missing Values-----	52
3.9.2 Outlier Test -----	53
3.9.3 Normality Test -----	53
3.9.4 Multicollinearity Test -----	54
3.9.5 Construct Reliability and Validity -----	54
3.10 Data Analysis -----	55
3.10.1 Measurement Model -----	55
3.10.2 Structural Model -----	55

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Introduction-----	57
-----------------------	----

4.2 Response Rate -----	57
4.3 Preliminary Analysis -----	58
4.3.1 Missing Values -----	58
4.3.2 Outlier Test -----	59
4.4 Demographic Statistics -----	60
4.5 Descriptive Statistics of Variables of the Study -----	62
4.6 Assessing Model Fit -----	64
4.7 Test of Hypotheses for Direct Relationships -----	70
4.8 Test of Hypotheses of Mediating Relationships -----	73
4.9 Summary of the Test of Hypotheses -----	78
4.10 Discussion of Findings -----	79
4.11 Implications of the Study -----	81
4.11.1 Managerial Implications -----	81
4.11.2 Theoretical Implication -----	81
 <b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
5.1 Summary -----	83
5.2 Conclusion -----	84
5.3 Recommendations -----	84
 REFERENCES -----	 86
APPENDICES -----	100

## LIST OF TABLES

Table 3.1 Proportionate Sampling-----	48
Table 3.2 Pilot Study: Construct Reliability and Convergent Validity-----	51
Table 3.3 Pilot Study: Discriminant Validity-----	52
Table 4.1 Questionnaire Distribution and Response Rate-----	58
Table 4.2 Demographic Distribution of Respondents-----	60
Table 4.3 Descriptive Statistics of Constructs: Mean and Standard Deviation-----	62
Table 4.4 Construct Reliability and Convergent Validity-----	65
Table 4.5 Measurement Model: Discriminant Validity (Fornell-Lacker Criterion)-----	67
Table 4.6 Discriminant Validity using Cross Loadings-----	68
Table 4.7 Structural Model: Test of Significance for Direct Relationships-----	71
Table 4.8 Assessment of the Effect Size for Direct Relationships: F-Square-----	72
Table 4.9 Predictive Relevance for Direct Relationships: Q-Square-----	73
Table 4.10 Structural Model: Bootstrapping Results for Indirect Effect-----	75
Table 4.11 Structural Model: Test of Significance for Mediating Relationships-----	75
Table 4.12 Coefficient of Determination for Mediating Relationships: R-Squared-----	76
Table 4.13 Assessment of the Effect Size of all Relationships on Performances: F-Square--	77
Table 4.14 Predictive Relevance for Mediating Relationships on the Dependent Variable: Q- Square-----	78
Table 4.15 Summary of Findings: Hypotheses Testing Results-----	79

## LIST OF FIGURES

Figure 2.1 Research Model-----	44
Figure 4.1 Measurement Model -----	64
Figure 4.2 Structural Model of Direct Effects-----	70
Figure 4.3 Structural Model of Mediating Relationships -----	74

## LIST OF APPENDICES

Appendix A: Questionnaire-----	100
Appendix B: Replacement of Missing Values-----	104

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The Performance of staff in all sector of the society portrays their achievement level on the duties and responsibility assigned to them in an organisation (Salim, Abdul-Rahim, Khairunneezam & Othman, 2017). Staffs are one of the most important components of any educational system or sector. Academic staffs in tertiary institutions are part of those few people in a society that provides education to the development of their citizens (Salim et al., 2017). Academic staffs are an extremely important facet of any society for a number of reasons and their role in modern civilized society is both significant and valuable. In addition, they are social engineers and they possess immense knowledge on various issues that affect our daily lives as a community of human beings.

Despite these reported importance of academic staff of tertiary institutions in the society, it is evident that the performance of academic staff in Nigeria have been poor. According to Roy (2014) Nigeria was a country that produced world class tertiary institutions' graduates that could compete with their counterparts around the world and hard work was their watchword. However, in recent times, Nigeria mostly produce tertiary institutions' graduates that may not be able to compete with their counter parts from different countries (Roy, 2014).

A lot of indices can be used to ascertain that academic staffs of tertiary institutions in Nigeria are not performing as they should. Some of these indices include the world rankings of Tertiary institutions in Nigeria and the employability of the graduates of tertiary institutions in Nigeria (Molefe, 2010). The released Quacquarelli Symonds (QS) World University Rankings 2018 show that out of the 959 tertiary institutions across the world, no tertiary institution in Nigeria made the list (QS World University Rankings 2017-2018). In 2021, only two disciplines (medicine and agriculture & forestry) from one institution, the University

of Ibadan made the rankings (QS World University Rankings 2020-2021). More so, the Times Higher Education World University ranking 2017 revealed that tertiary institutions in Nigeria have maintained a pattern of consistent poor performance in international rating. In 2017, only one of the tertiary institutions in Nigeria was listed among the top 1,000 in international ranking, and that was the University of Ibadan at 801. Tertiary institutions from other African countries like South Africa, Ghana, Egypt and Uganda are ranked considerably higher than the tertiary institutions in Nigeria (THE World University Ranking, 2020). This consistent poor performance of tertiary institutions in Nigeria in global ranking has aroused a lot of concern, and part of the reason for it may be attributed to the poor performance of academic staff in the tertiary institutions in the country (Molefe, 2010).

Various authors came up with the notion that students' performance in tertiary institutions should be seen as a direct reflection of the performance of the academic staff of the tertiary institutions. To corroborate, Owolabi and Adebayo (2012) argued that interactions between teachers and students is expected to produce positive learning outcomes, and where such interactions between the two parties failed to produce an improvement in students, then, there may be a problem with the teacher. To add, academic staffs are at the core of every educational system and therefore, the quality of the educators in every school system reflects and impacts the overall quality of the school system and the potential of the students within the system (Darling-Hammond, Wei, Andree, Richardson & Orphanos, 2009). This view was strongly supported and corroborated by Bonney, Amoah, Micah and Lemaire (2015). With the view of Bonney *et al.*, Owolabi and Adebayo (2012) and Darling-Hammond (2009), it is safe to say that the performance of academic staff of tertiary institutions in Nigeria may be partly tied to performance of students in the institutions.

There have been reports about the employability of graduates of tertiary institutions in Nigeria. Various recruiting organisations have continually said that the graduates of tertiary

institutions in Nigeria are unemployable. Domestic and foreign corporations based in Nigeria like Shell, Mobil, Chevron, Citibank, Accenture, Nestle, Cadbury, Guinness always prefer to hire Nigerians that graduated from foreign institutions based in Europe, Asia, America, South Africa and including other West African countries like Ghana and Libya (Roy, 2014). Statistically speaking, According to Bongo (2017), a consultant to World Bank, over 60 percent of graduates of tertiary institutions in Nigeria are unemployable. Bongo described breeding of incompetent human resource in the country as a ticking time bomb that might soon explode and contaminate other sectors of the economy. These breeding of incompetent human resource may be partly attributed to the poor performance of academic staff in tertiary institutions in Nigeria and need to be given urgent attention.

Performance of employees may be dependent on talent management (Mangusho, Murei & Nelima, 2015) and the commitment of employees (Karuri, 2015). Talent management deals with human capital management which consists of people, knowledge and skills (Onwuka, Ugwu, Kekeocha & Ezinne, 2015). Talent management in the literature is a multi-dimensional variable and is mostly measured using talent attraction, talent development and talent retention (Koltapeh, Forotageh, Afruz, & Hossein, 2015; Oladapo, 2014; Shirkhani & Nazari, 2014). High performance of employees may be triggered by efficient talent attraction (Kaleem, 2019), swift talent development (Knott, 2016), high talent retention (Akinremi & Adedeji, 2019) and high levels of employees' commitment (Karuri, 2015). Consequently, low performance of employees may be as a consequence of high poor talent attraction, poor talent development, poor talent retention and low levels of employees' commitment.

Talent attraction is regarded to be top priority in ensuring high job performance. Talent attracting includes policies and practices that recruit and select talented individuals (Lyria, Namusonge & Karanja, 2017). Talent attraction are recruitment and selection, employer branding, employee value proposition and employer of choice (Armstrong, 2006).

On the other hand, talent development is a planned learning process of an activity or set of activity which is used to upgrade skill, behavior or knowledge to achieve the best performance. Talent Development is the learning process of experiences that is used to enhance the skill and task attitude of individual through the results of his or her learning experience (Khaleem, 2019). Finally, talent retention is an organisation's ability to retain its employees. Khaleem (2019) opined that the retention of employees is a complete strategy as competition for talented employees is always severe. Efforts should be directed at retaining employees that are valuable and talented. All of these put together (i.e., talent attraction, talent development and talent retention) may influence employees' performance significantly.

Employees' commitment may be very pertinent in predicting employees' performance (Irefin & Mechanic, 2014). Committed employees are regarded to be highly motivated and they contribute their time and energy to the pursuit of organisational goals and are increasingly acknowledged to be the primary asset available to an organisation (Hunjra, Ali, Chani, Khan & Rehman, 2010). In reality, employees do not just get committed to their jobs, several factors are needed to be available to ensure employees are committed to their jobs (Irefin & Mechanic, 2014). Some of these factors include talent attraction (Kaleem, 2019), talent development (Knott, 2016) and talent retention (Akinremi & Adedeji, 2019). These three factors (i.e., talent attraction, talent development and talent retention) are regarded in the literature to be possible predictors of employees' commitment. Employees' commitment on the other hand is regarded to be a possible predictor of employees' performance. Thus, this study focused on determining the influence of talent management (talent attraction, talent development and talent retention) on the performance of academic staff of state-owned tertiary institutions in Kogi State, and using employees' commitment as a possible mediating variable in the relationships between the independent variable and the dependent variable of the study.

## **1.2 Statement of the Problem**

It is important for organisation to improve its performance, but it can never be possible without the efficient performance of employees (Imran & Tanveer, 2015). According to Ogbulafor (2011), the deteriorating level of the performance of academic staff in the tertiary institutions in Nigeria is fast becoming a serious threat to survival of tertiary institutions in Nigeria which needs to be addressed urgently. Similarly, Ajayi (2011) argued that among the numerous problems confronting Nigerian tertiary institutions is the poor performance of some academic staff on the job. Further, Ajayi asserted that stakeholders in the education industry mostly complained about the job performance of academic staff in Nigerian tertiary institutions, as some academic staff failed to demonstrate the dedication, commitment, devotion, punctuality, fairness, honesty and patriotism expected of them. Tessema, Tesfayohannes-Beraki, May, Tewolde and Andemariam (2015) observed that these poor performances exhibited by some academic staff in Nigeria maybe as a result of government failure in developing countries like Nigeria to improve the skills and knowledge of their civil servants through effective human resources development programmes that can boost the performance of employees as well as inability to exploit the capability of well experienced employees.

Specifically, the Executive Governor of Kogi State berates the poor performance of academic staff in tertiary institutions owned and operated by the state. The Governor laid claim that most of the academic staff in the tertiary institutions are mostly concerned with unionism and not about discharging their duties effectively and efficiently (Akubo, 2017). It may be that the academic staff in these institutions were poorly attracted, their talents not well managed and developed and are poorly retained on the job. This is given the role talent management plays in ensuring high performance of employees as documented in the literature. It is therefore

imperative to assess whether these factors are actually responsible for the poor performance of academic staff in the state-owned tertiary institutions in the state.

However, there are a lot of factors that have been documented in the literature that are responsible or may improve the performances of the academic staff in the tertiary institutions owned by the Kogi State government. Some of these factors include; job security, motivation, good pay, recognition, stress management, work environment, organizational culture among other variables. However, most researchers agree that talent attraction (Tash, Cheshmeh & Ahmadzadeh,2016), talent development (Bibi, 2019) and talent retention (Mangusho *et al.*,2015) are prominent factors that may influence the performance of employees.

Despite the fact that employees' commitment may be a potential mediating variable between talent management and the performance of employees as earlier explained, most previous related studies of talent management and job performance have largely examined the direct relationship between the proxies of talent management and the performance of employees ignoring possible indirect relationships. Examples of such studies include: Mahlahla (2018); Mkamburi (2017); Ndolo (2017); Knott(2016); Mangusho *et al.*(2015) and Tash *et al.*(2016).This has led to a gap in the literature. Hence, this study filled this knowledge gap by examining whether employees' commitment truly mediate the relationship between the proxies of talent management and the performance of employees. To achieve this, this study assessed the mediating role of employees' commitment in the relationship between talent attraction, talent development, talent retention and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

### **1.3 Research Questions**

To achieve the objectives of this study, the following questions will be answered:

- i. Does talent attraction affect the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- ii. Does talent development affect the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- iii. Does talent retention affect the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- iv. Does employees' commitment affect the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- v. Does employees' commitment significantly mediate the relationship between talent attraction and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- vi. Does employees' commitment significantly mediate the relationship between talent development and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?
- vii. Does employees' commitment significantly mediate the relationship between talent retention and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria?

### **1.4 Objectives of the Study**

The broad objective of the study is to examine the mediating role of employees' commitment in the relationship between talent management and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria. Specifically, the study seeks to:

- i. Determine whether talent attraction has an effect on the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

ii. Ascertain whether talent development has an effect on the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

iii. Examine whether talent retention has an effect on the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

iv. Examine whether employees' commitment has an effect on the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

v. Determine whether employees' commitment mediate the relationship between talent attraction and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

vi. Assess whether employees' commitment mediate the relationship between talent development and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

vii. Determine whether employees' commitment mediate the relationship between talent retention and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

### **1.5 Research Hypotheses**

The following null hypotheses were formulated for testing:

H<sub>01</sub>: There is no significant relationship between talent attraction and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>02</sub>: There is no significant relationship between talent development and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>03</sub>: There is no significant relationship between talent retention and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>04</sub>: There is no significant relationship between employees' commitment and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>05</sub>: Employees' commitment does not mediate the relationship between talent attraction and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>06</sub>: Employees' commitment does not mediate the relationship between talent development and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

H<sub>07</sub>: Employees' commitment does not mediate the relationship between talent retention and the performance of academic staff of state-owned tertiary institutions in Kogi State, Nigeria.

### **1.6 Significance of the Study**

This study seeks to confirm the human capital and social exchange theory by theoretically proving the linkage among dimensions of talent management, employees' commitment and employees' performance. Thus, theoretically, this study expands the frontier of knowledge in human resource management literature by introducing employees' commitment as a mediating variable in the model. Most previous related studies have mostly examined the direct relationship between talent management and the performance of employees, despite the propositions of the social exchange theory and previous scholars. The social exchange theory and the propositions in the literature posit that employees' commitment could mediate the relationship between talent management and employees' performance. Thus, this study theoretically enhances the body of knowledge by examining employees' commitment as a mediating variable in the relationships of the study. Very few studies have considered introducing employee's commitment as a mediating variable in a study such as this. This study therefore contributes to the body of academic knowledge enormously.

The findings of this study may benefit tertiary institutions in Kogi State considering that the performance of their academic staff plays a crucial role in helping tertiary institutions perform at optimal level. Increase in employees' performance in tertiary institutions may invariably lead to high performance on the part of the students. Tertiary institutions having high number of academic staff performing well may help increase the rating of such tertiary institutions.

Literature alluded to a number of issues that necessitated the need for talent management in higher education (McCartney & Worman, 2013). The outcome of this study may make management of tertiary institutions appreciate more talent management and its likely effect on the performance of the academic staff of their institutions. Therefore the implementation of results of this study may enhance human resources management practices in the Nigerian tertiary institutions.

### **1.7 Scope of the Study**

This study was based on all the seven (7) state owned tertiary institution in Kogi state, Nigeria. The institutions are; Kogi State University(KSU), Kogi State Polytechnic(KSP), Kogi State College of Nursing and Midwifery(SONO), Kogi State University Hospital(KSUTH), College of Health Science and Technology (CHST),Kogi State College of Education (KSCOE) and Kogi State College of Education(technical) (KSCOET). The study will focus on only the academic staff of these mentioned institutions in Kogi state. Therefore, they were used as the respondents of the study. The research is also cross sectional in nature and was carried out within a possible shortest time frame with the help of respondents.

In specific terms, the independent variable in this study is talent management measured using talent attraction, talent development and talent retention. The dependent variable is employees' performance, while the mediating variable is employees' commitment.

## **1.8 Limitations and Suggestions for Further Study**

This study is not without any limitations. The major limitation of this study is that it covered only a state out of the thirty-six states in Nigeria. This amounts to a small coverage by the study. Another limitation of the study is that the study only focused on the educational sector, leaving out other important sectors of the economy. Therefore, this study could be replicated by covering a larger geographical area, so that generalisations can be made. The study could be replicated in other sectors of the economy other than the educational sector. Other moderators and mediators can be included in the model for further theoretical contributions.

## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Introduction

Talent attraction, talent development, talent retention, employees' commitment and employees' performance were explained in this chapter. Employees' commitment is shown in this section to be able to play a potential mediating role between the independent and dependent variables of the study. Various empirical studies were reviewed in this chapter. The Human Capital Theory (HCT) and the Social Exchange Theory (SET) were used to explain the relationship between talent management and employees' performance. From the review of empirical literature, theoretical framework, a research model was finally proposed.

#### 2.2 Concept of Employees' Performance

Employees' performance is defined by Bello and Adebajo (2014) as how employees' carries out the tasks that makes up a job. Mathis and Jackson (2009) viewed employees' performance with regard to the quantity, quality and timeliness of output, presence on the job and the efficiency and effectiveness of the work completed. Norbergas cited in Dorcas, Nellie and Anis (2014) defined employees' performance as a work related activity, directed towards achievement of specific goals.

Employees' performance refers to the ability of employees' to achieve organizational goals in an effective and efficient manner. Employees' performance indicates the effectiveness of employees' specific actions that contribute to attain organizational goals; it is defined as the way to perform the job tasks according to the prescribed job description. Mubbsher and Maryam (2013) opined that employees' performance covers employees output and efficiency as a result of their growth. Employees' performance is the degree to which an organization anticipates from every employee regarding excellence and quantity (Samar, Kamran, Atif,

Zohaib&Alyami 2015). This implies that a good performance results from efforts, ability and direction which is a step towards the achievement of organizational aims.

Performance is an essential instrument when evaluating an employee. Peter (2014) argued that high performance of employees is an extremely vital criterion that determines organisational successes or failures. Mubbsher and Maryam (2013) added that measuring employees' performance is important and directly affects the actualization of organisational goals.

### **2.3 Determinants of Employees' Performance**

Some studies (e.g., Armstrong & Murlis 2004; Toit, 2007) have identified a number of factors affecting employees' performance either negatively or positively. These factors according to them, includes:

#### **2.3.1 Leadership**

Northouse (2007) defined leadership as a process whereby an individual influences a group of individuals to achieve common goals. The style of leadership involves the combination of attitude and behavior of a leader, which leads to certain patterns in dealing with the followers (Dubrin, 2004). Scholars (Armstrong & Murlis 2004; Cronje, Toit & Motlatla, 2001) noted that the leadership style within an organisation has a bearing on encouraging or inhibiting employee's performance.

#### **2.3.2 Coaching**

Coaching has become of the important methods to improve performance (Champathes, 2006). Coaching may not be a one way communication and proves to be a two way communications where coaches identify what can be improved and ways in which it can be improved. Also, Toit (2007) observed that coaching addresses the belief and behaviors that

hinder performance. To Starr (2004) it is all about helping someone else to improve performance.

### **2.3.3 Empowerment**

In 1999, Duvall defines success as achievement, accomplishment and attainment which is consequence of empowerment. According to him, individual success in form of employee's role performance; Organisational success which is achieved as members of the organisation accomplish collective organisational goals and objectives, and as organisational members share a mutually beneficial and satisfying work experience meeting both social and personal growth needs. Furthermore, Bartram and Casimir (2007) documented that empowerment had significant positive correlations with both performance and satisfaction. And more specifically empowerment was more correlated with the in-role performance of followers than with satisfaction with the leader.

### **2.3.4 Motivation**

Motivation is one of the key determinants of job performance and a poorly motivated workforce will be costly in terms of excessive staff turnover, higher expenses, negative morale and increased use of managements' time (Jobber & Lee, 1994). As Green (2000) has described motivation to be proactive in the sense of dealing with employees who are high performers to maintain their performance. While dealing with low performers, motivation is a prerequisite in order to turn their low productivity into high productivity. A motivated workforce is essential because the complete participation of employees will certainly drive the profitability of the organisation (Carlsen, 2003). Motivation is believed to be the educating of employees to channel their efforts towards organisational activities and thus increasing the performance of the said boundary spanning roles. According to Denton (1991), a motivated workforce will lead to greater understanding, acceptance, commitment to

implementation, understanding of objectives and decision making between management and employees.

### **2.3.5 Participation in Management**

Chen and Tjosvold research in 2006 revealed that participation in management is about involving employees in the decision making process where the employees feel that they have the opportunity to discuss problems that affects them and influences organisational decisions. The effect of participation is rise in employee job performance and low turnover. Carrel, Kuzmits and Elbert (1989) opined that employee will be motivated because management considers them as partners in contributing to the success of the organisational instead of being seen as mere workers or subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organisational goals and objectives.

### **2.3.6 Organisational Culture**

Organisational culture is the mindset of people that distinguishes them from each other, within the organisation or outside the organisation. According to Schein (1990), Organisational culture is a common value and behavior of the people that are considered as a tool leading to the successful achievement of organisation goals. This culture according to Hofstede (1991) includes values, beliefs, and behaviors of the employee's difference from the other organisation. Similarly, Stewart (2010) noted that norms and values of organisational culture highly affect on those who are directly or indirectly involved with the organisation. These norms are not visible but have a great impact on the performance of employees and profitability of the organisation. Academics, researchers and practitioners have argued that the performance of an organization is dependent on the degree to which the values of the culture are widely shared (Peters & Waterman, 1982).

### **2.3.7 Working Environment**

Higher job satisfaction and lower intentions to leave were found for those individuals whose work environment is characterized by the creative requirements of jobs. According to Janssen and Van Yperen (2004), enhancing the creative performance of employees has been recommended as a way for remaining competitive in a dynamic environment and for enhancing the overall innovations of an organization. Working environment can be divided into two components namely physical and behavioral components. While the physical environment consists of elements that relate to the office occupant ability to physically link with their office environment, the behavioral environment consists of components that relate to how well the office occupants associate with each other, and the impact the office environment can have on the behavior of the individual.

### **2.4 Types of Employees' Performance**

According to Díaz-vilela, Rodríguez, Isla-díaz and Díaz-cabrera (2015) there are two major types of performance to include task and contextual performance. Similarly, in 1993, Borman and Motowidlo argued that the entire work performance domain could be encompassed by the comprehensive dimensions of task performance and contextual performance.

#### **2.4.1 Task Performance**

Task performance refers to the prescribed role an employee should comply with in order to attain organisational goals. It can be defined as the efficacy with which incumbents perform activities that contribute to the development of the organisations technical core (Díaz-vilela, Rodríguez, Isla-díaz & Díaz-cabrera, 2015). This contribution can be direct, including the application of a part of organisational technology, or indirect, providing materials or services needed to perform organisational technical processes (Borman, Hedge, Ferstl, Kaufman, Farmer & Bearden, 2003). It can be defined as the proficiency with which one performs his/her primary job tasks.

Task performance is regarded as important in assessing individual employee performance (Koopmans, Bernaards, Hildebrandt, Vincent, Henrica, & Allard, 2014). Organisations sometimes may assess employees' performance through job-specific task proficiency (Griffin, Neal & Parker, 2007), technical proficiency (Lance, Teachout & Donnelly, 1992) or in-role performance (Maxham, Netemeyer & Lichtenstein, 2008). To add, employees' task performance may also be assessed through work quantity, work quality, and job knowledge

#### **2.4.2 Contextual Performance**

Contextual performance refers to those behaviors not directly related to job tasks, but having a significant impact on organisational, social, and psychological contexts. Contextual performance refers to activities that are not task or goal specific but that make individuals, teams and organisations more effective and successful (Reily & Aronson, 2012). Contextual performance includes cooperating and helping others, voluntarily performing extra-role activities, persevering with enthusiasm and extra determination to complete assignments successfully, defending the organisation's goals, and adhering to organisational policies even when this is inconvenient. Borman and Motowidlo (1993) asserted that contextual performance includes five types of behaviors. They are: persisting with enthusiasm and extra effort to complete one's task activities; volunteering to carry out task activities that are not part of one's job; helping and cooperating with others; following organisational rules and procedures; and endorsing, supporting, and defending organisational objectives.

Several scholars have also labeled contextual performance with different names. Examples of such names include non-job-specific task proficiency (Wisecarver, Carpenter & Kilcullen, 2007), extra-role performance (Maxham, Netemeyer & Lichtenstein, 2008), organisational citizenship behavior (Viswesvaran & Ones, 2000) or interpersonal relations (Murphy, 1989). It should however be noted that all these other names of contextual performance refer to

behaviors that go beyond the formally prescribed work goals, such as taking on extra tasks, showing initiative, or coaching newcomers on the job.

## **2.5 Importance of Task and Contextual Performance**

Researchers and practitioners agree that job performance is multidimensional and consists of two main factors: task performance and contextual performance (Motowidlo & Schmit, 1999). Task performance is important because it relates to producing job-specific goods and services and requires employees to acquire and demonstrate core technical skills. Although task performance is necessary, contextual performance boosts the organisational climate through strengthening social networks. When employees engage in contextual performance this contributes to the culture and climate of the organisation. Contextual performance has the ability to transform the organisation because employees volunteer for extra work, persist with enthusiasm and help and cooperate with others (Motowidlo & Schmit, 1999).

The distinction between task and contextual performance was made by Borman and Motowidlo (1997). Task or in-role performance entails behaviors that fulfill the prescribed duties of a certain job or in other words outcomes and behaviors that directly serve the goals of an organisation. Taris and Schaufeli (2014) view it as proficiency (competency) with which workers perform their central job tasks, or sometimes to the degree to which workers achieve the central goals of their jobs. Contextual performance entails behaviors or actions on the part of the employees that goes beyond the formal job descriptions and help maintain and enhance the social-psychological work environment that supports task performance (Schat & Frone, 2011). These behaviors are discretionary in nature that are not part of the formal duties, but contribute to the effective functioning of organisation (Athanasou & King, 2002). Organ (1997) states that contextual performance does not have to extra-role but just extra-task; these behaviors complement the facilitation of core tasks and managers give equal

weight to contextual performance as to task performance in evaluation of overall performance (Borman & Motowidlo, 1997).

Contextual performance is beneficial and desirable from organisation's perspective since it contributes towards organisational effectiveness and shape the organisational, social, and psychological context that facilitate task activities and corresponding processes (Borman & Motowidlo, 1997). Contextual performance is crucial since it is under motivational control of the individuals (Griffin, Neal, & Neale, 2000). It includes activities such as helping and cooperating with each other; showing respect to others (Taris & Schaufeli, 2014); following rules and regulations, going an extra mile for achieving organisational objectives; enthusiastically accomplishing one's own tasks and performing task activities that are not part of the core duty. These activities result in improvement in co-worker and managerial productivity, and freeing up more resources as a result of coordination among individuals (Podsakoff & MacKenzie, 1997). Researchers (Demerouti, Xanthopoulou, Tsaousis, & Bakker, 2014) argue that task performance and contextual performance are considered as important performance dimensions which are relevant for every kind of job. Moreover, behaviors aimed at facilitating others in context of non-routine jobs become even more important. Additionally, task performance and contextual performance have been identified as two distinct dimensions of work behaviors that contribute independently to organisational effectiveness (Griffin et al., 2000).

## **2.6 Concept of Talent Management**

Talent management has been a major discourse within management, engineering, and management, social and to some extent pure sciences. This is because most firm owners have started paying adequate attention to how to attract talents that will drive the goals of their enterprise to another level (Edeh & Mlanga, 2019). The concept of talent management gained

more ground and relevant due to evolution of corporate human resource and training in today's present work environment. The concept of talent management was originated in 1980s and 1990s the time when the responsibilities of human resource department/personnel department shifted from being routine administration and processing, to more complex configuration and planning duties. Talent management deals with human capital management which consists of people, knowledge and skills. Recent study by Gardner (2002) noted that talent management is a major global challenge confronting most organisations in the world. Due to scarcity of talent, organisations around the world are competing for the same pool of talents to acquire and retain talents in order to maintain their operations and continue to grow in terms of service and profitability.

Talent management is defined as a set of organisational designed practices to attract, develop, deploy, retain talents as well as management of care to attain future demands aimed at getting the right individual in the right job (Cappelli & Keller, 2014). According to Muriithi and Makau (2017), talent management practices is elaborated as human resource progression to gain competitiveness and now a days it become an area of concern for organisation to manage the talent effectively and efficiently. Moreover, Gupta and Aggarwal (2012) asserted that talent management is well thought-out as the mainstay of human resource management, to meet organisational objectives through talented employees.

According to Management Study Guide (2019), talent management in firms is not just limited to attracting the best people from the industry but it is a continuous process that involves sourcing, hiring, developing, retaining and promoting them while meeting the organisation's requirements simultaneously. In addition, talent management is the processes used by employers to attract applicants, identify them, develop them, engage them and retain those that add value to their firm. Consequently, successful talent management leads to an increased ability to attract people that are performers, reduce recruitment costs. Chitsaz-

Isfahani and Boustani (2014) perceived talent management as a systematic and dynamic process of discovering, developing and sustaining talent. Bhatnagar (2007) posited that talent management includes such areas as recruiting employees, sorting out employees, mentoring, performance management, career path management, and succession diagnostic reward. Blass (2007) highlighted that talent management is the additional management processes and opportunities that are made available to people in the organisation who are considered to be 'talent'. For this study, talent management is a process of attracting talents, developing talents, and retaining talents by the human resource department of the sampled educational institutions.

## **2.7 Dimensions of Talent Management**

As mentioned in chapter one of this study, talent management is a compound variable having some variables has its measuring proxies. Anwar, Nisar, Khan and Sana (2014) identified talent identification, talent development and talent engagement as proxies of talent management. On the other hand, Hamidi, Saberi and Safari (2014) highlighted talent identification, talent selection, talent utilization, talent development as indicators of talent management. On the other hand, Beheshtifar, Nasab, and Moghadam (2012) came up with talent attraction, talent evaluation, talent development, and talent retention as measures for talent management. In addition, Chitsaz-Isfahani and Boustani (2014) established job experience, coaching, mentoring, training, succession planning, and career management as dimensions of talent management. However, searching through the literature, researchers (e.g., Koltapeh *et al.*, 2015; Oladapo, 2014; Shirkhani & Nazari, 2014) mostly have recognized talent attraction, talent developing and talent retention as measures or indicators of talent management. Likewise, this study considers talent attraction, talent developing and talent retention as proxies for talent management.

### **2.7.1 Talent Attracting**

Armstrong and Taylor (2014) affirmed that talent attraction covers recruitment, selection, employer branding, and employee value proposition. Firms recruit talent from internal and external sources. David, Hall, and Toole (2000) contended that the best way to pool potential talent is through internal sources because the workers already have the required knowledge on how business activities operate. Mangusho et al. (2015) argued that if the enterprises want to embark on radical changes or organisational culture renewal, external sources of recruitment are recommended.

According to Tyson (2014) talent attraction is the procedures which produces candidates, helps to create the employer image, and through recruitment strategies has a major effect on the organisational culture. The core of recruitment is to find appropriate candidates to match organisational needs, in as cost effective a way as possible.

The components of talent attraction are recruitment and selection, employer branding, employee value proposition and employer of choice (Armstrong, 2006). Recruitment and selection requires that organisations use various methods or techniques of selecting the right talent that reflects the culture and value of that particular organisation (Armstrong, 2006). The recruitment of members of talent pool is the first task of talent management strategy. The talent pool is a group of employees with special traits and are source of future senior executives.

Talent attraction through recruitment represents a vital phase in management of talent to determine which workers will be able to serve the organisation effectually while selection is elucidated as capabilities of talent assessment to fulfil the task of job appropriately ultimately lead to hire the right individual in right job (Bratton & Gold, 2017). Oaya, Ogbu and Remilekun (2017) explained that recruitment as a process of discovering talented personnel

for current or expected vacancies whereas selection is a method of selecting suitable individual for the job. Recruitment is explained as candidate search while selection is demarcated as electing the person to do the job. Thus, to hire and selecting the right employee in the right job eventually affect the organisation as well as employee performance (Anosh, Hamad, & Batool, 2014).

### **2.7.2 Talent Development**

Development is important for both organisations and individuals as employees with suitable skills and capacities can improve the organisational competitive advantage and increase the ability to adapt to a changing environment. Development and training are different concepts. You can train employees to answer customer service requests, drive a truck, enter data in a computer, or assemble a television. However, development in topics such as judgment, responsibility, decision making, and communication forms a bigger challenge (Mathis & Jackson, 2011).

Noe (2016) outlined that development is concerned with formal education, experiences on the job, relationships, and assessments of personality as well as abilities that help workers perform effectively in their current or future job and enterprise. He admitted that development activities help firms reduce turnover by showing employees that the firm is investing in their skill development, and also enhancing managers skills that can create a conducive work environment that makes workers want to come to work and contribute to firm goals.

Development of talented employees has become a mainstay for organisational success, without unceasing development it may become problematic for employees to maintain their performance in today's competitive era. Therefore, development is important for employees towards upgrading the skills to meet the needs of continuously changing

environment (Rabbi Ahad, Kousar, & Ali, 2015). On the other hand, Mangusho et al., (2015) asserted two main aspects for development of talent, i.e. coaching and mentoring. According to Khakwani, Aslam, Azhar and Mateen (2012), coaching and mentoring are vital tools used in many corporations to advance employee performance. Perhaps, employees do not perform well due to lack of skills and capabilities. Therefore, execution of mentoring and coaching practices by organisations aids workers to develop skills to meet the existing and anticipated performance requirements at work. Coaching is one-to-one intervention for learning and development that utilizes a goal-focused approach in developing the potential employee skills and competency (Achi & Sleilati, 2016). Coaching is elucidated as a process to improve skills and capabilities of individuals to enhance work-related performance (Utrilla, Grande & Lorenzo, 2015).

### **2.7.3 Talent Retention**

Retention of talent is of greater importance for organisation to maintain competitiveness. This is possible through executing compensation practices to avert employees from exiting the job (Chiekezie, Emejulu & Nwanneka, 2017). On the other hand, Mabaso (2016) also asserted that retention of valuable employees has ascended as the prime challenge for organisations. Thus, compensation appears to be a viable approach in retaining talented employees to the growth and accomplishment of organisational goals. Compensation is demarcated as returns arising from employee employment (Dessler, 2013). A process through which personnel for their input are compensated in organisation (Sharma & Sharma, 2014).

Talent retention refers to all the human resource management policies that encourage workers to stay and discourage them from leaving to another firm. Vaiman and Vance (2010) added that one of the essential tools used in retaining talent is a monetary reward. Lockwood (2006) also affirmed that compensation packages such as life insurance, disability insurance,

holiday allowance, medical allowance are very significant in retaining talents. The aim of talent retention is to encourage workers to stay in the firm for a maximum period of time (Lyria *et al.* 2017).

High employee turnover can have a direct impact on organisational performance. Not only does it cost organisations in terms of recruitment, on-boarding and training, it impacts their ability to provide consistent, high-quality service to their clientele (Zikmund, 2000). Talent management programs offer organisations a proven and practical way to significantly improve employee satisfaction and retention in order to reduce turnover and its associated costs.

It is important to establish clear performance expectations for all employees, right from the start. An up-to-date job description is one of the best ways to communicate a new employee's job responsibilities, scope of decision-making and breadth of authority. Job descriptions that capture organisational culture and values can help them attract and retain the kind of employees they want. Plus, job descriptions help to reinforce organisational culture to ensure they always have the right personnel on their team (Vance, 2006).

## **2.8 Concept of Employees' Commitment**

Employees' commitment emanated from organisational commitment through the latter is talking about the organisation as a whole while the former focuses on workers (Edeh & Mlana, 2019). Employees' commitment is a feeling of dedication to one's employing organisation, willingness to work hard for that employer, and the intent to remain with that organisational attachment of the individual to the organisation. Tett, Sharma and Bajpai (2010) assert that employees are regarded as committed to an organisation if they willingly continue their association with the organisation and devote considerable effort to achieving organisational goals. The high levels of effort exerted by employees with high levels of

organisational commitment would lead to higher levels of performance and effectiveness of both the individual and the organisational levels.

Commitment is the bond employees experience with their organisation (Allen & Meyer, 1990). Engagement, attachment, loyalty and belief in organisational values are all concepts that have increasingly gathered acceptance as a description of employees' commitment (Mullins, 2010). Conceptually, commitment must go both ways, as the organisational expectations must be clear to an employee for recognition and comprehension, but to also gain an emotional and behavioural reaction in turn (Mullins, 2010). As such, commitment can be considered relevant not only from the perspective of the benefitting organisation, but also the employee on the receiving side of said commitment. Outsourcing, downsizing and streamlining among others have brought about controversies in regards to aiming to induce commitment among employees when the organisation's actions show apparent reduction in their own commitment levels towards their employees (Mullins, 2010).

Broadly speaking, Blau and Duncan(1985) opined that employees who are committed to their organisation generally feel a connection with their organisation, feel that they fit in and, feel they understand the goals of the organisation. The added value of such employees is that they tend to be more determined in their work, show relatively high productivity and are more proactive in offering their support (Blau & Duncan, 1985).

Employee turnover, stemming from employees not remaining with an organisation, is expensive to the organisation and disruptive to the workforce (Kacmar, Andrews, Van Rooy, Steilberg &Cerrone,2006). It can pose a serious problem to any business due to the significant harm it creates on an organisation's intellectual capital through the loss of talented employees and the quality of the delivery of services, with even additional long term effects on productivity and profitability (Kaur& Mahajan, 2014). Furthermore, employee turnover

has proven to be generally costly to organisations, with increased investments focused on employees' training, socialisation, and development becoming a requirement due to the result of high percentages of employee turnover (Kaur & Mahajan, 2014). Furthermore, turnover has been found to directly affect sales and profits via performance levels and how customers are treated and served in customer service tasks (Ind, 2007; Kacmar et al., 2006). Staff turnover can lead to intangible losses in relation to relationships with customers, skills and knowhow that an employee takes with them to another organisation (Hester, 2013).

Park, Christie and Sype (2014) advance that committed employees may be more likely to engage in organisational citizenship behaviours, that is, extra-role behaviours, such as creativity or innovation which are often what keep organisations competitive. Creativity according to Bosiok and Sad (2013) is the ability to think in ways and forms that are new, different and not seen in other individuals. Other authors (e.g. Lambert & Hogan, 2009) propose that employees' commitment reduces employees' turnover. Lambert and Hogan define employees' turnover as the situation by which employees either voluntarily quit or are involuntarily terminated from their jobs. Allen, Bryant and Vardaman (2010) explain that with voluntary turnover, the employee initiates the quitting of the job; for example, quitting and taking another job while involuntary turnover is initiated by the organisation; for instance, when a company dismisses an employee due to poor performance or when there is organisational restructuring. Lambert and Hogan (2009) state that committed employees are loyal to the organisation, share its values, and identify with the goals of the organisation. Thus, they have little reason to want to leave.

Building positive supervisory relationships is a powerful practice for retaining talented employees. This will help to determine what works, what doesn't, what lies ahead, what potential is required, what talent should be retained, what is not worth the effort, etc. The level of support employees receive from management, job security, the personal attributes

they bring to the job, the industry norms and the way all these components are managed in the workplace, impact work-life which can equally affect employee commitment and lower turnover rate (Cleveland & Shore, 2007; Karatepe & Uludag, 2007). Although, managing a talented workforce is challenging (Schuler, Jackson, & Tarique, 2011). A major challenge many organisations grapple with is the exit of talented employees, leaving with the competencies and wealth of experience.

## **2.9 Employees' Commitment as a Mediator**

It is believed that employees who have a strong faith in the values and beliefs of an organisation and readily accept its goals and objectives and are ready to exert extra effort for or on behalf of the organisation are considered to show high level of commitment (Porter, Steers, Mowday & Boulian, 1974). This suggests that those who are strongly affiliated to an organisation with a higher level of commitment can be motivated to achieve organisational goals without looking for an opportunity for personal gain. It is also believed that organisations with weak commitment are often less productive and if this occurs broadly throughout a number of organisations then quality of products and services may decline (Bartlett & Jett, 2005). Previous studies have shown that giving employees an opportunity to learn develops a higher level of commitment among employees, compared to job security and monetary benefits (McNeese-Smith & Nazarey, 2001). Moreover, it was also found that employees' commitment levels are high when they are given opportunities to develop themselves (Bartlett & Kang, 2004).

Furthermore, employees who perceive that their organisation supports upgrading and skill development in order to find better solutions to work related problems, feel obligated to display a higher level of commitment toward their organisation (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012). Also, the organisational support for giving employees opportunities for development programme was found capable for enhancing the individual behaviour of

employees leading to a higher level of commitment. On the other hand, employees who usually feel the absence of support from their organisation, may feel betrayed and display a lower level of commitment toward their organisation (Grunberg, Anderson-Connolly, & Greenberg, 2000).

In consequence, it can be realized that the support for participating employees in development programmes would increase their feeling of attachment toward their organisation (Meyer, Stanley, Herscovitch & Topolnysky, 2002) and development programmes may also lead to employees forming an opinion that their organisation demonstrates a willingness to invest in them, since the organisation cares about them. This encourages a higher level of commitment among employees toward their organisation (Brunetto et al., 2012).

More so, talent attraction may lead to employees becoming committed to their respective organisations (Vito, Alagala & Naakuu, 2018). In addition, Columbus and Bassey (2019) posted that attracting the right talent in an organisation using the right processes may ensure the attracted employees become committed to the organisational cause, because they may be of the view that they were brought in using the right means, and hence do not feel cheated. To add, quite a number of studies have examined the potential relationship between talent attraction and employees' commitment. For example, Edeh and Mlanga (2019); Tash *et al.* (2016) and Abdulquddus (2015) all tried to link talent attraction and employees' commitment in the literature. This clearly explains that there may be a link between the two variables.

Similarly, talent retention may be a catalyst for employees' commitment. This is because the more employees are retained in their work place, the more they become committed to the organisation. To add, different authors have linked talent retention to employees' commitment in the literature. Researchers such as Edeh and Mlanga (2019) and Tash *et al.*

(2016) have all carried out studies linking talent retention and employees' commitment. This explains that there may be a potential relationship between talent retention and employees' commitment.

Finally, committed employees may lead to higher job performance. Committed employees give a big contribution to organisations because they perform and behave on achieving organisations' goals. Furthermore, workers who are committed to their organisation are happy to be members of it, believe in and feel good about the organisation and what it stands for, and intend to do what is good for the organisation (George & Jones, 1996). This therefore explains that employees' commitment may lead to high job performance of employees. To this end, it is seen in the literature that talent management (i.e. talent attraction, talent development and talent retention) may significantly influence employees' commitment (Tash *et al.* 2016), and in extension employees' commitment may significantly influence job performance (Karuri, 2015). Consequently, this means that employees' commitment may be a potential mediator between talent management and employees' performance. This knowledge is extremely scarce in the literature and will be filled by this study.

## **2.10 Empirical Review of Related Studies**

This section is used to review studies that examined the relationship between talent attraction, talent development, talent retention and employee performance. Previous studies were reviewed and gaps brought out from the review.

### **2.10.1 Talent Attraction and Employees' Performance**

Quite a number of studies have examined the relationship between talent attraction and employees' performance. Khaleem (2019) assessed the influence of talent attraction on employees' performance. This study sampled workers in public sector institutions in the United Arab Emirates. The study used 200 copies of questionnaire for final analysis

distributed using stratified sampling technique. The study concluded that talent attraction influences employees' performance. Similarly, Onwuka, Ugwu and Kekeocha (2015) examined the relationship between talent attraction and the performance of employees in the public sector. The researchers selected some firms in Delta State as sample for the study. Based on the empirical analysis of the study, it is discovered that talent attraction affects the performance of employees in the public sector significantly. In addition, Mangusho *et al.* (2015) studied the influence of talent attraction on the performance of employees in the beverage industry. The study used Delmonte Kenya Limited as case study. Stratified sampling was used by the study to select 83 employees as respondents for the study. The study concluded that talent attraction has positive and significant effect on the performance of employees in the organisation.

Rita, Namusonge and Kabare (2017) examined the effect of talent attraction on organisational performance of firms listed in the Nairobi Securities Exchange. This study adopted a Descriptive and correlation survey research designs. Stratified simple random sampling technique was employed to enable select the respondents from the ten strata of NSE listed companies. The target population was 534 top managers of listed companies in the NSE and a sample size of 224 respondents was picked from the listed firms. The findings indicated that talent attraction explains and had effect on organisational performance. Najm and Manasrah (2017) investigated the effect of talent management on organisational performance in Jordanian banks. This study aimed to determine the effect of TM dimensions on organisational performance criteria. Four dimensions of TM were identified, which are: aligning TM to strategy, maintaining, developing, and finally attracting and renewing talents. The study found that there is a positive effect of talent attracting on performance of all six banks, which represent the study sample.

Karuri and Nahashon (2015) investigated the effect of talent management on employees' outcomes at Central Bank of Kenya. One of the specific objectives were to establish the effects of talent attraction on employees' outcomes. The sample for this study was 130 staff drawn from the population of about 700 staff at Central Bank of Kenya's head office. This study adopted a descriptive survey research design of the staff of Central Bank of Kenya. The descriptive statistical analysis of the study's findings revealed that employees' outcomes are significantly influenced by talent attraction at Central Bank of Kenya.

The relationship between talent attraction and the performance of employees in Oil Jam Petrochemical Complex was examined in the literature by Tash *et al.* (2016). The study used structured questionnaires to collect needed data from respondents. It was concluded in the study that talent attraction significantly affects the performance of employees in the organisation. A study by Hitu and Baroda (2018) empirically examined whether talent management practices affects how employees perform. The study collected data from employees of private sector banks. The study examined talent attraction as a proxy of talent management. The study found out that talent attraction affects significantly how employees perform. More so, Masri and Suliman (2019) assessed the effect of talent management on the performance of employees in research institutions. 180 randomly selected staff were sampled for the study. It was concluded that talent management affects the performance of employees in research institutions.

These reviewed studies show that there is a direct linkage between talent attraction and the performance of employees in different organisations. However, all of the reviewed aforementioned studies only examined the direct relationship between talent attraction and employees' performance. This study went a step further to assess whether there exists an indirect relationship between the variables. To achieve this, the study examined whether the

relationship between talent attraction and employees' performance is mediated by employees' commitment. This knowledge is extremely scarce in the literature.

### **2.10.2 Talent Development and Employees' Performance**

Khaleem (2019) studied the influence of talent development on employees' performance. This study sampled workers in public sector institutions in the United Arab Emirates. The study sampled 200 copies of questionnaires. The study found out that talent development influences employees' performance. This means that the more employees believe that they are being developed on the job, the more they attain knowledge useful for the job, and hence perform higher. In addition, Knott (2016) examined the effect of talent management practices on employees' performance among real estate companies in Kenya. This study adopted a stratified sampling technique to select a sample size of 76 respondents. A structured closed ended questionnaire was used to collect primary data. Data was analysed both for descriptive statistics (frequencies and percentages) and inferential statistics (correlation analysis). Data was presented using tables and figures. The study findings revealed a statistically significant relationship between training and development of employees and employees' performance.

Ali, Hesam, Shadi and Mehdi (2015) examined the effects talent management on employees' Performance in Bank Refah Kargaran in Tehran. The statistical population involved all of 1333 employees in Refah Kargaran Bank branches in Tehran and 298 employees were chosen by stratified cluster sampling based on Morgan estimated sample size. Descriptive statistics and appropriate inferential statistics were employed for the data analysis. The study concluded that talent developing leads to higher performance of staffs in different branches of Refah Kargaran Bank.

Salau et. al., (2018) studied talent management practices and innovation performance of academic staff in a technology-driven private universities in Nigeria. The study adopted a quantitative approach with a survey research design to establish the major determinants of talent management practices. The study used 313 copies of questionnaires for final analysis and was analysed with the use of structural equation modelling. The findings of the study revealed talent development strategies as predictors for facilitating innovation performance in the sample Universities. Similarly, Annakis, Dass and Isa (2014) explored factors that influence talent management competency of academics in Malaysian Non-Government Universities. The study used 210 copies of questionnaires for final analysis distributed using random and snowball sampling techniques. The study found that, Academic's perception of talent identification, talent development and talent management culture relevance are the most important contributors to talent management competency for Academics.

Sumardi and Othman (2010) conducted a study in Malaysia on talent management and employees' performance. The study focused on 3 humanitarian organisations, with 72 respondents. The study revealed that 92% of respondents indicated that their organisations had talent management in place. The study also revealed a significant relationship between training and development of talent and employees' performance was statistically significant. Najm and Manasrah (2017) investigated the effect of talent management on organisational performance in Jordanian banks. This study aims to determine the effect of TM dimensions on organisational performance criteria. Four dimensions of TM were identified, which are: aligning TM to strategy, maintaining, developing, and finally attracting and renewing talents. The study found that there is a positive effect of talent developing performance of all six banks, which represent the study sample. Mahan and Indra (2012) investigated the determinants of successful talent management in the Multi National companies (MNC) in Malaysia. The independent variables for the study were attracting

talents, deploying talents, developing talents, retaining talents and succession planning. A quantitative approach was used in this study. A cross-sectional correlation research design and survey method was also used to collect data. The study found that all of the variables were significantly related to the success of talent management in MNCs in Malaysia. However, developing talents was found to be the most significant predictor of successful talent management in MNCs in Malaysia.

Ndolo (2017) similarly addressed and examined the relationship between talent management and employees' performance of commercial state corporations in Kenya. The purpose of the study was to assess the effect of talent management on employees' performance of Commercial State Corporations. One of the specific objectives of the study was to determine the effect of talent development on employees' performance. A total of 48 parastatals were selected using simple random sampling technique. The findings of the study showed that talent development had a positive significant effect on the performance of employees of Commercial State Corporations in Kenya. To add, Onwuka *et al.* (2015) examined the relationship between talent development and the performance of employees in the public sector. The researchers selected some firms in Delta State as sample for the study. Based on the empirical analysis of the study, the study found out that talent development affects the performance of employees in the public sector significantly.

As it is seen, most previous related reviewed studies shows that talent development has a significant effect on the performance of employees with respect to different organisations. However, all of the reviewed aforementioned studies largely examined the direct relationship between talent development and the performance of employees. To increase the body of knowledge and enrich the literature, this study examined if there is an indirect relationship between talent development and employees' performance, by examining employees'

commitment as a possible mediator in the relationship between the two variables. This will fill the knowledge gap in the literature.

### **2.10.3 Talent Retention and Employees' Performance**

A number of studies in the literature have examined the relationship between talent retention and employees' performance. These studies are herein reviewed. For example, Akinremi and Adedeji (2019) analysed talent management and its influence on the performance of employees. The study sampled employees of selected banks in Akure, Ondo State. Descriptive statistics and appropriate inferential statistics were employed for the data analysis. The study concluded that talent retention ultimately leads to higher performance on the part of employees.

Ali, Hesam, Shadi and Mehdi (2015) examined the effects talent management on employees' Performance in Bank Refah Kargaran in Tehran. The statistical population involved all of 1333 employees in Refah Kargaran Bank branches in Tehran and 298 employees were chosen by stratified cluster sampling based on Morgan estimated sample size. Descriptive statistics and appropriate inferential statistics were employed for the data analysis. The study concluded that talent retention ultimately leads to higher performance of staffs in different branches of Refah Kargaran Bank.

Chowdhury (2004) examined the impact of talent management system on employee performance in Mumbai NGOs. The study examined 20 Non-Governmental Organisations, and had a sample size of 112. The findings show that 86% of respondent felt that talent retention strategies were important to employee performance, yet, only 41% indicated that their organisations had talent management practices. The study revealed that 78% of talent retention contributed to employees' performance at the NGOs. The study further revealed a

statistically significant relationship between talent retention strategies and employees' performance.

Salau et. al., (2018) investigated talent management practices and innovation performance of academic staff in a technology-driven private university in Nigeria. The study adopted a quantitative approach with a survey research design to establish the major determinants of talent management practices. The study used 313 copies of questionnaires for final analysis and was analysed with the use of structural equation modelling. The findings of the study revealed talent retention strategies as predictors for facilitating innovation performance in the sample University. Karuri and Nahashon (2015) investigated the effect of talent management on employees' outcomes at Central Bank of Kenya. One of the specific objectives was to find out the effects of talent retention on employees' outcomes. The sample for this study was 130 staff drawn from the population of about 700 staff at Central Bank of Kenya's head office. The study adopted a descriptive survey of the staff of Central Bank of Kenya. The descriptive statistical analysis of the study's findings revealed that employees' outcomes are significantly influenced by talent retention at Central Bank of Kenya.

Mkamburi (2017) assessed the influence of talent management on employees' performance at the United Nations. This study used the world food programme as a case study. Specifically, the study seek to assess the influence of talent retention on the performance of World Food Programme in Kenya. This study adopted a descriptive survey research design. The study found out that talent retention has a significant effect on the performance of employees at the United Nations. In addition, Singh and Pooja (2017) examined the effect of talent management practices on the performance of employees. The study used private banks and insurance companies as case studies. One of the specific objectives of the study is to assess how talent retention relates to the performance of employees in the sampled organisations. The study concluded that there is a significant relationship between the two variables.

As it is seen that few studies have examined the relationship between talent retention and performance. In addition, all of the reviewed studies examined largely the direct relationship between the two variables ignoring the indirect relationships. This explains a dearth of knowledge in the literature. To address this literature gaps, this study assesses the direct and indirect relationships between talent retention and employees' performance using employees' commitment as a mediating variable.

#### **2.10.4 Employees' Commitment and Employees' Performance**

Udu and Ameh (2016) studied the effect of employees' commitment on organisational performance in banking industry. The objective of this study was to ascertain the effects of employees' commitment on organisational performance in the banking industry with particular reference to First Bank Nigeria, PLC Enugu Zone offices. The study concluded that increase in employees' commitment will lead to increase in employees' performance. Ahmad and Shahrul (2016) examined whether organisational commitment mediates the relationship between training and job performance in Syrian Private Universities. The study concluded that employees' commitment mediates the relationship between employee training and employee performance.

Dhaifallah (2015) investigated the mediating effects of organisational commitment on the relationship between transformational leadership style and Job Performance. The results indicate that affective organisational commitment mediates the relationship between transformational leadership style and job performance. Tutei, Geoffrey and Jared (2017) in their study investigated continuance commitment and employees' performance at University of Eastern Africa, Baraton Kenya. The study established that there was a weak negative relationship between continuance commitments and employees' performance and that continuance commitment have no significant influence on employees' performance at University of Eastern Africa, Baraton.

Salim and Noor (2017) investigated the influence of organisational commitment on work performance in the context of Omani governmental organisations. Contextual and task performance were used to measure work performance. The empirical results indicate that all organisational commitment subscales (affective, normative, and continuance) have a significant impact on work performance dimensions, contextual and task performance. Anthony (2017) studied employees' commitment and its impact on organisational performance. The purpose of this study was to identify the impact of employees' commitment on organisational performance in Eravurpatru Divisional Secretariat in the district of Batticaloa, Sri Lanka. The three commitments (Affective, Normative, Continuous) were been taken as independent variables and organisational performance as the dependent variable. The research findings reveal that there exists positive relationship between the three commitments and organisational performance.

Andrew (2017) studied employees' commitment and its impact on organisational performance. The purpose of this study was to identify the impact of employees' commitment on organisational performance. The research findings reveal that there exists positive relationship between employees' commitment and organisational performance. Peace and Mohammed (2014) studied effect of employees' commitment on organisational performance. The study examined the effect of employees' commitment on organisational performance with special interest in Coca Cola Nigeria Limited. The study concluded that employees' commitment and employees' performance are related.

From the review of literature, it can be seen that most previous related studies examined the direct relationship between employees' commitment and employees' performance. Based on the review of literature and the human capital and social exchange theory, employees' commitment may be a potential mediating variable between the independent variables and the

dependent variable of the study. Thus, this study will fill this gap of knowledge in the literature.

## **2.11 Theoretical Framework**

Two theories were considered as the theory underpinning this study. Human capital theory and Social exchange theory.

### **2.11.1 Human Capital Theory**

This theory by Becker (1964) postulates that human capital - the composition of employee skills, knowledge, and abilities - is a central driver of employees' performance. The theory has been widely used in the field of human resource management (Crook, Todd, Combs, Woehr, & Ketchen, 2011; Fisher, 2009). This theory views human capital as a competitive resource that organisations can invest in and is valued by the organisation since it increases productivity (Kessler & Lulfesmann, 2006; Lepak & Snell, 1999).

Becker's theory of human capital(Kessler & Lulfesmann, 2006) refers to the relationship between education and training and the worker's level of productivity, i.e. individuals striving to maximize lifetime earnings, indicating the relationship between the levels of education and training. For the individual, workplace-based training indicates a cost-effective investment and part of the benefits is that workers will pay for their training with work. Talent development will be enhanced by gaining more skills and knowledge as well as more opportunities to implement/apply gained knowledge and skills. For example, applicable training aimed at a profile for promotion will enhance career opportunities. The more unique the skills and training of an individual, the more opportunities are available and the bigger the financial gain/opportunities.

Human capital theory states that organisations invest in human resources because the knowledge, skills, and experience can help them harness their productive capacity.

Organisations can choose to buy or develop the resources and these decisions are governed by external variables, such as unions, regulations, and costs (Becker, 1964). Crook, Todd, Combs, Woehr and Ketchen (2011) showed in their meta-analysis that human capital is strongly related to firm performance, in particular, when the human capital cannot be exchanged in labour markets and when long-term performance measures are used. According to Jin, Hopkins, and Wittmer (2010), this occurs because, (a) human capital increases the productivity of the organisation and is thus valuable, (b) it takes time and investment to pile up the reserves of capital and is therefore rare and, (c) it is largely based on tacit knowledge that is pivoted by a complex social system, which decreases its imitability.

According to Becker's theory, the more one invests his or her time, energy, skill and other personal assets in the organisation, the more one has at stake in leaving it. Hence it is natural to expect a greater personal commitment on the part of the individual to an organisation as time goes by. The above commitment comes into being when a person, by making a side bet, links extraneous interests with a consistent line of activity. For instance, a person choosing a career in an organisation tends to settle down in that organisation and does not always depict the typical behavior pattern expected of an economic man (Becker, 1964). At least, one does not switch jobs and organisations with the same frequency with which the market conditions change. Becker suggests that the possible reason for such commitment to an organisation might be that the person has involved his or her other interests that were originally unrelated to the above organisation, as that person continued his stay within the organisation. This increases his or her costs of separation or severance as to render other alternatives unattractive.

The relevance of this theory is that if organisations pursue goal congruence, and focus more on retaining top performers, the huge amount invested in top performers pays off with long term benefits to the organisation. If employees are adequately invested in, well managed and

retained, they will be innovative and creative, competent and committed, readily useful and available to the organisation to do the right job for all the right reasons and goal achievements becomes glaring and tangible.

The Human Capital Theory (HCT) explains the relationship between talent management, employees' commitment and employees' performance. However, the mediating relationships are not well explained by the HCT. Therefore, further needing an additional theory, to explain theoretically the relationship in this study. Thus, the social exchange theory will be used to achieve the theoretical explanation of the mediating relationships in this study.

### **2.11.2 Social Exchange Theory**

The Social Exchange Theory (SET) was used to explain the linkage between the independent and the mediating variable of this study. In essence, the SET is among the most influential conceptual paradigms for understanding workplace behaviour (Cropanzano & Mitchell, 2005). For decades, the concept of social exchange by Blau (1964) has been used by organisational researchers to explain the motivational basis behind employees' behaviours and the formation of positive employee attitudes. Social exchange theorists have alluded to employment as the trade of effort and loyalty for tangible and socio-emotional benefits (Blau, 1964). Specifically, one of the basic tenets of the social exchange theory is that relationships evolve over time into trusting, loyal, and mutual commitment and, to do so, rules and/or norms of exchange, which serve as the "guidelines" of exchange processes, must be obeyed by exchanging parties (Cropanzano & Mitchell, 2005).

Social exchange theory proposes that social behavior is the result of an exchange process. The purpose of this exchange is to maximize benefits and minimize costs. According to this theory, developed by sociologist George Homans, people weigh the potential benefits and risks of social relationships. When the risks outweigh the rewards, people will terminate or

abandon that relationship. Most relationships are made up of a certain amount of give-and-take, but this does not mean that they are always equal. Social exchange suggests that it is the valuing of the benefits and costs of each relationship that determine whether or not we choose to continue a social association.

Exchange relationships are built among work group members in undertaking project tasks to attain the goals. The content of exchange is not limited to the requirement of project task completion, but also extends to the exchange of valued resource and support that goes beyond what is required for task completion (e.g. sharing of knowledge / past experience learnt from other projects, information attainment). Previous studies (e.g. Coble, 2004) have shown that employee's positive perception of being members of the work group has positive influence on individual and organisational outcomes such as employees' commitment. Several studies (e.g. Moreland & Levine, 2001) have established that employees' commitment as social exchange outcome because it reflects a perception of the exchange quality of which the employee and the working organisation are required to fulfill their obligation to each other and establish ongoing reciprocity. This explains employees' commitment as a possible mediating variable between talent management and employees' performance.

## 2.12 Research Model

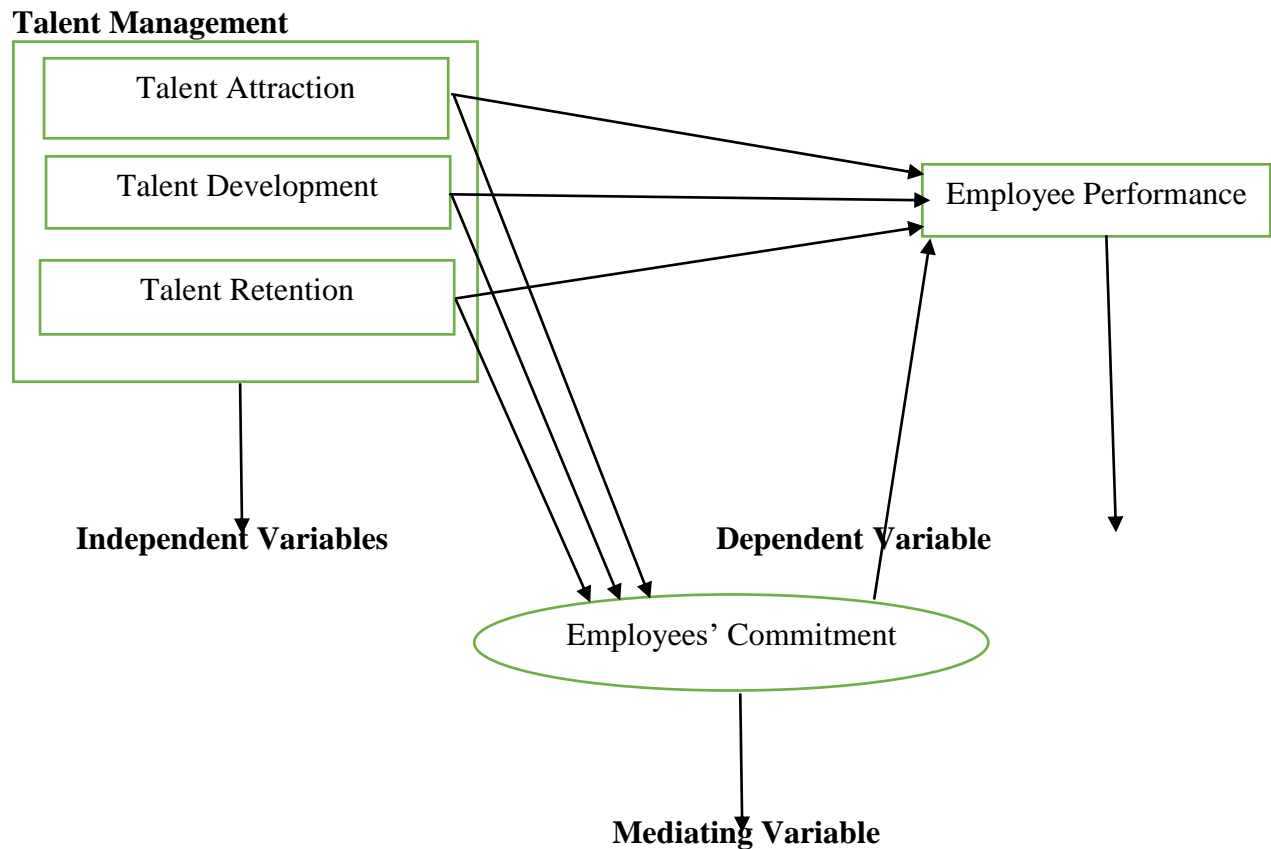


Figure 2.1  
*Research Model*

The model in figure 2.1 represents the framework of the study. The independent variables are talent attraction, talent development and talent retention, while employees' commitment is the mediating variable. The dependent variable is employees' performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is concerned mainly about the methodology to be used by this study to test whether employees' commitment mediate the relationship between talent attraction, talent development, talent retention and the performance of the academic staff of state-owned tertiary institutions in Kogi State, Nigeria. Consequently, this chapter provides information concerning the research design used by the study. It also explains the population of the study and how the sample for the study was drawn from the population. This chapter provides information on the source and method of collecting data needed from respondents. Finally, the chapter ends by explaining how data collected from respondents were analysed.

#### **3.2 Research Design**

Research design is the framework of research methods and techniques chosen by a researcher (Yin, 2014). A cross-sectional research design was used in this study as against longitudinal research design. Cross-sectional study is a kind of study that collects data just once, at a point in time. While longitudinal study is kind of study in which data are collected more than once over long period (Sekaran & Bougie, 2013). This is viewed as the most appropriate for this study. This is because longitudinal surveys need a longer time to be carried out when compared with cross sectional surveys (Kothari & Garg, 2014). Cross sectional survey save time and is cost effective (Sekaran & Bougie, 2013).

#### **3.3 Population of the Study**

The study population consists of all academic staff of state-owned tertiary institutions in Kogi State. There are seven state-owned tertiary institutions in Kogi state. They include Kogi State University (KSU), Kogi State Polytechnic (KSP), Kogi State College of Nursing and

Midwifery(SONO), Kogi State University Hospital(KSUTH), College of Health Science and Technology (CHST), Kogi State College of Education (KSCOE) and Kogi State College of Education(technical) (KSCOET). KSU has 1,193 academic staff, KSP has 485 academic staff, SONO has 97 academic staff, KSUTH has 121 academic staff, CHST has 95 academic staff, KSCOE has 230 academic staff, while KSCOET has 86 academic staff (Personnel department of the institutions, 2017). Put together, there are 2,307 academic staff in the seven state owned tertiary institutions in Kogi State. Therefore, the total population of the study is 2,307.

### 3.4 Sample Size of the Study

The study utilised the formula of Dillman (2000) to arrive at a minimum sample size of the study. Dillman’s (2000) formula is given as:

$$\frac{(Np) (p) (1- p)}{(Np - 1) (B/C)^2+ (p) (1 - p)}$$

Where:

Np = Size of population

p = The population proportion expected to choose among the two response categories

B = Sample error

C = Confidence level

According to Dillman (2000), p should be set at 0.5, B at 0.05 and C at 1.96, which represent 5% level of significance. Substituting this into the formula we have:

$$\frac{(2307) (0.5) (1 - 0.5)}{(2307 - 1) (0.05/1.96)^2 + (0.5) (1 - 0.5)}$$

$$\frac{2307 \times (0.25)}{}$$

$$\begin{array}{r}
2307 (0.026)^2 + 0.5 \times 0.5 \\
\hline
576.75 \\
2307 \times 0.00067 + 0.25 \\
\hline
576.75 \\
7.81354 + 0.25 \\
\hline
576.75 \\
1.54569 \\
\hline
\mathbf{\underline{\underline{373}}}
\end{array}$$

Going by the formula of Dillman (2000), the minimum sample size for this study was 373.

However, 30% of the minimum sample size provided above was added as recommended by Israel (2013), so as to take care of other unavoidable errors such as incorrect filling and failure of some respondents to return questionnaire. Therefore, the sample size was computed to be 485. This means, 485 copies of questionnaires were distributed to the respondents of the study.

### 3.5 Sampling Technique

Proportionate stratified sampling technique was utilised. This was to ensure that each institution in the state is appropriately represented in the sample. Therefore, the number of samples drawn from each institution is dependent upon the number of academic staff in each institution.

The respondents of this study are mainly academic staff of all the state-owned tertiary institutions in Kogistate. This was achieved using the formula below:

$$\mathbf{S = \frac{\text{No of employees in an institution} \times \text{sample size}}{\text{Total no of employees in all the institutions}}}$$

Table 3.1 gives the breakdown of the copies of questionnaire given to each institution in proportionate to the number of academic staff they each have.

Table 3.1  
*Proportionate Sampling*

<b>Institution</b>	<b>No of Academic Staff</b>	<b>Proportionate Sampling</b>	<b>Number of Questionnaires</b>
Kogi State University	1193	$(1,193 * 485) / 2,307$	251
Kogi State Polytechnic	485	$(485 * 485) / 2,307$	102
Kogi State University Hospital	121	$(121 * 485) / 2,307$	25
College of Health Science and Technology	95	$(95 * 485) / 2,307$	20
Kogi State College of Education (Technical)	86	$(86 * 485) / 2,307$	18
Kogi State College of Education	230	$(230 * 485) / 2,307$	48
Kogi State College of Nursing and Midwifery	97	$(97 * 485) / 2,307$	20

Based on the information on Table 3.1, 251 copies of questionnaire was given to respondents in Kogi State University, 102 copies to respondents in Kogi State Polytechnic, and 25 copies of questionnaire to respondents in the Kogi State University Hospital. 20 copies of questionnaire were given to respondents at the College of Health Science and Technology, while 18 copies of questionnaire were distributed to respondents at the Kogi State College of Education (Technical), 48 copies of questionnaire to the Kogi State College of Education, and finally, 20 copies of questionnaire were distributed to the Kogi State College of Nursing and Midwifery. The study used simple random sampling to distribute copies of questionnaire to respondents.

### **3.6 Source and Method of Data Collection**

This study used primary source of data (i.e., questionnaire) to collect needed data from respondents. The questionnaire was self-administered. The questionnaire was structured into two sections (i.e., section A and B). Section A contained information on distribution of respondents, while section B contained information on the variables of this study.

### **3.7 Measurement of Variables for the Study**

The items used in measuring each variables of the study was adapted from various sources. Talent attraction, talent developing and talent retention was measured using items developed by Human Capital Institute (2008). Specifically, talent attraction was measured using six items, while talent developing was measured using five items, and talent retention was measured using six items. Academic staff commitment's measure was adapted from the study of Meyer and Allen (1997). Meyer and Allen (1997) originally used 15 items to measure employees' (academic staff) commitment as developed. However, after carefully considering the items, the study determined that only 9 of them were appropriate for this study, with the remaining 6 being ambiguous. Also, Alansari et al. (2019) employed just 9 of the 15 items developed by Meyer and Allen (1997), which were used in this investigation. Finally, employees' (academic staff) performance was measured using the scale developed by Koopman *et al.*, (2014). Koopman et al. (2014) developed 5 item scale for task performance, 8 item scale for contextual performance and 5 item scale for counter-productive work behaviour. This study is actually concerned with the task performance of employees' (academic staff) performance. Hence, the study measured employees' (academic staff) performance using the 5 item scale developed by Koopman et al. (2014) for measuring task performance.

The questionnaire was on a Likert scale, ranging from strongly disagree (SD) to strongly agree (SA). The use of Likert scale is important because it is an interval scale that enables a researcher to analyse questionnaire responses and give room to respondents to choose among

multiple options. This study used five point Likert scale to derive data from respondents. A Five-point Likert-type scale was used as it is mostly used in the literature (Dawes, 2014).

### 3.8 Pilot Study

To ascertain the validity and reliability of the various instruments used, copies of questionnaire was distributed to thirty randomly selected employees of the seven state-owned institutions employees in Kogistate. The essence of doing this is to ensure that construct reliability, convergent validity and discriminant validity was achieved.

#### 3.8.1 Construct Reliability and Convergent Validity

It is of importance that the items used in measuring the variables in the study, show reliability and validity. Construct reliability refers to the consistency of a measure. Construct reliability was measured using composite reliability. Convergent validity is often used to measure the correlation of a dimension's multiple indicators (Lee & Chen, 2013). Convergent validity in the pilot study was tested using Average Variance Extracted (AVE) (Garson, 2016). Composite reliability coefficient should be  $\geq 0.7$  also (Lee & Chen, 2013), while AVE coefficient should be  $\geq 0.5$  (Garson, 2016). Table 3.2 gives the details of construct reliability, convergent validity and item loadings. On Table 3.2, it can be seen that construct reliability and convergent validity have been achieved, as all composite reliability coefficient are above the threshold of 0.7 and all AVE coefficient are above the threshold of 0.5.

Table 3.2  
*Pilot Study: Construct Reliability and Convergent Validity*

<b>Construct</b>	<b>Items</b>	<b>CR</b>	<b>AVE</b>
Talent Attraction	6	0.87	0.59
Talent Development	5	0.88	0.52
Talent Retention	6	0.85	0.57

Employees' Commitment	9	0.82	0.56
Employees' Performance	5	0.83	0.55

### 3.8.2 Discriminant Validity

Discriminant validity tests whether believed unrelated constructs are, in fact, unrelated. To test whether the constructs in this study are actually distinct from each other, Fornell and Larcker (1981) criterion was used to test for discriminant validity of the variables in the study. Fornell and Larcker (1981) asserted that for constructs to pass discriminant validity test, the square root of the AVE of each reflective construct should be higher than its correlations with any other construct. On Table 3.3, it can be seen that the square root of all AVE are higher than its correlations with other constructs. Thus, it can be said that the constructs in this study are unrelated and therefore, discriminant validity is achieved.

Table 3.3  
*Pilot Study: Discriminant Validity using Fornell and Larcker Criteria*

No	Constructs	1	2	3	4	5
1	Talent Attraction	<b>.77</b>				
2	Talent Development	.21	<b>.72</b>			
3	Employees' Commitment	.24	.32	<b>.75</b>		
4	Talent Retention	.24	.26	.19	<b>.75</b>	
5	Employees' Performance	.56	.54	.48	.58	<b>.74</b>

### **3.9 Methods of Data Analysis**

Data collected underwent some cleansing before final analysis. The data collected was tested for missing values, outliers, normality test and multicollinearity test. Data collected further was processed using Partial Least Square Structural Equation Modelling (PLS-SEM) on SmartPls2. Structural equation modelling was used by the study as it is a tool that works better with small samples and a better tool for complex models (Urbach & Ahlemann, 2010).

#### **3.9.1 Missing Values**

Missing data is regarded as a very important problem in data analysis (Tabachnick & Fidell, 2013). However, missing data analysis have been mostly ignored by researchers. It is always important to check for missing values in the data set, as it may distort analysis. This study used SPSS to check for missing data points. 10% maximum threshold was used by this study as allowable missing data points (Hair, Black, Babin & Anderson, 2014). Where there are missing data points, mean substitution has in most cases be used by researchers to replace missing data points. Similarly, this study used mean substitution on SPSS to replace missing data points in case there are missing data points.

#### **3.9.2 Outlier Test**

An outlier is an observation that lies an abnormal distance from other values in a random sample from a population. Statistical outliers are data points that are far removed and numerically distant from the rest of the points. Outliers occur frequently in many statistical analyses and it is important to understand them and their occurrence in the right context of the study to be able to deal with them (Tabachnick & Fidell, 2013). Detecting outliers for multivariate analysis such as this study, is best detected by using Mahalanobis distance ( $D^2$ ). The Mahalanobis distance ( $D^2$ ) is a method that measures each observation's distance in

multidimensional space from the mean centre of all observations, providing a single value for each observation no matter how many variables are considered (Hair *et al.*, 2014). It is suggested by Hair *et al.* (2014), that conservative levels of significance (.001) be used as the threshold value for designation as an outlier. Thus, this study utilized Mahalanobis distance ( $D^2$ ) to detect outliers.

### **3.9.3 Normality Test**

Normal distribution are also immensely important due to the use of the central limit theorem. It is often required for a statistical data to check whether it follows the normal distribution. Therefore, the data collected were further tested for normality. The normality of individual items were tested using skewness and kurtosis statistics. Kurtosis measures how peak or how flat a distribution is when compared with a normal distribution (Hair *et al.*, 2014). While skewness is the measure of the symmetry of a distribution (Tabachnick & Fidell, 2013). Hair *et al.*, (2014) advised that for a data to show normality, skewness and kurtosis statistics should fall within the range of  $\pm 1.96$ . Therefore, this study used  $\pm 1.96$  as the threshold for skewness and kurtosis statistics.

### **3.9.4 Multicollinearity Test**

Multicollinearity is a state of very high inter-correlations or inter-associations among the independent variables. It is therefore a type of disturbance in the data, and if present in the data the statistical inferences made about the data may not be reliable. Generally, multicollinearity occurs when two or more independent variables are highly correlated to each other. The existence of multicollinearity between independent variables might lead to a disputable result, which makes it imperative to be tested (Hair *et al.* 2014). This may make it tedious to assess the relative importance of the independent variables in explaining the variation caused by the dependent variable (Kothari & Garg, 2014). Multicollinearity is mostly tested using Variance Inflation Factor (VIF) (Tabachnick & Fidel, 2013). According

to Kothari & Garg (2014), a VIF figure above  $\geq 5$  shows serious multicollinearity (Kothari & Garg, 2014). Thus, this study used  $\geq 5$  as the maximum threshold for VIF.

### **3.9.5 Construct Reliability and Validity**

It is pertinent that the items used in measuring the variables in the study are reliable and valid. Construct validity is the extent at which a test measures what it claims, or purports, to be measuring. On the other hand, convergent validity is often used to measure the correlation of a dimension's multiple indicators (Lee & Chen, 2013).

Constructs reliability was tested using composite reliability. While convergent validity was tested using Average Variance Extracted (AVE) as suggested by Garson (2016). For constructs reliability to be met, composite reliability coefficient should be  $\geq 0.7$  (Lee & Chen, 2013). Also, Average Variance Extracted (AVE) coefficient should be  $\geq 0.5$  (Garson, 2016).

### **3.10 Data Analysis**

As earlier mentioned, this study used SmartPLS 2.0 to carry out data analysis. SmartPLS 2.0 has two models. They are measurement model and structural model.

#### **3.10.1 Measurement Model**

Measurement model also known as outer model refer to the implicit or explicit models that relate the latent variable to its indicators. The study used the outer model to assess the validity and reliability of constructs of the study. Convergent validity was assessed using AVE. Convergent validity is used to show that measures that should be related are in reality related. Construct reliability was assessed using composite reliability. Composite reliability is a measure of the overall reliability of a construct. Item loadings will also be assessed in the measurement model. It is important that items measuring a particular construct load consistently under their construct. Average Variance Extracted (AVE) as suggested by

Garson (2016) should be  $\geq 0.5$ , composite reliability coefficient should be  $\geq 0.7$  also (Lee & Chen, 2013) and item loadings should be  $\geq 0.5$  (Hair *et al.*, 2014).

### **3.10.2 Structural Model**

The structural model was used to test the hypotheses of the study. There are four main important criteria to be examined in the structural model. They are assessments of significance of the path coefficients, coefficient of determination ( $R^2$ ), the effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ). In the structural model, it is advised by Hair *et al.*, (2014) that a bootstrapped analysis be done using 5000 subsamples.

#### **3.10.2.1 Significance of Path Coefficients**

Path coefficients was used to assess the effects of individual independent variables on the dependent variable of the study. It was used to test if the hypotheses of this study was supported or not supported. This was made possible by carrying out a bootstrapping analysis using SMARTPLS2.

#### **3.10.2.2 Coefficient of Determination ( $R^2$ )**

Coefficient of determination popularly referred to as R square was used to assess the explanatory power of the independent variables on the dependent variable of the study. R square value of 0.67, 0.33 and 0.19 are considered substantial, moderate, and weak respectively (Chin, 1998).

#### **3.10.2.3 Effect Size ( $f^2$ )**

Effect sizes are used to assess the magnitude of the effects of the exogenous variables on the endogenous variables. Therefore, for this study,  $f^2$  was used to assess the magnitude of the effects of the exogenous variables on the endogenous variables. According to Cohen (1988),  $f^2$  values of 0.35, 0.15, and 0.02 are considered large, medium, and small, respectively.

#### **3.10.2.4 Predictive relevance ( $Q^2$ )**

The Stone-Gleisser  $Q^2$  value was used to assess construct cross-validated redundancy. The  $Q^2$  criterion is an indicator of the predictive relevance of a model (Hair *et al.*, 2014). In the structural model, a  $Q^2$  value larger than zero for a certain reflective endogenous latent variable indicate the path model's predictive relevance for the construct. While a  $Q^2$  with a 0 or negative value indicates the model is irrelevant to prediction of the given endogenous factor (Garson, 2016). A  $Q^2$  value of 0.02, 0.15 and 0.35 represents small, medium and high effect size respectively (Cohen, 1988).

## **CHAPTER FOUR DATA PRESENTATION AND ANALYSIS**

### **4.1 Introduction**

This chapter presents the result of the analysed data. The descriptive statistics of the respondents were presented in this chapter. The study carried out various preliminary analysis, such as checking for missing values, outlier detection and deletion. The study further examined the direct effect between the exogenous and the endogenous variables in this study. In addition, the study examined whether employees' commitment mediates the relationship between the exogenous and the endogenous variables in this study. Furthermore, effect size, predictive relevance and construct cross-validated redundancy was examined for both the direct and indirect relationships.

### **4.2 Response Rate**

There were 485 copies of questionnaire distributed to respondents of the study, out of which 442 copies of questionnaire was retrieved by the researcher. This represents about 91% of the total distributed copies of questionnaire. However, only 408 copies of questionnaire was

found usable. This is because about 8% of the total distributed copies of questionnaire was deleted from the data set, as they were found to be outliers. In the end, only 408 copies of questionnaire was used by this study for final analysis, and this is considered appropriate for the study, has the number is above the minimum sample size of the study (Hair *et al.*, 2014).

Table 4.1  
*Questionnaire Distribution and Response Rate*

<b>Questionnaire</b>	<b>Frequency</b>	<b>Rate (%)</b>
Distributed Questionnaire	485	100
Unreturned Questionnaire	43	9
Returned Questionnaire	442	91
Unusable Questionnaire	34	8
Usable Questionnaire	408	84

### **4.3 Preliminary Analysis**

It is important that studies before running final analysis, that preliminary analysis be conducted. For this study, the collected data was tested for missing data and outliers. Missing data points were discovered and replaced using mean substitution, while outliers were detected using Mahalanobis distance. In the event, any case in this study detected as outlier, it was deleted from the dataset. The following explain in details how the preliminary analysis in this study was done.

### **4.3.1 Missing Data**

Missing data are regarded as being ubiquitous in quantitative research studies and most studies are seen as not being immune to the problem (Baraldi & Enders, 2010). The authors described missing data are pervasive in nature, and some methodologists have described missing data as one of the most important statistical and design problems in research. Therefore, it is important that before any data analysis is conducted in quantitative research, missing data points are checked for as a very high missing data points could disrupt data analysis.

According to scholars like Hair *et al.*, (2014) quantitative studies should always check for missing data. Hair *et al.*, (2014) advised that missing data in quantitative studies should not be more than 10 percent in any study. Missing data points above 10 percent could disrupt the statistical prowess of any data analysis. However, Hair *et al.*, (2014) advised that missing data below 10 percent should be replaced using mean substitution. Details of the missing data can be seen in the appendix. For this study, there are 13,702 data points. There are 19 missing data points (see appendix) in this study and the missing data constitute about 0.14 percent of the total data points. This is far less than 10 percent threshold given by Hair *et al.*, (2014). Missing data could be replaced using mean substitution if they occurred randomly. In this study, the missing data points occurred randomly and were replaced using mean substitution.

### **4.3.2 Outlier test**

Statistical outliers are unusual points in a set of data that differ substantially from the rest. An outlier could be different from other points with respect to the value of one variable (e.g. the breaking strain for a beam that broke at exceptionally low load) or, in multivariate data, it could be unusual in respect of the combination of values of several variables. Outliers are also referred to as abnormalities, discordant, deviants, or anomalies in the data mining and statistics literature (Aggarwal, 2013).

An outlier is defined as an observation that is inconsistent with other observations in the data set. An outlier has a low probability that it originates from the same statistical distribution as the other observations in the data set (Walfish, 2006). It is important outliers are tested in any data analysis as it could also disrupt the findings of data analysis. According to Walfish (2006) outliers can provide useful information to researchers about the nature of the data collected and whether it could affect their findings.

Tabachnick and Fidell (2013) outlined that researchers may use Mahalanobis distance ( $d^2$ ) to detect outliers. Hair *et al.*, (2104) stated that researchers may use 0.001 significant level to detect cases that should be considered as not suitable for this study. 34 cases were considered not suitable and were eventually deleted from the data set.

#### 4.4 Demographic Statistics

The demographic distribution of the profile of respondents of the study are reported in this section. More precisely, distribution of the respondents of the study with regards to sex, age, educational qualification and nationality were reported in this chapter.

Table 4.2  
*Demographic Distribution of Respondents*

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
<b>Sex</b>			
Male	267	65.4	65.4
Female	141	34.6	100
<b>Age</b>			
18-30	29	7.1	7.1
31-40	129	31.6	38.7
41-50	121	29.7	68.4
>51	129	31.6	100

Table 4.2 (Continued)

<b>Characteristics</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
<b>Qualification</b>			
Primary School	-	-	-
SSCE/WAEC	-	-	-
ND/NCE	-	-	-
HND/Degree	233	57.1	57.1
Masters/PhD	175	42.9	100
<b>Nationality</b>			
Nigerian	408	100	100
Expatriate	-	-	-

Table 4.2 presents the result of the demographic characteristics of the respondents of this study. It is seen on Table 4.2, there are more males than female respondents in this study. 65.4 percent of the total respondents are males, while 34.6 percent are females. That is to say there are more male than female among the academic staff in tertiary institutions owned by Kogi State. 7.1 percent of the respondents are between ages 18 to 30, while 31.6 are between ages 31 to 40 years of age. 29.7 percent of the respondents of the study are between ages 41 to 50 years of age. Finally, 31.6 percent of the respondents are above 50 years. It is seen that most of the respondents of the study are above 30 years. This is expected as this study is concerned with academic staff of higher institutions of learning.

57.1 percent of the respondents of the study are HND/Degree holders, while the remaining 42.9 percent of the respondents are either Masters Certificate holders or PhD holders. This clearly shows that most of the respondents are either first degree, second degree or third degree holders. This is so because the minimum requirement usually needed to become an academic staff in higher institutions of learning is first degree. Finally, 100 percent of the respondents of this study are Nigerians. Meaning, all of the respondents of the study are Nigerians.

#### 4.5 Descriptive Statistics of Latent Variables

This section provides descriptive statistics of the variables of the study, using mean and standard deviation. Result is presented in Table 4.3.

Table 4.3  
*Descriptive Statistics of Constructs: Mean and Standard Deviation*

<b>Construct</b>	<b>Sample</b>	<b>Mean</b>	<b>Std. Deviation</b>
Talent Attraction	408	3.28	1.01
Talent Development	408	3.45	0.96
Employees' Commitment	408	3.56	0.92
Talent Retention	408	3.37	0.94
Employees' Performance	408	3.59	1.03

Table 4.3 presents the descriptive statistics of the variables of the study. They are talent attraction, talent developing, employees' commitment, talent retention and employees' performance. All the latent construct in this study were measured on a five-point Likert scale. Table 4.3 showed a mean response of 3.28 on talent attraction with a standard deviation of 1.01. That is to say, respondents agree moderately to statements on talent attraction. Talent developing has a mean response of 3.45, with standard deviation coefficient of 0.96. This

shows also that respondents moderately agreed to statements on talent developing. Employees' commitment has a mean response of 3.56, with a standard deviation of 0.92. Similarly, respondents agreed moderately to statements on employees' commitment. Talent retention has a mean response of 3.37 and a standard deviation of 0.94, meaning respondents agree moderately to statements on talent retention. Finally, employees' (academic staff) performance has a mean response of 3.59, with a standard deviation of 1.03. It can be said that respondents moderately agreed to statements on employees' performance.

#### **4.6 Assessing Model Fit**

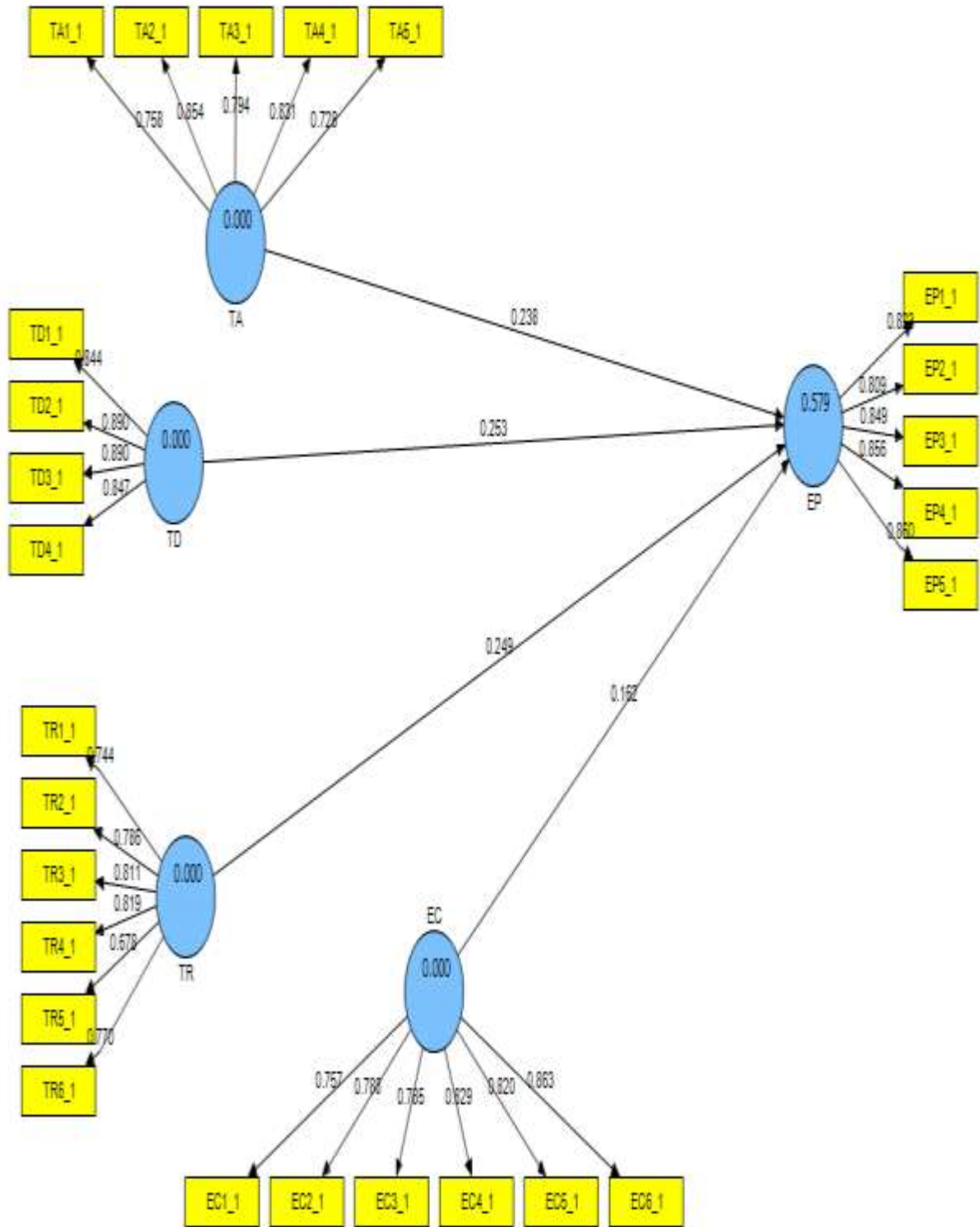


Figure 4.1  
PLS Algorithm

Table 4.4

*Construct Reliability and Convergent Validity*

<b>Construct</b>	<b>Item</b>	<b>Loadings</b>	<b>AVE</b>	<b>CR</b>
Talent Attraction	TA1	0.76	0.63	0.90
	TA2	0.85		
	TA3	0.79		
	TA4	0.83		
	TA5	0.73		
Employees' Performance	EP1	0.82	0.71	0.92
	EP2	0.81		
	EP3	0.85		
	EP4	0.86		
	EP5	0.86		
Talent Developing	TD1	0.84	0.75	0.92
	TD2	0.89		
	TD3	0.89		
	TD4	0.85		

Table 4.4 (Continued)

<b>Construct</b>	<b>Item</b>	<b>Loadings</b>	<b>AVE</b>	<b>CR</b>
Talent Retaining	TR1	0.74	0.59	0.70
	TR2	0.79		
	TR3	0.81		
	TR4	0.82		

	TR5	0.68		
	TR6	0.77		
Employees’ Commitment	EC1	0.76	0.65	0.92
	EC2	0.79		
	EC3	0.79		
	EC4	0.83		
	EC5	0.82		
	EC6	0.86		

Note: AVE represents Average Variance Extracted; CR represents Composite Reliability. Some items were deleted due to measurement issues.

It is important that item loadings be more than 0.4, AVE be above 0.5 and while composite reliability should be above 0.7 (Hair *et al.*, 2014). On Table 4.4, it can be seen that all items loaded above 0.5, AVE is above 0.5 and composite reliability coefficients are all above 0.7. However, some items measuring some latent constructs were deleted due to poor measurements. It can therefore be said that the items used in this study are reliable and valid.

Table 4.5  
*Measurement Model: Discriminant Validity (Fornell-Lacker Criterion)*

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Employees’ Commitment	<b>0.81</b>				
2	Employees’ Performance	0.64	<b>0.84</b>			
3	Talent Attraction	0.64	0.63	<b>0.79</b>		
4	Talent Development	0.66	0.64	0.58	<b>0.87</b>	
5	Talent Retention	0.66	0.64	0.57	0.58	<b>0.77</b>

Note: The bolded diagonal values correspond to the square root of the AVE of the constructs.

Fornell and Larcker (1981) criterion was used to assess discriminant validity. The bolded numbers represent the square root of AVE. for the constructs to meet discriminant validity using Fornell-Larcker criterion, correlations with the bolded square root of AVEs should be

lower than the bolded number. On Table 4.5, it is seen that correlations with the bolded number are lesser than the bolded numbers. Thus, using Fornell-Larcker criterion, the constructs passed discriminant validity.

The second method that can be used to assess discriminant validity of reflective latent constructs is by examining the cross-loadings of their respective indicators (Hair et al., 2014). Specifically, for a reflective latent variable to have discriminant validity using cross loadings method, all its indicators loadings should be greater than their corresponding loadings on other constructs (Chin, 1998). Table 4.6 presents the results of discriminant validity.

Table 4.6  
*Discriminant Validity using Cross Loadings*

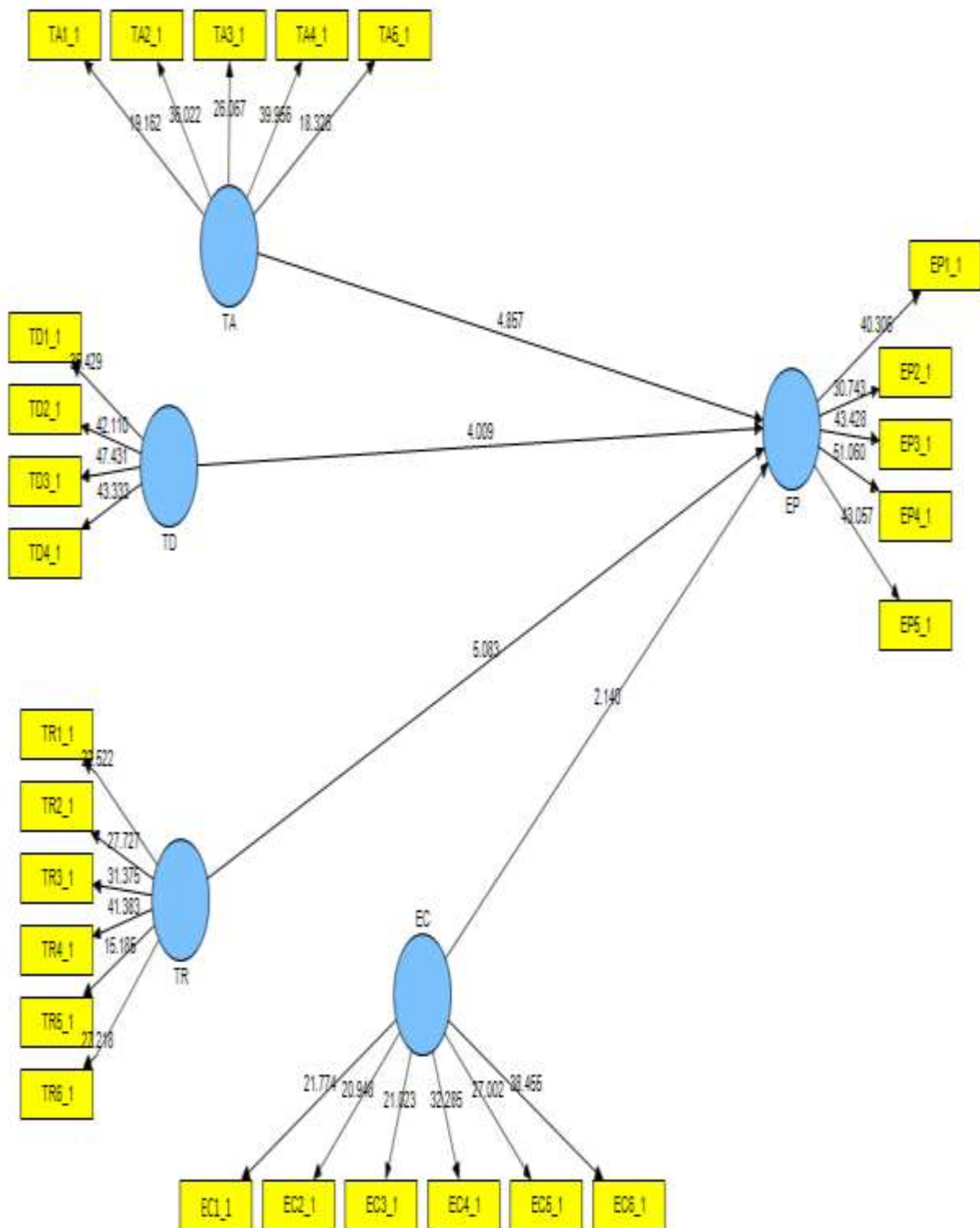
	EC	EP	TA	TD	TR
EC1_1	<b>0.756805</b>	0.503604	0.528234	0.456088	0.545894
EC2_1	<b>0.787521</b>	0.448631	0.471626	0.523474	0.465426
EC3_1	<b>0.78452</b>	0.54248	0.510479	0.583249	0.492713
EC4_1	<b>0.828867</b>	0.597321	0.570163	0.575017	0.585571
EC5_1	<b>0.819998</b>	0.514025	0.542461	0.506044	0.525487
EC6_1	<b>0.863362</b>	0.519451	0.504187	0.562356	0.590163
EP1_1	0.529527	<b>0.822955</b>	0.456172	0.521659	0.533921
EP2_1	0.477191	<b>0.80877</b>	0.449003	0.468406	0.525698
EP3_1	0.549321	<b>0.849218</b>	0.529904	0.561251	0.546354
EP4_1	0.571299	<b>0.85634</b>	0.617687	0.61108	0.520856
EP5_1	0.590427	<b>0.860491</b>	0.590166	0.54175	0.570158
TA1_1	0.484103	0.4679	<b>0.75824</b>	0.444471	0.38593
TA2_1	0.493339	0.476325	<b>0.853641</b>	0.468938	0.451046
TA3_1	0.546613	0.61228	<b>0.793617</b>	0.496299	0.450303
TA4_1	0.564697	0.499476	<b>0.830853</b>	0.475129	0.52838
TA5_1	0.468357	0.423417	<b>0.727856</b>	0.432071	0.465462
TD1_1	0.533292	0.582256	0.526694	<b>0.843762</b>	0.502894
TD2_1	0.554629	0.584693	0.508639	<b>0.88999</b>	0.511075
TD3_1	0.576801	0.516789	0.510625	<b>0.890422</b>	0.501344
TD4_1	0.642624	0.554552	0.488002	<b>0.847271</b>	0.526306

Table 4.6 (Continued)

	EC	EP	TA	TD	TR
TR1_1	0.46608	0.40532	0.400314	0.467828	<b>0.744297</b>
TR2_1	0.497057	0.537492	0.438291	0.46094	<b>0.786035</b>
TR3_1	0.431566	0.479273	0.432102	0.434916	<b>0.810918</b>
TR4_1	0.577607	0.564483	0.471635	0.500542	<b>0.818942</b>
TR5_1	0.411145	0.356805	0.328041	0.331285	<b>0.678385</b>
TR6_1	0.638996	0.56173	0.54196	0.493779	<b>0.770305</b>

It is seen on Table 4.6, each of the reflective latent variables of the study has discriminant validity based on the cross-loading analysis as the shaded indicators' loadings are greater than their corresponding diagonal loadings.

#### 4.7 Test of Hypotheses of direct Relationships



**Figure 4.2**  
*Structural Model of Direct Effects*

**Table 4.7***Structural Model: Test of Significance for Direct Relationships*

Hypotheses	Relationships	Beta	SE	T Statistics	P Value	Decision
H <sub>01</sub>	TA-EP	0.24	0.05	4.86	0.00	Rejected
H <sub>02</sub>	TD-EP	0.25	0.06	4.01	0.00	Rejected
H <sub>03</sub>	TR-EP	0.25	0.05	5.08	0.00	Rejected
H <sub>04</sub>	EC-EP	0.16	0.08	2.14	0.03	Rejected
R Square	58%					

\*\*\*p &lt; 0.01; \*\*p &lt; 0.05; \*p &lt; 0.10

Table 4.7 presents the result of the bootstrapping analysis of the direct relationships in the study. From Table 4.7, it can be seen that Talent Attraction (TA) significantly predicts the performance of academic staff in state-owned tertiary institutions in Kogi State ( $\beta = 0.24$ ,  $p < 0.01$ ). As a result, H<sub>01</sub> that states that there is no significant relationship between talent attraction and the performance of academic staff in state-owned tertiary institutions in Kogi State is empirically rejected. Similarly, Talent Developing (TD) does significantly predicts the performance of academic staff in state-owned tertiary institutions in Kogi State ( $\beta = 0.25$ ,  $p < 0.01$ ). Thus, H<sub>02</sub> that states that there is no significant relationship between talent developing and the performance of academic staff in state-owned tertiary institutions in Kogi State is empirically rejected. In the same vein, Talent Retention (TR) does significantly influence the performance of academic staff in state-owned tertiary institutions in Kogi State ( $\beta = 0.25$ ,  $p < 0.01$ ). Thus, H<sub>03</sub> that states that there is no significant relationship between talent retention and the performance of academic staff in state-owned tertiary institutions in Kogi State is empirically rejected. Finally, Employees' Commitment (EC) is significantly related to the performance of academic staff in state-owned tertiary institutions in Kogi State ( $\beta = 0.16$ ,  $p < 0.01$ ). Consequently, an increase in the commitment of academic staff of state-

owned tertiary institutions in Kogi State, will lead to a simultaneous increase in their performance. Thus,  $H_{04}$  that states that there is no significant relationship between employees' commitment and the performance of academic staff in state-owned tertiary institutions in Kogi State is also rejected empirically.

**R Square is 58%. This means the combination of talent attraction, talent developing, talent retention and employees' commitment accounts for 58% variance in the performance of academic staff of state-owned tertiary institutions in Kogi State. To put simply, the independent variables in this study is responsible for 58% change in the performance of employees (academic staff) instate-owned tertiary institutions in Kogi state.**

**Table 4.8**  
*Assessment of the Effect Size for Direct Relationships: F-Square*

<b>Construct</b>	<b>Included R<sup>2</sup></b>	<b>Excluded R<sup>2</sup></b>	<b><math>f^2</math></b>	<b>Effect Size</b>
Talent Attraction	0.58	0.55	0.07	Medium
Talent Developing	0.58	0.55	0.07	Small
Talent Retention	0.58	0.55	0.07	Small
Employees' Commitment	0.58	0.56	0.05	Small

Table 4.8 show the effect size of talent attraction, talent developing, talent retention and employees' commitment on the performance of academic staff of state-owned tertiary institutions in Kogi State. As it is seen on Table 4.8, talent attraction has small effect size on the performance of academic staff of state-owned tertiary institutions in Kogi State. Similarly, talent developing, talent retention and employees' commitment all have small effect sizes on the performance of academic staff of state-owned tertiary institutions in Kogi State.

**Table 4.9**  
*Predictive Relevance for Direct Relationships: Q-Square*

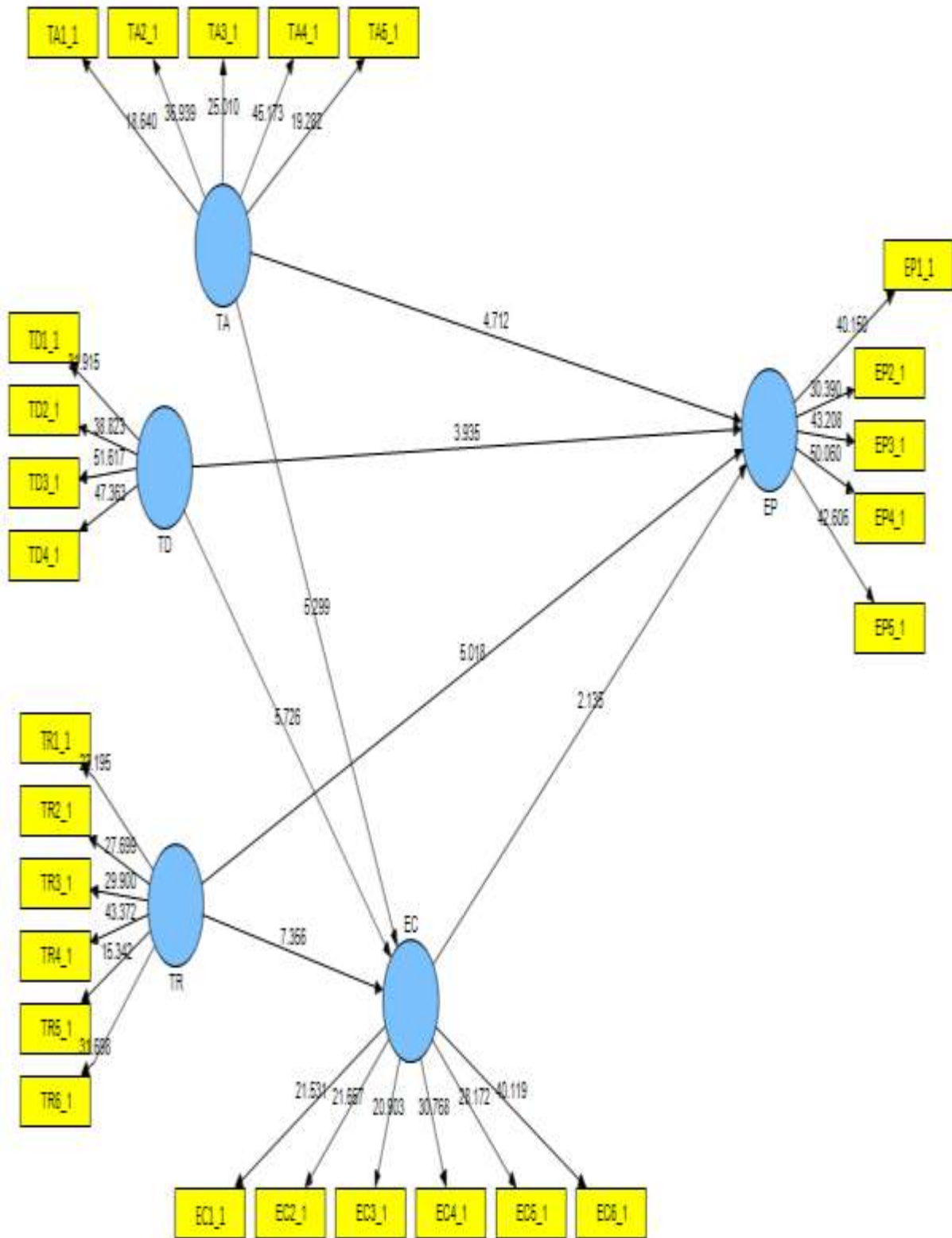
<b>Construct</b>	<b>SSO</b>	<b>SSE</b>	<b>1-SSE/SSO</b>
Performance	2210.0000	1314.6702	0.41

Note: SSO represents Sum of squared of observed omitted values; SSE represents Sum of Squared Error

The study utilised the Stone-Geisser’s  $Q^2$  value to assess the predictive relevance of the independent variables on the dependent variables. The result presented on Table 4.9 indicates that the result of cross-validated redundancy of the direct relationships between talent attraction, talent developing, talent retention and employees’ commitment and the performance of academic staff of state-owned tertiary institutions in Kogi State.  $Q^2$  is greater than zero (i.e., 0.41) which shows the predictive relevance of the direct path model. Therefore, the model has high degree of predictive relevance on the performance of academic staff of state-owned tertiary institutions in Kogi State.

#### **4.8 Test of Hypotheses of Mediating Relationships**

The study utilized the steps given by Hair *et al.*, (2014) to test mediating relationships. The first step according to Hair *et al.*, (2014) is to assess the significance of the direct effect without including mediating variable in the PLS path model. Then the mediating variable should be included in the path model and assess significance of the indirect effect.



**Figure 4.3**  
Structural Model of Mediating Relationships

**Table 4.10***Structural Model: Bootstrapping Results for Indirect Effect*

<b>Path a</b>	<b>Beta</b>	<b>Path b</b>	<b>Beta</b>	<b>Indirect Effect (a*b)</b>
TA->EC	0.28	EC -> EP	0.16	0.04
TD->EC	0.31	EC -> EP	0.16	0.05
TR->EC	0.32	EC -> EP	0.16	0.05

Hair *et al.*, (2014) asserted that mediation effects can be determined using indirect effects. On Table 4.10, indirect effects of the exogenous latent construct were calculated. Indirect effect are calculated by multiplying bootstrapped path *a* by *b*. to test for the significance of a mediating effect, *t* values can be used, using indirect path coefficient. T value is calculated by dividing indirect effects by standard error (i.e.,  $a*b/SE$ ).

**Table 4.11***Structural Model: Test of Significance for Mediating Relationships*

<b>Hypotheses</b>	<b>Relationship</b>	<b>Beta</b>	<b>SE</b>	<b>T Statistics</b>	<b>P Value</b>	<b>Decision</b>
H <sub>05</sub>	TA-EC-EP	0.04	0.03	1.33	0.18	Not Rejected
H <sub>06</sub>	TD-EC-EP	0.05	0.04	1.25	0.21	Not Rejected
H <sub>07</sub>	TR-EC-EP	0.05	0.02	2.50	0.01	Rejected

\*\*\*p < 0.01; \*\*p < 0.05; \*p < 0.10.

Table 4.11 presents the results of the significance of mediating relationships using *t* value. It is seen that employees' commitment does not mediate the relationship between talent attraction and the performance of academic staff in state-owned tertiary institutions in Kogi State ( $\beta=0.04$ ,  $p>0.10$ ). Thus, H<sub>05</sub> that states that employees' commitment does not mediate the relationship between talent attraction and the performance of academic staff in state-owned tertiary institutions in Kogi State is empirically not rejected. Similarly, the relationship

between talent developing and the performance of academic staff in state-owned tertiary institutions in Kogi State is not statistically mediated by employees' commitment ( $\beta=0.05$ ,  $p>0.10$ ). On the other hand, employees' commitment does significantly mediate the relationship between talent retention and the performance of academic staff in state-owned tertiary institutions in Kogi ( $\beta=0.05$ ,  $p<0.05$ ). This means that the more members of academic staff are retained in their various institutions, the more they become committed, and in the end exhibit higher performance levels.

**Table 4.12**

*Coefficient of Determination for Mediating Relationships: R-Squared*

<b>Construct</b>	<b>R Squared</b>
Employees' Performance	0.58
Employees' Commitment	0.60

It can be seen on Table 4.12, that talent attraction, talent developing, talent retention and employees' commitment accounts for 58 percent variance in the performance of academic staff of state-owned tertiary institutions in Kogi State. On the other hand, 60 percent variance in the commitment of academic staff of state-owned tertiary institutions in Kogi State is accounted for by talent attraction, talent developing and talent retention.

**Table 4.13**

*Assessment of the Effect Size of all Relationships on Performances: F-Square*

<b>Construct</b>	<b><math>f^2(EC)</math></b>	<b>Effect Size</b>	<b><math>f^2(EP)</math></b>	<b>Effect Size</b>
Talent Attraction	0.10	Small	0.07	Medium
Talent Developing	0.13	Small	0.10	Small
Talent Retention	0.15	Medium	0.07	None

Employees' Commitment	NA	NA	0.02	Small
-----------------------	----	----	------	-------

NA means not applicable

Table 4.13 show the effect size of talent attraction, talent developing, talent retention and employees' commitment on the performance of academic staff of state-owned tertiary institutions in Kogi State. Talent attraction has small effect size on employees' commitment, just as talent developing has small effect size on employees' commitment. On the other hand, talent retention has medium effect size on employees' commitment. This means that talent retention predicts better employees' commitment when compared with talent attraction and talent developing. In addition, talent attraction has medium effect on employees' performance, while talent developing and employees' commitment both have small effect sizes on employees' performance. On the contrary, talent retention has no effect size of employees' performance.

**Table 4.14**

*Predictive Relevance for Mediating Relationships on the Dependent Variable: Q-Square*

<b>Construct</b>	<b>SSO</b>	<b>SSE</b>	<b>1-SSE/SSO</b>
Employees' Performance	2210.0000	1319.8748	0.40
Employees' Commitment	2652.0000	1614.6593	0.39

The study utilised the Stone-Geisser's  $Q^2$  value to assess the predictive relevance of the independent variables. The result is presented in Table 4.14. From Table 4.14, it is seen that the  $Q^2$  value of performance is above 0. Employees' performance has a  $Q^2$  value of 0.40, which means talent attraction, talent developing, talent retention and employees' commitment has high degree of predictive relevance with regard to the endogenous variable performance. Similarly, the  $Q^2$  value of employees' commitment is 0.39. This means that talent attraction, talent developing and talent retention has high degree of predictive relevance on the commitment of workers in state-owned tertiary institutions in Kogi State.

#### 4.9 Summary of the Test of Hypotheses

Table 4.15 present the grand summary of the test of the seven hypotheses of the study. Only five out of the seven formulated hypotheses in this study are empirically not supported. The direct significant relationships between talent attraction, talent developing, talent retention, employees' commitment and employees' performance have been empirically confirmed by this study. Only the indirect relationship between talent retention and employees' performance through employees' commitment is empirically confirmed in this study. See details on Table 4.15. All hypotheses were stated in null form.

**Table 4.15**  
*Summary of Findings: Hypotheses Testing Results*

<b>Hypotheses</b>	<b>P Value</b>	<b>Findings</b>
H <sub>01</sub> : TA->EP	0.00	Rejected
H <sub>02</sub> : TD-> EP	0.00	Rejected
H <sub>03</sub> : TR -> EP	0.00	Rejected
H <sub>04</sub> : EC-> EP	0.03	Rejected
H <sub>05</sub> : TA -> EC->EP	0.18	Not Rejected
H <sub>06</sub> : TD->EC-> EP	0.21	Not Rejected

---

#### 4.10 Discussion of Findings

Talent attraction was seen to significantly predict employees' performance. Talent attraction is a specific recruitment technique that actively sources for highest calibre job candidates. The researcher expected talent attraction to have significant effect on the performance of academic staff of state-owned tertiary institutions in Kogi State. This has been confirmed empirically in this study. The more academic staff of the sampled institutions are of the opinion that the right talent are attracted to their institutions and that the process of attracting employees is fair, this positively affects their performance in the workplace. The finding of this study conforms with the findings of Bibi (2019) and Mangusho *et al.* (2015). However, employees' commitment does not significantly mediate the relationship between talent attraction and the performance of academic staff of state-owned tertiary institutions in Kogi State.

Talent developing based on the empirical analysis of this study has significant effect on the performance of academic staff of the concerned institutions of this study. The goal of talent development is to create a high-performance, sustainable organisation that meets its strategic and operational goals and objectives. Going by the results of the descriptive statistics, respondents agreed moderately to statements on talent developing. This means that that respective concerned institutions in the state invests organisational resources in developing the talents of their academic staff. Hence, may explain why talent developing has positive effects on the performance of the academic staff of the institutions. This is supported by the findings of Mangusho *et al.*, (2015). However, employees' commitment does not significantly mediate the relationship between talent developing and the performance of academic staff of state-owned tertiary institutions in Kogi State.

Talent retention similarly as in the case of talent attraction and talent developing has a positive and significant effect on the performance of academic staff of state-owned tertiary institutions in Kogi State. Employee retention refers to the ability of an organisation to retain its employees. Most of the state-owned institutions in Kogi state are reported to have low academic staff retention rates, hence, have given the staff the motivation to perform highly. This therefore explains why the relationship between talent retention and employees' performance is both positive and significant. This conforms to the findings of Tamanna, Rajan and Radhesham (2018). In addition, the relationship between talent retention and the performance of academic staff of the sampled tertiary institutions in this study is mediated significantly by employees' commitment. This means that the more employees are retained on their jobs, the more they will get committed to their duties, and in the end this will positively and significantly affects their performances.

Finally, employees' commitment is a significant predictor of the performance of the academic staff of sampled tertiary institutions in Kogi State. Committed employees will ensure they perform very highly in their various institutions. Committed employees will work vigorously to achieve organisational objectives, hence making employees perform very highly. This is supported by the study of (Andrew, 2017) which found that there exists positive relationship between employees' commitment and their performance.

#### **4.11 Implications of the Study**

This study examined the mediating effect of employees' commitment in the relationship between talent attraction, talent developing, talent retention and the performance of academic staff of the sampled tertiary institutions of this study. Hence, there are some managerial implications and theoretical implications gotten from the study.

##### **4.11.1 Managerial Implication**

Tertiary institutions are regarded to be very important in producing competent and competitive employees. The standard of tertiary education is falling and this have been placed largely on the poor performance of academic staff of tertiary institutions in Nigeria. To solve this managerial problem, this study out to examined factors that may help improve the performance of academic staff of tertiary institutions owned by Kogi state in Kogi State, Nigeria. For academic staff of state-owned tertiary institutions in Kogi State to enjoy high performance, it is important that the management of the staff is taken very seriously.

#### **4.11.2 Theoretical Implication**

The major theoretical contribution of this study is studying employees' commitment as a mediating variable in this study. Employees' commitment was used to mediate the relationships between talent attraction, talent developing, talent retention and employees' performance. Most previous related studies opted to examine the direct relationship between these mentioned independent variables and the dependent variable of the study. Even studies that have included a mediating variable in their study studied variables other than employees' commitment. Based on the result of this study, the relationship between talent retention and employees' performance is significantly mediated by employees' commitment. This is a new knowledge in the literature, as this was not known before this study was done. Thus, this study will contribute to a better understanding of the concept of employees' performance and also support management of tertiary institutions in designing policies for talent enhancement among individual employee, groups and the institutions as a whole.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

Ensuring high performance of academic staff of tertiary institutions in Kogi State have been called for consistently by scholars, researchers and stakeholders. However, searching through the literature, most of the related studies to this study have mostly examined the direct relationships between the independent and the dependent variables of the study. To fill this knowledge gap, this study examined both the direct and indirect relationships between talent management and the performance of academic staff of state-owned tertiary institutions in Kogi State. Therefore, this study examined the direct relationship between talent attraction, talent developing, talent retention and the performance of academic staff of sampled

institutions. Further, this study assessed the indirect relationships between these variables by studying employees' commitment as a possible mediating variable between the relationships.

Seven hypotheses were formulated for testing. In testing the hypotheses, the study utilised inferential statistics using SmartPLS2. The population of the study comprises all academic staff of all the state-owned tertiary institutions in Kogi state, Nigeria. The study is cross-sectional in nature. 408 copies of questionnaire were used for analysis. Data analysis was done using structural equation modelling.

Result of the analysis showed that talent attraction has positive significant effect on the performance of academic staff of the sampled institutions in Kogi state, just as talent developing has positive significant effect on the performance of academic staff without controlling for employees' commitment. More so, talent retention also has positive and significant effect on the performance of the sampled academic staff of the study. In addition, employees' commitment has a direct significant effect on the performance of academic staff of the sampled institutions. With the inclusion of employees' commitment into the model as a mediator, it is empirically seen that the relationship between talent retention and the performance of the sampled respondents is significantly mediated by employees' commitment. However, the relationship between talent attraction, talent developing and the performance of the sampled staff of the institutions is not mediated by employees' commitment.

## **5.2 Conclusion**

The study therefore concludes that talent attraction, talent developing, talent retention and employees' commitment positively and significantly affect the performance of the academic staff of the sampled tertiary institutions in Kogi State. The study also concludes that

employees' commitment significantly mediates the relationship between talent retention and the performance of the academic staff of the sampled tertiary institutions in Kogi State.

### **5.3 Recommendations**

For state-owned tertiary institutions in Kogi State to enjoy high performance of their academic staff, the following recommendations are made:

- i. Managers of state-owned tertiary institutions in Kogi State should ensure that their recruitment processes are structured in such a way that their institutions attract top talents. More so, tertiary institutions in the state should ensure that they put best recruiting practices to use by the world's largest tertiary institutions to ensure they retain top talent. Additionally, managers of the institutions should ensure that they build their institutions brand so that the brand becomes strong enough to compel and attract top talents to them. More so, hiring processes should be efficient, effective and focused on quality hire. All of these put in place by the sampled institutions will go a long way in ensuring that right and top talents that are ready to carry out their duties efficiently becomes attracted to the institutions.
- ii. More so, managers of these institutions should continually conduct extensive training and development programmes for their academic staff. This will ensure that the institutions actively create developmental opportunities for subordinates, hence, ensuring talent development. In addition, management of the institutions should make sure expertise are transferred from more experienced staff to less experienced staff. This will also make certain that less experienced staff are well-groomed and become better employees of the institutions.
- iii. Finally, management of the higher institutions of learning should ensure they create a culture that makes their staff want to stay with the institutions. Institutional culture and processes should entice academic staff of the institutions not wanting to leave their respective institutions of work. Management should do all it takes within its power to ensure they retain

their best and top performers among the members of their academic staff. Top performance should also be continually challenged to improve their skills. This may ensure they retain their top talents successfully.

## References

- Abdulquddus, M. (2015). The impact of talent management on employee engagement, retention and value addition in achieving organisational performance. *International Journal of Core Engineering and Management*, 1(12), 142-152.
- Achi, S. E., & Sleilati, E. (2016). The effect of coaching on employee performance in the human resource management field: the case of the Lebanese banking sector. *International Journal of Trade and Global Markets*, 9(2), 137-148.
- Aggarwal, C. C. (2013). Outlier ensembles. *ACM SIGKDD Explorations Newsletter*, 14(2), 49-56.
- Ahmad, A. E., & Shahrul, N. S. (2016). Effect of organisational commitment as a mediator in both training and job performance in Syrian Private Universities. *Journal of Islamic and Human Advanced Research*, 6(4), 1-18.
- Ajayi, I. A. (2011). Work environment as correlate of academic staff job performance in South West Nigerian universities. *European Journal of Educational Studies*, 3(1), 1-9.
- Akinremi, M. O., & Adedeji, A. (2019). Analysis of talent management and performance of employees in selected banks in Akure, Ondo state, Nigeria. *International Journal of Management Studies and Social Science Research*, 1(3), 11-23.

- Akubo, J. (19 July, 2017). Governor bans ASUU in Kogi State University. Retrieved from <https://guardian.ng/news/governor-bans-asuu-in-kogi-state-university/>[Accessed on 05/10/19].
- Alansaari, O. I. A., Yusoff, R. bin M., & Ismail, F. B. (2019). The mediating effect of employee commitment on recruitment process towards organisational performance in UAE organisations. *Management Science Letters*, 169–182.
- Ali, S., Hesam, P., Shadi, S., & Mehdi, F. Studying the Impact of Talent Management on Performance of Staffs. *International Academic Journal of Economics*, 50(59), 2454-2474.
- Allen, D. G., Bryant, P. C., & Vardaman, J. M. (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *The Academy of Management Perspectives*, 24(2), 48-64.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organisation. *Journal of Occupational Psychology*, 6(3), 1–18.
- Andrew, A. (2017). Employees' commitment and its impact on organisational performance. *Asian Journal of Economics, Business and Accounting*. 5(2), 1-13.
- Annakis, J., Dass, M., & Isa, A. (2014). Explored factors that Influence talent management competency of academics in Malaysian Non-Government Universities. *Journal of International Business and Economics*, 2( 4), 163-185.
- Anosh, M., Hamad, N., & Batool, A. (2014). Impact of recruitment and selection of HR department practices. *European Journal of Business and Management*, 6(31), 200–205.
- Anthony, A. (2017). Employees' commitment and its impact on organisational performance. *Asian Journal of Economics, Business and Accountin*, 5(2), 2456-639.
- Anwar, A., Nisar, Q. A., Khan, N. Z. A., & Sana, A. (2014). Talent management: Strategic priority of organizations. *International Journal of Innovation and Applied Studies*, 9(3), 1148-1159.**
- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice*. 9 th edition. Kogan page.
- Armstrong, M., & Murlis, H. (2004). *Reward management: A handbook of remuneration strategy and practice*. (5<sup>th</sup> Ed). London: Kogan Page Limited.
- Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice*: Kogan Page Publishers.
- Athanasou, M. G. C., & King, J. N. (2002). Job satisfaction and organizational citizenship behaviour: A study of Australian human-service professionals. *Journal of Managerial Psychology*, 17(4), 287–297.
- Bartram, T., & Casimir, G. (2007). The relationship between leadership and follower in-role performance and satisfaction with the leaders: The mediating effects of empowerment and trust in the leader. *Leadership and Organization Development Journal*, 28(1), 4–

19.

- Baraldi, A. N., & Enders, C. K. (2010). An introduction to modern missing data analyses. *Journal of School Psychology, 48*(1), 5–37.
- Bartlett, J. G., & Jett, J. (2005). The Johns Hopkins Hospital 2005-6 guide to medical care of patients with HIV infection (Vol. 300). Lippincott Williams & Wilkins.
- Bartlett, K., & Kang, D. S. (2004). Training and organizational commitment among nurses following industry and organizational change in New Zealand and the United States. *Human Resource Development International, 7*(4), 423-440.
- Becker, G. S. (1964). *Human capital*. (2nded.) Columbia university press, New York.
- Beheshtifar, M., Nasab, H. Y., & Moghadam, M. N. (2012). Effective talent management: A vital strategy to organizational success. *International Journal of Academic Research in Business and Social Sciences, 2*(12), 227-238.
- Bello, O. W., & Adebajo, A.A. (2014). Reward System and Employees Performance in Lagos State (A Study of Selected Public Secondary Schools). *Kuwait Chapter of Arabian Journal of Business and Management Review, 3*(8), 14-28.
- Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: key to retention. *Employee Relations, 29*(6), 640-663.**
- Bibi, M. (2019). Impact of talent management practices on employee performance: an empirical study among health care employees. *Seisense Journal of Management, 2*(1), 22-32.**
- Blass, E. (2007). Talent Management: Maximising talent for business performance: Executive Summary: Chartered Management Institute.
- Blau, G., & Duncan P. (1985). Job involvement and organizational commitment as interactive predictors of tardiness and absenteeism. *Journal of Management 12*, 577-584.
- Blau, P.M. (1964). *Exchange and power in social life*. New York, NY: John Wiley.
- Bongo, A. (2017, March 30). 70% of Nigerian graduates unemployable, says economist. Retrieved from <https://www.sunnewsonline.com/70-of-nigerian-graduates-unemployable-says-economist/>
- Bonney, E. A., Amoah, D. F., Micah, A. S., Ahiameny, C., & Lemaire, M. (2015). The relationship between the quality of teachers and pupils academic performance in the STMA junior high schools of the western region of Ghana. *Journal of Education and Practice, 6*(24), 139-150.
- Borman, W.C., Hedge J.W., Ferstl, K. L., Kaufman, J. D., Farmer, W. L., & Bearden, R. M. (2003). Current directions and issues in personnel selection and classification. In J.J. Martocchio, G. R. Ferris, (ed.). *Research in Personnel and Human Resources Management, (297–355)*. Oxford, England: Elsevier Science Ltd.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N.Schmitt & W.C.Borman (Eds.), *Personnel Selection in Organisations*, San Fran-cisco: Jossey-Bass.

- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: the meaning for personnel selection research. *Human Performance*, 10(2), 99-109.
- Bosiok, D., & Sad, N. (2013). Leadership styles and creativity. *Online Journal of Applied Knowledge Management*, 1(2), 64–77.
- Bratton, J., & Gold, J. (2017). *Recruitment, Selection and Talent Management*. London: UK: Macmillan Education.
- Brunetto, Y., Teo, S. T., Shacklock, K., & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being and engagement: explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428-441.
- Cappelli, P., & Keller, J. (2014). Talent Management: Conceptual Approaches and Practical Challenges. *Annual Review of Organizational Psychology and Organizational Behaviour*, 1(1), 305–331.
- Carlsen, K. (2003). Sales motivation: one size does not fit all. *Selling*, 14–15.
- Carrell, R. M., Kuzmits, F. E., & Elbert, N. F. (1989). *Personnel: human resource management*. Columbus: Merrill Publishing Company.
- Champathes, M. R. (2006). Coaching for performance improvement: the coach model. *Development and Learning in Organisations*, 20(2), 17–18.
- Chen, Y. F., & Tjosvold, D. (2006). Participative leadership by American and Chinese managers in China: the role of relationships. *Journal of Management Studies*, 43, 1727–52.
- Chiekezie, O. M., Emejulu, G., & Nwanneka, A. (2017). Compensation Management and Employee Retention of Selected Commercial Banks in Anambra State, Nigeria. *Archives of Business Research*, 5(3), 115-127.
- Chin, W. W. (1998). The partial least squares approach for structural equation modeling. In Macoulides, G. A., ed. *Modern methods for business research*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Chitsaz-Isfahani, A., & Boustani, H. R. (2014). Effects of talent management on employees' retention: The mediate effect of organisational trust. *International Journal of Academic Research in Economics and Management Sciences*, 3(5), 114.
- Chowdhury, M. S. (2004). The impact of talent management system on employee performance in Mumbai NGOs. *International Journal of Business Management*, 1(9), 238-243.
- Cleveland, J. N., & Shore, L. M. (2007). Self and Supervisory Perspectives on Age and Work Attitudes and Performance, *Journal of Applied Psychology*, 77(4), 469-485.
- Coble, D.F. (2004). Employee commitment and organizational influences: A study of the ways in which tenure, work group and job level influence employee commitment, unpublished PhD Thesis, Fielding Graduate Institute
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.).

- Columbus, E. A., & Bassey, U. L. (2019). Talent attraction and employee resilience of telecommunication companies in Rivers State, Nigeria. *The Strategic Journal of Business and Change Management*, 6(4), 1587-1595.
- Cronje, G. J., de J., du Toit G.S., & Motlatla, M.D.C. (2001). *Introduction to business management*, (5<sup>th</sup>ed.). Cape Town: Oxford University Press Southern Africa.
- Crook, T. R., Todd, S. Y., Combs, J. G., Woehr, D. J., & Ketchen, D. J., Jr. (2011). Does human capital matter? A meta-analysis of the relationship between human capital and organisation performance. *Journal of Applied Psychology*, 96(3), 443-456.
- Cropanzano, R., & Mitchell, M. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31 (6), 874-900.
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher professional development in the United States and abroad. Texas: National Staff Development Council.
- David, P. A., Hall, B. H., & Toole, A. A. (2000). Is public R&D a complement or substitute for private R&D? A review of the econometric evidence. *Research policy*, 29(4-5), 497-529.
- Dawes, J. (2014). Do data characteristics change according to the number of scale points used? an experiment using 5 point , 7 point and 10.
- Dawes, J. (2008). Do data characteristics change according to the number of scale points used? An experiment using 5 point, 7 point and 10. *International Journal of Market Research*, 51(1), 1-19.
- Demerouti, E., Xanthopoulou, D., Tsaousis, I., & Bakker, A.B. (2014). Disentangling task and contextual performance: A multitrait–multimethod approach. *Journal of Personnel Psychology*, 13, 59-69.
- Denton, D. K. (1991). What’s wrong with these employees? *Business Horizons*, 34(5), 45-49.
- Dessler, G. (2013). *Human resource management* (13th ed). ed. Boston: Prentice Hall.
- Dhaifallah, O.A. (2015). The mediating effects of organisational Commitment on the relationship between transformational leadership style and job performance. *International Journal of Business and Management*, 11(1), 1833-3850.
- Díaz-vilela, L. F., Rodríguez, N. D., Isla-díaz, R., & Díaz-cabrera, D. (2015). Relationships between contextual and task performance and interrater agreement: are there any? 1–13. <http://doi.org/10.1371/journal.pone.0139898>.
- Dillman, D. A. (2000). *Mail and Internet Surveys: The Tailored Design Method*. Brisbane: Wiley
- DuBrin, A. (2004). *Leadership: Research findings, practice and skills*. New York.

- Duvall, C. K. (1999). Developing individual freedom to act: Empowerment in the knowledge organization. Participation and empowerment: *An International Journal*, 7(8), 204-212.
- Edeh, F. O., & Mlanga, S. (2019). Talent management and worker's commitment. *Seisense Journal of Management*, 2(3), 1-15.
- Fisher, W. P. (2009). Invariance and traceability for measures of human, social, and natural capital: Theory and application. *Measurement*, 42(9), 1278-1287.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
- Gardner, T. M. (2002). Competitive interaction for scarce Human Resources. *Human Resources Management Periodicals*, 41, 225-237.
- Garson, D. (2016). *Partial Least Squares: Regression & Structural Equation Models*. USA: Statistical Associates Publishing.
- George, J. M., & Jones, G. R. 1996. Understanding and managing organizational behaviour. California: Addison-Wesley Publishing Company, Inc.
- Green, T. (2000). Three steps to motivating employees. *HR Magazine*, 155-158.
- Griffin, M. A., Neal, A., & Parker, S. (2007). A new model of work role performance: Positive behaviour in uncertain and interdependent contexts. *Academy of Management Journal*, 50(2), 327-347.
- Griffin, M., Neal, A., & Neale, M. (2000). The contribution of task performance and contextual performance to effectiveness: investigating the role of situational constraints. *Applied Psychology*, 49(3), 517-533.
- Grunberg, L., Anderson-Connolly, R., & Greenberg, E. S. (2000). Surviving layoffs the effects on organizational commitment and job performance. *Work and Occupations*, 27(1), 7-31.
- Gupta, M., & Aggarwal, K. (2012). Talent Management Strategy: A Study of Private Banks in India. *Asian Journal of Multidimensional Research*, 1(4), 30-58.
- Hair, J., Black, W., Babin, B., & Anderson, R. (2014). *Multivariate data analysis* (7th ed.). UK: Pearson New International Edition.
- Hamidi, N., Saberi, H., & Safari, M. (2014). The effect of implementation of talent management on job satisfaction governmental organizations (Case Study: Ministry of Roads and Urban). *Journal of Novel Applied Sciences*, 3(1), 100-113.
- Hester, J. (2013). The High Cost of Employee Turnover and How to Avoid It. *Nonprofit World*, 31(3), 20-21.
- Hettleman, K. R. (October 28, 2007). Don't deny state's kids a quality education, The Baltimore Sun. Maryland.

- Hitu, S., & Baroda, S. (2018). Impact of talent management practices on employees' performance in private sector bank. *International Journal of Management*, 9(1), 16-21.**
- Hofstede, G. (1991). *Cultures and organizations: software of the mind*. London, UK: McGraw Hill.
- Human Capital Institute. (2008). Retaining talent: Retention and succession in the corporate workforce. Retrived from <http://www.goransonconsulting.com/wp-content/uploads/2014/01/retentionsuccessionstudy.pdf>**
- Hunjra A. I., Ali, M. A., Chani, M. I., Khan, H., & Rehman, K. (2010). Employee voice and intent to leave: An empirical evidence of Pakistani banking sector. *African Journal of Business Management*, 4(14), 3056-3061.
- Imran, M., & Tanveer, A. (2015). Impact of training & development on employees' performance in Banks of Pakistan. *European Journal of Training and Development Studies*, 3(1).
- Ind, N. (2007). *Living the Brand – how to transform every member of your organisation into a brand champion*. 3rd ed. Kogan Page. London and Philadelphia.
- Irefin, P., & Mechanic, A. M. (2014). Effect of employee commitment on organizational performance in Coca Cola Nigeria Limited Maiduguri, Borno State. *Journal of Humanities and Social Science*, 19(3), 33-41.
- Israel, G. D. (2013). Determining sample size. *Journal of business research*, 1(1). 1-5.
- Janssen, O., & Van Yperen, N. W (2004). Employees' goal orientations, the quality of leader member exchange and the outcomes of job performance and job satisfaction. *Academy of Management Journal*, 47(3), 368-384.
- Jin, Y., Hopkins, M. M., & Wittmer, J. L. S. (2010). Linking human capital to competitive advantages: Flexibility in a manufacturing firm's supply chain. *Human Resource Management*, 49(5), 939-963.
- Jobber, D., & Lee, R. (1994). A comparison of the perceptions of sales management and sales people towards sales force motivation and demotivation. *Journal of Marketing*, 10 (4), 325 –332.
- Kacmar, K. M., Andrews, M. C., Van Rooy, D. L., Steilberg, R. C., & Cerrone, S. (2006). Sure everyone can be replaced... but at what cost? Turnover as a predictor of unite-level performance. *Academy of Management Journal*, 49(1), 133-144.
- Kakuri, M. (2015). Effect of talent management on employee outcomes: a case study of CentralBank of Kenya. *The Strategic Journal of Business and Change Management*, 2(43), 883-899.
- Kaleem, M. (2019). The influence of talent management on performance of employee in public sector institutions of the UAE. *Public Administration Research*, 18(2), 8-23.
- Karatepe, O. M., & Uludag, B. G. (2007). Does customer orientation mediate the effect of job resourcefulness on hotel employee outcomes? Evidence from Iran. *Journal of Hospitality and Tourism Management*, 19(1), 133-142.

- Karuri, M., & Nahashon, L. (2015). Effect of talent management on employees' outcomes: a case study of Central Bank of Kenya. *The Strategic journal of business and change management*, 2(43), 88-899.
- Kaur, S, G. & Mahajan, R. (2014). Employees' organisational commitment and its impact on their actual turnover behaviour through behavioural intentions. *Asia Pacific Journal of Marketing and Logistics*, 26(4), 621-646.
- Kessler, A. S., & Lüllesmann, C. (2006). The theory of human capital revisited: on the interaction of general and specific investments. *Economic Journal*, 116(514), 903-923.
- Khakwani, S., Aslam, H. D., Azhar, M. S., & Mateen, M. M. (2012). Coaching and mentoring for enhanced learning of human resources in Organisations: (Rapid Multiplication of Workplace Learning to Improve Individual Performance). *Journal of Educational and Social Research*, 2(1), 257-266.
- Khaleem, M. (2019). The influence of talent management on performance of employee in public sector institutions of the UAE. *Public Administration Research*, 8(2), 8-20.
- Knott, E. (2016). The effect of talent management practices on employee performance among real estate companies in Kenya: a case of Suraya property group limited. A Research Project Report Submitted to the Chandaria School of Business for the Degree of Master of Science in Organizational Development (MOD).
- Koltapeh, M., Forotageh, E., Afruz, D., & Hossein, M. (2015). Surveying the relationship between talent management and organizational health of employees of General Directorate of Youth and Sports of Ardabil Province. *Research Journal of Sport Sciences*, 3(3), 59-65.
- Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Vincent, H., Henrica, C., & Allard, B. (2014). Construct validity of the individual work performance questionnaire, *Journal of Occupational and Environmental Medicine*, 56(3), 331-337.
- Kothari .C.K., & Garg, G. (2014). *Research Methodology*. New age international (P) limited, Publishers, New Delhi.
- Lambert, E., & Hogan, N. (2009). The importance of job satisfaction and organisational commitment in shaping turnover intent a test of a causal model. *Criminal Justice Review*, 34(1), 96-118.
- Lance, C. E., Teachout. M. S., & Donnelly, T. M. (1992). Specification of the criterion construct space: An application of hierarchical confirmatory factor analysis. *Journal of Applied Psychology*, 7, 437-45.
- Lee, K., & Chen, S. (2013). Introduction to partial least square: Common criteria and practical considerations. *Advanced Materials Research*, 1766-1769.
- Lepak, D. P. & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24(1), 31-48.

- Lockwood, N. (2006). Talent management: Driver for organisational success. Research Paper, SHRM.
- Lyria, R. K., Namusonge, P. G. S., & Karanja, D. K. (2017). Role of talent management on organisation performance in companies listed in Nairobi securities exchange in Kenya. *Journal of Human Resource and Leadership*, 3(11), 1-17.
- Mabaso, C. & Moloi, C. (2016). Talent attraction and its relationship to organisational productivity. *Canadian Social Science*, 12(10), 21-33.
- Mahan, P., & Indra, D. S. (2012). Determinants of successful talent management in the Multi National Companies in Malaysia. *Journal of Basic and Applied Scientific Research*, 2(12), 12524-12533.
- Mahlahla, L. T. (2018). The impact of talent management on employee performance and retention strategies: a case study of Masvingo city council in Zimbabwe. A Master's Thesis submitted to Department of Human Resources Management Faculty of Management Sciences at Durban University of Technology.
- Mangusho, Y. S., Murei, R. K., & Nelima, E. (2015).** Evaluation of Talent Management on Employees Performance in Beverage Industry: A Case of Delmonte Kenya Limited. *International Journal of Humanities and Social Science*, 5(8), 191-199.
- Masri, N., & Suliman, A. (2019). Talent management, employee recognition and performance in the research institutions. *Studies in Business and Economics*, 14(1), 127-140.
- Mathis, R. L., & Jackson, J. H. (2009). *Human Resource Management*. Mason, OH, USA: South-West Cengage Learning.
- Mathis, R. L., & Jackson, J. H. (2011). *Human resource management: Essential perspectives*: Cengage Learning.
- Maxham, I. J. G., Netemeyer, R. G., & Lichtenstein, D. R. (2008). The retail value chain: linking employee perceptions to employee performance, customer evaluations, and store performance. *Marketing Science*, 27(2), 147-167.
- McCartney, C., & Worman, D. (2013). Talent Management: Current and Future Trends. Retrieved from <[www.cipd.co.uk/NR/rdonlyres/.../Talent management 28 May 2013.pdf](http://www.cipd.co.uk/NR/rdonlyres/.../Talent%20management%2028%20May%202013.pdf)> (Retrieved on 18 November 2013).
- McNeese-Smith, D. K., & Nazarey, M. (2001). A nursing shortage: Building organizational commitment among nurses/practitioner application. *Journal of Healthcare Management*, 46(3), 173.
- Meyer, J. P., & Allen, N. J. (1997). *Commitment in the Workplace: Theory, Research, and Application*. Sage Publications.
- Meyer, J.P., Stanley, D.J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behavior*, 61, 20-52.

- Mkamburi, M. (2017). Influence of talent management on employee performance at the United Nations: a case of world food programme. *Strategic Journal of Business & Change Management*, 1-11.
- Molefe, G. N. (2010). Performance measurement dimensions for lecturers at selected universities: An international perspective. *SA Journal of Human Resource Management*, 8(1), 8-13.
- Moreland, R.L., & Levine, J.M. (2001). Socialization in organizations and workgroups. *Theory and Research*, 69-112.
- Motowidlo, S. J., & Schmit, M. J. (1999). Performance assessment in unique jobs. In D. R. Ilgen & E. D. Pulakos (Eds.), *The changing nature of performance* (pp. 56-86). San Francisco: Jossey-Bass.
- Mubbsher, M.K., & Maryam, J. (2013). Determinants of Employees' Performance in Corporate Sector: Case of an Emerging Market. *Business and Management Research*, 25-32.
- Mullins, L.J. (2010). *Management & Organisational Behaviour*. 9th ed. Pearson Financial Times Prentice Hall. 749-751.
- Muriithi, F. W., & Makau, M. (2017). Talent Management: A Conceptual Framework from Review of Literature and a Research Agenda. *Journal of Human Resource Management*, 5(6), 90-94.
- [Murphy, K. R. \(1989\). Dimensions of job performance. In Dillon R, Pellingrino J \(Eds.\), Testing: Applied and theoretical perspectives, New York: Praeger.](#)
- Najm, A. N., & Manasrah, A. K. (2017). The effect of talent management on organisational performance in Jordanian banks. *Journal of Applied Socio- Economic Research*. 13(36), 2247-6172.
- Ndolo, F. M. (2017). Effect of talent management on employee performance of commercial state corporations in Kenya. A Research Project Submitted to the School of Business at the Department of Business Administration in Management of Technical University of Mombasa.
- Noe, R. A. (2016). *Employee training and development* (7th Edition ed.).
- Norbergas as cited in Dorcas, S. M., Nellie, N., & Anis M. K. (2014). An Evaluation of the leadership styles of Managers and their Impact on Human Capital Factors of Motivation, Performance and absenteeism of Employees at Selected Hospitals in Eastern Free State, South Africa. *Arabian Journal of Business and Management Review*, 47-76.
- Northouse, P. G. (2007). *Leadership Theory and Practice*. London: Sage Publications.
- Oaya, Z. C. T., Ogbu, J., & Remilekun, G. (2017). Impact of re recruitment and selection strategy on employees' performance: a study of three selected manufacturing companies in Nigeria. *International Journal of Innovation and Economic Development*, 3(3), 32-43.

- Ogbulafor, C. (2011). Motivation and job performance of academic staff of state universities in Nigeria: the case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, 7(14), 142-156.
- Oladapo, V. (2014). The impact of talent management on retention. *Journal of business studies quarterly*, 5(3), 19-28.
- Onwuka, E. M., Ugwu, K. E., & Kekeocha, M. E. (2015). The relationship between talent management and employees performance in Nigerian public sector a study of selected firms in delta state. *International Journal of Economics, Commerce and Management*, 3(5), 1581-1592.
- Organ, D. W. (1997). Organizational citizenship behavior: It's construct clean-up time. *Humanperformance*, 10(2), 85-97.
- Owolabi, O. T., & Adebayo, J.O. (2012). Effect of teacher's qualification on the performance of senior secondary school physics students: *Implication on Technology in Nigeria. English Language Teaching*, 5(6), 72-75.
- Park, H. Y., Christie, R. L., & Sype, G. E. (2014). Organisational commitment and turnover intention in union and non-union firms. Sage Open. doi: 10.1177/2158244013518928.
- Peace, I., & Mohammed, A. M. (2014). Effect of employee commitment on organisational performance in Coca Cola Nigeria Limited Maiduguri, Borno State. *Journal Of Humanities And Social Science*, 19(3), 2279-0845.
- Peter, A. O. (2014). Effects of ethical leadership on employee performance in Uganda. *Net Journal of Business Management*, 3(1), 1-12.
- Peters, T., & Waterman, R. (1982). *In search of excellence*. New York: Harper & Row.
- Podsakoff, P. M., & MacKenzie, S. B. (1997). Impact of organisational citizenship behaviour on organizational performance: A review and suggestion for future research. *Human performance*, 10(2), 133-151.
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organisational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of applied psychology*, 59(5), 603.
- QS World University Rankings 2017-2018. (2018). <https://www.topuniversities.com/university-rankings/world-university-rankings/2018>
- Rabbi, F., Ahad, N., Kousar, T., & Ali, T. (2015). Talent management as a source of competitive advantage. *Journal of Asian Business Strategy*, 5(9), 208-214.
- Reily, R. R., & Aronson, Z. H. (2012). Managing contextual performance. Retrieved from [https://www.researchgate.net/publication/256043222\\_Managing\\_Contextual\\_Performance](https://www.researchgate.net/publication/256043222_Managing_Contextual_Performance)
- Rita, K. L., Namusonge, G. S., & Kabare, K. (2017). The effect of talent attraction on organizational performance of firms listed in the Nairobi securities exchange. *Journal of Human Resource and Leadership*, 3(2), 18-30.

- Roy, C. (2014). The State of Higher Education in Nigeria. Retrieved from <http://www.gamji.com/article5000/NEWS5448.htm>
- Salau, O., Adewale, O., Anthonia, A., Olumuyiwa, O., Hezekiah, F., Ebeguki, I., & Opeyemi, O. Talent management practices and innovation performance of academic staff in a technology-driven private university in Nigeria. *Journal of Social and Behavioral Sciences*, 19 (18), 1040–1045.
- Salem, G. A., Abdul Rahim B., Khairunneezam B. N., & Othman B. R. (2017). Investigating the factors influencing academic staff performance: A conceptual approach. *Social Journal of Economics, Business and Management*, 4(11).842-848.
- Salim, M.B.A., & Noor, A. M. (2017). The influence of organisational commitment on oman public employees' Work Performance. *International Review of Management and Marketing*, 7(2), 2146-4405.
- Samar, I., Kamran, K., Atif, A. R., Zohaib, H., & Alyami, N. M. (2015). The moderating role of Distance in the relationship between leadership styles and employees job performance on public health care sector of Pakistan. *International Journal of Scientific and Research Publications*, 2(4), 45-56.
- Schat, A. C., & Frone, M. R. (2011). Exposure to psychological aggression at work and job performance: The mediating role of job attitudes and personal health. *Work & Stress*, 25(1), 23-40.
- Schein, E. (1990). Organizational culture. *American Psychologist*, 45(2), 109 –119.
- Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business*, 46(4), 506-516.
- Sekaran, U., & Bougie, R. (2013). *Research methods for business: a skill-building approach* (6<sup>th</sup>ed.). West Sussex: John Wiley & Sons Ltd.
- Sharma, M. S., & Sharma, M. V. (2014). Employee Engagement to Enhance Productivity in Current Scenario. *International Journal of Commerce, Business and Management*, 3(4), 595-604.
- Shirkhani, S., & Nazari, R. (2014). An Examination of the Effect of Talent Management on Organisational Entrepreneurship: A Case Study Oil Products Company of Province of Ilam in Iran. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(2572), 1-8.
- Singh, S., & Pooja, D. (2017). Talent Management Practices and Employees' Performance. *International Journal of Science Technology and Management*, 6(7), 173-180.
- Starr, J. (2004). The manager's role in coaching overcoming barriers to success. *Development and Learning in Organizations*, 18 (2), 9 –12.
- Stewart, D. (2010). Growing the corporate culture, Retrieved from <http://www.wachovia.com/foundation/v/index.jsp?vnextoid=ab411f07760aa110VgnVCM1000004b0d1872RCRD&vnextfmt>

- Sumardi, W. A., & Othman, R. (2010). The three face of talent management in Malaysia. *International Journal of Business Research*, 10, 24-42.
- Tabachnick, B. G., & Fidell, L. S. (2013). Using multivariate statistics (5th Ed.). Boston: Pearson.
- Tamanna, C., Rajan, A., & Radhesham, F. (2018). Impact of talent retention practices on employee performance. *Journal of Advances and Scholarly Researches in Allied Education*, 15(4), 143-47.
- Taris, T. W., & Schaufeli, W. B. (2014). Individual well-being and performance at Work. A conceptual and theoretical overview. *The Role of Context*, 15-26.
- Tash, M. S., Cheshmeh, E. N., & Ahmadzadeh, M. (2016). The Effects of Talent Management on Employees Performance in Oil Jam Petrochemical Complex (Oil JPC): The Mediating Role of Job Satisfaction. *International Journal of Economics and Finance*, 8(6), 226-230.
- Tessema, M. T., Tesfayohannes-Beraki, M., Tewolde, S., & Andemariam, K. (2015). HR development and utilization in the public sector. *American Research Journal of Business and Management*, 1(1), 28-37.
- Tett, R. P., Sharma, J. P., & Bajpai, N., (2010). Organizational commitment and its impact on job satisfaction of employees: a comparative study in public and private sector in India, *International Bulletin of Business Administration*, 9, 7-19.
- The Times Higher Education World University Rankings (2017). <https://www.timeshighereducation.com/university-rankings/world-university-rankings/2017>
- Toit, A. D. (2007). Making sense through coaching. *Journal of Management Development*, 26(3), 282 –291.
- Tutei, A.H.K., Geoffrey, K., & Jared, B. (2017). Continuance commitment and employee performance at University of Eastern Africa, Baraton Kenya. *Scholarly Journal of Science Research and Essay*, 6(5), 2315-6147.
- Tyson, S. (2014). *Essentials of human resource management*: Routledge.
- Udu, A.A., & Ameh, A.A. (2016). Effects of employee commitment on organisational performance in banking industry. *Scholarly Journal of Business Administration*, 6(1), 2276-7126.
- Urbach, N., & Ahlemann, F. (2010). Structural equation modeling in information systems research using partial least squares. *Journal of Information Technology Theory*, 11(2), 5–40.
- Utrilla, P. N. C., Grande, F. A., & Lorenzo, D. (2015). The effects of coaching in employees and organizational performance: The Spanish Case. *Intangible Capital*, 11(2), 166-189.
- Vaiman, V., & Vance, C. (2010). *Smart talent management: building knowledge assets for competitive advantage*: Edward Elgar Publishing.

- Vance, R. J. (2006). Employee engagement and commitment. SHRM Foundation.
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, 8(4), 216–226.
- Vito, B., Alagala, M. B., & Naakuu, K. J. (2018). Talent Management as Predictor of Employee Commitment of Deposit Money Banks in Port Harcourt. *International Journal of Social Sciences and Management Research*, 4(5), 50-66.
- Walfish, S. (2006). A review of statistical outlier methods. *Pharmaceutical Technology*, 30(11), 82-86.
- Wisecarver, M. M., Carpenter, T. D., & Kilcullen, R.N. (2007). Capturing interpersonal performance in a latent performance model. *Military Psychology*, 19, 83–101.
- Yin, R. (2014). *Case study research: Design and Methods*, 5<sup>th</sup> ed. Thousand Oaks, CA: Sage.
- Zikmund, W. (2000). *Business research methods*; 5th edition, Harcourt Publishers; New York-USA.

### **Appendix A: Questionnaire**

Aliyu Mohammed Kudu,  
 MSc Student (P16ADBA8449),  
 Department of Business Administration,  
 Ahmadu Bello University, Zaria.

Dear Respondent,

#### **Questionnaire**

The above-named researcher is currently carrying out a research titled ‘**Mediating Role of Employees’ commitment between Talent Management and Performance of Academic**

**Staff in Kogi State-owned Tertiary Institutions’.** I humbly request that you partake in this research by filling the questionnaire below by ticking the most suitable option. Please note that, yours response shall be treated with utmost sense of responsibility, respect and confidentiality.

This questionnaire is divided into 2 sections. You are kindly requested to answer the questions in all the sections. Kindly tick (✓) your response to all the statement in each of the sections.

### **Section A: Bio Data**

- i. Sex: (a) Male [ ] (b) Female [ ]
  
- ii. Age Group: (a) 18-30 years [ ] (b) 31-40 years [ ] (c) 41-50 years [ ] (d) 51 years and above [ ]
  
- iii. Educational Qualification: (a) Primary School Leaving Certificate [ ] (b) Senior Secondary Certificate Examination/West African Examination Council [ ] (c) National Diploma/Nigeria Certificate in Education [ ] (d) Higher National Diploma/DEGREE [ ] (e) Masters/PHD [ ].
  
- iv. Nationality: Nigerian [ ] Expatriate [ ]

### **Section B: “Talent Management Questionnaire”**

Give your immediate impression. There is no right or wrong answer for each of the statements below. Please tick (✓) according to your view. Based on your personal experience at your institution, indicate your level of agreement with the following statements:

SA = Strongly Agree

A = Agree

UD = Undecided

D = Disagree

SD = Strongly Disagree

<b>S\N</b>	<b>Talent Attraction</b>	<b>SD</b>	<b>D</b>	<b>UD</b>	<b>A</b>	<b>SA</b>
1	My institution can attract top talent					
2	The institution's brand is strong and compelling					
3	Internal employee referral programs are widely used to bring in new employees					
4	The hiring process is efficient, effective and focuses on "quality of hire"					
5	Compensation levels are competitive					
6	The institution prioritizes time to interview potential candidates when a vacancy arises					

*Source: Adapted from Human Capital Institute (2008)*

<b>S\N</b>	<b>Talent Developing</b>	<b>SD</b>	<b>D</b>	<b>UD</b>	<b>A</b>	<b>SA</b>
1	My institution conducts extensive training and development programmes for employees					
2	My institution actively creates developmental opportunities for subordinates					
3	The institution gives honest feedback for developmental purposes					
4	The institution bank follows plans and programs for developing employees					
5	Expertise is transferred from experts to less expert employees					

*Source: Adapted from Human Capital Institute (2008)*

<b>S\N</b>	<b>Talent Retention</b>	<b>SD</b>	<b>D</b>	<b>UD</b>	<b>A</b>	<b>SA</b>
1	The institution retains its best performers					
2	Turnover is tracked across divisions, locations, talent levels and managers					
3	The reasons people leave, especially top performers, are recorded and addressed					
4	The institution creates a culture that makes employees want to stay with the organisation					
5	Top performers are challenged to improve their skills to get retained					
6	Employees have high chance to get retained					

*Source: Adapted from Human Capital Institute (2008)*

S\N	Employee Commitment	SD	D	UD	A	SA
1	I feel happy to have a career in this institution forever.					
2	I treat the problems of this institution as my own.					
3	I am emotionally attached with this institution.					
4	It's very difficult for me to leave this institution.					
5	The job in this institution is my need not a desire.					
6	My life will be disturbed if I leave this institution.					
7	I have high obligation for this institution.					
8	I will feel guilty if I left this institution.					
9	I am loyal to this institution.					
S\N	Employee Performance	SD	D	UD	A	SA
1	I like my job					
2	I feel secure that I am able to work for the institution once I do a good job.					
3	I keep in mind the results that I had to achieve in my work.					
4	I was able to separate main issues from side issues at work.					
5	I was able to perform my work well with minimal time and effort.					

Source: Adapted from Koopman (2014)

## Appendix B: Replacement of Missing Values

Result Variables				
Result Variable	N of Replaced Missing Values	Case Number of Non-Missing Values	N of Valid Cases	Creating Function

			First	Last		
1	TA1_1	4	1	442	442	SMEAN(TA1)
2	TA2_1	0	1	442	442	SMEAN(TA2)
3	TA3_1	0	1	442	442	SMEAN(TA3)
4	TA4_1	0	1	442	442	SMEAN(TA4)
5	TA5_1	0	1	442	442	SMEAN(TA5)
6	TA6_1	0	1	442	442	SMEAN(TA6)
7	TD1_1	0	1	442	442	SMEAN(TD1)
8	TD2_1	1	1	442	442	SMEAN(TD2)
9	TD3_1	2	1	442	442	SMEAN(TD3)
10	TD4_1	0	1	442	442	SMEAN(TD4)
11	TD5_1	1	1	442	442	SMEAN(TD5)
12	TR1_1	0	1	442	442	SMEAN(TR1)
13	TR2_1	0	1	442	442	SMEAN(TR2)
14	TR3_1	1	1	442	442	SMEAN(TR3)
15	TR4_1	2	1	442	442	SMEAN(TR4)
16	TR5_1	0	1	442	442	SMEAN(TR5)
17	TR6_1	0	1	442	442	SMEAN(TR6)
18	EC1_1	0	1	442	442	SMEAN(EC1)
19	EC2_1	2	1	442	442	SMEAN(EC2)
20	EC3_1	0	1	442	442	SMEAN(EC3)
21	EC4_1	0	1	442	442	SMEAN(EC4)
22	EC5_1	1	1	442	442	SMEAN(EC5)
23	EC6_1	0	1	442	442	SMEAN(EC6)
24	EC7_1	1	1	442	442	SMEAN(EC7)
25	EC8_1	1	1	442	442	SMEAN(EC8)
26	EC9_1	0	1	442	442	SMEAN(EC9)
27	EP1_1	0	1	442	442	SMEAN(EP1)
28	EP2_1	0	1	442	442	SMEAN(EP2)
29	EP3_1	0	1	442	442	SMEAN(EP3)
30	EP4_1	1	1	442	442	SMEAN(EP4)
31	EP5_1	0	1	442	442	SMEAN(EP5)