

A STUDY ON THE IMPACT OF TALENT MANAGEMENT ON EMPLOYEE RETENTION IN EDUCATIONAL SECTOR

M. Vaishnavi, Student, MBA, Department of Management Studies, Bhavan's Vivekananda College of Science, Humanities and Commerce, Sainikpuri, Secunderabad.

S. Kavya, Student, MBA, Department of Management Studies, Bhavan's Vivekananda College of Science, Humanities and Commerce, Sainikpuri, Secunderabad.

Dr. K. Suvarchala Rani, Assistant Professor, Department of Management Studies, Bhavan's Vivekananda College of Science, Humanities and Commerce, Sainikpuri, Secunderabad.

ABSTRACT :

A talent management system aids employee retention by transforming the workplace into a growth ecosystem. It acts as a catalyst for uncovering hidden talents and matching them with roles that spark passion and drive. By creating personalized learning journeys, it turns everyday tasks into opportunities for mastery and innovation. The system establishes a network of relationships that promote cooperation and a feeling of community. Ultimately, it crafts a narrative of shared success, inspiring employees to invest in the organization's future as their own. The study will focus on ongoing training and support which help keep teachers satisfied and committed to their jobs. Creating a positive work environment and providing opportunities for collaboration will also play a key role in retaining teachers. This study uses secondary data; and primary data obtained via questionnaire to investigate Talent Management Systems (TMS) in a few chosen educational organisations. It analyzes the impact of TMS on employee retention, highlighting how effective systems can enhance retention by aligning employee development with organizational goals. The study also looks at the relationship between talent retention and demographic factors like age and experience. Findings indicate that understanding these demographic factors helps tailor talent management strategies to meet diverse employee needs. Overall, the study underscores the importance of a well-structured TMS in retaining top talent and maintaining a competitive edge.

Keywords: Talent management system, employee retention, demographic factors and organizational goals.

INTRODUCTION:

Talent management systems (TMS) are vital for organizations aiming to retain top talent by fostering a culture of continuous growth and innovation. Beyond offering competitive salaries, organizations must cultivate a work environment that supports personal and professional development. TMSs act as a catalyst, identifying and nurturing hidden talents, aligning them with roles that ignite passion, and offering personalized learning experiences that drive mastery.

In the educational sector, where teacher retention is increasingly challenging, TMSs are especially crucial. Teachers' job satisfaction and commitment are closely tied to continuous training, professional development, and a supportive, collaborative work environment. This study focuses on the impact of TMS in educational institutions, exploring how ongoing support and collaboration enhance teacher retention and job satisfaction.

By gathering primary data from selected educational organizations, this research will examine the relationship between TMS and employee retention, while also considering the influence of demographic factors such as age and experience. The study aims to demonstrate how well-structured TMS can be tailored to meet diverse employee needs, ensuring the retention of top talent and contributing to an organization's competitive edge by aligning employee development with organizational goals for mutual success.

LITERATURE REVIEW :

Talent Management Systems (TMS) have become an essential component of human resource management, particularly in sectors where retaining skilled professionals is critical. In education, the

role of TMS extends beyond typical HR functions, aiming to foster an environment where educators can thrive, develop, and commit to long-term careers (Collings&Mellahi, 2009). Despite the recognition of TMS's importance, many educational institutions still struggle with teacher retention, indicating a gap between the implementation of TMS and its effectiveness in retaining top talent. TMS in educational settings involve a variety of HR practices, including recruitment, training, professional development, performance management, and succession planning. These systems are designed to align educators' skills and growth opportunities with institutional goals, ultimately enhancing the overall performance of the institution (Schuler, Jackson, & Tarique, 2011). The alignment between personal and institutional objectives is crucial in creating a motivated workforce that is committed to the institution's long-term success (Lewis & Heckman, 2006). Research indicates that well-structured TMS can significantly contribute to employee satisfaction, which is a key determinant of retention (Stahl et al., 2012). Employee retention in the education sector is influenced by several factors, including job satisfaction, professional growth opportunities, work-life balance, and the institutional culture (Kaye & Jordan-Evans, 2002). Teachers, who are the cornerstone of educational institutions, require continuous development opportunities to stay engaged and committed (Deery&Jago, 2015). However, the unique demands of the educational environment, such as high workloads and the emotional toll of teaching, present challenges that traditional TMS may not fully address (Thunnissen, Boselie, & Fruytier, 2013). Despite the growing body of research on TMS and its impact on employee retention, there is a noticeable gap in studies focusing specifically on the educational sector. Most of the existing literature examines TMS in corporate settings, where the dynamics of employee motivation and retention differ significantly from those in education (Gallardo-Gallardo, Dries, & González-Cruz, 2013). Additionally, there is a lack of research exploring how TMS can be tailored to meet the specific needs of educators, who may prioritize professional autonomy and a sense of purpose over traditional career advancement opportunities (Vaiman, Scullion, & Collings, 2012). Effective talent management in education requires strategies that are not only aligned with institutional goals but also responsive to the unique motivations and challenges faced by educators (King, 2017). For instance, personalized professional development plans, mentorship programs, and opportunities for collaboration can enhance job satisfaction and reduce turnover (Bondarouk& Brewster, 2016). Furthermore, transparent and fair management practices are essential in maintaining trust and engagement among teachers, which are critical for retention (Thunnissen et al., 2013). To bridge the gap between TMS and retention in education, future research should focus on developing and testing TMS models specifically designed for educational institutions. This includes exploring how demographic factors such as age, experience, and teaching specializations influence retention and how TMS can be adapted to cater to these variables (Sparrow & Makram, 2015). Additionally, longitudinal studies examining the long-term impact of TMS on teacher retention would provide valuable insights into the sustainability of these systems in educational settings (Dries, 2013).

More focused studies on the application and efficacy of TMS in the educational sector are desperately needed, as the literature makes clear. While TMS has the potential to significantly improve teacher retention, the current gap in tailored strategies and sector-specific research limits its full impact. Addressing these gaps will require a concerted effort from both researchers and educational institutions to develop TMS that are not only effective but also sustainable in the unique context of education.

Talent retention is closely linked to demographic factors like age and experience, shaping employee expectations and organizational loyalty.

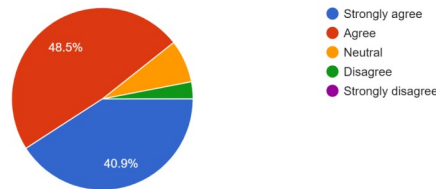
- **Age:** Younger workers are more likely to move professions because they place a higher value on work-life balance and prospects for professional advancement. Older employees, on the other hand, value job security and benefits, which may increase loyalty but also make them vulnerable to dissatisfaction if their needs aren't met (Kraimer et al., 2011).

- **Experience:** Experienced employees seek roles that challenge their expertise and align with their career aspirations. They are more inclined to stay with a company that values and develops their skills (Ng & Feldman, 2010).
- **Generational Expectations:** Workplace motivations vary among generations. Millennials and Gen Z prioritize flexibility and purpose, while older generations lean towards traditional benefits (Twenge et al., 2010).

Tailoring retention strategies to these demographic nuances enhances satisfaction and reduces turnover.

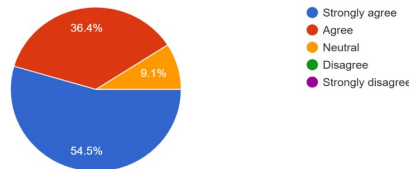
DATA ANALYSIS & FINDINGS :

Your workplace helps new recruits feel welcomed and supported.
66 responses



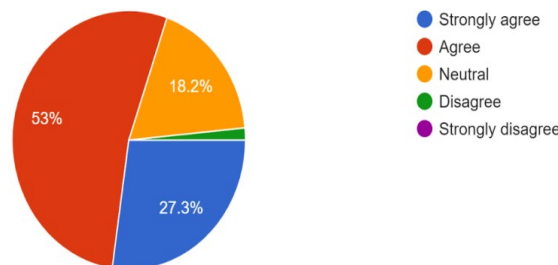
The chart indicates that the majority of respondents (89.4%) feel positively about the workplace's efforts to make new recruits feel welcomed and supported, with 48.5% agreeing and 40.9% strongly agreeing. Only a small fraction (10.6%) feel neutral or negative, suggesting a generally supportive environment for new employees.

You have access to resources and support needed to perform your job effectively.
66 responses



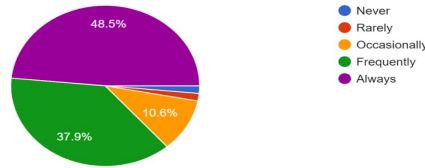
The above chart reveals that 54.5% of respondents strongly agree they have the necessary resources and support for job effectiveness, while 36.4% agree. A smaller segment, 9.1%, remains neutral. This suggests that the majority feel empowered in their roles, with minimal balance.

You feel that your organization values your work-life balance.
66 responses



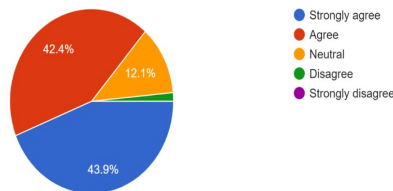
This chart shows that more than half of respondents (53%) feel positively about their work-life balance, while 27.3% have strong positive feelings. However, 18.2% are neutral or dissatisfied, highlighting room for improvement in how the organization supports work-life.

How often do you participate in training programs provided by your organization?
 66 responses



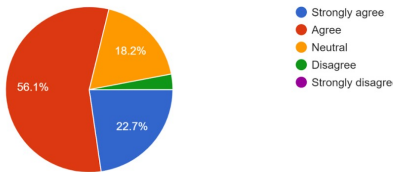
The above chart reveals a strong commitment to continuous learning, with nearly half (48.5%) of respondents always participating in training programs. Meanwhile, 37.9% engage frequently, leaving a small portion (13.6%) who participate only occasionally or less often. This suggests that participation in organizational training opportunities is generally high.

You feel the training you receive helps you improve your skills.
 66 responses



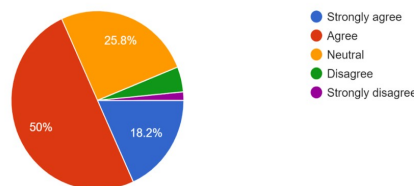
The chart shows that a significant majority (86.3%) of respondents feel that the training they receive effectively enhances their skills, with 43.9% strongly agreeing. Only a small minority (13.7%) are neutral or less convinced, highlighting the training's overall positive impact on skill development.

Your organization values your work and recognizes your efforts.
 66 responses



This chart reflects that while a majority (78.8%) feel that their work is valued and recognized by the organization, with 56.1% agreeing, there's a notable portion (21.2%) that remains neutral or disagrees, suggesting that some employees may feel underappreciated and that recognition could be more consistent.

You feel that Talent management system (TMS) is impacting the retention of talent (high potential employees).
 66 responses



The above chart shows a divided perception of the Talent Management System (TMS) impact on retaining high-potential employees. While half (50%) agree that TMS positively influences retention, a significant 25.8% are neutral, and 24.2% disagree or strongly disagree, indicating that there may be concerns about the effectiveness of the TMS in retaining top talent.

SUGGESTIONS:

- Organizations should consider demographic factors when designing and implementing TMS. Tailoring the system to accommodate the varying needs of employees based on their age, experience, and career stage will enhance its effectiveness and contribute to higher retention rates.
- To maximize the benefits of TMS, organizations should create an environment that encourages continuous learning and professional development. Providing personalized learning opportunities and turning routine tasks into skill-building exercises can keep employees engaged and motivated.
- Organizations should leverage TMS to build a network of relationships that promote collaboration and a sense of community. Encouraging teamwork and shared success stories can strengthen employee loyalty and commitment to the organization.
- Continuous evaluation and adjustment of the TMS are essential to ensure it remains aligned with organizational goals and employee needs. Organizations should gather regular feedback from employees and use this data to make informed changes to the system.
- Adequate training for both employees and management on how to effectively use the TMS is crucial. Training should focus not only on the technical aspects of the system but also on how it can be used to support personal and professional growth.
- To overcome resistance to the implementation of TMS, organizations should involve employees in the decision-making process and clearly communicate the benefits of the system. Facilitating a sense of ownership among staff members can help the adoption and integration of TMS go more smoothly.
- For educational institutions, it is important to focus on creating a supportive work environment that offers ongoing training, mentorship, and opportunities for collaboration among teachers. Tailoring TMS to meet the specific needs of educators can significantly improve teacher retention.
- It is imperative for organizations to guarantee that the TMS is not just centered around pressing necessities but also in line with enduring strategic objectives. This alignment will help in building a loyal workforce that is invested in the future success of the organization.

CONCLUSION :

The integration of a Talent Management System (TMS) within organizations, particularly in educational institutions, significantly enhances employee retention by aligning individual development with organizational goals. The study highlights that a well-structured TMS acts as a catalyst for uncovering and nurturing hidden talents, placing employees in roles that match their passions and strengths, and fostering a culture of continuous learning and innovation. In addition to increasing job happiness, this environment fortifies employee dedication and loyalty, which lowers turnover rates.

Moreover, demographic variables like age and experience have an impact on a TMS's efficacy. Tailoring TMS strategies to meet the diverse needs of employees at different career stages enhances its impact on retention. Younger employees may prioritize rapid skill development; while more experienced employees might value stability and mentoring opportunities. Comprehending these distinctions enables firms to establish a more welcoming and encouraging atmosphere.

In the context of educational institutions, the TMS plays a crucial role in retaining teachers by providing ongoing training, support, and opportunities for collaboration. A positive work environment, coupled with a TMS that fosters a sense of community and shared success, significantly contributes to teacher satisfaction and retention.

However, the successful implementation of a TMS requires overcoming challenges such as resistance to change and the need for continuous evaluation and adaptation of the system. Providing

comprehensive training on the effective use of TMS and involving employees in the decision-making process can facilitate smoother adoption and integration.

Overall, a well-implemented TMS is essential for retaining top talent, maintaining a competitive edge, and ensuring long-term organizational success. By investing in a TMS that fosters growth, innovation, and collaboration, organizations can build a committed and loyal workforce.

REFERENCES:

1. Bondarouk, T., & Brewster, C. (2016). Conceptualising the future of HRM and technology research. *International Journal of Human Resource Management*, 27(21), 2652–2671.
2. Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human Resource Management Review*, 19(4), 304-313.
3. Deery, M., & Jago, L. (2015). Revisiting talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, 27(3), 453-472.
4. Dries, N. (2013). The psychology of talent management: A review and research agenda. *Human Resource Management Review*, 23(4), 272-285.
5. Gallardo-Gallardo, E., Dries, N., & González-Cruz, T. F. (2013). What is the meaning of ‘talent’ in the world of work? *Human Resource Management Review*, 23(4), 290-300.
6. Kaye, B., & Jordan-Evans, S. (2002). *Love 'em or Lose 'em: Getting Good People to Stay*. San Francisco, CA: Berrett-Koehler Publishers.
7. King, K. A. (2017). The talent deal and journey: Understanding how employees respond to talent identification over time. *Employee Relations*, 39(1), 41-56.
8. Kraimer, M. L., Seibert, S. E., Wayne, S. J., Liden, R. C., & Bravo, J. (2011). Antecedents and outcomes of organizational support for development: The critical role of career opportunities. *Journal of Applied Psychology*, 96(3), 485.
9. Lewis, R. E., & Heckman, R. J. (2006). Talent management: A critical review. *Human Resource Management Review*, 16(2), 139-154.
10. Ng, T. W., & Feldman, D. C. (2010). The relationships of age with job attitudes: A meta-analysis. *Personnel Psychology*, 63(3), 677-718.
11. Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. *Journal of World Business*, 46(4), 506-516.
12. Sparrow, P. R., & Makram, H. (2015). What is the value of talent management? Building value-driven processes within a talent management architecture. *Human Resource Management Review*, 25(3), 249-263.
13. Stahl, G. K., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ...& Wright, P. M. (2012). Six principles of effective global talent management. *MIT Sloan Management Review*, 53(2), 25-32.
14. Thunnissen, M., Boselie, P., & Fruytier, B. (2013). A review of talent management: ‘infancy or adolescence?’ *The International Journal of Human Resource Management*, 24(9), 1744-1761.
15. Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36(5), 1117-1142.
16. Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. *Management Decision*, 50(5), 925-941.