

## A Comprehensive Study To Analyse Relationship Between Talent Management, Work Life Balance And Their Job Roles In Academic Sector

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### ABSTRACT:

The study attempt to explain effect of job satisfaction on employee retention, that can be defined as the ability of an organization to retain its employees, especially the most talented ones. In order to retain these employees organizations adopt various retention activities. Retention activities may be defined as sum of all those activities aimed at increasing organizational commitment of employees, giving them an overall ambitious and myriad of opportunities where they can grow by outperforming others. Retention is essential to sustain business operations and can very well prove as a competitive advantage for an organization in the long run. Faculty's dissatisfaction and fewer qualified recruits choosing a career in academia threaten the growth of higher education system. The research aims at analyzing various factors such as payment, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication that affect faculty job satisfaction and thus in turn their retention. The research paper works on building the cause and effect relationship of job satisfaction on job retention. This has been explained with the help of Structured equation Modeling. The research has been conducted in the private academic organizations such as the universities and colleges of Uttar Pradesh region as per the objective of the research.

Keywords: Endogenous Factors, Exogenous factors, Job Retention, Job satisfaction, Structural Equation Modeling

(SEM)

## INTRODUCTION

In an intense competitive marketplace, talent management is becoming commonly emerged on the minds of many managers and practitioners as it becomes more difficult to attract and retain talented employees (Tansley 2011; Bhenguand Bussin 2012; and Barkhuizen et al., 2014). Talent management was firstly appeared on the scene in the late 1990s by McKinsey and Company (Marah and Leigh-Ann 2008). Talent management can be defined as the collection of people's capabilities, attitudes, competencies, experiences and behaviors that can be translated into organizational performance (Pillay et al. 2008). Several studies confirm that effective talent management practices can increase employees' job satisfaction (Magolego et al. 2013), reduce turnover intentions (Du Plessis et al., 2010), improve organizational commitment (Asag-Gau and Van Dierendonck 2011), and enhance employees' engagement (Bhatnagar 2007; and Lockwood 2007). Talent management also refers to the amalgamation of potential employees, developing existing employees as well as attracting talented individuals to work for the organization (Kimani and Waithaka 2013). Work or employee engagement is considered as a prime concern for many scholars and leaders because it is regarded as a crucial factor in determining the level of organizational innovation, effectiveness and competitiveness (Bedarkar and Pandita 2014). Numerous studies indicate that work engagement is strongly related to many positive related outcomes, such as increased job performance and satisfaction, motivation, customer satisfaction, increased profits, retention of talented employees and lower levels of intention to quit (Bakker et al., 2003; Schaufeli and Bakker 2004; Lockwood 2006; and Bakker et al., 2008). Intention to quit is the strength of an individual's vision that he/she does not want to stay with his/her current job (Boshoff et al., 2002). It can be used as an indicator of the probability that an employee will leave the organization in the expected future (Boshoff et al., 2002).

Higher education institutions worldwide are confronting major challenges in attracting, retaining and developing talented, competent and innovative academics for the near future (Davies and Davies 2010). Academic institutions

cannot ensure sustainability and quality over the long term without high qualified, committed and talented academic staff (Pienaar and Bester 2008). From this viewpoint, talent management has entered the strategic human resource management domain of many universities (Deem 2001). Global emerging trends such as globalization, the increased turnover of academics and the retirement of the baby-boomers generations are leading to a scarcity of experienced and talented academics in various fields (Shaikh 2009). The logic behind such high turnover rates of academics can be attributed to several reasons, such as unfair promotion policies, uncompetitive rewarding systems, lack of adequate research funding and finally heavier workloads daily hours (Pienaar and Bester 2008). Academics are also most likely to quit their current positions as a result of weak performance management and compensation policies (Theron et al., 2014). Talent management practices such as workforce planning, talent development and retention strategies were poorly applied among support academic staff in South African public higher education institutions (Barkhuizen et al., 2014).

Against this background, this study seeks to examine the mutual relationship between talent management practices (talent strategy, talent review process, staffing, talent acquisition, talent development, workforce planning, performance management, talent retention and financial rewards), work engagement and intention to quit for academic staff in Uttar Pradesh faculties of Professional Institutes. The next section of the paper will review the existing literature for the main variables. Then, a discussion of the research approach and methods will be presented, followed by the results of the research. Finally, the paper concludes with a discussion of the research results, as well as recommendations for further research.

## **LITERATURE REVIEW**

### **The Concept of Talent**

It is important to firstly identify the concept of talent before going direct to the definitions of talent management. Talent can be considered as the people's capability to add value to the organization through the deployment of their abilities, skills, knowledge, commitment and engagement (Preece et al., 2011; and Tansley 2011). Cooke et al., (2014) also showed that the concept of talent is about incomparable

characteristics of individuals to do something unique in the present and future time period. Moreover, talent can be defined as the collective skills, abilities, knowledge, experiences, values and behaviors of all labor that contribute to achieve the organization's mission and objectives (Schiemann 2014). Four relevant factors can affect the quality, quantity and characteristics of talent: (1) global demographic and economic trends; (2) rising mobility of people and organizations; (3) transformational changes to business conditions and cultures; and (4) increasing levels of workforce diversity (Beechler and Woodward 2009).

### **Defining Talent Management**

Lewis and Heckman (2006) recognize three primary perspectives for the concept of talent management: (1) as a set of typical human resources management practices, (2) as a general classification of employees into different talent groups, and (3) as a concept of internal talent pools. The first perspective identifies talent management as the implementation of integrated human resource strategies to attract, develop, retain and utilize employees with the required skills and abilities to meet current and future business needs (Kontoghiorges and Frangou 2009). The second view of talent management is centered on the classification of employees into different talent groups (top, middle and low performers) (Lewis and Heckman, 2006). The third one views talent management as a group of processes designed to ensure that there is an adequate flow of employees into jobs throughout the organization (Pascal, 2004). Talent management involves the identification, development, appraisal, deployment, and retention of high-performing and high-potential employees who are of particular value to an organization (Tansley et al., 2007). Thunnissen et al., (2013) also defined talent management as a process which includes a comprehensive and interrelated set of organizational activities such as identifying, selecting, developing, and retaining the best employees as well as building their potential for the most strategic positions. For the purpose of this study, talent management can be defined as a unique process that focuses obviously on those persons who have the ability to provide competitive advantage for a company by managing those people in an effective and efficient way (Bethke-Langenegger et al., 2011). Talent

management (TM) is a part of the broader field of human resource management (HRM). The following table summarizes the key differences between TM and HRM.

**Table 1: Differences Between Approaches to Talent Management and Human Resource Management**

<b>Dimension</b>	<b>TM</b>	<b>HRM</b>
Coverage and focus	Focus on high-potential employees.	Focus on all employees.
Remits	Primarily concentrate on the selection, development and deployment of high potentials.	Covers all HR functions.
Purpose	Develop leadership capability and maximize the contribution of high potentials in key positions.	Manage the whole employment relationship across the life cycle of employment in the organization.
Experience	Differentiated HR practices may be experienced by participants.	Consistency of experience, equality of opportunity.
Influencers	A sense of competition for mobile high potentials is a strong external driver. Talent programs are often designed by HR professionals in combination with top	Over and above the influence of the HR division, an employee's experience of being managed is heavily influenced by line managers. Stronger internal and

Source: Swailes, 2013

### **TALENT MANAGEMENT PRACTICES**

Talent management practices can be grouped into workforce planning, recruiting, talent gap analysis, staffing, training and development, retention, talent reviews, succession planning, and evaluation (McCauley and Wakefield 2006). Many studies assured the importance of nine respective talent management practices for the application of effective talent management in organizations namely; strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment, performance management and talent retention (Ashton and Morton 2005; Bhatnagar 2008; Cappelli 2008; Sharma and Bhatnagar 2009). The current study focused on talent management practices adapted from the Human Capital Institute (2008), such as: talent strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, performance management, talent retention and financial rewards.

**Talent Strategy:** This strategy represents the organization's overall view toward the processes involved in creating a talent pool of employees by using a set of interdependent policies (Armstrong and Taylor 2014). The strategy should also include important issues, such as the contents of the talent management programs and the potential talent

requirements of the organization (Armstrong and Taylor 2014).

**Talent Review Process:** It is an accurate competency-based assessment of employees. Its main aims are to: determine high potential employees and future leaders, determine benchmark for a specific level (e.g. senior management), identify talent gaps, organizational risks and finally design a detailed plan for the organizational capability (Stadler 2011).

**Staffing:** Is defined as the process of attracting, selecting, and retaining competent individuals to achieve organizational goals (Ployhart 2006: 868). Srivastava and Bhatnagar (2008) confirm that organizational success is directly linked to talent recruitment.

**Talent Acquisition:** It enhances work engagement that leads to increased of productivity (Srivastava and Bhatnagar 2008).

**Workforce Planning:** It is a core process of human resource management to ensure that the accurate number of people with the precise skills, in the suitable place at the exact time to achieve the short- and long-term organizational objectives(CIPD 2010).

**Talent Development:** Learning and development policies and programs are key components of talent management. It also includes developing and improving leaders through means of coaching, feedback and mentoring (Ibeh and Debrah 2011).

**Performance Management:** It is the process of identifying the level of performance for individuals and teams with a view to the strategic goals of the organization (Aguinis 2005). It has five main elements: agreement, measurement, feedback, positive strengthening and dialogue (Aguinis 2005).

**Talent Retention:** It is the critical practice of talent management. Talent retention is considered as the effort exerted by the employer to retain desirable employees, in order to achieve the organizational objectives (Frank et al., 2004).

**Financial Rewards:** They can include both terms: job-based pay (which provides pay related to the value of the job) and person-based pay (which provides rewards that identify the employees' contribution) (Armstrong and Taylor 2014).

Lockwood (2006) argues that financial rewards and recognition schemes lead to the retention of talent and improving performance.

### **TALENT MANAGEMENT PRACTICES AND WORK ENGAGEMENT**

Work engagement is a theoretical notion that has appeared in the field of psychology (Bakker et al., 2008). Work engagement is defined as 'a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption why this' (Schaufeli et al., 2002: 74). Cook et al. (2012) also define engagement as the positive way the employee considers the organization, feels about it and is proactive to achieve the organizational goals for customers, colleagues and other stakeholders. Work engagement comprises three main components (Khan 1990; and Schaufeli et al., 2002). The first is vigour, which represents the physical component of engagement (being physically involved in a task and showing a positive affective state). The second is dedication, which is considered as the emotional component of engagement (showing a sense of significance, commitment and inspiration). The third is absorption, which represents the cognitive component of dimension (being completely immersed in the work and expressing involvement) (Khan 1990; and Schaufeli et al., 2002). Saks (2006) proposes that work engagement is strongly related to an employee's attitudes, intentions and behaviors. Thus, engagement plays a critical role in the retention of talent employees (Glen 2006; and Bhatnagar 2007). Barkhuizen et al., (2014) conducted a study on the relationship between talent management, work engagement, and service quality orientation of support staff in a South African higher education institution.

The study concluded that some talent management practices, which include management commitment, talent review process and talent development, were positively significantly related to the three dimensions of engagement (Barkhuizen et al., 2014).

### **TALENT MANAGEMENT PRACTICES AND INTENTION TO QUIT**

Intention to quit the job can be described as the tendency

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to leave the organization deliberately and willingly (Tett and Meyer 1993). Intention to quit has been considered as a significant predictor of actual turnover and may be the most important antecedent of employee turnover (Griffeth, et al., 2000; Sutherland and Jordaan, 2004; Mendes and Stander, 2011). Applied within the higher educational context, Oehley (2007) showed that talent management competencies of attracting and recruiting talent have a significant effect on employees' intention to quit the organization. Du Plessis (2010) also determines a significant negative relationship between employees' perception of the organization's talent management practices and their intention to quit the organization. In addition, Darvish et al. (2012) found a significant inverse relationship between talent management competencies and intention to quit. Theron et al., (2014) indicated that management support, compensation and rewards and satisfaction with institutional practices significantly reduce academic staff's intention to quit their jobs. Also, the study of Saurombe (2017) found that the availability of talent management practices reduces academics intention to quit their jobs. Lesenyeho et al. (2017) argued that talent attraction practices, talent development practices, compensation and recognition, management support and satisfaction with institutional practices enhanced the organizational commitment of early career academics and reduced their intention to quit the academic career.

#### **WORK ENGAGEMENT AND INTENTION TO QUIT**

Work engagement was also found to have positive relationships with job satisfaction, motivation, employee well-being and lower intention to quit the organization (Schaufeli and Bakker 2004; Saks 2006; Van den Berg et al., 2013; and Yeh 2013). Work engagement has been found to be positively related to organizational commitment and negatively related to intention to quit (Sonnentag 2003; Schaufeli and Bakker 2004; Du Plooy and Roodt 2010; Mendes and Stander 2011). Moreover, Shuck and Wollard (2010) confirm that employees who are more productive and engaged are less likely to be absent from work or leave the organization. Robyn and Du Preez (2013) also investigated intention to quit amongst Generation Y academics in South Africa. Their findings showed that employee engagement and job satisfaction are negatively



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associated with intention to quit. Takawira et al. (2014)  
revealed a moderate negative significant relationship  
between work engagement and turnover intention.

### RESEARCH METHOD

The aim of this research study was to examine the direct and indirect (mediated) relationship among the study variables (talent management practices, work engagement, and intention to quit). To achieve this purpose, a quantitative research methodology was conducted. The study utilized a cross-sectional survey design to collect quantitative primary data by using self-administered questionnaires.

### CONCEPTUAL MODEL

A conceptual model incorporating the study constructs and their interrelationships was illustrated in Fig. 1. It was hypothesized that:

**H1:** There is a significant positive relationship between talent management practices and work engagement of academic staff.

**H2:** There is a significant negative relationship between talent management practices and intention to quit of academic staff.

**H3:** There is a significant negative relationship between work engagement and intention to quit of academic staff.

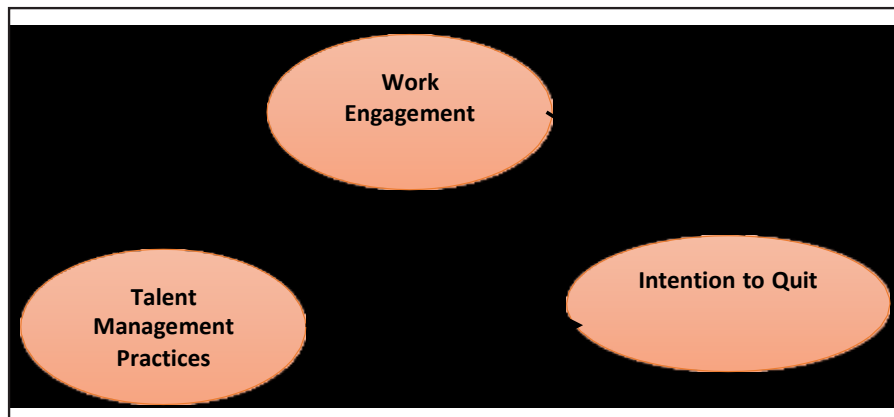


Fig. 1: The Conceptual Model of the Study

### SAMPLING AND PROCEDURE

A non-probability purposive sample of (208) academic staff in Uttar Pradesh higher education institutions participated in the study. The group comprised professors, associate professors, lecturers and support staff at faculties of Professional Institutes in Egypt. To obtain the required data, a well-structured electronic questionnaire was designed using the survey tool 'Google Forms'. To reduce possible desirability bias the respondents were informed that anonymity and confidentiality were guaranteed by not having to enter their names on the questionnaire. This questionnaire includes four sections; personal data, talent management, work engagement and intention to quit. The questionnaire items were written in clear language, and then a pretest was performed on 30 respondents, and four professors specializing in tourism and hotel management. Following this pretest, the wording of some items was refined for subsequent formal survey.

## **MEASURING INSTRUMENTS**

The instruments utilized to measure the constructs under study include: The Human Capital Index adapted from the Human Capital Institute (2008) to measure the talent management practices, the Utrecht work engagement scale (Schaufeli and Bakker 2003) to measure employee engagement, and Arnold and Feldman's (1982) intention to quit scale. The Human Capital Index measured nine talent management practices: strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, performance management, talent retention and financial rewards. Respondents were required to indicate the extent of their agreement or disagreement with each statement on a five-point Likert-type scale ranging from, "Strongly Disagree" (1), to "Disagree" (2), to "Neutral" (3), to "Agree" (4), to "Strongly Agree" (5).

## **RESULTS**

For the overall model testing, a two-step process suggested by Anderson and Gerbing (1988) was adopted; confirmatory factor analysis (CFA) was conducted to assess the measurement items in the model, followed by structural equation modeling (SEM) to test overall structural model. Measurement items in talent management practices (27 items), work engagement (17 items), and intention to quit (3

items) were tested. This study used IBM SPSS and AMOS (21) software to examine the research model. A sample of (208) respondents was employed. The structure of the sample by gender was (58%) male and (42%) female, and by age, (20.1%) of the respondents were aged from 22 to 30; (45.7%) from 31 to 40, (34.2%) from 41 to 60. The majority of respondents (61%) have more than 7 years' experience. In terms of respondents position, nearly half of them (44.7%) were lecturers, while the professor and associate professor were nearly equals (10.1%) and (10.5%) respectively (25%) of the respondents were assistant lecturer. Moreover, the demonstrators represented only (1%) of the sample.

The measurement model of all constructs first assessed the adequacy of each multi-item scale in capturing its construct. This research checked internal consistency reliability, convergent validity, and discriminant validity before testing the hypotheses via the causal model (Anderson and Gerbing 1988b). First, according to confirmatory factor analysis (CFA), this research Original CFA revealed that the model fit for the measurement model was satisfactory ( $\chi^2 = 931.36$ ,  $df = 107$ , comparative fit index [CFI] = .96; goodness-of-fit index [GFI] = .84; standardized root mean residual [SRMR] = .031; normed fit index [NFI] = .97). Second, in the reliability aspect, according to the result in Table 2, the Cronbach  $\alpha$  of each variable is between 0.87 and 0.91, above 0.70 recommended by Nunnally and Bernstein (1994). The composite reliability (CR) of measurable variable is between 0.85 and 0.90, above 0.6 recommended by Bagozzi and Yi (1988) and Fornell and Larcker (1981), revealing that the research variables are in the acceptable range. Finally, this study measures validity according to convergent validity and discriminant validity proposed by Anderson and Gerbing (1988b). Table 2 shows that the average variance extracted (AVE) of measurable variable is between 0.70 and 0.77, above 0.5 recommended by Fornell and Larcker (1981), and the other variables are all accepted. This measurement model, therefore, has good convergent validity. In the test of discriminant validity shown in Table 3, the  $\chi^2$  among three pair variables are all reached at  $p < 0.001$ . Any two pair variables among them all have significance difference, and the fitness with data of the unlimited model is better. Consequently, the result supports the existence of discriminant validity (Anderson 1987; Anderson and Gerbing 1988a; Bagozzi and Phillips 1982; and Venkatraman 1989).

**Table 2: The Reliability and Validity Analysis of Each Measurable Variable**

Index	Mean	Standard Deviation	CR	AVE	Cronbacha
Talent management practices	3.0603	.78460	0.85	0.74	0.89
Work engagement	3.6314	.91955	0.90	0.77	0.91
Intention to quit	2.7340	1.33207	0.88	0.70	0.87

**Table 3: The Test of Discriminant Validity of Each Measurable Variable**

Index	Pair Variable	Limited Model		Unlimited Model		$\chi^2$
		$\chi^2$	df	$\chi^2$	df	
Talent management practices	Work engagement	256.49	20	75.61	19	180.88
	Intention to quit	492.66	26	80.70	25	411.96
Work engagement	Intention to quit	102.90	13	39.99	12	61.91

### STRUCTURAL MODEL FITNESS

After the pre-test model of reliability and validity, we move onto comprehend the structural model fitness. The structural equation modeling (SEM) analysis usually takes the  $\chi^2$  to verify model fitness; however, the sample influences  $\chi^2$ , as the literature indicates (Marsh and Hocevar 1985; and Marsh et al., 1988). SEM was conducted to assess overall structural model fit. The structural model also achieved a good level of fit ( $\chi^2 = 651.53$ ,  $df = 109$ , comparative fit index [CFI] = .96; goodness-of-fit index [GFI] = .91; root mean square error of approximation [RMSEA] = .086; standardized root mean residual [SRMR] = .032; normed fit index [NFI] = .97).

### HYPOTHESES TESTING

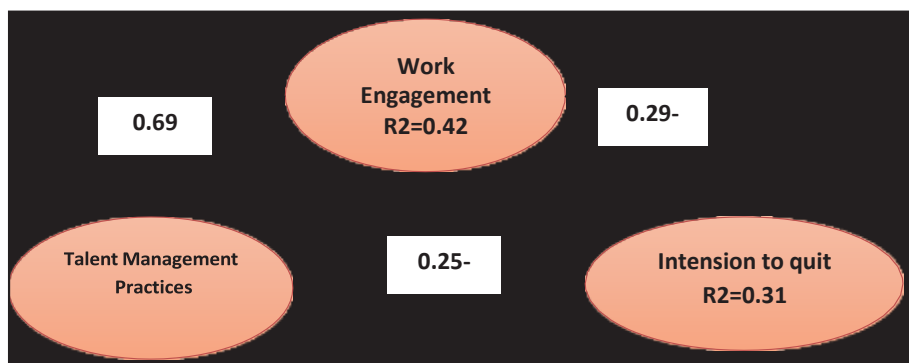
According to the results shown in Table 4, talent management practices has a positive impact on work engagement ( $g = 0.69$ ,  $t = 7.09$ ,  $p < 0.01$ ) and a negative impact on intention to quit ( $g = 0.25$ -,  $t = 2.03$ ,  $p < 0.05$ ). Therefore, H1, H2, are supported. Besides, work engagement has negative impact on intention to quit ( $g = 0.29$ -,  $t = 2.01$ ,  $p < 0.01$ ). Hence, H3 is supported. Table 4: Hypotheses Testing

Path to	Path from	H0	Standardized	t-value
Work engagement	Talent management	H1	0.69	7.09**
Intention to quit	Talent management	H2	0.25-	2.03*
Intention to quit	Work engagement	H3	0.29-	2.01*

\*\* significant at p value  $< 0.01$

\* significant at p value  $< 0.05$

The results also demonstrate that explanatory variance ( $R^2$ ) of each variable to overall model, respectively, is: work engagement ( $R^2 = 0.42$ ), intention to quit ( $R^2 = 0.31$ ). The explanatory variances of these two latent dependent variables are all above 0.30, revealing that the explanation of the research model is at acceptable level. From the overall results, indirect effect from talent management to intention to quit through work engagement resulted in more significant effect. Fig. 2 illustrates the overall model fit with standardized estimates for each path.



**Fig. 2: Standardized Structural Path Coefficients and Model Fit Indices**

#### MEDIATING EFFECTS

This study estimates the mediating effects through SEM as suggested by Baron and Kenny (1986) and Williams et al. (2003), to respectively take competitive models to fulfil the

following four conditions:

First Condition: The relationship between the independent variable (talent management practices) and the mediating variables (work engagement) needs to be significant;

#### Mediating effects

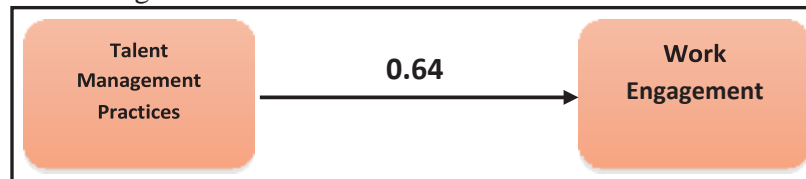
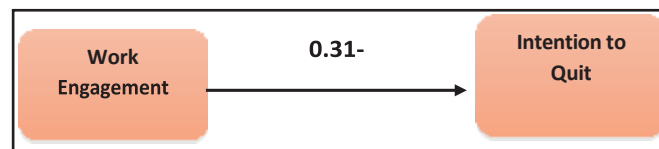


Fig. 3



Second Condition: The relationship between the independent variable (talent management practices) and the dependent variable (intention to quit) needs to be significant;

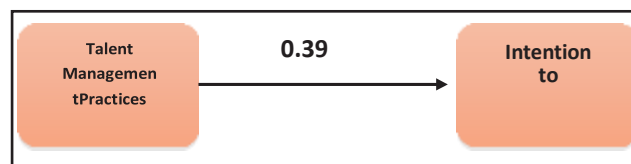


Fig. 4

Third Condition: The relationship between the mediating variable (work engagement) and the dependent variable (intention to quit) needs to be significant;

Fourth Condition: Simultaneously, the independent variable (talent management practices) with the mediating variable (work engagement) to the dependent variable (intention to quit) need to have significant relation and the independent variable effect needs to be weaker than the second group

(the direct relation between talent management and intention to quit). Therefore, work engagement partially mediates the relationship between talent management practices and intention to quit.

## **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

New trends in HRM domain such as, talent management has been captured the attention of both scholars and practitioners. Even the universities, they get start to rethink their HRM policies and embrace talent management practices to assure their sustainability. Numerous studies confirmed that applying effective talent management practices leads to positive work-related outcomes such as increased work engagement, job performance, motivation, satisfaction and lower levels of intention to quit. Competent and talented academic staff is regarded as the core human assets for any university. When they got engaged at their workplace, universities can achieve their intended goals. However, rising rates of intention to quit among academic staff has been observed at many universities in different fields. Based upon this view, the rationale aim of this study was to investigate the mutual relationship between talent management practices (talent strategy, talent review process, staffing, talent acquisition, talent development, workforce planning, performance management, talent retention and financial rewards), work engagement and intention to quit for academic staff in Uttar Pradesh faculties of Professional Institutes. Work engagement has been used as mediator variable in this relationship. Theoretically, the recent research contributed to better develop a comprehensive literature review for the three main constructs under study. Practically, a conceptual model was proposed to test the study hypotheses. The empirical results data was obtained through a series of structural equation modeling analyses (AMOS 21).

The main findings of the empirical study revealed that talent management practices have a significant positive effect on work engagement of academic staff. This result was consistent with previous studies of (Glen 2006; and Bhatnagar 2007) who concluded that work engagement has a vital role in the retention of talented employees. In the same context, the study of (Barkhuizen et al., 2014) also reported that some talent management practices,

which include management commitment, talent review process and talent development, were positively significantly related to the three dimensions of work engagement for support academic staff in South Africa. In addition, the current study concluded that talent management practices have a significant negative effect on the intention to quit of academic staff. This finding was supported by many studies (Theron et al., 2014; Lesenyeho et al., 2017; and Saurombe 2017). They all confirmed that the availability of effective talent management practices reduces academic intention to quit their jobs. Similarly, other studies determined a significant negative relationship between employees' perception of the organization's talent management practices and their intention to quit the organization (Oehley 2007; Du Plessis 2010; and Darvish et al., 2012).

Furthermore, the findings also showed that work engagement has a significant negative effect on the intention to quit of academic staff. Such finding was correspond with similar studies (Sonnentag 2003; Schaufeli and Bakker 2004; Saks 2006; Du Plooy and Roodt 2010; Mendes and Stander 2011) who concluded that work engagement has been found to be negatively related to intention to quit. Also, the studies of (Robyn and Du Preez, 2013; and Takawira et al., 2014) suggested that a moderate negative significant relationship was found between work engagement and turnover intention. The results further indicated that work engagement had partial mediating effects on the relationship between talent management and intention to quit. In conclusion, this study revealed that applying talent management practices may cause desirable consequences for the organizations under the study such as high levels of employee engagement and reduced turnover intention.

Based upon the previous findings, the study recommends some practical implications for the Uttar Pradesh faculties of Professional Institutes to enhance the work engagement of academic staff and reduce their intention to quit. It is suggested that the participating faculties should take corrective steps toward the true implementation of talent management practices. Innovative policies and strategies must be implemented and developed to assure the recruitment and acquisition of talented academic staff. Moreover, every HRM department in the participating



faculties should maintain separate and updated database of their talented academic staff, which comprises the details of individual job roles, their contributions, their capabilities, skills and their specializations. Faculties should appraise that database at the time of talent identification, workforce planning, talent development, and talent retention practices. Faculties should design job descriptions for academic staff members, with comprehensible and measurable performance objectives to enhance their performance management system. New methods of training should be addressed to qualify academic staff for occupying key positions. Finally, means of financial and non-financial rewards can increase the academic staff engagement and reduce their intention to leave their jobs.

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