Talent Management Strategies and Performance of University Non-Academic Staff in Delta State

Etobro, E. and Eromafuru, E. G.

[1]*Student, Department of Business Adminsitration, Faculty of Management Sciences, Delta State University, Abraka, Nigeria*
[2]*Professor, Department of Business Adminsitration, Faculty of Management Sciences, Delta State University, Abraka, Nigeria*

ABSTRACT
The study examined the effects of talent management strategies on the performance of university non-academic staff in Delta State. The specific objectives are to examine the effects of talent attraction, learning and development and talent retention on the performance of non-academic staff in Delta State. Cross-sectional survey research design was adopted for the study. The population of the study was limited to 2072 non-academic staff of two universities in Delta state. The sample size of 335 participants was determined by using Taro Yamane formula. The stratified sampling was adopted for the study. The primary data for the study were collected via administering structured questionnaire. The content validity was taken into consideration for this quantitative research. To establish the reliability of the instrument, a test-retest method was used. Descriptive statistics like frequency distributions and inferential statistics like correlation and multiple regressions were used to analysis the collected data for the study. The study therefore found that talent attraction ($\beta = 0.499$, $P<0.05$), learning and development ($\beta = 0.166$, $P<0.05$) and talent retention ($\beta = 0.145$, $P<0.05$) has a significant positive effect on performance. In conclusion, by prioritizing these aspects, universities can cultivate a skilled, motivated, and productive workforce that contributes positively to their institutional goals and objectives. The study recommended that institutions should adopt training and development programs to enhance the capabilities and performance of their non-academic staff, thereby fostering a more effective and dynamic workforce.

I. INTRODUCTION
The business landscape is being shaped by factors such as globalization, the development of technical processes, socioeconomic shifts, and demographic shifts. In order to overcome challenges, businesses must prioritize finding, attracting, hiring, developing, and retaining talent (Claus, 2019). Therefore, organizations now prioritize their human capital, viewing their workforce as their most valuable asset, rather to just boosting productivity and differentiating their goods and services (Reiche et al., 2019). The capabilities and adaptability of an organization's workers are becoming increasingly important to its capacity to remain competitive.

The need of talent management as a crucial element that supports the highly competitive corporate environment is growing. The notion of talent management is becoming more and more prominent, and organizations are reflecting on the creation and function of talent management plans as well as the human resource competencies necessary for their implementation. Talent management methods are becoming increasingly important for many organizations (Sindhura, 2022). To answer business challenges and create a sustainable competitive advantage, human capital which is the most important factor in an organization must be managed and developed according to the needs of the organization (Minbaeva, 2018). An organization is expected to be able to ensure the availability and readiness of the talent needed by the organization. They must

plan ahead to ensure that talent is available to be deployed when and where it is needed (McCracken, Currie & Harrison, 2016). The goal of talent management is to enhance and sustain organizational performance through a range of organizational activities derived from human resource management strategies. These activities include recruiting, developing, and retaining employees.

Some academics have drawn attention to the fact that talent management is primarily concerned with workers who bring value to the company by emphasizing talent identification as one of the activities. Employees with the ability to significantly impact an organization's success are individuals that the organizations identify as talent. (Van, Mathafena & Ras, 2017; Bolander, Werr & Asplund, 2017). Workers are no longer seen as disposable; rather, they are increasingly considered an organization's most valuable resource, and decisions about new product creation, managing competition, organizational growth, and other matters frequently hinge on their contributions.Because of this, organizations look for talented people who, once they are highlighted, are essential to acquiring and achieving full-scale organizational performances (Okwuise, Kifordu & Oghoghomeh, 2021).

According to Moghtadaie & Taji (2016) attracting talent influences organizational performance. Prospective employees with the necessary qualifications must be attracted by organizations. They result in improved and sustainable organizational performance. Drawing in talent comes with a number of challenges.Talent attraction is the methodical process of luring potential workers who can have a full-time influence and equally match the requirements for the job function as needed in the business (Okwuise, Kifordu & Oghoghomeh, 2021).

The talent management process is essential to the long-term growth and performance of universities as an industry by using organizational tactics with highly qualified staff (Ming, Didik & Siti, 2016). An encouraging academic environment is necessary for talent management in higher education. Universities should foster an environment that encourages their instructors' inventiveness in order to achieve excellent performance (Ingram, 2016). Universities' ability to draw talent is dependent on their reputation and atmosphere (Abdullah, Hafeez & Gururajan, 2020). Given the crucial role of higher education in national development, it is necessary to understand how the talent management strategies

affect the performance of non-academic staff. This is because, in the absence of clerical, secretarial, and extensive administrative support provided by non academic staff, academic staff may find it challenging to efficiently manage universities' internal structures (Baltaru, 2019). Therefore, the study focused on talent management strategies and performance of university non academic staff in Delta State.

Statement of the Problem

Attracting and keeping a staff that improves organizational performance is one of the hardest management problems. When a company gets ready to compete internationally, It needs intelligent employees that can build the market and implement the best organizational learning strategies. As a result, the notion of talent management has sparked considerable professional and academic interest. The right actions should be done to put the best talent management practices into effect since an organization's performance and success are reliant on how it manages and keeps its talent pool. It will assist the organization in gaining a competitive advantage over its competitors and remaining at the forefront of the market. All stages of the employee life cycle are included in talent management. Planning for succession, performance management, and training are necessary to achieve recruitment, selection, and knowledge enhancement.

The two biggest issues facing the education sector are technology advancements and graduate quality requirements. However, developing and implementing the most effective talent sustainability strategy presents problems for higher education management. This demonstrates the necessity for colleges to change by rethinking shared ideals, procedures, tactics, abilities, and styles.

Higher education administrations can really profit from the benefits that talent management has brought to other industries' organisations. Despite the idea that they want to be distinct from the corporate world, institutions must understand that developing talent internally can be extremely beneficial, particularly in light of the current state of the economy, the fierce competition for personnel, and the ongoing requirement to be accountable to their constituents. In this competitive environment, colleges and universities that take on the challenge of developing talent internally to satisfy looming leadership requirements will undoubtedly have an advantage over rival institutions. Learners are taught the talent

management principles in an academic setting, and they put those concepts into practise when they start or join new jobs. But despite knowing the outcomes of its implementation, it is ironic that universities have not fully adopted it. It is clear from the literature study that little research on talent management strategies in universities has being done, and it therefore on this premise that the study on talent management strtaegies and performance on university non academic staff in Delta State was carried out.

Objectives of the Study
The general objective of the study is to examine the effects of talent management strategies on the performance of university non-academic staff in Delta State.

The specific objectives are to;
a. examine the effects of talent attraction on the performance of university non-academic staff in Delta State.
b. assess the effects of learning and development on the performance of non-academic staff in Delta State.
c. ascertain the effects of talent retention on the performance of non-academic staff in Delta State.

Statement of Hypotheses
H_o1: There is no relationship between talent attraction and performance of university non-academic staff.
H_o2: There is no relationship between learning and development and performance of university non-academic staff.
H_o3: There is no significant relationship between talent retention and performance of university non-academic staff.

Significance of the Study
The study will be significant in the following ways; This study will give guidance to many organizations, especially in-service industries about how to do talent review and how to manage it.

This study will broaden our understanding of talent management strategies in higher education, particularly as they relate to universities and the appropriateness of implementing these strategies to improve employee performance.

The study will be of immense help to stakeholders in the Universities to know how to attract and harness the talents of their talented staff in order to increase the peformance of the universities both academically and otherwise.

It will be a resource to other researchers that will want to delve into research on talent management.

II. LITERATURE REVIEW
Talent Management
Talent is one of the most vital pillars which companies and organizations rely on in achieving their strategic vision, not to mention that the demand for it has risen(Almaaitah, Alsafadi, Altahat & Yousfi, 2020).One definition of talent is the innate capacity of an individual to perform a certain work in a specific manner. The totality of a person's abilities, including their innate aptitudes, aptitudes, information, experience, wisdom, discernment, disposition, morality, and motivation, is considered their talent. It also takes into account a person's capacity for growth and learning (Nafei, 2015). Talent is the distinctive quality, trait, or ability of individuals who use it to further the goals of organizations(Sheehan, Grant, & Garavan, 2018).

The majority of definitions of talent management still concentrate on particular aspects like luring, nurturing, and keeping critical skills (Barkhuizen & De Braine, 2021; Ansar & Baloch, 2018). Furthermore, Organizational talent management strategies help the company's high-potential workers become more adaptable, which is necessary to compete in a modern and unpredictable business world, as well as to expand the capacity of highpotential employees of the organization (Sandeepanie, Gamage, Perera & Sajeewanil, 2020; Khoreva et al., 2017).

Talent management is an ongoing process that includes finding and keeping exceptional workers, helping them advance their careers, and consistently inspiring them to do better work. The main goal of talent management is to develop a motivated staff that will work for your business for many years to come. The precise method used by each organization to accomplish this may vary. Recruitment, onboarding, performance and goals, learning, succession planning, and development are all included in talent management. The greatest talent may be hired, developed, and retained by organizations through the use of effective talent management, which goes beyond conventional procedures(Almaaitah et al., 2020).

The goal of talent management, as a comprehensive collection of actions, is to guarantee the flow of talent within the business, highlighting the fact that talent is the most valuable asset. The application of integrated techniques or systems intended to boost workplace efficiency is known as talent management, therefore,the talent management procedure means the development, preservation and use of human resources,

respectively people with the necessary skills and abilities, to meet the needs and an organization's current and future requirements. The literature and organizational practices have acknowledged the growing importance of talent management as a topic of study (D'Annunzio-Green, 2020). The ability of a person to do exceptionally well in activities that they excel at, namely in the arts, music, and athletics, has been associated with talent (Wang, Xu, Zhao & Bian, 2022). The rise of artificial intelligence, globalization, and digitalization, as well as the shortage of skilled labor in some areas, have all contributed to the necessity for companies across all industries to expand their search for quality people (Richard & Lemaire, 2023; Zhang, Su & Liu, 2023).

Arpiani and Mulyana (2023) suggested that talent management signiicantly influences employee performance. Obedgiu et al. (2022) affirmed that talent management policies, practices, and activities would also signiicantly impact organizational employee productivity.

Sindhura (2022) opines that the process of finding and keeping the best talent for the job in order to satisfy corporate needs is known as talent management. It also entails continuous encouragement for drawn employees to deliver quality work. A key factor of talent management is human resource management. The organization's interests are shifting from being dependent on commodities to being dependent on information.

According to Chugh and Bhatnagar (2006) as cited in Coculova, Svetozarovova, and Bertova (2020), the primary goals of talent management generally include retaining key personnel, identifying management positions at risk, describing the strategic program by indicating needs, abilities, and human skills, and defining and determining the current situation in the organization in terms of skills, abilities, and finding shortcomings and needs. Talent management also has some secondary goals, like assessing current competencies and how far they deviate from ideal abilities and skills through strategies and training programs, identifying, nurturing, and retaining employee potential, fortifying stakeholder positions and improving customer comprehension, cutting down on external labor costs, and managing development challenges (Saddozai et al., 2017).Talent management makes sure that qualified individuals in the right roles have the necessary abilities. Additionally, their jobs serve as a motivating element for bettering both the employment conditions inside and outside the organization. Talent management provides the right processes and tools to support and strengthen the position of managers. Business entities that want to invest in talent management can expect a high rate of return on their investment. It depends, in particular, on a sufficiently motivated workforce which contributes to the overall productivity. Talent management is very important for the development of superior human resources (HR) in companies both at national and global levels. The talent management method helps staff members become more skilled and offers support when they encounter new challenges. Talent management in the public sector refers to the implementation of essential HR processes that guarantee talent that fits into the public sector environment, with the aim of overcoming difficult problems and achieving the sector's strategic objectives.

In addition to employee talent, talent management is closely associated to the organization's goal and vision during its development, giving the latter sustainability and a competitive edge. The majority of scholars who have examined talent management's influence have found that it significantly affects how long an organization's performance can be sustained (Aina & Atan, 2020; Dahshan et al., 2018; Almaaitah et al., 2020).

Employee Performance

Employee performance is regarded as an important business concept that has gained business prominence and research interest among researchers and practitioners in the last decade (Obedgiu, Keny, Sang, Kenya & Lagat (2023).

Employee performance is the contribution of employees in achieving the goals of the firm. It can also be descrived as the consequence of the value and amount of job executed by workers An alternative way to define employee performance would be to emphasize behaviors and actions that are directly under the control of the employees and support organizational objectives (Jayeola, Faloye, Owoeye, Olatunji & Yahaya, 2021).

Performance of non academic staff in the university can come in form of task performance and contextual performance. Task performance pertains to job-specific behaviors, such as primary tasks, for which experience and aptitude may be the most significant preconditions (Okwuise, Kifordu, and Oghoghomeh (2021). Task performance typically describes an employee's performance of the core task officially stated in their job escription (Ming, Didik & Siti, 2016). That is, task

performance emphasizes actions and activities that directly contribute to getting the main task done. Task performance for university non-academic employees may involve executing activities as delegated in the job description, finishing given tasks, and performing tasks that are expected of them, such as secretarial, clerical, and administrative work.

Contrarily, contextual performance refers to non-job-related activities like being dedicated to and cooperative with coworkers, being selfless in performing tasks that are not formally part of the job, and helping and working with others to complete organizational tasks (Jayeola, Faloye, Owoeye, Olatunji & Yahaya, 2021). Contextual performance is an important component of non-academic staff members' job performance and does not only lie under their allocated duties. Non-academic staff members' contextual performance might be exemplified by their proactive efforts to prevent problems inside the institution, their creative idea generation to enhance their work, or their voluntary engagement in unofficial responsibilities.
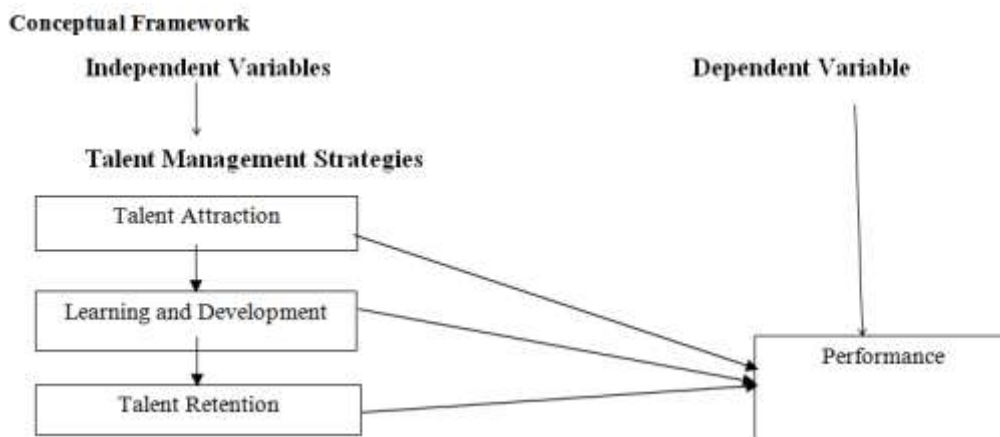

Fig 1: Conceptual Framework
Source: Researcher's Conceptualization (2024)

Talent Attraction and Employee Performance

The process of attracting talent is an activity to attract potential talents to join and contribute to the organization. The employee value proposition that the company offers to employees is a factor that can attract employees to join and contribute to the organization (Anjar, 2022). The employee value proposition offered can be in the form of income, career opportunities, reward systems, health insurance, work life balance, work culture, learning and development opportunities, etc (Borkowski & Meese, 2020).

In the world of human resources and talent acquisition, the phrase "talent attraction" refers to enticing the most ideal passive applicants to a particular organization and providing them with implicit and envisioned rewards in exchange for their application (Stroud, 2020). Employer branding, recruitment marketing, organizational culture, pay, and perks are just a few of the methods and tactics used to attract talent. The current state of the economy, talent competition overall, and generational variations all influence employee attraction tactics. A multitude of methods and procedures, including as cash and benefits, employer branding, social media, and video, are used to help implement these talent acquisition strategies (Stroud, 2020).

Moghtadaie & Taji (2016) looked into the connection between organizational performance and talent management techniques. Their research showed that organizational performance is impacted by luring talent. Organizations need to recruit potential employees who have the required criteria. They will lead to enhanced and long-lasting performance within the firm. The initial steps of employee recruitment will affect the management of human resources in the organization according to their abilities and talents, so they can contribute to achieving organizational goals. According to Rastgoo (2016), one strategy to draw top personnel to an organization is to provide competitive or above-market wage packages along with superior perks compared to other companies in the same industry.

Attracting talent has a number of challenges in and of itself. The methodical process used to attract potential individuals who can have a

full-time influence and equally match the requirements for the job function as needed in the organization is known as talent attraction (Okwuise, Kifordu, & Oghoghomeh, 2021). Furthermore, Rawashdeh (2018) condensed the concept of talent attraction to the act of asking someone to apply for a position that is open. Raising awareness of job roles, however, is not the only way to attract applicants or find the necessary skilled candidates; this is because today's applicant is highly inquisitive and wants to learn more about the qualities that the company is said to possess.Consequently, the majority of organizations today have the opportunity to develop employee value propositions, employer branding, and employer choice in order to draw in skilled candidates to fill open positions in the office (Anjar, 2022).

Learning and Development and Employee Performance

This is training programs for talented people, focusing on the enhancing and development skills, competencies and organizational values. These programs are based on exact performance evaluation to determine all the training needs and necessary (Sara & Ahmed, 2020). Employee development highly relies on training activities (Kravariti et al., 2023). To increase staff competence and performance, corporate management must implement a structured, ongoing employee training program. In addition to increasing income, cutting costs, and fostering productivity and employee engagement, employers find that investing in training is crucial (Mkamburi & Kamaara, 2017). Baharuddin, Nurung, Tamsah, Ilahi & Rahmi(2022) assert that training gives workers a purpose, instills appropriate procedures to follow, and makes the most of work hours. All knowledge is transferred throughout training and is applicable to both current and upcoming duties.

In order to guarantee an effective workforce, training also improves employees' capacity to do organizationally prescribed responsibilities while granting them more autonomy at work (Asaad, Al-gharaibeh, Allozi, Ababneh & Eneizan (2023). The goals of a professional development plan are to accomplish activities that enhance performance in one's current role or in a related role. Under tight supervision, workers receiving on-the-job training can greatly improve their knowledge and abilities by witnessing the performance of more experienced colleagues (Baharuddin et al., 2022). Additionally,

a better rate of skill transfer for rapid application is guaranteed by on-the-job training. Concurrently, the administrative and leadership abilities of seasoned workers determine the caliber of their training.

Continuous learning and development is essential to organizational growth, creativity, and resilience. It is not only a part of human resource strategy. Any professional development that an organization offers to its staff is included in the phrase "learning and development." Often called training and development, learning and performance, or talent development, it is regarded as a fundamental component of human resources management (TD). Talent Development deals with internal as well as external talent development. While external talent development is crucial for recruiting and selection, internal talent development includes the processes of training, performance management, coaching, special projects, career development, etc (Hill, 2019).

Talent Retention and Performance

The retention of employees is becoming one of the most pressing challenges in today's world because it can lead to the creation of changes in a firm, whether they are positive or negative (Raju, Malathi,Srinivas & Naga, 2024). Retention of human resource refers to organization's ability to maintain talented and qualified staff, i.e., people who help organization's competitiveness in this rapidly changing world (Amelia & Rofaida, 2023). The best possible upkeep of human resources is one of HRM's primary responsibilities. Employee motivation to be a part of the business, as well as their desire to perform more and continue cooperating, are related to the desire for durability or the likely degree of employee retention. If workforce works with peace of mind and a strong motivation without any fear about the future, higher productivity will be reached (Kohestany & Yaghoubi, 2017).Finding and keeping outstanding workers is a major problem for organizational executives looking to gain a competitive edge (Kumar, 2022). Effective management and motivation of staff members can improve the company's retention rate by fostering a positive work environment and improving productivity (Pandey et al., 2019).

Encouraging talented individuals to stay for extended periods of time is the main goal of talent retention (Malhotra & Singh, 2019). Retaining talented individuals is regarded as a strategic process. It is also a big challenge for organizations to protect their better-performing

employees. Talent retention can be achieved through motivation, training, career advancement, benefits, and compensation (Malhotra & Singh, 2019). According to Sembiring & Damayanti's (2023) research, the knowledge and credentials held by talented and high-performing individuals can have an impact on the organization's financial and operational performance.

Talent retention is a process through which an organization seeks either to retain its most talented employees or those workers who are likely to leave the organization. While it's not always possible for organizations to hold onto their talented workforce, they can apply tried-and-true tactics to do so (Kehr, 2020). The most important steps of talent management are to retain talent within the organization. This is because the retention of talented employees is one of the organization's most important investments and, also, the key to its success. Consequently, in order to avoid keeping people who do not utilize their full potential to accomplish the organization's goals, the organization must retain these employees through voluntary means rather than through contracts or arrangements (El Sayed, Wadie & El Koussy, 2021).

Motivating employees, fostering their commitment to the company, investing in their careers and the value of their experiences, and providing them with non-cash rewards are all part of talent retention. It is essential that an organization has a strategy to retain such employees and to manage, train and develop their talents to create feelings that the organization's leaders are interested in and appreciate them. This is shown in their desire to stay within the organization (Mccarthy, Covella, Kaifi & Corcoran, 2017).

Theoretical Review
Key Competency Model

The German social educationist D. Mertens put forward the concept of key competence in 1974. The ability to be competent in a variety of unplanned life changes in a variety of scenarios is characterized as the core competence. This knowledge, aptitude, and skill are not immediately tied to conventional professional practical skills. Since then, great changes have taken place in the requirements of vocational education in Germany on the cultivation of workers' vocational competence (Lahn & Nore, 2019; Wild & Heuling, 2020). The essential competency in social practice has grown significantly along with the shifts in social and technological structures. The notion of professional action capacity, comprising three components; professional competence, method competence, and social competence, was developed prior to the 1980s.

According to Pascual-Fernández et al. (2021), the key competency model is a useful management tool for identifying employees' personal knowledge, abilities, and qualities. The model's evaluation results can also have a good effect on employees' individual performance and the growth of the company. The competencies encompassed by the key competences, such as unique competence, generic competence, and transformable competence, should generally be observable, evaluable, and developable.Every employee's development must be coordinated for the administration of businesses.Building the key competency model helps employees better grasp the strategic needs of the company and develop their personal competencies in line with those needs, which in turn helps the company's performance to improve (Deng et al., 2021).

The development of professional abilities is given more weight in traditional vocational training. However, as social industrialization has advanced and businesses have been more in need of knowledge-based talent, a competency-based education quality paradigm that emphasizes the development of critical competences has progressively emerged (Ewing, 2017; Saputra et al., 2018; Nurtanto et al., 2020). Professional competence, method competence, and social competence are all adopted by German dual system universities as a means of fostering students' exceptional professional aptitude, where professional knowledge, technique competence, and social competency should all be mastered by students.

Businesses can match qualified candidates for important positions with the aid of key competence analysis and construction. The processes of hiring new employees, developing talent, and selecting personnel can streamline and standardize an organization's talent management, which is helpful in changing the way that talent is appointed and how private firms are conceptualized. Additionally, using the key competence model helps manage talent in the face of the industry's skills scarcity, which is beneficial for both the industry's progress and the stability of its talent pool. (Liu, 2021).

Key competence model is applicable to this study because it is an avenue for the management to detect skills and talents in staff and

harness them in the most appropriate way to increase performance of the organization.

Empirical Review

Afaque (2024) conducted a research on the effect of talent management on employee retention: a research on teachers in Pakistan. The purpose of the study was to establish that talent management practices like employee engagement, performance management, competency mapping and career development have effect on employee retention. The study made us of questionnaire which comprised of two parts; demographic and questions from talent management practices. Convenience sampling is used through online medium due to time and cost constraints. The main audience for this research was 401 Teachers from educational institutions in Pakistan. Researcher sent their questionnaires via Email, WhatsApp, Facebook to collect the data. The Data was analyzed with help of SPSS software, Correlation; Regression and Descriptive analysis was performed for the obtained data. The results showed that except career development all three independent variables (competency mapping, employee retention, and performance management has an impact on employee retention.

Dayana, Savarimuthu & Satyanarayana (2024) conducted a research on disentangling the relationships between talent management, organizational commitment and turnover intention: Evidence from higher educational institutions in India.. The objective of the study was to determine how different aspects of personnel management relate to organizational commitment and intention to leave. 435 faculty members from higher education institutes (HEIs) in southern India provided data for the study. Following a structural equation modeling (SEM) evaluation of the survey instrument's psychometric qualities, Hayes's PROCESS macros were used to analyze the data. The results show that: (i) talent engagement and organizational commitment are positively correlated with talent recruitment strategies; (ii) talent engagement and organizational commitment are positively correlated with each other; and (iii) talent engagement mediates the relationship between talent recruitment strategies and organizational commitment. The findings also showed that the relationship between talent recruitment tactics and talent engagement is influenced by talent development (second moderator) and talent acquisition (first moderator). Furthermore, the findings bolster the association between talent engagement and organizational commitment by supporting talent retention.

Obedgiu, Keny, Sang, Kenya & Lagat (2023) examined the effect of employee engagement on talent management and employee performance: A mediation model.The study's goal was to investigate how employee engagement, specifically among academic staff at Uganda's public universities, mediates the relationship between talent management and employee performance. Cross-sectional and quantitative research approaches were employed in the study. Using the Yamane sampling procedure, a sample of 536 academic staff members were chosen at random from a population of 3,335 academic staff members of public universities in Uganda, taking into account statistical power and effect size. To gather information, a closed-ended questionnaire was employed. The bootstrapping method and Process Macro version 3.2 were employed to test the research hypotheses. The results of the study showed that talent management had a major positive impact on employee engagement, employee engagement had a significant positive impact on employee performance, and talent management had a significant positive impact on employee performance. Among academic staff at Uganda's state universities, employee engagement significantly mediated the relationship between talent management and employee performance.

Epebinu, Oguntuase & Oruma (2023) examined talent management and organizational performance: A Study in South-West Nigeria. The purpose of the research was to investigate the actual impact of talent management on organizational performance in two particular wire and cable companies that operate in South-West Nigeria. A questionnaire was used as a research instrument to source data from a population of 186 employees from the two selected firms. Multi-stage sampling procedure was deplored to arrive at a sample size of 127. Data were analyzed using both descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 20. The study revealed that talent management has a significant positive effect on Organizational Performance. [Model R-square =.623 and P < 0.05]. It indicates a predictive power of the outcome in the model as approximately 62% of variation in Organizational Performance is explained by talent management practices. The outcome suggests that in order to guarantee a better degree of organizational performance, the organizations should focus more on the chosen talent management techniques (talent attraction,

talent retention, learning and development, and career management).

III. METHODOLOGY

Cross-sectional survey research design which is a type of survey research design was adopted for the study. The justification for choosing this method is that surveys are ideal for scientific research especially when examining the effect of talent management strategies and performance of non-academic staff of universities in Delta State.

The research was conducted in two state universities in Delta State which are Delta State University, Abraka and Dennis Osadebay University, Asaba, Delta State. A sample population of two thousand and seventy two (2072) respondents which represents the number of non-academic staff in the two selected universities (Delsu, Abraka: 1767 and DOU, Asaba: 305) was used as the study population. These two universities were chosen because they had a good representation of the other two universities in Delta State.

The sample size of 335 that is a representation of the population which is studied in place of the entire population was determined by using Taro Yamane formula. A total number of 335 respondents was used for the study from the selected universities in Delta State.Simple random sampling technique was used to select the number of universities that the study focused on. This sampling method provides the unbiased and better guess of the parameters if the population is homogeneous.

The study adopted structured questionnaire. The questionnaire was designed so as to elicit information on both demographic aspects of the respondents and opinions of the statements on the dimensions of corporate reputation management practice.

In this study, the content validity was guaranteed by letting two experts in the academic field review the questionnaire.Therefore, to establish the reliability of the instrument, a test-retest method was used. If a research is considered as totally reliable it has no numbers of errors (Christensen et. al., 2010). The reliability was established by assessing the internal consistency of the items representing each construct, using cronbach alpha index. Favourable reliable scores were obtained from all the items; Talent attracttion (0,822), Learning and development (0.812), Talent retention (0.797) and Perforamnce (0.776) since all alpha co-efficient values were above 0.06. Thus exceeding the minimum benchmark of cronbach alpha value (0.6) recommended by Malhotra (2004).

Data collected were analyzed using both descriptive and inferential statistics. Respondents profile were analyzed using descriptive statistics. The hypothesis were tested using correlation and multiple regressions for the purpose of ascertaining the strength of relationship that exist among variables, determine to what extent the independent variable accounted for change on the dependent variable, as well as to test the statistical significance that exists among variable respectively. The data entry and analysis was performed by using Statistical Package for Social Science (SPSS) version 25.

The general form of the equation to predict $P = \beta_o + \beta_1 TA + \beta_2 LD + \beta_3 TR + \varepsilon$

Where:
P = Performance
TA= Talent Attraction
LD= Learning and Development
TR = Talent Retention

IV. ANALYSIS OF DATA

There were 335 copies of the questionnaire distributed in all; 320 (96%) were recovered; 4 (1.2%) were incompletely filled out; and 316 (94) were usable copies. Consequently, the study conducted relied on a response rate of 94%.

Table 1: Frequency Analysis of Respondents Profile

S/N	Characteristics of the Respondents	Frequency	Percentage (%)
1	Gender: Male Female Total	 136 180 316	 43 57 100
2	Age Range: Below 30 31-40 Above 41	 47 183 86	 15 58 27

	Total	316	100
3	Marital Status:		
	Single	70	22
	Married	246	78
	Total	316	100
4	Educational qualification:		
	WAEC/NECO/GCE	16	5
	OND	25	8
	HND/B.Sc	199	63
	MBA/M.Sc	66	21
	Ph.D	10	3
	Total	316	100
5	Work Experience:		
	1-5	41	13
	6 -10	66	21
	11-15	82	26
	16-20	79	25
	21- 25	46	15
	Total	316	100
6	Staff Category:		
	Junior staff	142	45
	Senior staff	174	55
	Total	316	100

Source: Field Survey, 2024

Table 1 displayed the background characteristics of the research participants, which were used for analytical purposes and accounted for 94% of the total sample size. The gender composition data indicated that 43% of the respondents were male, while 57% were female. The respondents' age distribution revealed that 15% were below the age of 30, 58% fell between the age range of 31-40, and the remaining 27% were above the age of 41. The respondents' marital composition revealed that 22% of the sample were unmarried, whereas 78% were married. The educational background of the sample reveals that the majority of respondents possess a high level of education, with 63% holding HND/BSc degrees. 8% of respondents have OND qualifications, 5% have WAEC/NECO/GCE certificates, and 24 respondents hold MSc/MBA and Ph.D degrees. Regarding work experience, 13% of the respondents have less than 5 years of work experience, 21% have between 6 and 10 years, 26% have between 11 and 15 years, 25% have between 16 and 20 years, and 15% have between 21 and 25 years. Regarding the staff category, 45% of the participants are classified as junior staff, while the remaining 55% are classified as senior staff.

Table 2: Correlation analysis of talent management strategies and performance

S/N	Talent management strategies and Performance	TA	LD	TR	PF
1	Talent Attraction	1			
2	Learning and Development	.712**	1		
3	Talent Retention	.605**	.554**	1	
4	Performance	.774**	.670**	.608**	1

**. Correlation is significant at the 0.01 level (2-tailed).
Field Survey, 2024

Table 2 showed that talent attraction has strong positive correlation with performance ($r = 0.774$, $p < 0.01$). Learning and development exhibited strong positive correlation with performance ($r = 0.670$, $p < 0.01$). Talent retention has strong positive correlation with performance ($r = 0.608$, $p < 0.01$).

Table 3: Multiple Regression analysis of Talent management strategies

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1(Constant)	-2.776	1.243		-2.233	.026		
Talent attraction	.567	.058	.499	9.843	.000	.422	2.368
Learning and development	.169	.050	.166	3.408	.001	.456	2.193
Talent retention	.200	.060	.145	3.320	.001	.571	1.752

a. Dependent Variable: Performance
Field Survey, 2024

Table 3 indicated that talent attraction has a positive effect on performance (ß = 0.499, $P<0.05$). Learning and development has positive effect on performance (ß = 0.166, $P<0.05$). However, talent retention has positive effect on performance (ß = 0.145, $P<0.05$). Furthermore, result indicated that there is no multicolinearity because the VIF of talent attraction (2.368), learning and development (2.193) andtalent

retention (1.752) towards performance are below 10. Besides, the tolerance level is more than 0.1 where talent attraction has 0.422, learning and development has 0.456 and talent retention has 0.571

The general form of the equation to predict $PF = \beta_o + \beta_1 TA + \beta_2 LD + \beta_3 TR + \varepsilon$

$PF = -2.776 + (0.567 \times TA) + (0.169 \times LD) + (0.200 \times TR)$

Table 4: Analysis of Variance

ANOVA[a]

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	374.759	4	93.690	152.352	.000[b]
Residual	191.251	311	.615		
Total	566.009	315			

a. Dependent Variable: Performance
b. Predictors: (Constant) Learning and development , Talent retention , Talent attraction
Field Survey, 2024

The F-ratio in table 4 tests, showed that talent management strategies such as talent attraction, learning and development and talent retention statistically predicted the dependent

variable (performance of university non-academic staff), $F = 152.352$, $0.000 < 0.05$. This implies that the regression model is significant for the study.

Table 5: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.814[a]	.662	.658	.784

a. Predictors: (Constant) Learning and development , Talent retention , Talent attraction
Field Survey, 2024

Table 5 showed that change in performance of university non-academic staff was brought about by talent management strategies by 66% (0.658) as indicated by the adjusted R^2 value. Talent management strategies explained 66% of the variability of performance.

Hypotheses Testing
The multiple regression analysis was used as an analytical technique for testing the formulated hypotheses of the study.

Decision Rule

If the probability value calculated is greater than the critical level of significance, then the null hypothesis is accepted and the alternate hypothesis is rejected.The P-value is the lowest significant level at which a null hypothesis can be rejected (Gujarati & Porter, 2009). Therefore, the P-value = 0.05(5%).

H_{01}: There is no relationship between talent attraction and performance of university non-academic staff.

Since the P value calculated in table 3 is lesser than the critical level of significance ($0.000 < 0.05$), the null hypothesis was rejected while the alternate hypothesis was accepted this implies that there is a significant positive relationship between talent attraction and performance of university non-academic staff.

H_{02}: There is no relationship between learning and development and performance of university non-academic staff.

Since the p value calculated in table 3 is lesser than the critical level of significance ($0.001 < 0.05$), there was need to reject the null hypothesis and accept the alternate hypothesis indicating that there is a significant positive relationship between learning and development and performance of university non-academic staff.

H_{03}: There is no significant relationship between talent retention and performance of university non-academic staff.

The P value calculated in table 3 is lesser than the critical level of significance ($0.001 < 0.05$), therefore the null hypothesis was rejected while the alternate hypothesis was accepted implying there is a significant positive relationship between talent retention and performance of university non-academic staff.

Talent Attraction and Performance of University Non-Academic Staff

Table 2 showed that talent attraction has strong positive correlation with performance ($r = 0.774$, $p < 0.01$). Table 3 indicated that talent attraction has a positive effect on performance ($ß = 0.499$, $P<0.05$). Test of hypothesis one indicated that there is a significant positive relationship between talent attraction and performance of university non-academic staff ($0.000 < 0.05$). The result aligns with Moghtadaie and Taji (2016) research finding that organizational performance is impacted by luring talent. Organizations need to recruit potential employees who have the required criteria. They will lead to enhanced and long-lasting performance within the firm. Rawashdeh (2018) study also found that organizations today have the opportunity to develop employee value propositions, employer branding, and employer choice in order to draw in skilled candidates to fill open positions in the office. By offering a special blend of psychological and practical advantages at work, this can draw in the greatest talent (Naim et al. 2017). This implies that attracting talent ensures that the university can meet its operational needs effectively, leading to smoother processes and higher overall performance. However, the impact of talent attraction on performance also depends on how well the recruited staff are integrated into the university's culture and how effectively their skills are utilized.

Learning and Development and Performance of University Non-Academic Staff

Table 2 showed that learning and development exhibited strong positive correlation with performance ($r = 0.670$, $p < 0.01$). Table 3 indicated that learning and development has positive effect on performance ($ß = 0.166$, $P<0.05$). Test of hypothesis two indicated that there is a significant positive relationship between learning and development and performance of university non-academic staff ($0.001 < 0.05$). The result support Kravariti et al. (2023) study finding that employee development highly relies on training activities. However, Somaya and Williamson (2008) study also found that training provides employees with a sense of purpose, inculcates suitable processes to adhere to, and fully utilizes work hours. Moreover, Asaad et al. (2023) study found that training increases employee capability to complete organizationally mandated tasks while allowing more autonomy at work to ensure an efficient workforce. The study found Baharuddin et al. (2022) under tight supervision, workers receiving on-the-job training can greatly improve their knowledge and abilities by witnessing the performance of more experienced colleagues. This implies that by investing in learning and development programs can significantly elevate the overall performance of non-academic staff by empowering them with the tools and knowledge they need to excel.

Talent Retention and Performance of University Non-Academic Staff

Table 2 showed that talent retention has strong positive correlation with performance ($r = 0.608$, $p < 0.01$). Table 3 indicated that talent retention has positive effect on performance ($ß = $

0.145, P<0.05). Test of hypothesis three indicated that there is a significant positive relationship between talent retention and performance of university non-academic staff (0.001 < 0.05). The result align with Salau (2017) study finding that in higher education institutions, non-monetary awards increase highly qualified employees' retention rates. Employee retention of talent is critical to being successful in the current business environment (Kgomo & Swarts 2010). An organization's success, profitability, and sustainability are influenced by its performance and ability to retain its best talent (Oladapo, 2014). Businesses' investment in human resources is pointless if they are unable to retain their workforce (Aina & Atan, 2020). The hiring of experienced employees to fill the organization's jobs is a must for the business owner (El Sayed, et al. 2021). This implies that effective retention strategies, such as career development opportunities, and a positive work culture, are therefore essential in maintaining a motivated and high-performing workforce.

Summary of Findings

The study examined the effects of talent management strategies on the performance of university non-academic staff in Delta State. The specific objectives are to examine the effects of talent attraction, learning and development, talent retention, rewards and compensation on the performance of non-academic staff in Delta State. Cross-sectionalsurveyresearchdesign was adopted for the study. The population of the study was limited to 2072non-academic staff of two universities in Delta state. The sample size of 335 participants was determined by using Taro Yamane formula. The stratified sampling was adopted for the study. The primary data for the study were collected via administering structured questionnaire. The content validity was taken into consideration for this quantitative research. To establish the reliability of the instrument, a test-retest method was used. Descriptive statistics like frequency distributions and inferential statistics like correlation and multiple regressions were used to analysis the collected data for the study. The study therefore found that:

i. Talent attraction has a significant positive effect on performance (β = 0.499, P<0.05).
ii. Learning and development has a significant positive effect on performance (β = 0.166, P<0.05).
iii. Talent retention has a significant positive effect on performance (β = 0.145, P<0.05).

V. CONCLUSION

In conclusion, the performance of university non-academic staff in Delta State is influenced by multiple factors including talent attraction, learning and development opportunities, talent retention strategies, and rewards and compensation practices. By prioritizing these aspects, universities can cultivate a skilled, motivated, and productive workforce that contributes positively to their institutional goals and objectives. Each of these dimensions plays a significant role in shaping the overall effectiveness and efficiency of non-academic staff within the university context.

Recommendations

The study recommended that in order to enhance the performance of university non-academic staff in Delta State they should:

i. Implement targeted recruitment efforts to attract top talent, emphasizing the university's strengths and career opportunities through diverse channels like professional networks and digital platforms.
ii. Develop comprehensive training programs that enhance both technical and soft skills. Encourage staff participation in workshops, seminars, and certifications to stay updated with industry trends.
iii. Prioritize employee engagement through regular feedback sessions, clear career paths, and performance-based incentives. Foster a supportive work environment that values staff contributions and promotes career growth within the institution.
iv. Examine and modify benefit packages to remain competitive. Introduce flexible benefits and transparent performance evaluation systems that link achievements to rewards, ensuring staff feel valued and motivated.

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