

Job satisfaction on talent management and turnover intention among private secondary schools

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Article History

Received on 11 January 2024

1st Revision on 11 February 2024

2nd Revision on 19 February 2024

3rd Revision on 26 February 2024

4th Revision on 12 March 2024

5th Revision on 31 March 2024

Accepted on 2 April 2024

Abstract

Purpose: This study investigates the role of job satisfaction in the relationship between talent management dimensions and turnover intention among private secondary school teachers in Langtang North LGA in the plateau state.

Research Methodology: The study used a survey to collect data from a population of 628 teachers. The sample size of 244 was determined using the Taro Yamane formula. The data were collected using questionnaires. Data were analyzed using multiple regression with the aid of partial least squares structural equation Modelling (PLS-SEM) using SmartPLS 3.0 to evaluate the hypothesized relationships.

Results: The results reveal a significant relationship between talent attraction and turnover intention. Second, there is no relationship between talent development and turnover intention, a negative relationship between talent retention and turnover intention, and a positive relationship between talent attraction and job satisfaction. Talent development and retention both had a negative relationship with job satisfaction, and job satisfaction did not moderate the relationship between talent management dimensions and turnover intention.

Limitations: The study was limited to 244 teachers in the Langtang North Local Government Area. This limited the involvement of other categories of teachers in the study.

Contribution: This study provides valuable insights to policymakers in the educational sector to create a holistic attraction and selection policy that will ensure that teachers with higher retention potentials are employed to reduce the cost associated with teachers' turnover and to understand the factors that cause employee turnover and implement effective policies and regulations that can enhance the retention of teachers.

Keywords: *Talent management, Turnover intention, Job satisfaction, Attraction, Development, Retention*

How to Cite: Nimitur, B. M., Kusa, N. D., & Olanrewaju, D. S. (2023). Job satisfaction on talent management and turnover intention among private secondary schools. *Annals of Human Resource Management Research*, 3(2), 129-140.

1. Introduction

Secondary school (education) is established to groom students by providing functional education and transmitting vital knowledge skills, attitudes, and principles to learners to become useful members of society. It also aims to assist students in making significant career and life choices. Over time, it has been seen that the grooming of these students is the responsibility of teachers. However, despite the importance of education, this sector faces the problem of teacher turnover. Teachers' turnover is a major problem globally, with an annual rate of 45 percent (Donitsa-Schmidt & Zuzovsky, 2016 cited in Grace & Magdalene, 2021); however, in developing countries, the problem is comparatively serious

(Kiven, Nsaiboti, & Ateka, 2018). The condition is not farfetched in Nigeria, as private school teachers are continually being exposed to the thought of quitting or changing their jobs, which is detrimental to schools and students. Some of the effects include exorbitant cost on schools to replace teachers (Ingersoll, 2001), poor school quality and student performance (Adnot, Dee, Katz, & Wyckoff, 2017). Some turnover could benefit organizations by revitalizing the workforce. The exit of low-performing teachers from the school system can improve the overall quality of teaching (Dee & Wyckoff, 2015).

Turnover among teachers is characterized by their exiting work in the classroom to take up other professional responsibilities inside or outside the educational system. Scholars have identified the factors that trigger turnover intention and turnover among employees. These factors include job satisfaction (Ajayi and Olatunji, 2017) and career prospects (Perrone et al., 2019). Others include working conditions, motivation (Grant, Jeon, & Buettner, 2019), remuneration/pay (Lin, Bai, Mo, Liu, & Li, 2021), work-family conflict (Liu & Lo, 2018), superior management, and other related factors that influence turnover intention among employees.

High employee turnover is a negative phenomenon in the workplace that should be avoided from a human resource management perspective (Kim & Hyun, 2017). Therefore, managing employee turnover is crucial for the success and growth of organizations. Many organizations worldwide are striving to be the best in attracting and retaining employees; hence, there is a need for proper talent management practices.

Talent management is an important factor in ensuring sustainable organizational success, and it focuses broadly on developing high-potential employees who will foster the achievement of organizational goals with the aim of hiring, retaining, and growing talent and knowledge held by the workforce. Horton (2006) opined that managers adopt a talent management approach to motivate people and encourage better performance, increase flexibility among the workforce, change employee behavior, and give employees access to job progression and creativity. The manner in which organizations attract, develop, retain, motivate, manage, and reward employees determines the duration or extent to which they will stay on the job. Studies have shown that poor talent management practices negatively affect individual outcomes such as job satisfaction (Barkhuizen et al., 2015).

Job satisfaction is a crucial talent indicator (Paadi, 2019) and plays a key role in the productivity and performance of businesses through employee motivation, which is crucial to the survival of any organization (Pang & Lu, 2018); it is also an effective predictor of turnover intention or employees' decisions to leave a job. Job satisfaction and turnover intent reflect the outlook that employees have about their jobs. This outlook is influenced by the degree to which employees' significant needs are satisfied by their work.

Prior studies have examined the relationship between talent management and turnover intention (Abdul Latif, Saraih, & Harada, 2019; Barkhuizen & Schutte, 2017; Barkhuizen & Gumede, 2021; Du Plessis, Barkhuizen, Stanz, & Schutte, 2015; Rana & Abbasi, 2013) and found an inconsistency. However, there is still a dearth of literature on turnover intention among private school teachers, which is against the backdrop that this study seeks to investigate the role of job satisfaction as a bordering condition to explain the relationship between talent management dimensions (attraction, development, and retention) on turnover intention among private secondary school teachers.

1.1 Objectives of the study

The overall objective of this study is to examine the moderating role of job satisfaction on the relationship between talent management dimensions and turnover intention among private secondary schoolteachers in the Langtang North LGA of Plateau State. Other specific objectives include the following.

1. To examine the relationship between talent management dimensions (attraction, development, and retention) and turnover intention.
2. To examine the relationship between talent management dimensions (attraction, development, and retention) and job satisfaction.

3. To examine the role of job satisfaction in the relationship between talent management dimensions (attraction, development, and retention) and turnover intention.

1.2 Hypotheses

The following hypotheses are proposed for this study:

H1: Talent management dimensions (attraction, development, and retention) have no significant effect on turnover intentions.

H2: Talent management dimensions (attraction, development, and retention) have no significant effect on job satisfaction.

H3: Job satisfaction does not moderate the relationship between talent management dimensions (attraction, development, and retention) and turnover intentions.

2. Literature Review

2.1 Talent Management

Talent management came to limelight in the late 1990s after the study of McKinsey on “War for talent.” Talent management is one of the major factors leading to proper employee retention in an organization through the appropriate process of selecting, developing, placing, and rewarding employees (King, 2017). It is defined as an organized approach to attracting, screening, selecting the right talent, engaging, developing, deploying, leading, and retaining high potential and performer employees to ensure continuous talent feeding inside the organization aimed at increasing workforce productivity (Behera, 2016; Thunnissen & Buttiens, 2017). Talent management helps organizations know a person’s skills, knowledge, intelligence, abilities, attitude, and drive to learn and grow (Dixit & Arrawatia, 2018), which further aids organizations in meeting strategic objectives. Other benefits, according to Rabbi et al. (2015), include employee engagement, retention of employees, increased productivity, and culture of excellence.

2.2 Talent Attraction

Attracting talented people is one of the most important processes in talent management, as having and promoting the most appropriate employees will give organizations the ability to decrease costs and achieve improved results. Songa and Oloko (2016) defined talent attraction as management strategies used by employers to pull desired skills into an organization with the objective of obtaining the right job fit. Onah and Anikwe (2016) postulated that a conducive learning and working climate, job flexibility, recognition, rewards, and compensation, and effective employee training and development will attract talent.

2.3 Talent development

Talent development involves nurturing and guiding star employees who are able to contribute to the success and growth of an organization. Talent development is the process of upgrading employees’ skills and attitudes (Lyria, 2013; Rabbi et al., 2015). It also refers to the process of providing individuals with an opportunity to grow through challenging experiences, coaching, and mentoring (O’Callaghan 2008). Talent development practices implemented by most organizations include on-the-job training, mentoring, job instruction training, professional courses, and other forms of skill-enhancement training (Sheokand & Verma, 2014).

2.4 Talent Retention

Retaining talented employees is a priority for many organizations. Today, most organizations face the problem of attracting and retaining key talent. Talent retention is the process of retaining capable employees with the organization for a longer period of time. Retention is a strategic and calculated opportunity for organizations to maintain a competent and competitive workforce (Oladapo, 2014). It aims to devise measures to prevent capable workers from leaving the organization, which could have a negative effect on productivity and profitability, and build a unique source of competitive advantage. Devi (2017) opined that talent retention can be controlled through performance-based pay, training, challenging work, intrinsic motivation, career development, and benefits before the demand.

2.5 Turnover intention

Employee turnover has become a major concern for many organizations because of associated costs. Bothma and Roodt (2013) defined turnover intention as a step in the process that employees go through when contemplating whether to leave an organization or remain with the organization. In Belete (2018), turnover intention is viewed as a prerequisite for an employee to leave his job or organization. Research has revealed that turnover intention is the strongest predictor of actual turnover behavior (Du & Lewis, 2012; Du Plooy & Roodt, 2010). Employee turnover can be either voluntary or involuntary. Voluntary turnover is willingly initiated by an employee, while involuntary turnover is initiated by the employer (organization).

2.6 Job Satisfaction

Job satisfaction is an essential variable in the study of organizational phenomena (Martin and Roodt, 2008). It differs in individual needs and jobs, which creates satisfaction for one employee that might not meet the needs of another. Job satisfaction is the sense of comfort and progressive experience that an employee has related to his or her job (Kularathna & Perera, 2016), which can be seen from the performance and loyalty of employees towards the organization. Employees' job satisfaction could contribute to improving productivity, increasing employee involvement in an organization, reducing absenteeism, improving employer-employee relationships, promoting a healthy work environment, increasing organizational commitment, and reducing the intention to quit.

2.7 Empirical Review

2.7.1 Talent Attraction and Turnover Intention

Turnover intention has been found to be a precursor to the withdrawal process that predicts voluntary employee turnover (Du Plooy & Roodt, 2010). A study by Al-Dalalmeh and Héder-Rima (2021) on the effect of talent management practices on employee turnover intention in the ICT sector revealed that attraction, workforce planning, development, and rewarding talented employees significantly affect their intention to leave an organization. The results further showed that attracting talented employees had the strongest effect on decreasing employees' intention to leave. Bussin and Thabethe (2018) showed that the monthly salary is mostly related to attracting, retaining, and motivating employees. In addition, Zhang (2014) found that talent attraction, development, and retention influence employee turnover intentions. Makondo (2014) revealed that professional support, remuneration, and teaching load contributed to the attraction of academic staff.

2.7.2 Talent development and turnover intention

Empirical studies have provided mixed results on the association between talent development and turnover intention. Achmad et al. (2023) examined the relationship between talent development and intention to stay among Generation Z workers using job satisfaction and employee engagement as mediators. The results revealed a positive and significant relationship between talent development and intention to stay. Abubakar, Chauhan, and Kura (2015) showed that employees have tendency to stay at their current job when they are satisfied with the salary, performance appraisal, training and development and career growth in their organizations. Lesenyeho, Barkhuizen, and Schutte (2018) found an association between talent development and turnover intention, they noted that talent development, management support, compensation and recognition, and satisfaction with institutional practices reduces turnover intentions.

Mapelu and Jumah (2013) examine the effects of training and development on employee turnover in selected hotels in Kisumu, Kenya. Staff growth was found to have a substantial effect on employee turnover. Hussain, Ali, Ali, Khan, and Ullah (2020) showed that training and development are vital for improving the knowledge, skills, and abilities of the academic staff, and equally reducing staff turnover intentions. However, research from Dewi and Nurhayati (2021); Yuningsih (2020), revealed that career development is negatively related to turnover intention.

2.7.3 Talent retention and turnover intention

A study by Wulansari, Meilita, and Ganesan (2020) on the effect of employee retention on turnover intention at Bank Lampung showed a significantly negative relationship between employee retention

programs and turnover intention. This further suggests that the employee retention program within a company can reduce its turnover rate. Sumarni (2011) found no significant influence between employee retention and turnover intention. Alkandari (2009) inferred that incentive factors, such as remuneration and compensation, are vital for retention among private sector employees in Kuwait.

Kimunge and Were (2014) found that career growth, work-life balance, pay, and training have a favorable impact on the choices of workers to quit or stay. In addition, low pay and professional growth were identified as variables with the greatest impact on worker retention.

2.7.4 Talent attraction and Job satisfaction

Awan and Farhan (2016) examined talent management practices and their impact on job satisfaction among employees in the banking sector in Pakistan. The correlation analysis results revealed that attraction, selection, retention, and development were positively associated with employees' job satisfaction. The regression results show that talent management practices have a strong and positive impact on employees' job satisfaction. Tash et al. (2016) found a significant effect between factors, such as attracting talent, alignment, talent maintenance, developing talent, and job satisfaction. Almomani et al. (2022) reveal that talent attraction has no significant impact on employee job satisfaction.

2.7.5 Talent development and job satisfaction

Employee training and development is one of the main drivers of job satisfaction (Batool & Batool, 2012). Achmad et al. (2023) reveal that talent development has a positive and significant effect on job satisfaction among Generation Z employees. Hafez et al. (2017) also confirmed a positive relationship between training and development, motivating outstanding performance, and job enrichment on job satisfaction. Paadi (2019) found that the availability of talent internship programs for the public sector and early career employees significantly enhanced their job satisfaction. Similarly, Hanaysha and Tahir (2016) reveal that employee training has a significant effect on job satisfaction.

In addition, Khan, Abbasi, Waseem, Ayaz, and Ijaz (2016) revealed that training and development positively impact job satisfaction. They further stated that training and development lead to higher job satisfaction among employees. Rezaei and Beyerlein (2018) found that implementing talent development practices in organizations influences organizational goals such as job satisfaction, productivity, and decreased absenteeism. Talent development brings about career advancement and development opportunities that raise the level of job satisfaction (Chaudhary & Bhaskar, 2016). However, Tobing (2016) demonstrated that career development had no impact on job satisfaction.

2.7.6 Talent Retention and Job Satisfaction

Employee satisfaction is a key driver of retention. Steil, Bello, Cuffa, and Freitas (2022) studied job satisfaction and employee retention in public and private IT organizations. The findings revealed no positive correlation between the measures of global satisfaction or satisfaction with the nature of work, colleagues, leadership, and promotions with retention. Only salary satisfaction showed a positive correlation with retention. Senona (2017) revealed a significant positive influence of talent retention, talent strategy, staffing (deployment), talent acquisition, and financial rewards on public school teachers' job satisfaction. Moreover, Htun and Bhaumik (2022) and Priya and Sudhamathi (2019) revealed that job satisfaction has a significant positive impact on employee retention. The results are in line with Bason (2020), who revealed a positive significant impact of compensation, job content, job promotion, supervisor support, and supportive working environment on employees' job satisfaction. In addition, findings of Antony, Dhakshana, and Kumar (2023) affirms the relationship between the job satisfaction and employee retention.

2.7.7 The role of Job Satisfaction

A moderating variable was introduced when there were inconsistent (inclusive) findings. Extant studies have revealed that job satisfaction can moderate the relationship between talent management and turnover intention. Barkhuizen and Gumede (2021) established that job satisfaction moderates the relationship between talent management practices and voluntary turnover intentions among 208

employees in selected government institutions. Similarly, Kwaeng (2017) concluded that job and organizational satisfaction moderated the relationship between recognition and voluntary turnover intentions. In addition, job satisfaction has been found to partially moderate the relationship between servant leadership and employee turnover intention (Turgut et al., 2017).

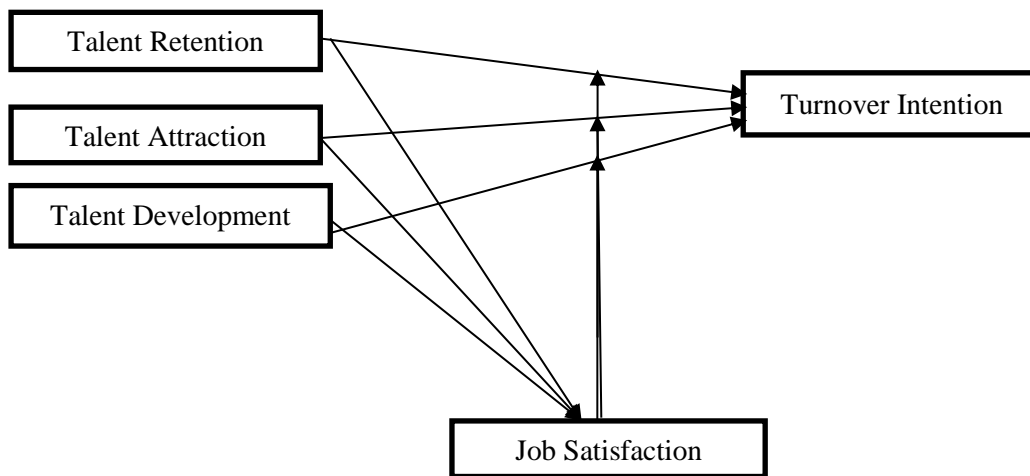


Figure 1. Conceptual framework

3. Methodology

3.1 Research Design

This study employed a cross-sectional quantitative approach, with a survey questionnaire as the main instrument for data collection. The study population comprised 628 teachers. The Yamene Taro (Yamane, 1967) formula was used to determine a sample size of 244 teachers (principals and teachers) of private secondary schools in Langtang North LGA of the Plateau State.

3.2 Data analysis

The data collected were arranged and analyzed based on the formulated hypotheses and research questions. Data analyses were carried out with the aid of Partial Least Squares Structural Equation Modelling (PLS-SEM) using SmartPLS 3.0. Exploratory factor analysis was performed to determine the factor structure of the measurements. Cronbach Alpha were used to determine the reliability of the scale and its items. A cut-off point of 0.7 was used as a guideline for acceptable reliabilities (Field, 2023). Multiple linear regression analyses were applied to test the direct relationship between the independent and dependent variables, and the moderating effect between the variables.

4. Results and discussions

Table 1. Respondents characteristics

Demographic Information		Frequency	Percent
Sex	Males	158	64.8
	Females	86	35.2
	Total	244	100.0
Age	18-25 years	41	16.8
	26-35 years	86	35.2
	36-45 years	70	28.7
	46 years and above	47	19.2
	Total	244	100.0
Marital Status	Single	118	48.4
	Married	124	50.8
	Others	2	0.8
	Total	244	100.0
Qualification	Diploma	84	34.4
	Degree	102	41.8
	Masters	46	18.9
	PhD	1	.4
	Total	244	100
Working experience	Less than 1 year	65	26.6
	1-4 years	102	41.8
	5-10 years	75	30.7
	More than 10 years	2	.8
	Total	244	100
Positions	Teaching Staff	182	74.6
	Administrative staff	62	25.4
	Total	244	100

4.1 Respondents' characteristics

The table above reveals that the majority of the respondents 158 (64.8%) were male, while 86 (35.2 %) were female. The age bracket of 26-35years, 86(35.2%) were in the majority. Others were 36-45 years, 70(28.7%), 18-25years of age, 41(16.8%) and 47 (19.2%) were 46 years and above. In terms of marital status, the majority of respondents were married, followed by singles and others (50.8 %, 48.4 %, and 0.8 %, respectively). Most of the respondents had first-degree diplomas (41.8% and 34.4 %, respectively). The majority of the respondents worked for 1-4 years and 5-10 years with 41.8% and 26.6%, respectively. Finally, the majority of the respondents were teaching staff and 74.6% were administrative staff are 25.4%.

4.2 Path coefficient Effects

Table 2. Structural analyses result

Hypotheses	Relationship	Beta	SE	T-Stat	P-values	Decision
H1a	Talent Attraction -> Turnover Intention	0.394	0.151	2.603	0.009	Supported
H1b	Talent Development -> Turnover Intention	0.101	0.082	1.229	0.219	Not Supported
H1c	Talent Retention-> Turnover Intention	-0.088	0.065	1.355	0.175	Not Supported
H2a	Talent Attraction -> Job Satisfaction	0.774	0.055	14.120	0.000	Supported

H2b	Talent Development -> Job Satisfaction	-0.139	0.078	1.785	0.074	Not Supported
H2c	Talent Retention-> Job Satisfaction	-0.044	0.067	0.662	0.508	Not Supported

The results of the path analysis in line with the hypothesized relationships are evaluated in Table 2. (H1a) examines the direct relationship between talent attraction and turnover intention. The results revealed a significant relationship between talent attraction and turnover intention, which yielded $\beta=0.394$ and P-value=0.009. The result for H1b demonstrated a statistically negative relationship between talent development and turnover intention ($\beta= 0.101$, P-value = 0.219). (H1c) shows a negative significant relationship between talent retention and turnover intention, with ($\beta = -0.088$, P value of 0.175 %.) H2a shows that talent attraction has a positive and significant influence on job satisfaction, with $\beta= 0.774$ and p-value 0.000. (H2b) assessed the relationship between talent development and job satisfaction, and the result revealed that talent development has a negative and insignificant influence on job satisfaction, with a β value of -0.139 (p = 0.074). H2c revealed that talent retention had no influence on job satisfaction, with a β value of -0.044 and P-value of 0.508. Further analyses were conducted to determine the moderating roles of job satisfaction in the relationship between the dimensions of talent management and teachers' turnover intention.

Table 3. Moderating Role of Job Satisfaction* Talent Retention -> Turnover Intention

Hypotheses	Relationship	Beta	SE	T-Stat	P-values	Decision
H3a	Job Satisfaction* Talent Retention -> Turnover Intention	0.069	0.081	0.846	0.398	Not Supported

Table 4: PLS-SEM Result for Job Satisfaction* Talent Attraction -> Turnover Intention

Hypotheses	Relationship	Beta	SE	T-Stat	P-values	Decision
H3b	Job Satisfaction* Talent Attraction -> Turnover Intention	0.167	0.124	1.354	0.176	Not Supported

Table 5: PLS-SEM Result for Job Satisfaction* Talent Development-> Turnover Intention

Hypotheses	Relationship	Beta	SE	T-Stat	P-values	Decision
H3c	Job Satisfaction* Talent Development-> Turnover Intention	-0.162	0.097	1.667	0.096	Not Supported

Tables 3-5 (H3a, b, and c) show the moderating roles of job satisfaction in the relationship between talent management dimensions (retention, attraction, development) and teachers' turnover intention. Retention has a p-value of 0.398, attraction has a p-value of 0.176, and development has a p-value of 0.096, which are all greater than 0.05, implying that job satisfaction does not significantly moderate the relationship between any of the talent management dimensions and turnover intention among private secondary school teachers.

4.3 Discussion of findings

The findings revealed that talent attraction has a significant relationship with turnover intention, which is consistent with the work of Al-Dalahmeh and Héder-Rima (2021) and Zhang (2014). H1b: revealed that talent development has a negative relationship on turnover intention and the result agree with the findings of Dewi and Nurhayati (2021); Yuningsih (2020) who found that career development has a negative effect on turnover intention. Talent retention had a negative relationship with turnover intention, which agrees with the findings of Sumarni (2011) and Wulansari et al. (2020). Also, in (H2a) talent attraction and job satisfaction showed a significant relationship which is supported by empirical

finding done by Awan and Farhan (2016); Almomani et al. (2022). It was further revealed that talent development and retention have a negative relationship with job satisfaction, while Hypotheses (3a, b and c) revealed that job satisfaction does not significantly moderate the relationship between talent attraction, development, and talent retention on turnover intention among teachers.

5. Conclusion

The objective of this study was to examine the role of job satisfaction in the relationship between talent management dimensions and turnover intention among private secondary school teachers in Langtang North. Evidence from this study reveals that attraction plays a significant role in teachers' turnover intention, while development and retention have no significant relationship with teachers' turnover intentions. In addition, job satisfaction did not play a significant role in moderating the relationship between talent management dimensions and turnover intention. The study recommends that school management ensure a balance between talent management practices and job satisfaction among teachers in order to reduce turnover intention and the negative consequences associated with turnover. In addition, teachers' job satisfaction should be a priority in school management.

The implications of practice particularly exposed school managers/educators to the negative consequences of turnover and turnover intention in the workplace, and approaches to addressing the problem of turnover within the educational system. Second, it proactively identifies the key determinants of turnover intention and turnover, develops strategies to build retention, decreases voluntary turnover, and manages the turnover process and its associated costs. This study will help policy makers in the educational sector make holistic attractions and selection policies that will ensure that only employees (teachers) with higher retention potentials are employed to reduce the cost associated with teachers' turnover, understand the factors that cause employee turnover, and implement effective policies and regulations that can enhance retention of teachers. Further studies could be replicated in different sectors, particularly the public sector, to better understand the influence of talent management and job satisfaction on turnover intentions.

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