

UNIVERSITY OF CAPE COAST



THE EFFECT OF TALENT MANAGEMENT PRACTICES ON  
EMPLOYEE PERFORMANCE IN COLLEGES OF EDUCATION IN  
GHANA: THE MEDIATING ROLE OF EMPLOYEE COMPETENCE

DAWUDA ALHASSAN

2022

UNIVERSITY OF CAPE COAST

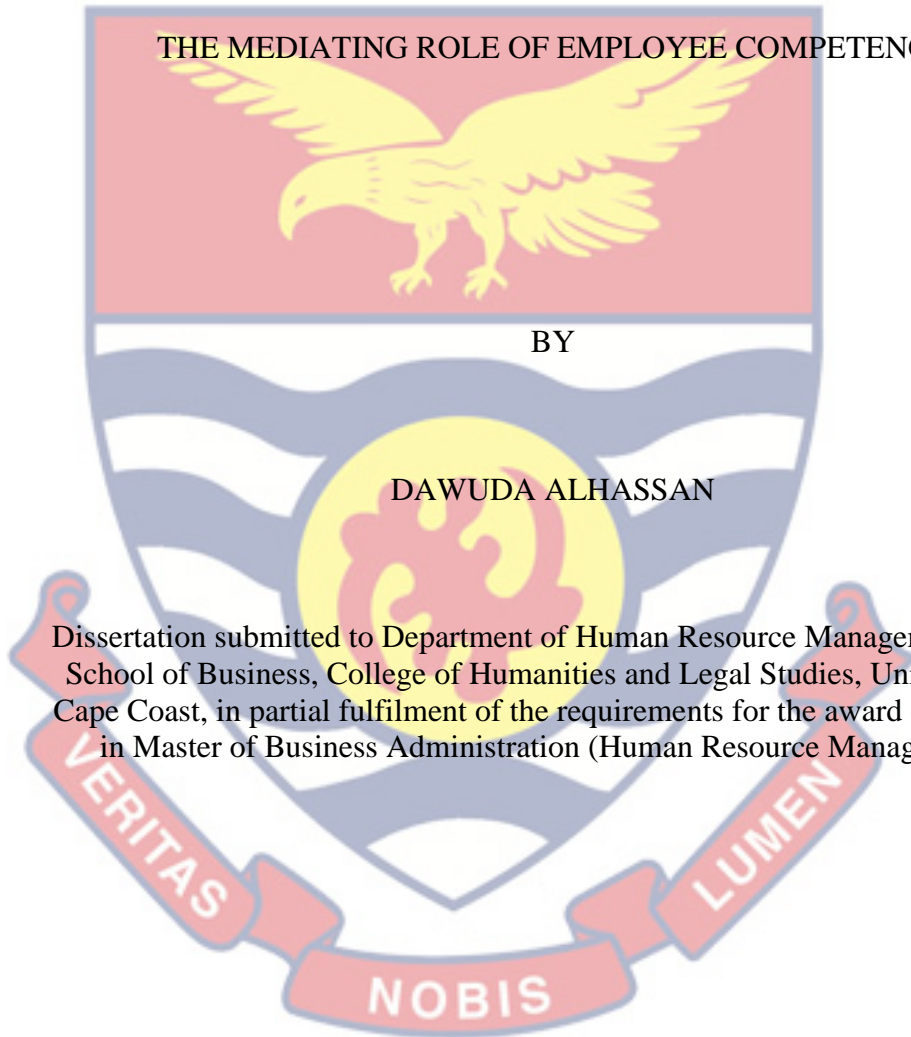
THE EFFECT OF TALENT MANAGEMENT PRACTICES ON  
EMPLOYEE PERFORMANCE IN COLLEGES OF EDUCATION GHANA:

THE MEDIATING ROLE OF EMPLOYEE COMPETENCE

BY

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Dissertation submitted to Department of Human Resource Management of the  
School of Business, College of Humanities and Legal Studies, University of  
Cape Coast, in partial fulfilment of the requirements for the award of a degree  
in Master of Business Administration (Human Resource Management)



JUNE 2022

## DECLARATION

### Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature ..... Date .....

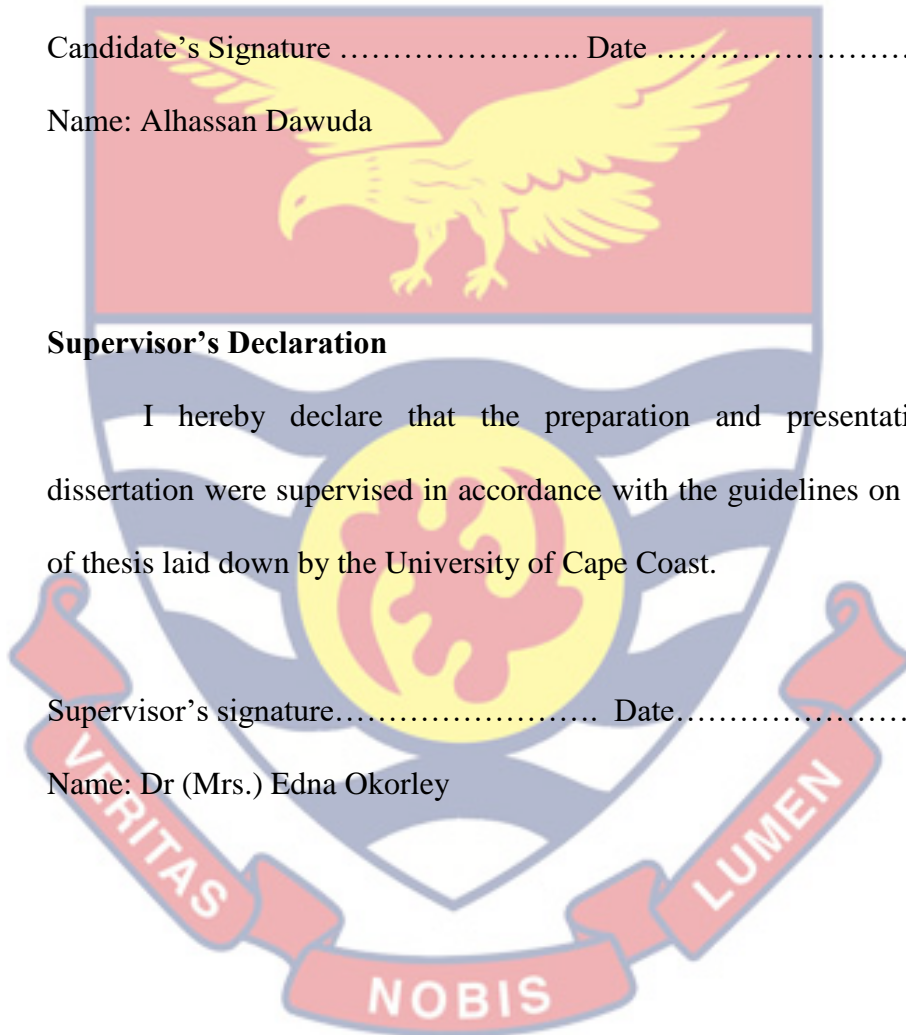
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### Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

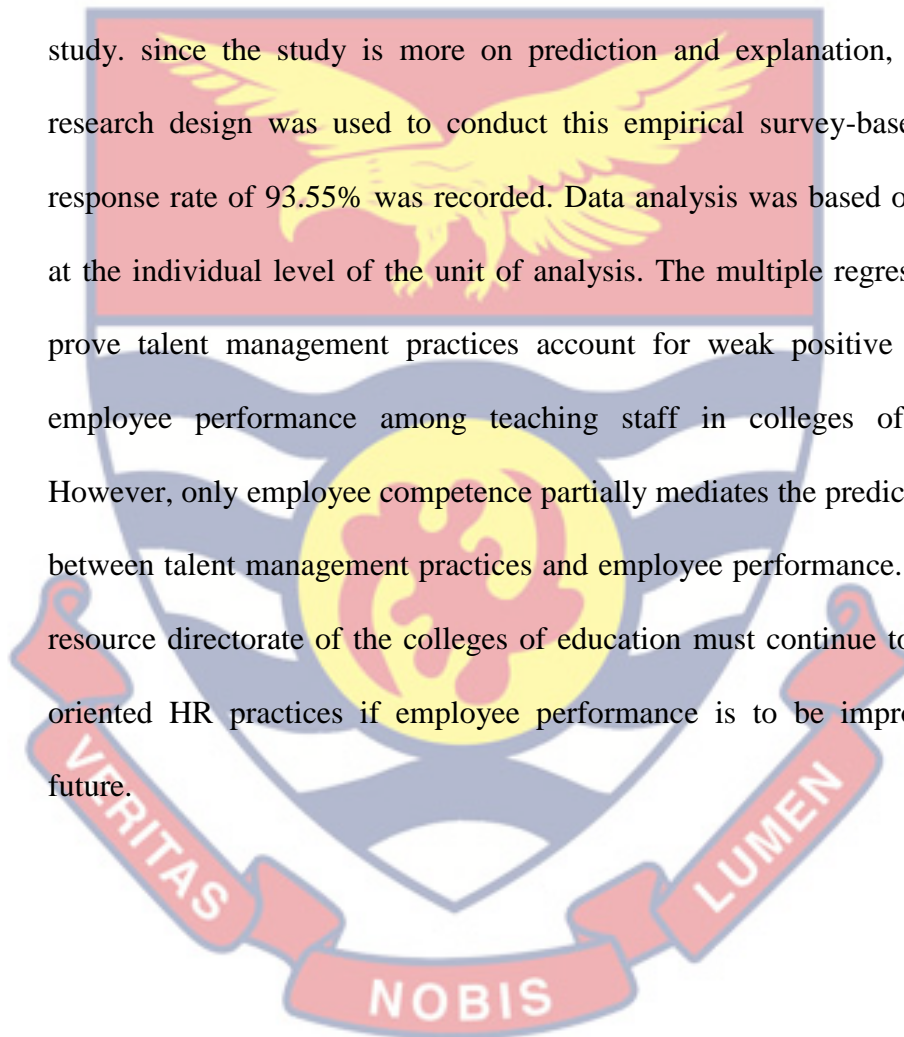
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Name: Dr (Mrs.) Edna Okorley



## ABSTRACT

The study examined the effect of talent management on the performance of teaching staff in colleges of education. Four colleges of education in the Western North region of Ghana were targeted. Employee competency was conceptualized as playing a mediating role. The structured questionnaire for the primary data gathering supported the quantitative approach adopted in the study. since the study is more on prediction and explanation, explanatory research design was used to conduct this empirical survey-based study. A response rate of 93.55% was recorded. Data analysis was based on 166 cases at the individual level of the unit of analysis. The multiple regression results prove talent management practices account for weak positive variance in employee performance among teaching staff in colleges of education. However, only employee competence partially mediates the predictive relation between talent management practices and employee performance. The human resource directorate of the colleges of education must continue to use talent-oriented HR practices if employee performance is to be improved in the future.



## KEYWORDS

Talent Management

Competence

Employee Performance

Colleges of Education



## ACKNOWLEDGEMENT

I sincerely thank Dr. (Mrs.) Edna Naa Okorley for her priceless guidance with which she supervised this research.



## DEDICATION

To my late mother Alhassan Ayishetu



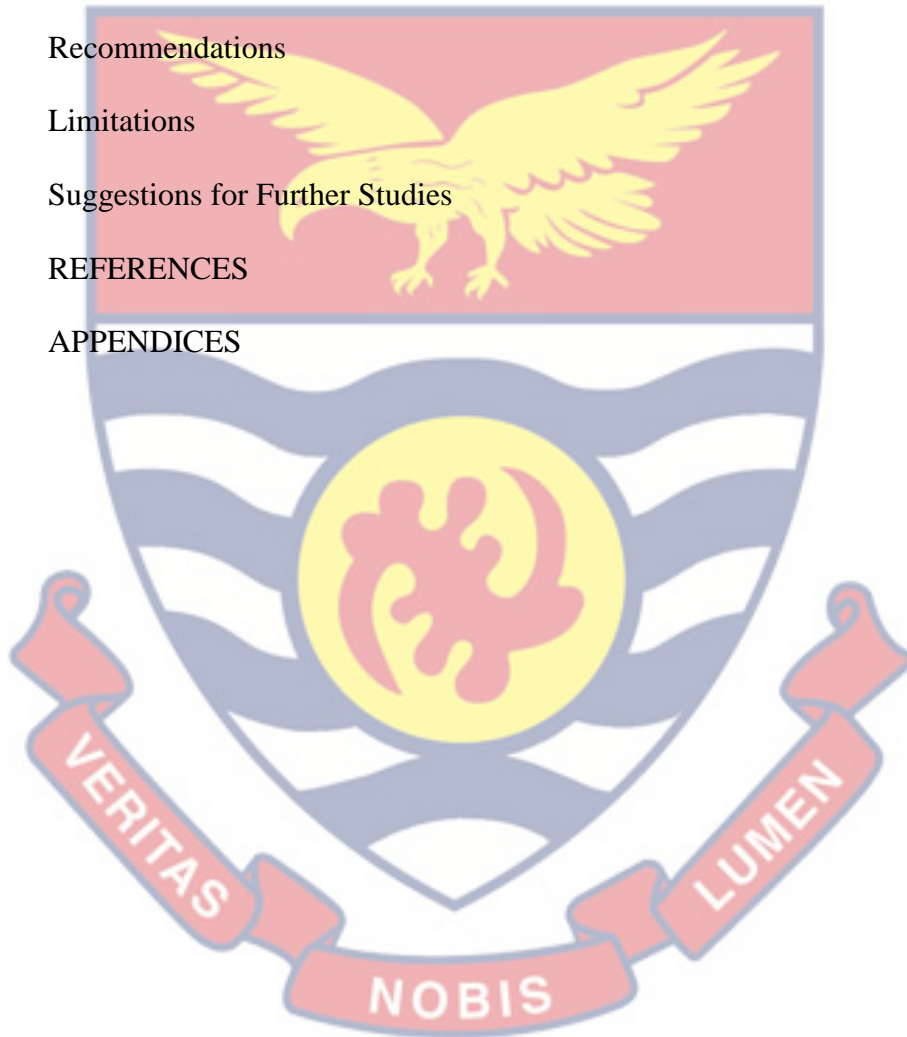
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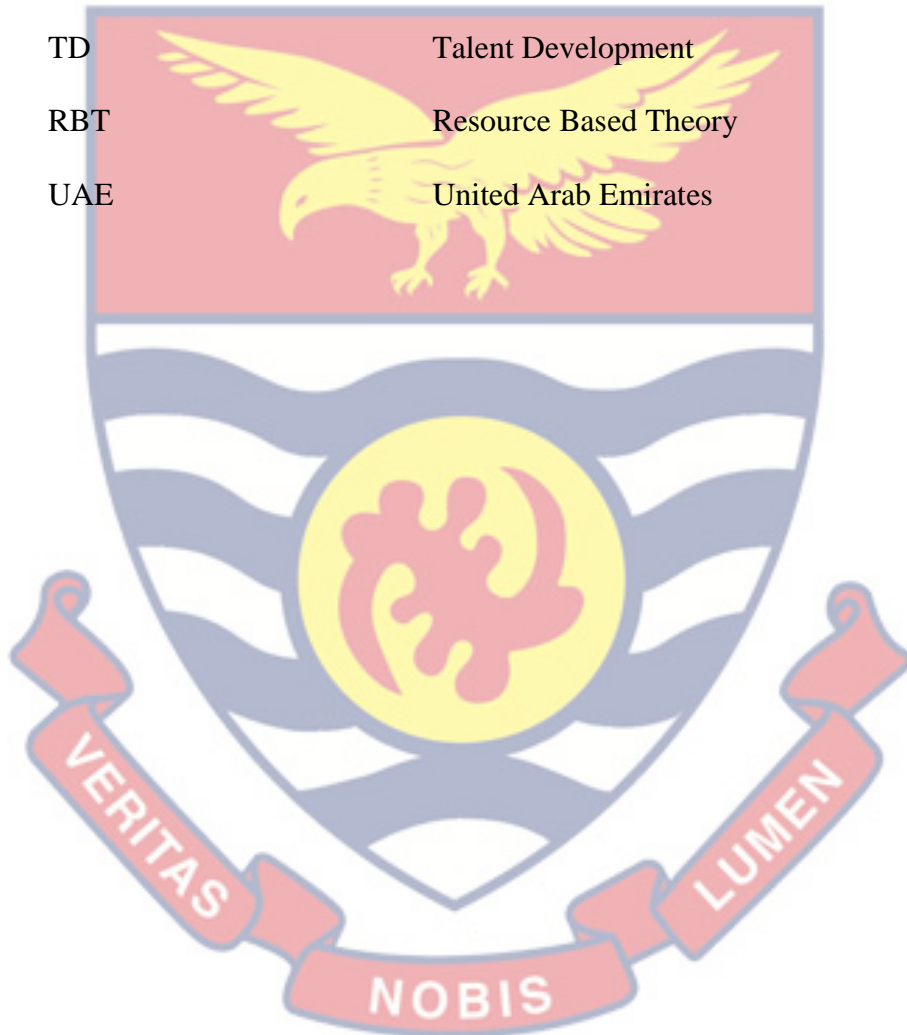
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## LIST OF ACRONYMS

|      |   |
|------|---|
| SPSS | Statistical Package for the Social Sciences |
| HR   | Human Resource                              |
| HRD  | Human Resource Development                  |
| TM   | Talent Management                           |
| HRM  | Human Resource Management                   |
| TD   | Talent Development                          |
| RBT  | Resource Based Theory                       |
| UAE  | United Arab Emirates                        |



## CHAPTER ONE

### INTRODUCTION

Colleges of education strive for a talented workforce, particularly lecturers. However, there are shortages of talented lecturers among public colleges of education in Ghana although these colleges of education have modified their human resource management functions to develop the talents of their workforce in the past and now. This empirical study extensively sought to examine whether the talent management programme of colleges of education affects significantly the improvement in the performance of lecturers in the face of the level of competencies of these lecturers. Among the major issues considered in this chapter are background of the study, statement of the problem, purpose of the study, significance of the study and other relevant subsections.

#### **Background to the Study**

Global talent management is a major problem for both private and public organisations (Tarique & Schuler, 2010) because the global marketing environment has become dynamic, uncertain and rapidly moving (Vaiman, Scullion & Collings, 2012). This is particularly prominent in Africa where much emphasis on labour needs is being placed on more sophisticated sectors such telecommunication (Nwila & Turay, 2018). This change has brought an evolution in talent needs for organisations in developing countries (Nwila & Turay, 2018). Ghana epitomizes this situation in its entirety (Akpey-Mensah, 2018; Mensah, Bawole & Wedchayanon, 2016).

Colleges of education are therefore restructuring their HR functions to build talented employees (Eghbal, Hoveida, Seyadat, Samavatyan &

Yarmohammadian, 2017). These initiatives are a result of the quest to recruiting and retaining academic talents who are key factors for the long-term success and competitiveness of such colleges of education (Verhaegen, 2005). From the perspective of Nwila and Turay, (2018) talent refers to one's natural aptitude or skills (Becker, 1993; Khasawneh, 2010). This, therefore, calls for a well-designed managerial approach to managing human capital, particularly among lecturers. Lecturers are the conduits for higher learning and therefore the value of human capital for any country is highly affected by the talents, competencies and performance of lecturers (Nwila & Turay, 2018).

It is expected that demand for talented employees is going to increase whilst supply drops (Dahshan, Keshk & Dorgham, 2018; Foster, 2014). This has resulted in rigorous modifications in HR management among organisations especially for public sector organisations (Sudirmam, Siswanto, Monang & Aisha, 2019). A similar stance is championed in public colleges of education in Ghana. Ghana. Colleges of education scout for talents even from schooldays as they target first-class graduates who are developed through staff development programmes and are subsequently absorbed into deserving faculty. Internally, HR functions to explore and identify talented lecturers through its talent management program.

Talent management in the context of the higher education industry is modeled to encapsulate specific-tailored HR practices that see to ensure meeting the talent needs of public Colleges of education (Mohammed, 2015; Vaiman, Scullion & Collings, 2012). The model is anchored on some previously tested models such as talent attraction, talent development and talent retention (Dahshan, Keshk & Dorgham, 2018; Suhairom, Musta'amal,

Amin & Johari, 2014) and talent deployment (Taylor, 2020; Clarke & Scurry, 2020; Harsch & Festing, 2020; Mathew, 2015).

Employee competencies are strongly linked to special human resource development programs including talent management programmes (Kravariti & Johnston, 2020). Employee competency in public organisations is prominent in modern management reform discussions (Sudirmam, Siswanto, Monang & Aisha, 2019; Potnuru & Sahoo, 2016; Russo, 2016). In the opinions of Sateesh, Shet, Patil and Chandawarkar (2019), competency is a multi-dimensional concept but all competencies have a common goal of enhancing an individual's performance at the workplace (Hoffman, 1999). Employee competency can mediate the relationship between human resource development practices and firm performance through enhanced HR effectiveness (Otoo, 2018) as well as employee performance (Nilsson & Ellstrom, 2012).

The study is propelled by the idea that effective implementation of talent management programs among public colleges of education would build employee competence and this would, in turn, cause some significant positive improvement in employee performance (Otoo & Mishra, 2018; Mathis & Jackson, 2009). Public colleges of education play a pivotal role in promoting the attainment of the sustainable development goals agenda for 2030 as championed by the United Nations (Wang, Yang & Maresova, 2020; Rampasso et al., 2019). The key focus of their administration is on the effective implementation of talent management programmes (Nwila & Turay, 2018).



The study is underpinned by the resource-based theory (Akpey-Mensah, 2018). This theory posits a firm's performance is largely affected by an efficient combination of internal and external resources and capabilities (Ramon-Jeronimo, et al., 2019). The theory works in the context of the study because human resource constitutes a strategic resource that can affect the performance of organisations, especially service organisations to which colleges of education are key, need to rely of astute human capital to deliver their services efficiently thereby improving employee performance. Thus, the success of colleges of education hinges on the competency of its workforce which is strongly influenced that the talent management practices implemented to strongly position employees to perform better their assigned tasks and duties at work.

#### **Statement of the Problem**

Although studies in talent management abound, however, such studies are tailored to organisational or managerial perspectives (Gallardo-Thunnissen, 2016) and therefore neglect individual employees' needs and expectations (Zupan, Dziewanowska & Pearce, 2017). Again, empirical studies in talent management have concentrated in developed western countries (Anlesinya, Amponsah-Tawiah & Dartey-Baah, 2019; Khoreva & Kostanek, 2019) with few targeting developing and transitional economies (Vaiman & Holden, 2011).

Talent management seems to be strongly applied in large MNC organisations (Collings, Mellahi, & Cascio, 2019) at the neglect of public sector organisations especially those operating in developing country contexts (Gallardo-Gallardo, Thunnissen & Scullion, 2020). Furthermore, it has been

opined that talent management studies mostly emanate from the perspective of HR managers (Jones, et al., 2012) which limits the views of others including lecturers to air the perspectives in this regard (Khoreva & Kostanek, 2019).

Furthermore, it is acknowledged that there is a remarkable deficit in the quality of lecturers in Ghana (Otulu, 2000) even as there exists a quantitative shortage of academic staff in public colleges of education (Akpey-Mensah, 2018; (Khasawneh, 2010). This acute shortage of academic staff in colleges of education in Ghana is caused by the inability of the colleges to attract and retain qualified academic staff (Utulu 2000; Suhairom, Musta'amal, Amin & Johari, 2014; Cappelli, 2008).

Again, keeping talents is not an easy task (Zheng, 2009; Bartlett & Ghoshal, 2002). Studies on the effect of talent development practices as human resource development interventions such as talent management on employee competencies are scarce (Potnuru & Sahoo, 2016) despite the spike in interest in competencies and competence among educationists and HR experts (Suhairom, Musta'amal, Amin & Johari, 2014). Competencies remain a “fuzzy” concept in organisational and occupational literature (Robotham & Jubb, 1996). To the knowledge of the researcher, there seem to be little study on the influence of talent management practices on the performance of lecturers given the level of competence of lecturers in the colleges of education. In the light of the issues raised above, the study, therefore, explores the effect of talent management practice on the performance of lecturers after controlling for the mediating role of employee competence in colleges of education, Ghana.

### **Purpose of the Study**

Generally, the study sought to assess the effect of talent management practices on the performance of teaching staff or lecturers in colleges of education, Ghana after the effect of employee competence had been statistically controlled for. To this effect, these objectives were formulated for testing.

1. To assess the relationship among talent management, employee performance and competence.
2. To examine the effect of employee competence on employee performance.
3. To assess the effect of talent management practices on employee performance.
4. To assess the mediating role of employee competence in the talent management practices-employee performance predictive relationship

### **Research Questions**

The following specific research questions were asked to chronologically reflect the sequence of the specific research objectives. These were the questions.

1. What is the relationship among talent management, employee performance and employee competence?
2. Does employee competence affect employee performance?
3. Do talent management practices predict employee performance?
4. Does employee competence mediate the predictive relationship between talent management practices and employee performance?

### **Significance of the Study**

The study would first of all be beneficial to the management of the colleges of education as it would provide insights as to the aspects of talent management practices that predict significant improvement in the performance of lecturers and which do not. This would provide information to aid the policy directions of management of the colleges of education in respect of its talent management programme implementation. The result would serve as a pivot to justify investment in the human capital of the college of education.

HR experts can scrutinize the talent management practices adopted in this study to integrate them into the overall human resource function's strategy. Students and academicians can use this empirical study as a source of literature in the interrelationship between talent management, competencies and employee performance. Again, empirical gaps exposed by this study can be explored in further studies by both students and academia particularly the suggestions for further for further studies. The study also contributes significantly to the nature of literature in respect of the empirical relationship that exist among talent management practices and performance of higher learning institution in a developing country context.

### **Delimitation**

The study was conducted in Ghana and specifically targeted four colleges of education in the Western North sector in the country. The study targeted permanent teaching staff as its target population and surveyed them accordingly. An estimated 115 teaching staff from the four selected colleges of education made up the population and through a stratified random sampling technique, lecturers were selected and surveyed through structured

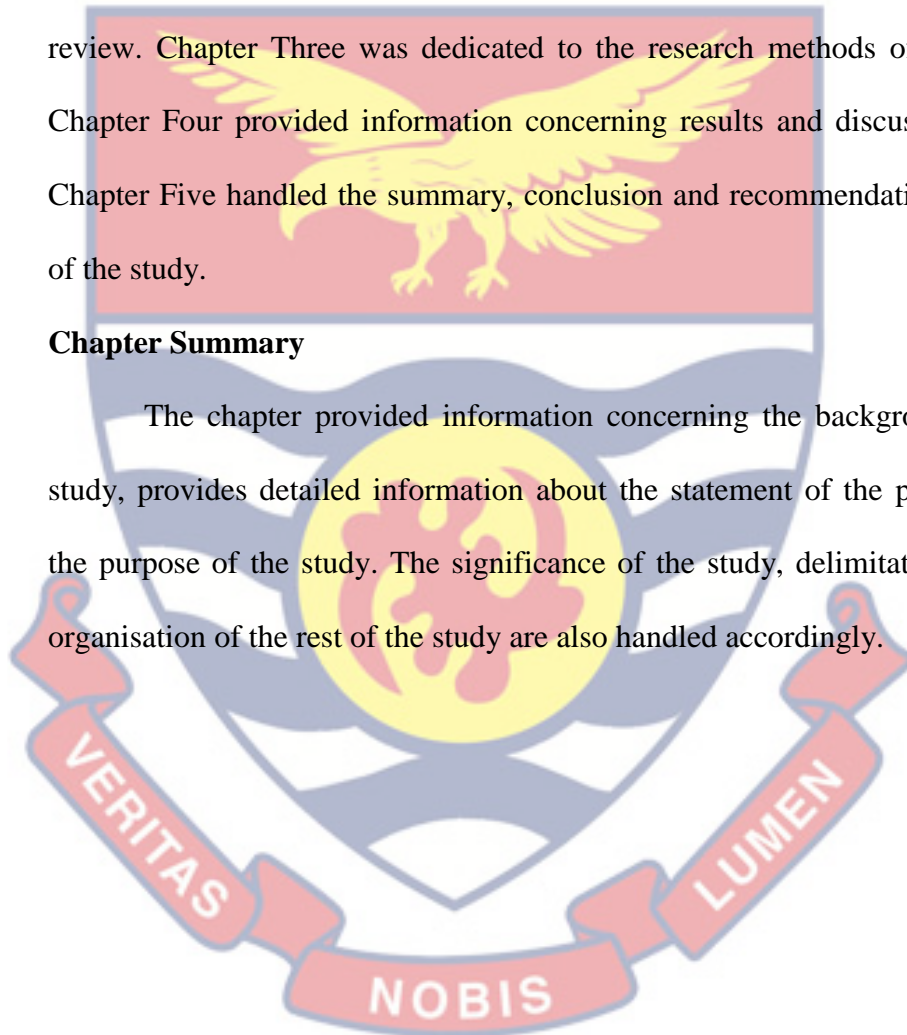
questionnaire administration. Thus, non-teaching staff was excluded from the study since the study was guided by the exclusive perspective of the talent management program.

### **Organisation of the Study**

The study is organized into five main chapters. Chapter one deals with the introduction aspect of the study. Chapter Two also handles the literature review. Chapter Three was dedicated to the research methods of the study. Chapter Four provided information concerning results and discussion whilst Chapter Five handled the summary, conclusion and recommendations aspects of the study.

### **Chapter Summary**

The chapter provided information concerning the background of the study, provides detailed information about the statement of the problem and the purpose of the study. The significance of the study, delimitation and the organisation of the rest of the study are also handled accordingly.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This section provides information relating to the literature review. The literature review provides insights into the theoretical perspective of the study, explanation of key concepts, empirical review that gives support in real world situation and conceptual framework that guides the analytical posture of the study.

#### Theoretical Review

The study was underpinned by the Resource-Based Theory (RBT). The RBT have it that firms with resources including tangible and intangible resources use such resources to form the basis for building distinctive competencies that support the effective implementation of chosen strategies of such firms hence promoting attainment of sustainable competitive advantage in the long-run (Helfat & Peteraf, 2003). The theory is anchored on the tenets that firms that possess rare, valuable, inimitable and non-substitutable resources are better positioned to achieve sustainable competitive advantage over those with deficiency in these (Owoeye & Muathe, 2018).

The study is premised on the idea that through talent management, firms can create competencies by developing and deploying their internal resources particularly its human capital (talents) which are transferrable on the job hence improving the performance of these talented employees (Bamel & Bamel, 2018). Based on the key tenets of the RBT, colleges of education with valuable, rare, inimitable and non-substitutable lecturers would set themselves apart through distinction performance display which would create competitive

advantage for such colleges of education compared to those with limited talented lecturers. Colleges of education are therefore advised to evaluate competency-enhancing strategies including talent management programs to track their effectiveness and efficiency among organisational workforce to achieve competitive advantage (Owoeye & Muathe, 2018).

The RBT has been applied in the context of knowledge management process and organisational resources (Bamel & Bamel, 2018), competence-enhancing interventions and organisational performance (Owoeye & Muathe, 2018), HRM practices and organisational performance (Barney, 1991), operational competencies and relational resources (Zatta, Filho, de Campos & Freitas, 2018) and strategic management of identity (Rockwell, 2019). The theory is criticized as mainly concentrating on internal locus perspective hence lacking dynamism (Olamitunji, Olanrewaju & Bolanle, 2019). Informing the study, it is contended that when the colleges of education invest in their workforce through talent management practices, it provides means of sharpening their resource capital by equipping the workforce with the requisite knowledge, skills and competence they require to be able to function efficiently. This has the capacity to improve the overall performance of the colleges of education.

### **Conceptual Review**

The section explains in details each concept and operationalizes them to reflect the constructs contextualized in the study. It also established the links among the constructs of the study.

## Talent Management

Lewes and Heckman (2006) conceptualized talent management as comprising three main perspectives. First, talent management is a function of HR practices. It is thus seen as human resource systems and structured that are embedded in human resource functioning involving technology and enterprise-wide approach to managing talents (Blass, 2007). According to Nilson and Ellström (2011), the second conceptualization championed by Lewis and Heckman (2006) is more on predicting or modelling the flow of human resource or human capital throughout the entire organisation based the skills of the workforce, demand and supply as well as the growth attrition and growth.

The third perspective with regards to conceptualization of talent management as advanced by Lewis and Heckman (2006) is that from a more generic view, the concept of talent focuses on either high performers or high potential employees or talent in general. This view supports the idea of selective approach to managing talents in organisational context, hence the exclusive perspective (Buckingham & Vosburgh, 2001). Talent management is strongly aligned with some specific HR practices because those practices are specially aligned with managing talents (Bersin, 2018; Lewis & Heckman, 2006) and not all human issues in broad organisational context (Farooq, 2019; Höglund, 2012; Maurya & Agarwal, 2018).

## Talent Management Practices

Talent identification practices are done to define and discover the skilled manpower (Farooq, 2019; Kaplan & Haelein, 2019). The essence of talent attraction is to identify and acquire people who are doing great job in



their present role and now help them to develop their potentials (Harun, Mahmood & Othman, 2019; Davies & Davies, 2011). To attract potential talents, firms build good corporate image to the community including public relation strategies such as company branding, company introduction and CSR initiatives (Wolor, Khairunnisa & Purwana, 2020).

Talent development practices are also key to managing talents (Lepak & Snell, 1999; Sivathanu & Pillai, 2019). The usage of technologies including m-learning, e-learning applications for employee development is well-recognized in practice in organisational context (Bersin, 2018; Mohammed, Baig & Gururajan, 2019). Talent development also focuses on the sharpening of specific capabilities or competencies that are expected to be acquired by the firm in the future (Harun, Mahmood & Othman, 2019). Some notable strategies that are implemented by firms to develop talented employees include training and development programmes, coaching, mentoring and succession planning (Wolor, Khairunnisa & Purwana, 2020; Gandz, 2006; Hughes & Rog, 2008). Several strategies are employed by HR managers to ensure that employees are motivated to work for their employers to promote improved organisational performance. Among such strategies include providing future skills training as well as employee recognition schemes (Harun, Mahmood & Othman, 2019; Kaplan & Haelein, 2019). Mohammed, Baig and Gururajan, (2019) opined developing of new knowledge and learning on an on-going basis is the bedrock of promoting talent retention among employees.

Financial rewards and non-financial incentives play significant roles in retaining talents. Career opportunities, talent-oriented organisational culture,

and work-life balance are critical tools that aid firms to reduce employee turnover (Armstrong, 2001; Wolor, Khairunnisa & Purwana, 2020). Firms make conscious effort to fully deploy talented employees to improve organisational productivity. Talent deployment practices are implemented in order to ensure employees align their contribution to the strategic direction of the organisation (Maurya & Agarwal, 2018).

Talents are deployed to accomplish special assignments or resolve challenges in circumstances where their services are best required. Deploying employees also demands the provision of appropriate structural and systemic support given cognizance to availability of strategy-supportive organisational resources (Maurya & Agarwal, 2018). It offers the avenue to get employees engaged which develops emotional attachment among talented employees (Maslach & Leiter, 1997; Jiang & Luo, 2018).

### **Employee Competencies**

Talented employees must exhibit competencies to provide means to promote effective performance (Naim & Lenka, 2017). Competence is used in the context of functional area whilst competency is used the context of behaviour (Nikolajevaite & Sabaityte, 2016). Competencies set apart superior performers from mediocre performers (Naim & Lenka, 2017). In furtherance to this, Mansfield (2004) considers employee competency as an attribute of the workers which improves level of employee performance. Turner and Crawford, (1994) in their part considered employee competencies as consisting of personal competencies and organisational competences.

Organisational competencies on the other hand encapsulate those competencies embedded in organisational systems and structures existing

within an organisation even when employees leave the organisation (Slocum, 2011). Furthermore, it was asserted that competencies sequentially boost employee efficiency and performance (Youndt & Snell, 2004). Investments in employees through talent management build up the human capital based hence leading to improved organisational effectiveness and performance (Otoo, 2019). Thus, through talent management practices, employees acquire new competencies that can be used in new fields or improve performance in existing fields (Osei & Ackah, 2015), hence the mediating role of employee competencies (Otoo, 2019; Potnuru & Sahoo, 2016).

### **Employee Performance**

Employee performance is classified into job results, job behaviour and personality trait (Kalia & Park, 2019; Otoo & Mishra, 2018). In-role performance captures worker's action to meet requirements of his or her job description whilst extra-role performance epitomizes action outside a worker's formal role requirement and are at the discretion of such employee (Biswas & Verma, 2012; George & Brief, 1992). These components of employee performance although are not stated in their job descriptions, performance of such roles is as good as those categorically stated.

Otoo and Mishra, (2018) measure employee performance based on efficiency of work and degree of innovation and creativity. Thus, to gauge how productive employees are, HR should focus on the values workers bring to their employing organisations through the demonstration of creativity and innovation in their workplace behaviour. In Habib (2020) special appeal was made for much focus to be placed on employee behaviour.

Aspects of employee behaviour that must be factored into this frame of work performance include ability and motivation to do the job, personal traits and general working conditions. The concept of performance is multi-dimensional in nature and therefore different authors see it different, given cognizance to contextual factors. Adaptive performance refers to flexible work behaviour that aid employees to adapt to change through display of excellence in crisis control, new learning, problem solving as well as adapting to people, culture and environment (Park & Park, 2019).

According to Golchi, Qorban Hossieni, Sabegh and Mohammad Davoudi, (2020) employee job performance involves task performance and contextual performance. Task performance reflects one's job requirements, thus, emphasizing on the instrumentality of performance for organisational goals (Kalia & Bhardwaj, 2019). Contextual performance reflects undefined activities that affect context of social and organisational psychology. Thus, contextual performance delineates discretionary behaviour exhibited by employees which directly impacts on the effective functioning of organisations without necessarily impacting on employee productivity (Podsakoff, MacKenzie, Paine & Bachrach, 2000).

It must be recognized that, employee performance concept is context-bound. Therefore, with respective lecturers, Molefe (2010) identified some key universal performance measures. These include knowledge of the subject matter, testing procedure, utility of assignments, communication skills and subject relevance. Others stressed on measures such as learner assessment, research, innovation and creativity, professional relations, subject mastery, originality, ability to challenge conventional views, change management as

well as critical analytical skills (White, 2008; Lomas & MacGregor, 2003; Arreola, 2000).

### **Empirical Review-Talent Management and Employee Performance**

A study was carried out by Mohammed, Baig and Gururajan (2019) to assess the effect of talent management process on knowledge creation. Sequential exploratory strategy supported by the mixed-methods design. The study targeted lecturers in private and colleges of education in Australia and surveyed 286 lecturers although 375 questionnaires were initially targeted. Brainstorming, focus group discussion and individuals were also interviewed.

Techniques employed for analysis of the hypotheses included exploratory construct validity, correlation analysis, Cronbach's alpha test and simple regression. The study proved that talent attraction caused improvement in knowledge creation. Similarly, it was found that talent development also proved to be a stronger influencing factor to knowledge creation. In the same manner, the study proved that talent retention also caused a statistically significant positive variance in knowledge creation among universities in Australia.

Bibi (2019) also conducted an empirical study the examined the impact of talent management practices on employee performance among healthcare employees. The study relied on a cross-sectional design backed by the quantitative research approach. 364 staff were surveyed in Karachi, Pakistan. The result shows there were significant positive correlations between talent management practices and employee performance. Talent management practices accounted for 85.7% positive improvement in employee performance.

Furthermore, another empirical study was conducted by Eghbal, Hoveida, Seyadat, Samavatyan and Yarmohammadian (2017) to examine the influence of talent management process on the research performance of faculty members. Organisational justice was treated as a mediating factor. Three universities were targeted for the study and for that matter, 562 target population were targeted. The study proved that talent management and perceived organisational performance collectively accounted for 61% positive variance in research performance.

El Masri and Sulliman (2019) also examined the joint effect of talent management and employee recognition on employee performance in research institutions. The study was conducted in Qatar. The study employed a quantitative research approach to measuring and analyzing the primary data. Structured questionnaires were administered to 180 employees through online application. The scales were adapted from validated scales in some previous empirical studies. Inferential statistics of correlation analysis and multiple regression were conducted to test the specific objectives of the study. Furthermore, talent management accounted for a weak positive change in the state of employee performance. Talent management positively related with employee recognition significantly. Thus, it was found that talent management actually caused some positive change in employee recognition.

### **Empirical Review-Competency as a Mediator**

Otoo (2019) also conducted a study that examined the effect of human resource development practices on banking effectiveness after controlling for the mediating role of employee competencies. The study targeted two commercial banks in Ghana and through cross-sectional study designed,

structured questionnaires were administered for the collection of the primary data. An initial 800 respondents were targeted but 550 respondents accurately completed the issued questionnaires. The scales were adopted from existing validated scales.

Human resource intervention was treated as an independent variable, employee competencies was considered a mediating variable whilst organisational effectiveness was treated as a dependent variable. SEM was configured for the testing of the formulated hypotheses through SPSS and AMOS application. The results proved that training and development had a strong significant influence on employee competencies. Similarly, the study proved that employee involvement was also a significant positive predictor of employee competencies although career development did not have any significant positive effect on employee competencies. The mediation results proved that employee competencies fully mediated positively and significantly the association between HR development practices and organisational effectiveness.

Furthermore, an empirical study was conducted by Martini, Rahyuda, Sintaashi and Piartrini (2018) to examine the influence of competency on employee performance. Employee commitment was considered as a mediator. The target population included employees in businesses engaging in weaving business in Bali. The scales measuring the constructs were adapted from empirical validated scales. Employee competency significantly predicted employee performance. Also, employee commitment accounted for a positive variance in employee performance.

Naim and Lenka (2017) examined the empirical link between knowledge sharing, competency development and affective commitment. 1200 questionnaires were issued but only 582 questionnaires were retrieved (48.85% response rate). The SEM results proved knowledge sharing was considered the independent variable, competency development was treated as a mediating factor whilst affective commitment was considered a dependent variable. The results proved that knowledge sharing positively related with competency development significantly whilst competency development significantly predicted positive variance in affective commitment.

In 2016, Potnuru and Sahoo examined the effect of HRD interventions on organisational effectiveness after considering the mediating effect of employee competencies among workers in four medium-sized content and manufacturing units in India. All the scales were adapted from existing validated scales. 400 respondents were issued the questionnaire but 290 finally completed and return same for the analysis to be carried out. Thus, 67.44% response rate was finally recorded. The SEM results proved there was statistically significant positive relationships between training and employee competencies. Again, all the five measures of employee competencies significantly and positively mediated the relationships among HRD interventions on one hand and organisational effectiveness on the other hand.

### **Lessons from Empirical Review**

First, the theoretical postulation of the nature of relationship among the constructs was informed by the empirical claims made in the reviewed literature. Thus, the treatment of talent management practices as the independent variable was informed by the fact the most of the reviewed



studies (Mohammed, Baig & Gururajan, 2019; Kaleem, 2019; Bibi, 2019; El Masri & Sulliman, 2019) found that changes in this construct actually cause changes in employee performance. The choice of structured questionnaire was also informed by the fact that all the studies saw this instrument as the most appropriate to illicit the right primary data. The items measuring the constructs were measured on a 5-point Likert scale hence the decision to use similar measure for measuring the items considered in the study.

Contextually, none of the studies integrated employee competencies in their models hence the treatment of employee competencies as mediating variable in the proposed talent management-employee performance predictive relationship. The inclusion of employee competencies expands the theoretical scope of the study and empirically tests the nature of relationship among these constructs. Again, it can be observed that none of the studies was conducted in the context of Ghana, particularly the higher educational industry hence the context of this study is justified as it highlights different perspectives on the central theme of the study.

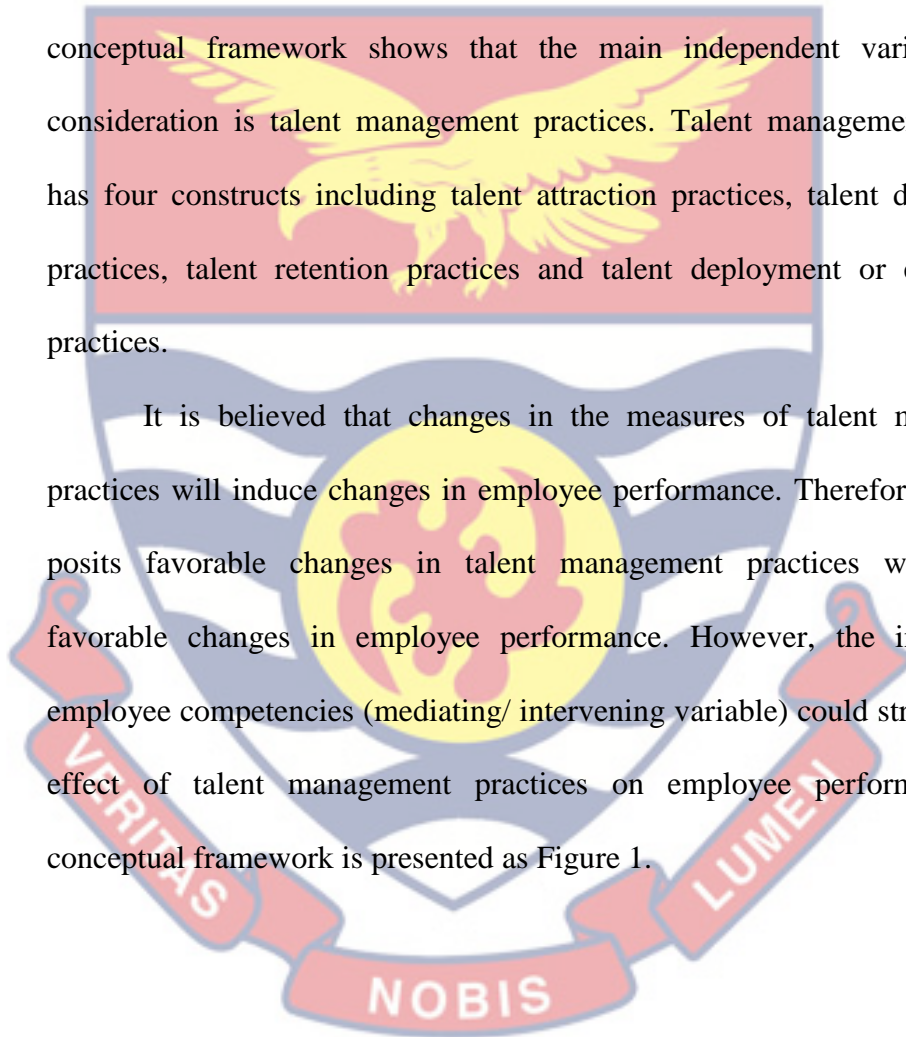
The choice of the statistical techniques for the primary data analysis was strongly influenced by the various techniques employed for the primary data analysis by some of the empirical studies that were reviewed (Mohammed, Baig & Gururajan, 2019; Kaleem, 2019; Bibi, 2019; El Masri & Sulliman, 2019). The empirical review also shows that studies (Bibi, 2019; Mohammed, Baig & Gururajan, 2019; El Masri & Sulliman, 2019; Obeidat, Yassin & Mas'deh, 2018; Eghbal, et al., 2017) on this nature normally relied on primary data for testing of the formulated hypotheses/research objectives

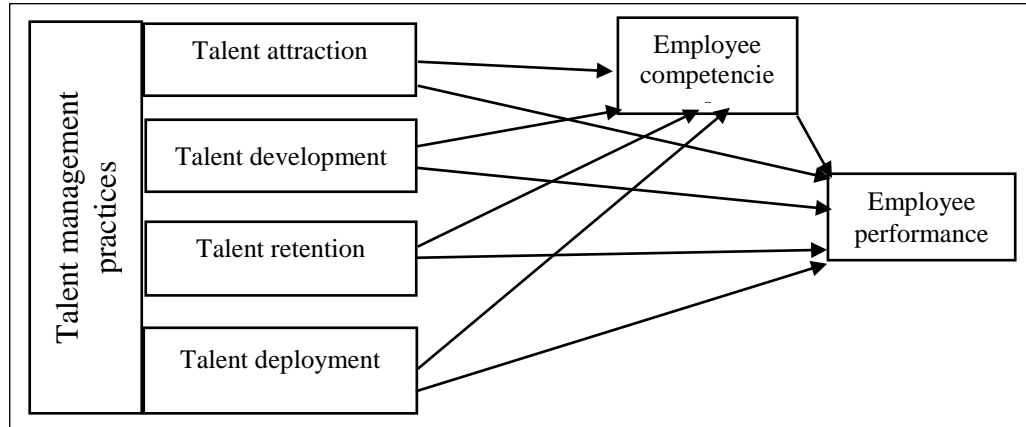
hence the decision to rely on primary data for the testing of the formulated research objectives in this context of study.

### Conceptual Framework

This conceptual framework was developed to pictorially present the proposed analytical framework being championed by this study. This is demonstrated in Figure 1. On defining the constructs of this study, the conceptual framework shows that the main independent variable under consideration is talent management practices. Talent management practices has four constructs including talent attraction practices, talent development practices, talent retention practices and talent deployment or engagement practices.

It is believed that changes in the measures of talent management practices will induce changes in employee performance. Therefore, the study posits favorable changes in talent management practices would cause favorable changes in employee performance. However, the inclusion of employee competencies (mediating/ intervening variable) could strengthen the effect of talent management practices on employee performance. The conceptual framework is presented as Figure 1.





*Figure 1: Conceptual Framework*

Source: Author's Construction, (2020)

### Chapter Summary

In this chapter, an extensive literature review was conducted to the effect of explaining and contextualizing concepts in the perspective and aligning the overall purpose of the study to the appropriate theoretical framework. Extant empirical literature review was carried out which supported the formulation of the research objectives given the underlying relationships among the constructs expressed in the conceptual framework.

## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The study assessed the effect of talent management practices on the performance of lecturers in college of education in Ghana. This chapter provides information concerning the research methods that were followed in carrying this empirical study.

#### Research Approach

The quantitative research approach was utilized in this study. In quantitative research approach, numerical values are used to measure the opinion, attitude and behaviour of the target respondents on the variables of interest under investigation (Wennberg & Anderson, 2020). From the positivist point of view, there exists objective reality in the real world that can be obtained via rigorous scientific methods even in the context of social sciences (Hassan & Shiu, 2018). Quantitative research approach offers the means to limiting if not completely avoiding subjective bias in social science research by creating means to measuring reliability, validity and statistical significance to describing parts of reality with certainty (Sahoo, 2021; Hanson & Grimmer, 2007).

Therefore, the usage of quantitative research approach aided the researcher to use numerical values to amassing the opinion, attitude and behaviour of the target respondents on the variables of interest via structured questioning technique. Thus, a 5-point rating scale was used to measure the opinion, attitude, and behaviour of the participants on the variables in the

various subscales purported to be measuring the constructs (Sendawula, Turyakira, Ikiror & Bagire, 2021; Fatima, Ishtiaq & Javed, 2021).

### **Research Design**

Causal research design otherwise explanatory research design was used to approaching the overall design of the study. The causal research design is suitable for testing causal relationship among variables through quantitative research approach. Thus, quantitative research approach is suitable to measuring and testing formulated hypotheses in causal study of this nature (Gautam & Basnet, 2020). Technically, such relationship is best described as causes-and-effect relationship (Mattila, Luo, Xuo & Xe, 2020). This description perfectly matches the context of this study. The study examined how changes in talent management practices affect changes in employee competence (mediating variable) and employee performance which was also measured quantitatively.

The usage of the causal research design made it possible to subject the formulated research objectives under statistical manipulations through appropriate statistical technique to obtained objective findings upon testing the assumptions underlying the use of such inferential statistical techniques (Chin, Cheah, Liu, Ting, Lim & Cham, 2020). The study also makes the usage of the causal research design a suitable option in the context of this study when compared with exploratory research design and descriptive research design (Hamaker, Mulder & van IJzendoorn, 2020).

### **Area of Study**

The study targeted colleges of education in Ghana and specifically targeted those in Western North region of Ghana. The institutions included

Holy Child College of Education, Enchi College of Education, Wiawso College of Education and Bia Lamplighter College of Education. The conversion of these colleges from offering higher education at the diploma level to bachelor's degree programmes suggests there are enormous management interventions to keep the lecturers updated and upgraded through talent management practices based on human resource management functions. Therefore, conducting this study in such a context is much appropriate as it provides insights into the return on investment in such talent-oriented HR programmes in terms of competence development and employee performance among the teaching faculty.

### **Target Population**

The target population included the teaching staff of the four selected colleges of education in the target region in Ghana. These included only permanent employees at the various colleges of education. An estimated 131 teaching staff constituted the target population. The sampling frame was compiled by the researcher.

### **Sampling Procedure**

Since all accessing the primary data from all the target population was practically not prudent, a representative sample size was determined based on scientific formula for targeting for the primary data collection (Bordoloi, Das & Das, 2021; Adinyira, Agyekum, Manu, Mahamadu & Olomolaiye, 2021). G\*Power application was used for the determination of the minimum sample size of 124 based on these parameters. Effect size=0.15; error prob=0.05; power=0.95; number of predictors=4. The use of the G\*Power for minimum

sample size determination is well acknowledged in empirical studies (dos Santos, Borini & Pereira, 2020).

The study employed a probability sampling technique for the selection of the respondents. With this method, all the elements in the sampling frame had equal chance of selection. Hence, with a known total target population, random numbers were generated through a computer application. Elements in the sampling frame whose numbers were randomly generated were picked and contacted for the data collection. This process is well-recognized in social science studies for the selection of research participants (Beltas & Argouslidis, 2007; Bauke & Mertens, 2007).

### **Instrument**

Primary data were collected through the issuance of structured questionnaire. Close-ended questioning technique was utilized for the drafting of the items that measured the variables considered in the context of the study. The study relied on some previous empirical studies for the adapting of the scales that measured the constructs under investigation. The items measuring talent management were adapted from these sources (Bolander, Werr & Asplund, 2017; Mohammed, Baig & Gururajan, 2019; Obeidat, Yassin & Masa'deh, 2018). Items measuring employee performance were adapted from these sources (Otoo & Mishra, 2018; Koorts, 2005). Employee competence subscale was also adapted from these empirically validated sources (Potnuru & Sahoo, 2016; Podmetina, Soderquist, Petraite, & Teplov, 2018; Almusaddar, Ramzan & Raju, 2018; Otoo, 2019; Naim & Lenka, 2017).

A 5-point Likert rating scale was applied accordingly. With this, the SPSS application treated the variables as continuous data hence paving the

way for the inferential analysis to be executed as demanded by the nature of the specific research objectives (DeWees, Mazza, Golafshar & Dueck, 2020). The usage of the structured questionnaire made data collection less cumbersome and more economical as compared with interviews (Seifi, Mirahmadizadeh & Eslami, 2020). The questionnaire is presented as Appendix A. Results in respect of the validity and reliability are presented as follows.

**Validity (Principal Component Factor Analysis)**

**Table 1: Validity (Principal Component Factor Analysis)**

| KMO and Bartlett's Test                          |                    | Talent attracti on | Talent engag ement | Talent develo pment | Talent retenti on | Emplo yee perform ance | Emplo yee compe tence |
|--|--------------------|--------------------|--------------------|---------------------|-------------------|------------------------|-----------------------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    | 0.924              | 0.881              | 0.904               | 0.920             | 0.911                  | 0.917                 |
| Bartlett's Test of Sphericity                    | Approx. Chi-Square | 1830.016           | 1486.459           | 1859.998            | 2872.818          | 4213.885               | 2644.342              |
|  | Df                 | 55                 | 45                 | 91                  | 120               | 210                    | 105                   |
|  | Sig.               | 0.000              | 0.000              | 0.000               | 0.000             | 0.000                  | 0.000                 |

Source: Field survey, (2021)

The KMO and Bartlett’s Test of Sphericity results (Table 1) proved that the sample size for the measurement of the validities for the constructs is adequate (KMOs>0.5; p-values<0.05).



**Table 2: Validity: Talent Attraction (TA) Practices**

|      | Talent attraction<br>1 |
|------|------------------------|
| TA1  | 0.810                  |
| TA2  | 0.342                  |
| TA 3 | 0.765                  |
| TA4  | 0.812                  |
| TA5  | 0.789                  |
| TA6  | 0.858                  |
| TA7  | 0.856                  |
| TA8  | 0.831                  |
| TA9  | 0.837                  |
| TA10 | 0.848                  |
| TA11 | 0.842                  |

Source: Field survey, (2021)

Talent attraction practice is validly measured. All the items were included in subsequent analysis.

**Table 3: Validity: Talent Engagement (TE) Practices**

|      | Talent engagement<br>1 |
|------|------------------------|
| TE1  | 0.750                  |
| TE2  | 0.766                  |
| TE3  | 0.835                  |
| TE4  | 0.829                  |
| TE5  | 0.837                  |
| TE6  | 0.858                  |
| TE7  | 0.496                  |
| TE8  | 0.725                  |
| TE9  | 0.707                  |
| TE10 | 0.786                  |

Source: Field survey, (2021)

All the items adequately measured talent engagement as expected in the study.

**Table 4: Validity: Talent Development (TD) Practices**

|                                    | Talent development<br>1 |
|------------------------------------|-------------------------|
| TD1                                | 0.751                   |
| TD2                                | 0.792                   |
| TD3                                | 0.826                   |
| TD4                                | 0.722                   |
| TD5                                | 0.781                   |
| TD6                                | 0.794                   |
| TD7                                | 0.625                   |
| <b>TD8: Periodic talent audits</b> | <b>0.184</b>            |
| TD9                                | 0.832                   |
| TD10                               | 0.857                   |
| TD11                               | 0.810                   |
| TD12                               | 0.798                   |
| TD13                               | 0.788                   |
| TD14                               | 0.657                   |

Source: Field survey, (2021)

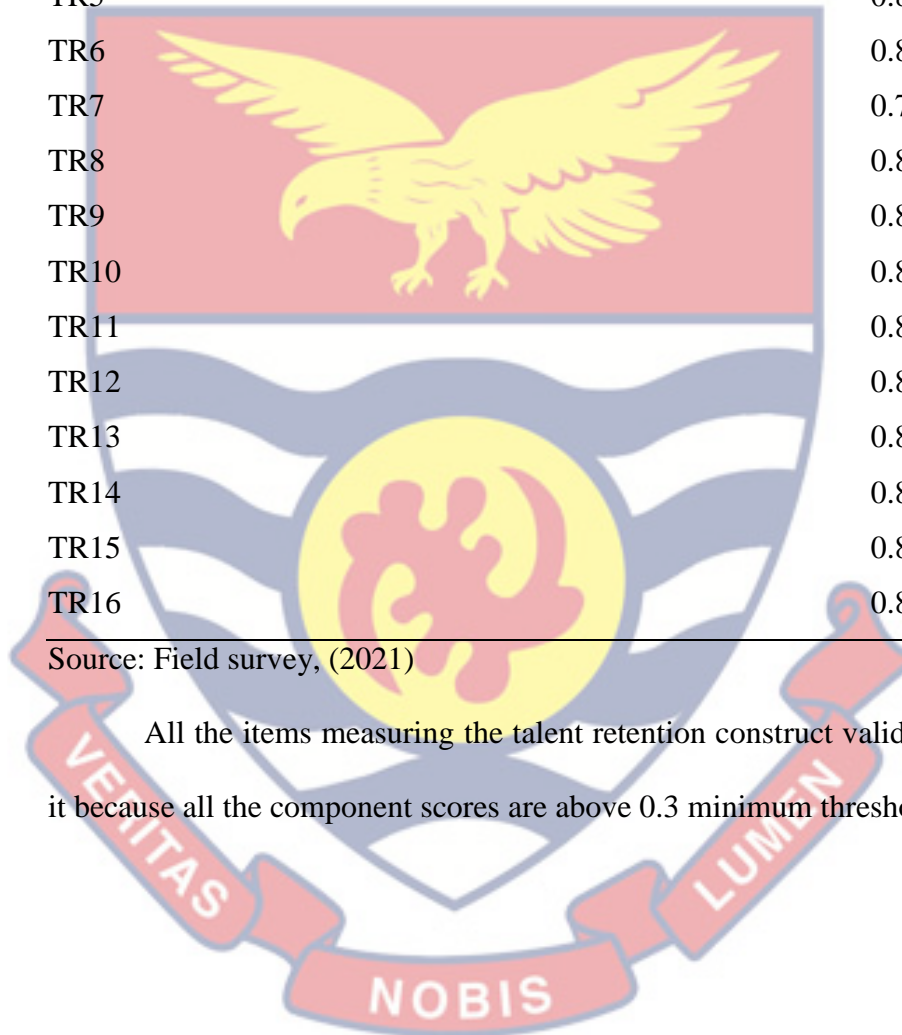
Only one item (Items 8: periodic talent audits) failed to measure talent development construct. All the remaining items did measure the talent development constructs as expected.

**Table 5: Validity: Talent Retention (TR) Practices**

|      | Talent retention<br>1 |
|------|-----------------------|
| TR1  | 0.751                 |
| TR2  | 0.666                 |
| TR3  | 0.766                 |
| TR4  | 0.795                 |
| TR5  | 0.823                 |
| TR6  | 0.862                 |
| TR7  | 0.774                 |
| TR8  | 0.824                 |
| TR9  | 0.853                 |
| TR10 | 0.862                 |
| TR11 | 0.803                 |
| TR12 | 0.810                 |
| TR13 | 0.805                 |
| TR14 | 0.804                 |
| TR15 | 0.816                 |
| TR16 | 0.843                 |

Source: Field survey, (2021)

All the items measuring the talent retention construct validly measures it because all the component scores are above 0.3 minimum threshold.



**Table 6: Validity: Employee Performance (EP)**

|  | Employee performance |
|--|----------------------|
|  | 1                    |
| EP1  | 0.833                |
| EP2  | 0.827                |
| EP3  | 0.816                |
| EP4  | 0.859                |
| EP5  | 0.840                |
| EP6  | 0.772                |
| EP7  | 0.803                |
| EP8  | 0.796                |
| EP9  | 0.809                |
| EP10   | 0.814                |
| EP11   | 0.769                |
| EP12   | 0.790                |
| EP13   | 0.816                |
| EP14   | 0.523                |
| PE15   | 0.550                |
| EP16   | 0.752                |
| EP17   | 0.594                |
| EP18   | 0.719                |
| EP19   | 0.685                |
| EP20   | 0.694                |
| I complete my workloads as scheduled by this college | 0.713                |

Source: Field survey, (2021)

Again, the confirmatory factor analysis results show all the items validly measured the employee performance construct.

**Table 7: Validity: Employee Competence (EC)**

|      | Employee Competence<br>1 |
|------|--------------------------|
| EC1  | 0.772                    |
| EC2  | 0.753                    |
| EC3  | 0.770                    |
| EC4  | 0.774                    |
| EC5  | 0.812                    |
| EC6  | 0.717                    |
| EC7  | 0.645                    |
| EC8  | 0.783                    |
| EC9  | 0.822                    |
| EC10 | 0.816                    |
| EC11 | 0.811                    |
| EC12 | 0.862                    |
| EC13 | 0.835                    |
| EC14 | 0.826                    |
| EC15 | 0.822                    |

Source: Field survey, (2021)

The construct employee competence is validly measured by all the indicators used for its measurement.

Reliability

**Table 8: Reliability Statistics**

| Constructs           | Cronbach's Alpha | N of Items |
|----------------------|------------------|------------|
| Talent attraction    | 0.901            | 11         |
| Talent engagement    | 0.911            | 10         |
| Talent development   | 0.876            | 14         |
| Talent retention     | 0.963            | 16         |
| Talent management    | 0.972            | 51         |
| Employee competence  | 0.956            | 15         |
| Employee performance | 0.961            | 21         |

Source: Field survey, (2021)

To be reliable, a minimum criterion of 0.7 Cronbach's Alpha is required (Bujang, Omar & Baharum, 2018). Talent attraction practices had 0.901 with 11 items. Talent engagement practices had 0.911 with 10 items, Talent development practices had 0.876 with 14 items, Talent retention practices 0.963 with 16 items, Talent management had 0.972 with 51 items, Employee Competence had 0.956 with 15 items and Employee Performance had 0.961 with 21 items.

### **Data Collection Procedure**

The structured means for the primary data collection made it appropriate to use self-administration of questions for the primary data gathering. This method is justified on the grounds that participants are all literate and therefore using the drop-and-pick method could give them ample time to read and digest the questions and then accurately complete the questionnaire. This exercise was carried out after official permission had been given by management of the selected colleges of education for such exercise to be carried out.

In all, 124 structured questionnaires were issued to the participants whose serial numbers appeared as part of the random numbers that were generated from the computer application. 116 structured questionnaires were retrieved; hence a 93.55% response rate was recorded. Data collection took three months (April-June, 2021). This method for the data collection made is easier for the primary data collection aside the economic gains made compared with other expensive methods for collecting data from relatively larger sample size in studies of this nature (Afum, Agyabeng-Mensah, Sun, Frimpong, Kusi & Acquah, 2020).

## Data Processing and Data Analysis

Once the questionnaires were retrieved, an extensive data cleansing was carried out to obtain accurate data file for data analysis in lieu of the specific research objectives. Data processing and analysis were done with the use of the SPSS software (version 25.0). The use of this statistical application for data processing and analysis is justified on the grounds that the application is equipped to appropriate techniques for measuring objectives/hypotheses in social science studies, particularly empirical studies (Ansari & Raza, 2020; Trivedi & Yadav, 2020). To facilitate holistic approach to data transformation exercise was done accordingly (Acton, Miller, Maltby & Fullerton, 2009).

Since the study relied on parametric techniques for the testing of the formulated research objectives, tests of assumptions underlying the usage of such techniques were carried out to give credibility to the insights being gained from the research findings (Undale, Kulkarni & Patil, 2020; Chan, 2003). Pearson product-moment correlation technique was used to examine research objective one (Adeyemi, Bakare, Akindele & Soyode, 2020). Simple regression was conducted to measure research objective two (Carbone & Quici, 2020). Furthermore, research objective three was measured with the multiple regression (Choi, 2020). Mediation analysis was done via model four in the Hayes' (2018) SPSS processmacro package. The findings were summarized and presented in Figures and Tables.

## Ethical Consideration

Since human elements were relied on for the primary data collection, it becomes eminent to observe certain ethical stance so as to avoid violation of the rights of the participants and other stakeholders in the context of this study

(Sleat, 2017; Zwozdiak-Myers, 2020). The study also acknowledged all other sources that were consulted to ensure complete scientifically research output via proper referencing.

The research also followed all assumptions underlying the usage of the research methods, techniques and procedures that were used in the context of the study. Limitations of the study are also pointed out clearly to guide careful reliance and prudent use of the research findings. Plagiarism report was generated via the Turnitin application as demanded by the College of education of Cape Coast (Traianou, 2018). Furthermore, the primary data were kept confidentially so that the data were not made available to third parties. The items were designed that the privacy and integrity of the participants were strongly respected.

### **Chapter Summary**

The chapter has provided detailed information in respect of the various research methodological procedures, techniques and method employed to carrying out this empirical study. The section provides justifications for the applications of the various techniques in the study and contextualizes their applicability, given their scientific relevance, suitability and proper conditioning.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The study sought to examine the effect of talent management practices on employee performance and controlled for the mediating role of competence in such predictive relation. This chapter now presents information concerning the key findings as determined by the tested research objectives and further discusses the findings obtained with reference to empirical positions expressed in some previous empirical studies.

#### Demographic Characteristics of Respondents

The use of frequency and percentage for measuring the demographic characteristics is recognized in some previous empirical studies (Zheng, Chen, Zhang & Wang, 2020; Carbone & Quici, 2020; Hidayat, Rafiki & Svyatoslav, 2020). The findings are presented in Table 9.

**Table 9: Demographic Characteristics**

| Variable                       | Options             | Frequency | Percentage |
|--------------------------------|---------------------|-----------|------------|
| Sex                            | Male                | 77        | 66.38%     |
|                                | Female              | 39        | 33.62%     |
| Working experience             | 1-5 years           | 24        | 20.69%     |
|                                | 6-10 years          | 47        | 40.52%     |
|                                | 11-15 years         | 19        | 16.38%     |
|                                | 16-20 years         | 12        | 10.34%     |
|                                | Above 20 years      | 14        | 12.07%     |
| Affiliate College of Education | Enchi CoE           | 29        | 25.00%     |
|                                | Bia Lamplighter CoE | 28        | 24.14%     |
|                                | Wiawso CoE          | 35        | 30.17%     |
|                                | Holy Child CoE      | 24        | 20.69%     |

Source: Field survey, (2021)

Most of the participants are male whilst the remaining are female. The workforce structure although is male dominated, proves females are equally presented when it comes to professional teaching in higher educational sector of the Ghanaian economy. Amassing the viewpoints of both sexes provides impetus to the value placed on the views of the research participants in so far as the context of the study is concerned as dictated by the nature of the demands of the research objectives. The finding also supports the collective assertion that males dominate in most industries in Ghana (Forkuor, Buari & Aheto, 2020; Armah, Boamah, Quansah, Obiri & Luginaah, 2016) especially in the higher educational sector (Baah-Boateng, 2012; Ngulube, 2018).

The working experience of the participants in the colleges of education shows most of the participants have worked between 6-10 years, followed by those who have worked for 1-5 years and then those with 11-15 years working experience. Only few have more than 20 years working experience. The working experience of the respondents as measured by the accumulated years of working has implications for the study.

This because these employees have enough experience in so far as teaching in colleges of education is concerned and are therefore exposed to the conditions regarding human resource interventions including talent management initiatives in these colleges of education. The distribution in respect of the affiliate institution shows the colleges of education are fairly represented given the somewhat evenly representation. Therefore the opinions of the participants are fully reflected from the viewpoints of different affiliate institutions that were targeted for the primary data collection.

**Objective 1**

**The Relationship among Talent Management, Employee Competence and Employee Performance**

**Table 10: Correlation Matrix**

|                             |                     | Employee performance | Employee competence | Talent management practices |
|-----------------------------|---------------------|----------------------|---------------------|-----------------------------|
| Employee performance        | Pearson Correlation | 1                    |                     |                             |
|                             | Sig. (2-tailed)     |                      |                     |                             |
| Employee competence         | Pearson Correlation | 0.869**              | 1                   |                             |
|                             | Sig. (2-tailed)     | 0.000                |                     |                             |
| Talent management practices | Pearson Correlation | 0.401**              | 0.324**             | 1                           |
|                             | Sig. (2-tailed)     | 0.000                | 0.000               |                             |

Source: Field survey, (2021)

There is a significant large positive correlation between competence and employee performance ( $r=0.869$ ;  $p=0.0001$ ;  $p<0.05$ ). Thus, the study confirms whenever scores on competence increases, an observation is made regarding an increment in employee job performance and vice versa (Esthi & Savhira, 2012; Winarno & Perdana, 2015). Again, there is a significant weak correlation between talent management and employee performance ( $r= 0.401$ ;  $p=0.0001$ ;  $p<0.05$ ). The implication of this finding is that whenever scores on talent management increase in a small manner, scores on employee performance also increase in a small manner and whenever scores on performance management fall by a small margin, scores on employee performance also decrease by a small margin.

This result therefore confirms the position that employee performance flourishes in an organisational setting where the talent of employees are managed (Nzewi, Chiekezie, Ogbeta, 2015; Mensah, 2015; Sopiah, Kuniawan, Nora & Narmaditya, 2020). Talent management ensures that employees are well- developed to enable them give off their best performance (Stahl et al., 2012). Finally, there is a significant weak positive correlation between competence and talent management ( $r=0.324$ ;  $p=0.0001$ ;  $p<0.05$ ). This result therefore implies management of colleges of education must ensure that proper and supportive talent management initiatives exist and this will surely be associated with effective employee competence at the colleges of education. This finding is supported by some previous empirical studies (Khoreva, Vaiman, Van Zalk, 2017; Cascio & Boudreau, 2016).

**Objective 2**

**Employee Competence and Employee Performance**

**Table 11: Model Summary**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|--------------------|----------|-------------------|----------------------------|---------------|
| 1     | 0.869 <sup>a</sup> | 0.754    | 0.753             | 0.39924                    | 1.828         |

Source: Field survey, (2021)

The Durbin Watson score shows there is not serial relationship between the predictor and the dependent variable (DW=1.828: 1.5-2.5). The joint correlation between talent management practice and employee performance among teaching staff in colleges of education, Ghana is positive and large ( $r=0.869$ ). Co-efficient of determination results prove employee

competence accounts for a substantial positive (75.4%) variance in employee performance at colleges of education (r-squared=0.754).

**Table 12: ANOVA**

| Model |            | Sum of Squares | Df  | Mean Square | F       | Sig.               |
|-------|------------|----------------|-----|-------------|---------|--------------------|
| 1     | Regression | 109.133        | 1   | 109.133     | 684.672 | 0.000 <sup>b</sup> |
|       | Residual   | 35.545         | 223 | 0.159       |         |                    |
|       | Total      | 144.678        | 224 |             |         |                    |

Source: Field survey, (2021)

This result confirms the model (Table 10) is significant (p=0.000: p<0.05). This results therefore means the competence of employees have an impact on the performance of the workforce in colleges of education is substantial, thus, increases employees’ performance in substantially significant manner. This result therefore supports the idea that employee competence causes positive improvement in employee performance as evidenced by the empirical reviews in this study (Parashakti, Fahlevi, Ekhsan & Hadinata, 2020; Ekhsan, Badrianto, Fahlevi & Rabiah, 2020; Esthi & Savhira, 2019; Winarno & Perdana, 2015).

From the Resource-based Theory, the study now confirms the position that the competence of employees is a special resource of that organisation that when well- developed will enhance the performance of employees (Elnaga & Imran, 2013). Hence, the need for management to ensure that the competence of employees is enhanced. Thus, from the RBV theory, the performance of employees of colleges of education are more likely to improve as their competence is enhanced. This competence is an organisational resource that can contribute to the competitive advantage of their organisation.

**Table 13: Coefficient**

| Model |                     | Unstandardized |            | Standardized |  | T      | Sig.  |
|-------|---------------------|----------------|------------|--------------|--|--------|-------|
|       |                     | B              | Std. Error | Beta         |  |        |       |
| 1     | (Constant)          | 0.416          | 0.122      |              |  | 3.409  | 0.001 |
|       | Employee competence | 0.837          | 0.032      | 0.869        |  | 26.166 | 0.000 |

Source: Field survey, (2021)

Observation of the contribution of employee competence to predicting the 75.4% significant variance in employee performance in an unstandardized term shows a unit increase in employee competence cause 0.837 significant increase in score for employee performance and a unit fall in employee competence causes a 0.837 significant fall in employee performance at colleges of education. Mathematically, the estimated regression is given as follows:  $EP=0.416 + 0.837 (EC)$

Management of colleges of education are advised to continuously implement initiatives that improve the competence of their employees if they actually want to ensure improvement in the performance of their employees in this institution. This finding again confirms the assertion that employee competence motivates employees to give off their best which eventually influences their performance. (Parashakti, Fahlevi, Ekhsan & Hadinata, 2020; Ekhsan, Badrianto, Fahlevi & Rabiah, 2020; Esthi & Savhira, 2019; Winarno & Perdana, 2015).

**Objective 3**

**Talent Management Practices and Employee Performance**

**Table 14: Model Summary**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|--------------------|----------|-------------------|----------------------------|---------------|
| 1     | 0.435 <sup>a</sup> | 0.189    | 0.174             | 0.73054                    | 2.013         |

Source

Durbin-Watson score shows there is no threat of autocorrelation in the model. The joint correlation between talent management practices and employee performance is however moderate and positive ( $r=0.435$ ). The coefficient of determination result shows talent management practices collectively accounts for a weak positive (18.9%) improvement in employee performance. Therefore, it can be inferred that changes in dimensions of talent management practices account for a weak positive variance in performance. However, this result does not signal the extent of significance of such change hence the need to examine the next table generated by the multiple regression model in the context of the study.

**Table 15: ANOVA**

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.               |
|-------|------------|----------------|-----|-------------|--------|--------------------|
| 1     | Regression | 26.594         | 4   | 6.649       | 12.458 | 0.000 <sup>b</sup> |
|       | Residual   | 114.208        | 214 | 0.534       |        |                    |
|       | Total      | 140.802        | 218 |             |        |                    |

Source: Field survey, (2021)

The ANOVA Table (Table 15) confirms talent management accounts for a significant positive change in employee performance ( $p=0.0001$ ;  $p<0.05$ ). Compared with some similar empirical studies (Bibi, 2019; Eghbal, et al., 2017; Obeidat, Yassin & Mas’deh, 2018), the percentage change in employee performance as accounted for by changes in talent management practices is relatively smaller although positive and significant.

This finding supports the views expressed earlier that talent management influence employee performance (Mohammed, Baig & Gururaajan, 2019; Kaleem, 2019; Bibi, 2019; Obeidat, Yasin & Mas’deh, 2018). This finding supports the RBV theory, that talent is a resource and when effectively managed leads to enhancement in employee performance. The position of the RBV theory that talent management enhance employee performance is justified by this finding because the study now proves the nature of talent management among colleges of education. Thus, confirming the position of some previous empirical studies that collectively hold the view that employee competence is a strong predictor of employee performance.

**Table 16: Coefficients**

| Model |                    | Unstandardized |            | Standardized |        |       |
|-------|--------------------|----------------|------------|--------------|--------|-------|
|       |                    | B              | Std. Error | Beta         | T      | Sig.  |
| 1     | (Constant)         | 2.331          | 0.193      |              | 12.099 | 0.000 |
|       | Talent attraction  | 0.181          | 0.098      | 0.208        | 1.846  | 0.066 |
|       | Talent engagement  | 0.241          | 0.116      | 0.257        | 2.088  | 0.038 |
|       | Talent development | 0.143          | 0.117      | 0.147        | 1.218  | 0.225 |
|       | Talent retention   | -0.167         | 0.099      | -0.181       | -1.689 | 0.093 |

Source: Field survey, (2021)



The findings prove only talent engagement practices make significant improvement in employee performance (Beta=0.257;  $p=0.038$ ;  $p<0.05$ ). With strong engagement of employees, the colleges of education are better positioned to serve their client base well through such talents (El Masri & Sulliman, 2019; Cui, Khan & Tarba, 2018; Golik & Blanco, 2014). No wonder this aspect of the talent management practice among the colleges of education is significantly improving the state of employee performance. This position is also supported by some previous empirical studies that jointly hold the stance that engaging employee can improve the state of the individual and collective performance (Cui, Khan & Tarba, 2018; Golik & Blanco, 2014; Maurya & Agarwal, 2018; Maslach & Leiter, 1997; Jiang & Luo, 2018; Mohammed, Baig & Gururajan, 2019; Kaleem, 2019).

The study proves talent attraction practices is an insignificant positive predictor of employee performance at colleges of education (Beta=0.181;  $p=0.066$ ;  $p>0.05$ ). The scientific interaction of talent attraction practices with the other remaining indicators in the predictive regression model is not significant and therefore reliance on talent attraction practices to improve the state of employee performance at colleges of education is not producing the desired economically viable organisational outcome.

This finding implies management's reliance on talent attraction practices to improving employee performance in the colleges of education in Ghana is not actually improving, significantly, the state of employee performance because its contribution is attributable to chance and not a true scientific interaction with other factors in the model. Therefore, the position held by some studies that talent attraction practices significantly improve the

state of employee performance in the higher education sector (Mohammed, Baig & Gururajan, 2019; Kaleem, 2019; Bibi, 2019) is contracted by this study.

Additionally, the findings show talent development practices is an insignificant positive predictor of employee performance at colleges of education (Beta=0.143;  $p=0.225$ :  $p>0.05$ ). The scientific interaction of talent development practices with the other remaining indicators in the predictive regression model is not significant and therefore reliance on talent development practices to improve the state of employee performance at colleges of education will not produce that desired economically viable organisational outcome.

The investment made by the management of the various colleges of education in Ghana in terms of employee development is not according to this study, improving employee performance. Therefore, this position that talent development practices have bearing on the state of employee performance (Cui, Khan & Tarba, 2018; Golik & Blanco, 2014; Maurya & Agarwal, 2018; Maslach & Leiter, 1997; Jiang & Luo, 2018; Mohammed, Baig & Gururajan, 2019; Kaleem, 2019; El Masri & Sulliman, 2019) is not justified and supported by this study. Employees do not believe talent development practices affect their individual performance.

In the same fashion, the findings show talent retention practices contributes negatively to the change in employee performance (Beta= -0.167  $p=0.093$ :  $p>0.05$ ) but this contribution can be attributed to chance. Thus, talent retention practices have the potential to reduce the state of employee performance at colleges of education. This because the contributions of talent

retention practices to predicting the 18.9% significant positive variance in employee performance is negative but since it is adjudged not significant, one cannot emphatically claim relying on talent retention practices at colleges of education will actually cause scientifically significant change in the level of employee performance.

The study proves contextually, talent retention practices have the potential to reduce not to improve the state of employee performance. Therefore, the claim that investment in talent retention practices can get employees stayed on the job and finally improve their performance is not supported hence contradicting the position of some studies that hold the idea that employee performance is enhanced via talent retention practices (El Masri & Sulliman, 2019).

**Objective 4**

**The Mediating Role of Employee Competencies**

Outcome Variable: Employee Competence

**Table 17: Model Summary**

| R    | R-sq | MSE  | F     | df1  | df2    | p    |
|------|------|------|-------|------|--------|------|
| 0.32 | 0.10 | 0.63 | 26.09 | 1.00 | 223.00 | 0.00 |

Source: Field survey, (2021)

Contextually, changes in talent management practices accounted for weak positive statistically significant variance in employee competence (r-squared=0.10; p=0.000).

**Table 18: Model**

|          | coeff | se   | t     | p    | LLCI | ULCI |
|----------|-------|------|-------|------|------|------|
| constant | 2.71  | 0.21 | 13.21 | 0.00 | 2.30 | 3.11 |
| TMP      | 0.34  | 0.07 | 5.11  | 0.00 | 0.21 | 0.47 |

Source: Field survey, (2021)

The contribution of talent management practices to predicting the 10% significant variance in employee competence shows Talent management practices is a significant positive predictor of employee competence at colleges of education (Beta=0.34; p=0.0001; p<0.05). This model did not include the mediator given the context of the study. Mathematically, the estimated regression is as follows:  $EC=2.71+0.34(TMP)$ .

Outcome Variable: Employee performance

**Table 19: Model Summary**

| R    | R-sq | MSE  | F      | df1  | df2    | p    |
|------|------|------|--------|------|--------|------|
| 0.88 | 0.77 | 0.15 | 372.37 | 2.00 | 222.00 | 0.00 |

Source: Field survey, (2021)

With the mediator included in the same model, changes in the predictors [Talent management practices and employee competence] accounted for a statistically significant substantial positive variation in employee performance among colleges of education (r-squared=0.77; p=0.0001; p<0.05).

**Table 20: Model**

|          | coeff | se   | t     | p    | LLCI  | ULCI |
|----------|-------|------|-------|------|-------|------|
| constant | 0.17  | 0.13 | 1.25  | 0.21 | -0.10 | 0.43 |
| TMP      | 0.14  | 0.03 | 3.94  | 0.00 | 0.07  | 0.20 |
| EC       | 0.80  | 0.03 | 24.28 | 0.00 | 0.73  | 0.86 |

Source: Field survey, (2021)

Observation of the predictors' contribution (Table 20) to predicting the statistically significant 77% variance in employee performance shows talent management practices still contribute positively in a significant manner to the change in employee performance (Beta=0.14; p=0.0001: p<0.05). Similarly, employee competence was adjudged a positive and significant predictor of employee performance (Beta=0.80; p=0.0001: p<0.05). Since the inclusion of the mediator [Employee Competence] did not render the contribution of the direct predictor insignificant, the mediation is therefore considered partial mediation. Mathematically, the estimated regression is as follows:  

$$EP=0.17+0.14(TMP) + 0.80 (EC)$$

Outcome Variable: Employee performance

**Table 21: Model Summary**

| R    | R-sq | MSE  | F     | df1  | df2    | p    |
|------|------|------|-------|------|--------|------|
| 0.40 | 0.16 | 0.54 | 42.71 | 1.00 | 223.00 | 0.00 |

Source: Field survey, (2021)

Contextually, changes in talent management practices accounted for weak positive statistically significant variance in employee performance (r-squared=0.16; p=0.000).

**Table 22: Model**

|          | coeff | se   | t     | p    | LLCI | ULCI |
|----------|-------|------|-------|------|------|------|
| constant | 2.32  | 0.19 | 12.13 | 0.00 | 1.94 | 2.70 |
| TMP      | 0.41  | 0.06 | 6.54  | 0.00 | 0.28 | 0.53 |

Source: Field survey, (2021)

The contribution of talent management practices to predicting the 16% significant variance in employee performance shows talent management practices is a significant positive predictor of employee performance among colleges of education (Beta=0.41; p=0.0001: p<0.05). This model did not include the mediator given the context of the study. Mathematically, the estimated regression is as follows:  $EP=2.32+0.41(TMP)$ .

Mediation Analysis

**Table 23: Indirect effect(s) of X on Y:**

|    | Effect | BootSE | BootLLCI | BootULCI |
|----|--------|--------|----------|----------|
| CC | 0.27   | 0.06   | 0.16     | 0.39     |

Source: Field survey, (2021)

The results in respect of the indirect effect shows the employee competence partially mediates the predictive relationship between talent management practices and employee performance (Effect=0.27; No zero (0) lies between BootLLCI and BootULCI). Thus, partially, employee competence plays an instrumental role in translating the gains in talent management practices to improving the state of employee performance. Therefore, the study proves although talent management practices significantly improve the state of employee performance, such impact is

partially enhanced through employee competence developed through the talent management practices implemented.

Therefore, the position of the resource-based view theory that through talent management, firms can create competencies by developing and deploying their internal resources particularly its human capital (talents) which are transferrable on the job hence improving the performance of these talented employees (Bamel & Bamel, 2018) is strongly supported. Confirming the position of the position of Owoeye and Muathe, (2018) the study proves with proper talent management oriented human resource programmes, organisations are able to create intangible human resource competence modelled on the knowledge, expertise, and know-how of the talent pool available to organisation.

### **Chapter Summary**

The chapter has provided information in respect of the key findings and has backed the findings with empirical claims given the position of the formulated empirical studies. The study confirms Talent management practices result in a statistically significant substantial change in employee performance in the face of partial mediating role of employee competence among colleges of education, Ghana.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The study examined the effect of talent management practices on performance of teaching staff in colleges of education. Employee competence was treated as a mediator in the estimated model. The study targeted employees in four colleges of education in the Western North region of Ghana and through questionnaire administration, primary data were gathered for analysis in respect of the formulated research objectives. One hundred and sixteen (116) participants were surveyed eventually. Multiple regression analysis and mediation analyses were performed to obtain the results in respect of the specific research objectives. The summary of the key findings, along with the conclusions and recommendations are provided in the chapter.

#### Summary of the Study

Objective one sought to examine the nature of correlation among talent management, employee competence and employee performance among colleges of education, Ghana. There is large positive significant linear correlation between employee competence and employee performance among the colleges of education. Employee competence and talent management relate in a weak positive and significant manner.

Objective two sought to examine the effect of employee competence on employee performance at colleges of education in Ghana. The joint correlation between employee competence and employee performance among teaching staff in colleges of education, Ghana is positive and large. The coefficient of determination result shows employee competence accounts for a



substantial positive change in employee performance. Employee competence is adjudged a significant positive contributing factor to predicting the statistically significant substantial positive change in employee performance among teaching staff in colleges of education in Ghana.

Objective three examined the effect of talent management practices on employee performance. The coefficient of determination result shows talent management accounts for a significant weak positive variance in employee performance. The findings prove only talent engagement practices makes a significant weak unique positive contribution to predicting the weak significant positive variance in employee performance. The study proves talent attraction practices is an insignificant positive predictor of employee performance at colleges of education. Additionally, the findings show talent development practices is an insignificant positive predictor of employee performance at colleges of education. In the same fashion, the findings show talent retention practices is an insignificant negative predictor of employee performance.

The fourth objective sought to examine the mediating effect of employee competencies on the predictive relationship between talent management and employee performance among colleges of education. The results in respect of the indirect effect shows the partial mediating effect of employee competence in the predictive relationship between talent management practices and employee performance among colleges of education, Ghana.

## Conclusion

Conclusively, it is evident that in the context of talent management, employee competence and employee performance in the college of education in Ghana, employee competence accounts for significant positive but substantial positive variation in the state of individual level performance. Employee competence helps to transmit the effect of talent management practices on employee performance. Talent management practices collectively cause weak positive improvement in employee performance among teaching staff in colleges of education in Ghana.

However, only talent engagement practices make some significant positive contribution to improve employee performance among teaching staff in colleges of education in Ghana. Talent attraction practices, talent development practices and talent retention practices do not improve the state of employee performance at among colleges of education. Probably this situation manifests from the fact that only talent engagement has direct bearing on employee performance.

## Recommendations

The human resource directorate of the colleges of education must continue to use HR practices that are talent oriented in their working contexts if they are to improve the performance of teaching staff in these institutions. Special attention should be given only to talent engagement practices implementation so that employee performance can be improved significantly. Therefore, conditions affecting talent engagement practices modelled under the context of this empirical study must be should be maintained or improved

so that such talent engagement practices could predict significant change in employee performance.

Human resource units of the various colleges of education should not focus on talent attraction practices, talent development practices and talent retention practices if the focus is to improve the state of performance of teaching staff in those colleges because the study proves the contributions of such practices are not statistically significant. Unless such talent management practices have bearing on other organisational outcomes apart from employee performance among the teaching staff, otherwise it is advisable for management not to implement such practices. Investments in such dimensions of talent management practices are not economically viable and therefore should be curbed in this respect by stopping the implementation of such talent management practices.

There is the need for human resource practitioners in the colleges of education to draft talent management policies that align strongly with employee competence development goals and ensure the effective implementation of such policies across all colleges of education existing in Ghana. Therefore, coming up with human resource management interventions that can improve competence among teaching staff is strongly recommended so that the effect of talent management practices on employee performance could be better explained via competence.

Colleges of education in Ghana should evaluate competency-enhancing strategies include talent management programs to track their effectiveness and efficiency among organisational workforce to achieve competitive advantage. Alignment in talent management programmes and

employee competence programmes in colleges of education in Ghana could prove the trick to enhancing employee performance of lecturers in colleges of education, hence the need for human resource practitioners to devise means to achieving this goal.

Teaching staff in the colleges of education should adjust their working behaviour and strongly transfer the learning obtained through talent management practices on their jobs so that they can improve their individual and collective performance for the betterment of the colleges of education in Ghana. Teaching staff should strategize to be more innovative at transferring their learning and competence at the job. Enabling environment should be created by management of the various colleges of education to make the transition feasible and effective among the teaching staff so that employee performance can be enhanced.

### **Limitations**

The study relied on quantitative approach to carrying out this empirical study, therefore qualitative dimension of the nature of interaction among the concepts is ignored. Individual experiences are therefore not captured by the study. Also, the study targeted only academic staff and not all categories of staff in the various colleges of education, hence limiting the generalization of the findings of this study.

### **Suggestions for Further Studies**

Further studies to be conducted through longitudinal study design to examine how talent management practices collectively influence employee performance in colleges of education in Ghana given the intervening role of employee competence.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE

The study is being conducted to assess the effect of talent management on performance of colleges of education in Ghana after controlling for the mediating effect of employee competencies. Permission has been granted for me to collect the primary data from you. I am Dawuda Alhassan, a postgraduate student of School of Business, University of Cape Coast. The study is purely for academic purpose and your opinions expressed shall be treated with utmost confidentiality. You are encouraged to complete the questionnaire. Thank you.

Instruction: kindly tick [] or write where appropriate.

#### Section A: Demographic Information

1. Sex    a. Male []    b. Female []
2. Length of service [.....]
3. Affiliate institution
  - a. Enchi College of Education    []
  - b. Holy Child College of Education    []
  - c. Wiawso College of Education    []
  - d. Bia Lamplighter College of Education    []

**Section B: Talent Management Practices**

4. To what extent do you agree with these statements?

*1=Not at all effective; 2=Slightly effective; 3=Moderately effective;*

*4=Effective and 5=Very Effective*

| No | Talent Attraction Practices   | 1 | 2 | 3 | 4 | 5 |
|----|---|---|---|---|---|---|
| 1  | The college of education engages in image enhancing strategies  |   |   |   |   |   |
| 2  | The college of education attracts more talented employees through providing them with social support in difficult times   |   |   |   |   |   |
| 3  | The college of education uses a merit-based selection procedure   |   |   |   |   |   |
| 4  | The college of education undertakes a regular talent review   |   |   |   |   |   |
| 5  | The college of education has a good work-life balance to attract talented individuals   |   |   |   |   |   |
| 6  | The college of education has a good reputation through high-quality research which enables the college of education to attract the best academic and professional staff |   |   |   |   |   |
| 7  | The college of education attracts more qualified employees through having a socially progressive work environment   |   |   |   |   |   |
| 8  | The college of education has an innovative culture enabling it to attract more talented individuals   |   |   |   |   |   |
| 9  | The college of education has effective recruitment strategies for attracting the best academics and professional staff  |   |   |   |   |   |
| 10 | The college of education supports the staff community through involvement in social, cultural or economic initiatives to attract more talented employees                |   |   |   |   |   |

|           |  |          |          |          |          |          |
|-----------|--|----------|----------|----------|----------|----------|
| 11        | The college of education has a high college of education ranking enabling the college of education to attract the best academic and professional staff |          |          |          |          |          |
| <b>No</b> | <b>Talent Engagement Practices</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 1         | The college of education undertakes organisation-wide skill developing initiative  |          |          |          |          |          |
| 2         | The college of education distributes tasks based on skills and competencies  |          |          |          |          |          |
| 3         | The college of education precedes training needs with skill-gap analysis   |          |          |          |          |          |
| 4         | The college of education practices skills mapping to improve recruitment and selection   |          |          |          |          |          |
| 5         | The college of education demands diverse skills/competencies among workers   |          |          |          |          |          |
| 6         | The college of education undertakes competency-based performance appraisal system  |          |          |          |          |          |
| 7         | The college of education have short term international assignments for lecturers   |          |          |          |          |          |
| 8         | The college of education trains lecturers in international operations  |          |          |          |          |          |
| 9         | The college of education involves lecturers in international project teams   |          |          |          |          |          |
| 10        | The college of education assigns challenging tasks for lecturers   |          |          |          |          |          |
| <b>No</b> | <b>Talent Development Practices</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 1         | The college of education engages in talent pool programs   |          |          |          |          |          |
| 2         | The college of education includes leaders' development in the design of all job roles  |          |          |          |          |          |
| 3         | The college of education has effective talent development strategies aligned with its organisational strategies  |          |          |          |          |          |
| 4         | The college of education develops academic staff   |          |          |          |          |          |

|           |   |          |          |          |          |          |
|-----------|---|----------|----------|----------|----------|----------|
|           | through sessions with learning and teaching training  |          |          |          |          |          |
| 5         | The college of education uses human resource planning to ensure effective skill utilisation and development                       |          |          |          |          |          |
| 6         | The college of education identifies areas needed for employee's personal development (e.g. skills gap analysis)                   |          |          |          |          |          |
| 7         | The college of education undertake short term international assignments for its talented employees                                |          |          |          |          |          |
| 8         | Periodic talent audits  |          |          |          |          |          |
| 9         | The college of education determines training needs for talented individuals who have desired skills                               |          |          |          |          |          |
| 10        | The college of education supports high potential employees to become leaders, in order to build a strong talent pool              |          |          |          |          |          |
| 11        | The college of education develops its own online training materials for talented staff to gain required knowledge and skills      |          |          |          |          |          |
| 12        | The college of education allows individuals to negotiate their own development paths  |          |          |          |          |          |
| 13        | The college of education facilitates employee performance and development with tailored training plans                            |          |          |          |          |          |
| 14        | The college of education promotes continuous learning   |          |          |          |          |          |
| <b>No</b> | <b>Talent Retention Practices</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 1         | The college of education relies on loyalty-enhancing activities at talents  |          |          |          |          |          |
| 2         | The college of education has a scheme to lock up high potentials into career paths  |          |          |          |          |          |
| 3         | The college of education retains its qualified employees by providing them with sufficient freedom to actively perform their jobs |          |          |          |          |          |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 4  | The college of education keeps employees engaged and motivated to retain talented staff   |  |  |  |  |
| 5  | The college of education has incentivized working conditions  |  |  |  |  |
| 6  | The college of education ensures talented employees are satisfied   |  |  |  |  |
| 7  | Talents are bonded by terms of contract to remain in the college of education   |  |  |  |  |
| 8  | The college of education monitors performance and suggests advice regularly   |  |  |  |  |
| 9  | Talents are treated as partners and volunteers  |  |  |  |  |
| 10 | The college of education showers top performers with opportunities  |  |  |  |  |
| 11 | The college of education promotes innovative and creative thinking among talented employees   |  |  |  |  |
| 12 | The college of education provides flexibility for work hours, roles and tasks (e.g. for care of young children) to retain its qualified employees |  |  |  |  |
| 13 | This college of education allow workers freedom to demonstrate talents  |  |  |  |  |
| 14 | The college of education retains its qualified employees by providing them opportunities to develop their careers                                 |  |  |  |  |
| 15 | The college of education provides fair acknowledgement of employee work efforts and achievements to better keep employees                         |  |  |  |  |
| 16 | The college of education builds a deep reservoir of successor at every level  |  |  |  |  |

**Employee Performance**

5. To what extent do you agree with the following statements?

*1=Not at all; 2=to a slight extent; 3=to a moderate extent; 4-to a great extent and 5=to a very great extent*

| No | Employee performance   | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1  | I exhibit a sense of earnestness, dedication and ability to take responsibility                                |   |   |   |   |   |
| 2  | I possess the requisite professional and technical knowledge required for the efficient execution of my duties |   |   |   |   |   |
| 3  | I carry out the responsibilities in accordance to specified policies and procedures                            |   |   |   |   |   |
| 4  | I possess the ability to plan and execute my responsibilities in accordance to planned scheduled               |   |   |   |   |   |
| 5  | I am keen on making changes in my working techniques   |   |   |   |   |   |
| 6  | I possess the ability in expressing my thoughts fluently and without cohesion                                  |   |   |   |   |   |
| 7  | I am desirous and express a sense of willingness in working beyond official working hours                      |   |   |   |   |   |
| 8  | I am capable of preparing content/quality of notes, handouts etc.  |   |   |   |   |   |
| 9  | I am able to ensure clarity of outcomes for each module  |   |   |   |   |   |
| 10 | I enjoy team-teaching  |   |   |   |   |   |
| 11 | I excel when it comes to fieldwork effectiveness   |   |   |   |   |   |
| 12 | I am expert when it comes to lecturing   |   |   |   |   |   |
| 13 | I conduct academic research  |   |   |   |   |   |
| 14 | I supervise graduates and postgraduates alike in terms of projects, dissertation, thesis etc.                  |   |   |   |   |   |
| 15 | I am expert in module development  |   |   |   |   |   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| 16 | I motivate students to excel                                      |  |  |  |  |  |
| 17 | I challenge conventional views                                    |  |  |  |  |  |
| 18 | I am knowledgeable in subject matter and testing procedure        |  |  |  |  |  |
| 19 | I have good relationship with students                            |  |  |  |  |  |
| 20 | I am at least affiliated to a recognized professional body        |  |  |  |  |  |
| 21 | I complete my workloads as scheduled by this college of education |  |  |  |  |  |

**Employee Competencies**

6. To what extent do you agree with the following statements?

*1=Not at all; 2=to a slight extent; 3=to a moderate extent; to a great extent and 5=to a very great extent*

| No | Employee Competencies  | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|---|---|
| 1  | I work very effectively in a group setting                               |   |   |   |   |   |
| 2  | I am able to resolve conflicts between individuals effectively           |   |   |   |   |   |
| 3  | I perform very well at a number of things                                |   |   |   |   |   |
| 4  | I am confident in my ability to deal with the planned structural changes |   |   |   |   |   |
| 5  | I am confident and able to do all that is demanded of me by the change   |   |   |   |   |   |
| 6  | I have the ability to deal with moral conflicts and problems             |   |   |   |   |   |
| 7  | I maintain fair process at all times                                     |   |   |   |   |   |
| 8  | I contribute valuable insight to a team project                          |   |   |   |   |   |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 9  | I am very good at integrating information and suggestions from individuals into a plan |  |  |  |  |  |
| 10 | I am well vest in new media literacy   |  |  |  |  |  |
| 11 | I am multi-tasking   |  |  |  |  |  |
| 12 | I have good negotiation skills   |  |  |  |  |  |
| 13 | I am able to share knowledge and ideas externally                                      |  |  |  |  |  |
| 14 | I am able to work in interdisciplinary environment                                     |  |  |  |  |  |
| 15 | I have learnt interesting new skills on my job   |  |  |  |  |  |
| 16 | I feel sense of accomplishment from working  |  |  |  |  |  |
| 17 | I make decision based on reliable evidence   |  |  |  |  |  |
| 18 | I generally know what type of behaviour is appropriate in any given situation          |  |  |  |  |  |
| 19 | I perform very well in many important situations                                       |  |  |  |  |  |
| 20 | I am very talented   |  |  |  |  |  |
| 21 | I have the ability to understand organisation's culture and values                     |  |  |  |  |  |
| 22 | have the ability to complete tasks on time   |  |  |  |  |  |
| 23 | I have the ability to plan, organize and execute tasks                                 |  |  |  |  |  |
| 24 | I have the ability to exhibit self-confidence  |  |  |  |  |  |
| 25 | I have the ability to analyze the project requirements                                 |  |  |  |  |  |