



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**  
**MBA PROGRAM**

**THE RELATIONSHIP BETWEEN TALENT MANAGEMENT PRACTICES AND**  
**EMPLOYEE TURNOVER INTENTION IN UNITY UNIVERSITY:**  
**THE MEDIATING ROLE OF EMPLOYEE ENGAGEMENT**

**BY**  
**DEMELASH YIBELTAL ANTENEH**

**JUNE, 2012/2020**

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**SUBMITTED TO THE COLLEGE OF BUSINESS AND ECONOMICS IN PARTIAL  
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**ADVISOR**

**MOHAMMED SEID (PhD)**

**JUNE, 2012/2020**

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## **DECLARATION**

I hereby declare that the thesis entitled “ The Relationship between Talent Management Practices and Employee Turnover Intention in Unity University: The Mediating Role of Employee Engagement” was carried out by me under the supervision of Dr. Mohammed Seid, Department of Management, Addis Ababa University, as part of the MBA program. I further declare that this thesis is my original work and has not been submitted to any other university for the award of any degree. All sources were noted, referenced, and included in the list of references. This thesis submitted for the Degree of Masters of Arts in Management specializing in MBA in the College of Business and Economics at Addis Ababa University.

Demelash Yibeltal Anteneh

Signature \_\_\_\_\_

Place: Addis Ababa University

Date \_\_\_\_\_

### **Advisor’s Approval**

This is to certify that the declaration made by a candidate is correct to the best of my knowledge as an advisor.

Approved by: Mohammed Seid      \_\_\_\_\_      \_\_\_\_\_

Thesis Advisor

Signature

Date

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## ABSTRACT

*This study examined the mediating role of employee engagement in the relationship between talent management practices and employee turnover intention. Data was gathered about talent management practices, employee engagement, and employee turnover intention using a total of 39 item questionnaire distributed to 154 academic and administrative staff of Unity University. Of the total, 117 questionnaires returned and employed for analysis. Data were analyzed using the Pearson product-moment correlation, independent samples t-test, one way ANOVA, and regression. According to the results, talent management practices are weakly implementing to Unity University. Employees are disengaged from their jobs and showed a high turnover intention. Talent strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, talent retention, and performance management practices had a significant positive association between employee engagement, whereas employee turnover intention was negatively correlated with these talent management practices. There were not found significant mean differences in employee engagement and employee turnover intention across demographic characteristics of the participants. The regression analysis of the study also showed that among the nine practices of talent management, talent review process, talent acquisition, performance management practice were significant predictors of employee turnover intention in the Unity University. The mediation analysis of the study showed that employee engagement partially mediates the relationship between overall talent management practices and employee turnover intention. Similarly, mediation analysis was performed on whether employee engagement mediates the relationship between each TM practice and employee turnover intention. The results revealed that employee engagement fully mediates on the association between the talent review process, talent acquisition, talent retention and performance management, and turnover intention. Based on the findings of the study, it is advised that the university should align talent strategy to the university's strategic goals, motivates, develop and retain the existing workforces. In addition, the management should enhance employee engagement and decrease employee intention to leave to sustain the competitive advantage of the university.*

**Keywords:** Talent management, Employee Engagement, Employee Turnover intention

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## **LIST OF ACRONYMS**

**CR:** Compensation & Rewards

**EE:** Employee Engagement

**ETI:** Employee Turnover Intention

**HRD:** Human Resource Development

**HRM:** Human Resource Management

**PM:** Performance Management

**SF:** Staffing

**ST:** Strategy

**TA:** Talent Acquisition

**TD:** Talent Development

**TM:** Talent Management

**TMP:** Talent Management Practices

**TR:** Talent Retention

**TRW:** Talent Review Process

**TWR:** Workforce Planning

**UWES:** Utrecht Work Engagement Scale

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter provides the path in which the entire study followed. It covers the background of the study, statement of the problem, objectives, research questions, significance of the study, scope of the study, organization of the study, and operational definitions.

#### **1.1 Background of the Study**

In today's fast-moving, diverse, uncertain, and highly competitive worldwide competitions, organizations around the world have realized their workers' knowledge, talent, and potential represent a major source of competitive advantage and realize productivity for organizations (Collings, D.G. & Mellahi, K., 2009). Over the years, the source of competitive advantage has shifted. The most critical source of competitive advantage in this technology-driven period is the talented people and who have potential. Today an organization's success is directly linked to the talent it can access. Competition and the lack of available highly talented and skilled employees make finding and retaining talented people a major priority for organizations (Fegley, 2006).

The concept of talent management derives from the idea of war for talent which a group of McKinsey consultants first used in 1997. The definition represents the transition that started with the needs and practices of human resources as a reaction to the current competitive and dynamic environment. 'War for talent' is a real war that begins between companies in the 1990s to attract, grow, inspire and maintain talented workers (Collings & Mellahi, 2009). Then after, it drew broad attention to the demands for talent-intensive skills that supply in various companies and markets.

The McKinsey study introduced talent management as a fighting strategy (Glenn, 2012) to the degree of critical importance in the "war for talent." Collings and Mellahi (2009) characterize talent management as a fighting strategy in the war for talent as:

activities and processes involving the systematic identification of key positions that contribute differently to the sustainable competitive advantage of the organization, the development of a talent pool of high potential and high performing incumbents to fill these roles, and the development of a differentiated human resource architecture to promote the filling of these places with qualified candidates and ensure their continued contribution to the organization. (p. 305)

Talent management is the use of an integrated set of activities to ensure that an organization attracts, motivates, develops and holds the skilled individuals it needs presently and within the future (Armstrong, 2009). Talent management could be an imperative movement that empowers an organization to have the right people with the skills and abilities to meet the firm's rapid and future needs. The system involves tasks such as selecting, developing, improving, and handling executions (Wellins, Smith & Erker, 2009). Talent management, therefore, means identifying the inherent skill, characteristics, personality of an individual, and advertising a coordinating work for him/her.

Employee engagement is a significant variable for talent retention (Glen, 2006). According to Lyon (2010), recognizing the skills and expertise that workers bring to their organizations is so important, and identifying, cultivating, recruiting, and maintaining key talent is crucial for organizations of all sectors and sizes. Employee engagement serves as a remarkable resource in talent management that not only increases the company's profitability, but also improves the organization's reputation because it helps to reduce the turnover rate of workers in the sector

(Kaliannan, M. & S.N. Adjovu, 2015). Employee engagement is found to be linked to the results of an individual's behavior, and eagerly (Saks, 2006; Ram & Prabhakar, 2011).

Another important issue that affects today's businesses is workers' instability. Employee turnover becomes managerial and organizational headaches. Turnover is the outcome of the intention to quit. Bothma & Roodt (2012) argue that employee turnover intention may lead a company to lose unnecessarily talented workers, and this may have alarming suggestions that may involve impeding organizational performance, and benefits; and may bring increased rehiring and retraining costs.

## **1.2 Statement of the Problem**

Nowadays, organizations are highly demanded to perform better than they did before. If company owners or employers need to succeed and continue their organization's life, it's unquestionable to have talented staff. People are the organization's most priceless resources; the argument has always been repeated for this, even in organizations where technology is a top priority. Kehinde (2012) confirms that many tools that include capital, people, and machines can be used to increase and achieve the effectiveness and efficiency of a firm. Of these resources, the people are the most important of all. The key task for employers to increase their profit is to attract talented employees, maintain them and satisfy their loyalty to the business. Currently, the workforce has an attraction to the world of work in which they create, renovate themselves, learn & persistently create, in which their opinions are heard and accepted.

In keeping with the above explanation, in 2002, Collins & Stevens argue that the off chance you are doing is not finding the right people, no matter how great the methods might be, you are probably not going to have an outstanding organization. He says that outstanding vision is meaningless without exceptional individuals. Besides, Welch (2005) thought that "having an

awesome individual is difficult, but it is brutally hard to have an awesome individual" (p. 81). No organization can be effective without awesome individuals no matter other assets like innovation, cash, plant, arrive, and methodology. It could have the road to victory is not only equal people but amazing individuals.

In the twenty-first century, technological advancement, competitiveness, globalization, diversity of the workforce, and other social factors challenges Ethiopian companies on their talent management practices, level of employee engagement and intention to stay their employees. So HR departments should starting to move away from only focusing on recruitment and development to a more strategic position that unites the management of human capital with organizational goals. If not, the challenges of business environments such as disengagement of employees, high turnover, job instability, and low productivity will continue. As far as my knowledge is concerned, it is difficult to find out an organization implementing talent management practices. This indicates gaps in finding talent and talent management at the organization and country level.

In addition, lack of research to explore the mediation role of employee engagement in the relationship between talent management practices and employee turnover intention in academic settings. Accordingly, the researcher aims to fill the current research gap in relation to talent management practices, employee engagement and employee turnover intention by attracting, developing and retaining talent to enhance employee engagement and reduce the likelihood of employee turnover.

### **1.3 Research Questions**

- Is there a statistically significant association between talent management practices, employee engagement, and employee turnover intention at Unity University?
- Is there a statistically significant difference in employee turnover intention and employee engagement in terms of demographic variables at Unity University?
- Does employee engagement mediate the association between talent management practices and employee turnover intention at Unity University?

### **1.4 Objectives of the Study**

#### **1.4.1 General Objective**

The main objective of the study was to assess the mediating role of employee engagement in the relationship between talent management practice and employee turnover intention at Unity University.

#### **1.4.2 Specific Objectives**

- To assess the association between talent management practices and turnover intent in Unity University
- To assess the association between talent management practices and employee engagement in Unity University
- To assess the relationship between talent management practices and turnover intention through employee engagement in Unity University
- To analyze employee engagement and intention of turnover in terms of demographic variables.

## **1.5 Significance of the Study**

This study's relevance occurs in many ways. First, it studies the relationship between talent management practice and employee turnover intention through employee engagement because at this university this particular type of study had not previously been conducted. Hence, its outcome will be important in raising leaders' awareness of talent and talent management that manipulates employee engagement and turnover intention of their employees and also helping managers who wish to reduce employee turnover and finally to sustain their competitive advantage on the area. Second, the study's results add value to the field literature. The findings may be the benchmark to other academics, researchers interested in the field.

## **1.6 Scope of the Study**

The study was delimited to Unity University Al-Amoudi campus from the other four campuses and permanent employees who were recruited before one year. It was also delimited to find out the effect of employee engagement on the relationship between talent management practices and the intention of staff turnover. Resource based view and social exchange theory are the theoretical lenses through which this study views the link between talent management, employee engagement and employee turnover intention. Besides, this study focused only on the nine talent management practices such as strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, talent retention, compensation & rewards, and performance management.

## **1.7 Organization of the Study**

This research study examined the relationship between talent management practices and employee turnover intention via employee engagement at Unity University. The research study encompasses five chapters. Chapter one covers the introduction part of the research that contains

the background, statement of the problem, research questions, objectives, significance, scope, organization of the study, and definition of terms. Chapter two provides comprehensive information on the literature review in which a theoretical foundation of concepts and critical review of relevant previous scholars' works in the research topic is presented. The third chapter discusses the research methods that are a design of the study, study site, the sample population, and sampling technique, data collection tools, and procedures and data analysis methods. Chapter four presents the findings of the study with data analysis, interpretation, and discussion. Finally, the fifth chapter includes a summary of findings, conclusions, and recommendations, and limitations of the study. At the end of this document, references, and appendices that include the questionnaires of the survey used to gather data for this thesis.

## **1.8 Operational Definitions**

**Strategy** involves the development of strategic objectives and the definition of talent needs

**Talent review process** is a procedure where employees' jobs and potential are assessed in an organized manner utilizing different strategies.

**Staffing** is filling and keeping filled positions in the university

**Talent acquisition** is the process of finding, acquiring, assessing, and hiring candidates to fill roles that are required to meet university goals.

**Workforce planning** is the systematic process for identifying and addressing the gaps between the workforce at present and the human resource needs of the future.

**Talent development** is a process of ensuring that employees acquire or enhance the skills and competencies they need.

**Talent retention** is a process of retaining the talented employees with the university for a longer time period of time in order to be more effective

**Compensation and rewards** includes monetary and non-monetary rewards such as bonuses, profit sharing, overtime, medical services and transportation services of employees

**Performance management** defines as a means of getting better results from the whole organization by understanding and managing within an agreed framework, performance of planned goals, standards and competence requirements.

**Employee Engagement** refers to the relationship of the employee with the work as well as the university.

**Employee turnover intention** is an individual's possible inclination to leave his or her university in the near future.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter includes a review of the literature on talent management, employee engagement, and employee turnover intention based on the research questions. The literature on talent management practices is presented first, followed by employee engagement, employee turnover intention, and the relationship between study variables. The literature review is divided into three main sections, including theoretical review, empirical review, and conceptual framework.

#### **2.1. Theoretical Review**

##### **2.1.1. Talent Management Practices**

Talent management practices include a wide range of exercises that various organizations grasp to ensure an exceptionally talented and educated workforce is gained and maintained. The Human Capital Institute (2008) has studied the nature of talent management in five specific fields such as strategy, workforce planning and talent acquisition practices, capability development and performance, leadership and high potential development, and talent analytics.

Talent management practices were believed to encompass the broad range of activities like employee resource planning, policies, and programs for recruitment and retention, talent assessment, job creation, talent management, performance management, total compensation, learning and growth, and career management that different organizations receive (Armstrong, 2006). Practices in talent management are previous jobs filling and supervising the paper application process. It includes process therapy, which involves the assessment of vacancies and necessary properties, the use of selection and performance assessments, the establishment of

employees in appropriate undertakings, the expectation and estimation of the arrival of employee projects, the use of advanced progressions and more (Newhouse, Lewis & Jones 2004).

Stahl et al, (2007) proposed three strategies that integrated most talent management activities such as recruiting, hiring, and preparation for the succession; training and development; and retention management. Talent management strategies often involve talent finding or choosing the right individuals through a rigorous cycle of determination. Organizations also need to provide staff with opportunities for advancement through in-depth technical training; encourage job self-administration through talent assessments; encourage work improvements through in-house exchanges; develop the right skills; monitor implementation at all levels, as without concentrating on performance; it is difficult to see how an organization's ability to achieve competitive advantage (Lawler, 2008).

#### **2.1.1.1. Strategy**

The development of a talent management plan is a key element in making it successful. Talent strategy involves the development of strategic objectives and the definition of talent needs (Sonnenberg, M., 2010). Organizations need to begin by looking at their strategic plan, defining areas of expertise and experience that will be necessary for future success and competitiveness, creating models of skills for each of these areas, and designing learning pathways to improve these skills in the degrees (Stahl et al, 2012).

Besides, top leaders can see how important those skills are at that stage promoting and pushing talent management as part of the business strategy (Slizer and Dowell, 2010). In this manner, the talent management technique should be customized to every business structure of the company and should conform to the human capital strategy of the companies, so that the talent strategy always has a business relationship and a business result. The talent management

practice of an organization should begin with the formulation of the strategy. Similarly, a good talent strategy indeed begins with the infrastructure of the company and an advanced understanding of the major needs of the company (Slizer, and Dowell, 2010). Since strategy is basic, organizations' talent management practices must be aligned to their organizational strategy to meet the current and future business needs.

#### **2.1.1.2. Talent Review Process**

The talent review process is one of the main dimensions of talent management practices. According to Hatum (2010), talent review is a procedure where employees' jobs and potential are assessed in an organized manner utilizing different strategies. The review process empowers organizations to fragment employees in terms of their latent capacity, worth, and execution for future professional advancement and moving workers through the pipeline after some time.

The talent review includes recognizing the individuals who can meet the various needs of the organization, for example, potential replacements, crisis substitutions, high possibilities, or basic ability. Naturally, every one of these choices includes recognizing the individuals who can meet these diverse authoritative needs. It additionally empowers organizations to give prizes and chances to workers based on the talent they have (Hatum, 2010).

#### **2.1.1.3. Staffing**

Staffing is one of a managerial function that characterized as filling and keeping filled positions in the organization. It is essential for organizations and can be basic in including their stamina and development. Individuals are the central resource of any organization and it is their presentation and responsibility that separate organizations (O'Meara and Petzall, 2013).

Indeed, even the worldwide human resource supporting for preparing and improvement, the ability is to be developed and sustained. Any organization which needs to hold its ability and oversee it appropriately ought to adjust itself to the preparation and development of its workers. Not just preparing the comprehensive approach, this is to mean inspiration and remunerating of workers ought to be of exclusive requirement. The prosperity of workers and their families should be looked into altogether. Engage groups to make a worldwide future. That is, cross-border and virtual groups ought to be progressively utilized and enabled to perform basic organizational ventures and critical thinking activities.

Furthermore, these worldwide groups can, themselves, be a significant device in the advancement of culturally diverse skills. Make learning a center competence for the worldwide organization needs to turn into a worldwide learning organization does. Over the long haul, the main maintainable upper hand might be an organization's capacity to learn quicker than its rivals. Both the worldwide organization and its individual should continually rethink themselves.

#### **2.1.1.4. Talent Acquisition**

Robin Erickson describes talent acquisition as a proactive strategy to identify, recruit, and incorporate the best talent to meet competitive business needs efficiently and effectively (2012). Talent acquisitions include drawing in and choosing the right talent at the right time, and morally justified place at the acceptable cost (Detuncq and Schmidt, 2013).

According to Subba, R. (2008), talent acquisition is a method of looking for potential employees and encouraging them to apply for jobs (Subba Rao, 2008). Also, Collings and Mellahi (2009) argue that talent acquisition as a TM practice is the idea of a talent pool that integrates a pool of high potential and high-performing individuals who hold positions that the organization can attract to fill important talent positions.

#### **2.1.1.5. Workforce Planning**

There are various meanings of workforce planning; anyway, the most straightforward and ordinarily utilized meaning of workforce planning is getting the correct number of individuals with the correct competencies within the right occupations at the correct time. A more comprehensive definition is that workforce planning is a procedure wherein an organization endeavors to assess the interest for work and assess the size, nature, and the wellsprings of flexibility which will be required to satisfy that need. (Reilly, 1996) The term itself is a generally new one which is utilized conversely with more established terms, for example, human resource planning, succession planning, and building bench strength.

Rothwell (2010) characterizes succession planning and management as the method that makes a difference stabilizes the residency of the workforce. It plans to structure an organization to give constant execution by guaranteeing to the turn of events and substitution of key individuals (Rothwell, 2010).

Every executive role has several designated successors in conventional succession planning processes and the process of producing an applicant for all executive jobs or roles is the main concern (Smilansky, 2006). However, it is primarily concerned with only vital roles and places in the contemporary phase within the organization (Cannon & Mcgee, 2011; Hor et al., 2010).

#### **2.1.1.6. Talent Development**

Nowadays, in globalized world organizations are confronted with an expanded deficiency of talent. Numerous organizations see the earnestness and need to put resources into the continuous improvement of their potential both youthful and senior talent (Van Der Sluis & Van De Bunt Kohuis, 2009). Advancement depicts the proceeding with the progress of a person's viability as far as their job or calling past the prompt errand or occupation (Henderson, 2008). Expanding

requests for new abilities and capacities joined with an overall aptitudes lack has made learning and aptitudes advancement a need for the organization (Cheese, Thomas, Craig & Tapscott, 2008). Armstrong (2012) defines talent development as a coordinated activity that guarantees that the individuals in the organization secure and upgrade the aptitudes and skills they need. The talent development approaches can be instructing & tutoring, job rotations & special assignments.

Given Silzer and Dowell (2010), to be compelling, development needs a three-way organization concentrated on making talent development activities attached to business needs and competency necessities, the individual, the leader, and the organization each have explicit accountabilities to make improvement fruitful. To start with, the organization's job is to give procedures, apparatuses, and speculation and empower a culture of the constant turn of events. Next, managers ought to be talented in distinguishing areas for improvement, assisting with finding the fitting assets and openings, and giving training and input on a progressing premise. Third, people must assume liability for their improvement by finishing on improvement proposals and focusing on improving their aptitudes and growing new skills. At long last, the advancement activities and plans must be connected to the necessities of the organization and the open doors inborn in the marketing strategy. Moreover, development plans must incorporate the proper blend of exercises and a suitable degree of challenge for the individual.

#### **2.1.1.7. Talent Retention**

As per the investigation of Silzer and Dowell (2010), viable talent retention endeavors require looking at each vital talent pool to recognize who is in danger and why with the goal that individualized maintenance plans can be made. Perpetually the maintenance technique will go beyond remuneration and will be custom fitted to what is probably going to inspire and connect

with the individual or gatherings of key talent. Pay and benefit procedures should be checked for outside competitiveness and internal value, but as a matter of reality, pay and benefits alone won't explain maintenance issues. Individuals are said to join organizations and leave administrators, which is the reason a successful manager is so critical to the turn of events and maintenance of key talents.

Having a successful relationship implies that the manager recognizes what rouses and draws in workers and ready to evaluate maintenance hazards and create a customized maintenance plan for key talent. While conventional maintenance analysis and plans are significant, casual administration practices are similarly significant. Through the leader's activities, workers judge whether their commitments are esteemed and acknowledged or not, and to what degree the organization is focused on their future. On the off chance that the manager comprehends the employee's objectives, yearnings, and individual conditions and fabricates a steady relationship with a two - way exchange, at that point the particular maintenance activity plans will be progressively powerful (Silzer and Dowell, 2010).

#### **2.1.1.8. Compensation and Rewards**

Compensation variously referred to as flexible pay (Curran & Walsworth, 2014) and incentive pay (Green & Heywood, 2008) has become increasingly necessary for the motivation of workers to be successful at work (Pendleton et al., 2009). Most managers and analysts concur that happy, efficient workers, irrespective of company size, market, or corporate strategy, is essential to organizational success. The question many studies have been discussing is how they can be satisfied. Offering performance-based compensation to workers is a common practice that typically takes one of two forms: compensation is provided to people based on their performance evaluations, or compensation is provided as corporate benefits, such as profit-related pay or

shareholding (Ogbonnaya et al., 2017). Compensation covers all cash incentives, rewards, and non-financial benefits that the company offers to workers to retain skilled human capital and preserve the organization's available resources.

Research on employee retention found that financial incentives are the major factor in evaluating the relationship between the employee and the decision to remain in an organization (Roberts, J.A., Coulson, K.R., & Chonko, L.B., 1999). Research on employee engagement concluded that a competitive pay system is a critical factor that can easily influence the retention level (Zingheim, P.K., Schuster, J.R., & Dertien, M.G., 2009). The study concluded that a strong system of managed compensation plays a key role in maintaining the workers. It is therefore important to change the current pay structures according to business needs and trends (Chew, J. & Chan, C.C., 2008).

#### **2.1.1.9. Performance Management**

In huge organizations, rather than a receipt of bringing in cash, there is a technique, and rather than a casual procedure of overseeing execution, regularly, there is a proper paper-driven procedure. In both the coffeehouse and huge association the goal is the equivalent to getting individuals to enthusiastically convey on their presentation goals. On the off chance that it is so natural in a café, for what reason is it complex in enormous association (Meyer, 2013).

Performance management is thought of as a basic preparation of organizational adequacy since execution administration prepare helps employees in moving forward their execution (Gruman & Saks, 2011). Performance management moreover makes a difference in organizations to clarify an employee's part and guarantees worker advancement on competencies that influence the organizational viability. Besides, locks compensate results within the person's performance can result in a more successful execution administration (Khatri et al., 2010).

### **2.1.2. The Difference between Human Resource Management and Talent Management**

Van Rooyen and Whittle (2011) call attention to that talent management speaks to a world view move from conventional personnel management to a more vital and comprehensive human resource management approach appropriate to a more powerful and competitive workplace. Given this, Pillay et al. (2008), set that talent management has picked up energy in the open segment accentuating the significance of holding gifted and talented employees who enhance the work environment. The open area ends up in a "war" for the best ability to guarantee that open foundations and offices accomplish guarantees made during decisions (Van Rooyen and Whittle, 2011).

According to Dorasamy (2014), talent management cannot exist in separation from strategy, human resource management, and organizational planning as it cuts over all the human capital segments, including the distinguishing proof of business or institutional needs; an assortment of information to advance compelling choices; talent panning depends on data acquired for information examination; the improvement of exercises educated by talent management designs, and dissecting the outcomes to recognize the apparent effect of talent management techniques. A coordinated talent management framework contrasts from human capital procedures by guaranteeing that exercises are not founded on a one-size-fits-all strategy (Dorasamy, 2014). However, there are many differences between talent management and human resource management, which cover the same functional areas such as recruiting process, employee selection, training, and development, etc.

Some researchers have found similarities and differences between talent management and human resource management; and also both are managing the labor force in the organization. For example, according to Nilsson et al. , (2012), talent management introduces new knowledge and,

similar to human resource where activities have been carried out within the human resource department, talent management differs from human resource in that there is a broad organizational commitment to the HR department and also the involvement of management in talent management. HR is administratively oriented to activities such as the day-to-day management of employees. At the same time, talent management is strategic and is a broad organizational long-term strategy consistent with the overall goals and strategies of the organizations. Moreover, Pontiggia (2009) pointed out talent management ensures the right person in the job at the right time. There are several differences between talent management and human resource management, four key differences bellow are presented here.

First, human resource management has a wider scope than talent management: talent management is only one component of human resource management. Talent management focuses more on a certain group of individuals as opposed to the concerns of human resource management to the management of all employees. Talent management is only one element of human resources. Human resource management is concerned with managing all employees in the organization; whereas, talent management is focused solely on the most valuable individuals in the organization. From this point of view, talent management is just one human resource management aspect (Iles, P., et al. 2009).

Second, talent management emphasizes segmentation, human resource management equalizes: talent management is radically different from human resource management in that it similarly treats each employee and tries to avoid differentiation in the allocation of company resources, while talent management treats some employees differently and starts to pay attention to the different demands of different groups of individuals (cited in Stewart, 2008). It is based on employee classification, seeing segmentation as, in essence, a realistic version of the labor

economy or employee marketing. Without segmentation, managers should consider all workers as equally important, regardless of their efficiency, competency, and ability or other characteristics that differentiate them from each other. This was seen as potentially creating unduly high costs for recruitment, training, development, and compensation of employees.

Third, talent management focuses on people, human resource emphasizes the function: talent management has always been focused on people's talents. For talent management, the functions are not seen as divided, but, as linked and closely linked to each other in terms of talent. However, human resource management focused on the efficient performance of its various functions (such as recruitment, training, development, and evaluation). Iles, P., et al. (2009) argued that human resource management always focuses on its functional activities, such as its administrative function, and does not focus solely on potential people working in the organization. However, talent management is the people needed by business strategies at different stages of development rather than different functions. That's the major difference.

Fourth, human resource is transactional, talent management emphasizes the acquisition and retention of 'talents: a study was performed and interestingly all interviewees were concerned with the core issues of talent recruitment and retention (Îles, P., et al., 2009). One of the human resource managers reacted to this study by saying; our organization launches programmers' related to talent-based primarily on two factors.

**Table 2. 1**

***Summary of TM and HRM Comparison***

HRM	TM
Broader scope	Narrower scope
Equalize	Segmentation
Function	People
Transactional	The capture and retention of talents

**2.1.3. Employee Engagement**

Employee engagement has gained considerable interest in both academic and professional literatures (Shuck & Wollard, 2011). Employee engagement serves as an indicator of a company's capacity to manage successfully with troublesome circumstances (Marchington, M. & Kynighou, A., 2012). Engagement relates to building an enthusiastic relationship between an employee and an organization which is reflected by distinguishing proof with the destinations and values of the organization on the distinctive level (Shuck, B., 2011). Rothmann, Jorgensen, & Marais (2011) describe job engagement as a state of psychological participation, dedication, and emotional attachment to a role in the work. They demonstrate that engaging in the task of one's job results in fulfillment and leads to personal well-being.

Shuck, B.; Wollard, K. (2010) portrayed four main trends in defining an approaching engagement. The first was started in 1990 by Kahn, who characterized engagement as the current business and looking for a person's ideal self that advance the interaction to work and others in their task behaviors, individual nearness, and dynamic full part performances.

A marginally diverse approach was proposed by Maslach, Schaufeli, and Leiter (2001), who characterized engagement in differentiating to burn out, highlighting that it is a determined, positive full of the feeling state characterized by a tall level of activation and pleasure (Maslach, Schaufeli, and Leiter, 2001). In line with this approach, engagement was portrayed as the inverse of the three burnout measurements: exhaustion, cynicism, and ineffectiveness (Maslach, C.; Leiter, M.P., 1997). Over time, the engagement was perceived as a partitioned psychological condition comprising three components: vigor, dedication, and absorption. Schaufeli's and Bakker's concept of engagement (2003), which depicts the three components, has as of late ended up exceptionally well known. Schaufeli, Salanova, and colleagues (2002) created an instrument to degree engagement and assess the three components (Schaufeli, W.B.; Bakker, A.B., 2003). Agreeing to these authors, vigor is tall energy and psychological resilience as well as status to form exertion at times of difficulty. Dedication relates to a tall level of commitment to work accompanied by pride, the sense of centrality, motivation, and challenge; and absorption is associated to work to the point of total drenching. Work engagement is characterized as a positive state of intellect that brings fulfillment with one's work.

The third trend in characterizing engagement stems from the positive psychology movement (e.g., Harter, Schmid, & Hayes, 2003). Based on the information recovered from the database of the Gallup organization, Harter, and colleagues (2003), they characterized engagement as an individual's inclusion and fulfillment with as well as an eagerness to work. This demonstrates was utilized, among others, to decide the relationship between worker engagement and administrative self-efficacy and the recognition of successful management practices (Luthans, F.; Peterson, S.J., 2001). Luthans and Peterson's (2001) conclusion that the most productive work units of companies have individuals doing what they do best, with individuals they like, and with

a solid sense of psychological ownership fortified the way of considering almost the part of a supervisor which is making a steady mental climate (Brown, S.P.; Leigh, T.W., 1996).

The final trend speaks to the multidimensional viewpoint of work engagement. In his definition, Saks (2006) portrays engagement as distinct and special constructs comprising of cognitive, enthusiastic, and behavioral components related to person part performance. A research study by Saks (2006) creates further demonstrate by Schaufeli, Salanova et al. (2002), considering engagement in three measurements: cognitive, emotional, and behavioral, and treating the advancement of engagement as absorption of a worker asset into the work.

#### **2.1.4. Employee Turnover Intention**

Bothma and Roodt (2012) describe turnover intention as a form of withdrawal activity linked to work-related under-identification. They further argue that turnover or the decision to depart is the active and deliberate desire of the employee to leave the company and is considered the last in a series of cognitions of withdrawal. Turnover intention is the voluntary decision of employees to quit the organization (Kanwar et al., 2012).

Turnover intention is the last sequence of withdrawal insights in the turnover procedure, signifies the likelihood that workers will leave their place of employment within a reasonable time-frame (Perez, 2008). Even though all turnover eagerly may not prompt genuine turnover behavior, employees expected to leave speaks to a significant result variable (Chang et al., 2013). Research has reliably indicated that it is the most impressive indicator of real turnover behaviors (for example Bluedorn, 1982; Firth, Mellor, Moore and Loquet, 2004; Griffeth, Hom, Gaertner, 2000; Hom, Caranikas-Walker, Prussia and Griffeth, 1992; Van Breukelen, Van der Vlist and Steensmaet, 2004; Mobley, Horner and Hollingworth, 1978; Steel and Ovalle, 1984).

Castle et al. (2007) suggested that the plan for turnover consists of a three-phase process, thinking about quitting, thinking about searching for a job, and looking for a job. Deciding to leave an organization is prompted by workplace dissatisfaction followed by looking for alternative employment, accepting a work offer, and eventually leaving the organization (Kashyap and Rangnekar, 2014). Tuzun and Kalemci (2012) clarify that several studies show that leaving is a strong indicator of actual turnover, making it important for companies to examine and consider the reasons behind the turnover intention and how to manage or reduce it. Robyn and Du Preez (2013) further clarify that the key reason for researching the intention of workers to leave any company is to help the human resources take a constructive approach to the retention strategy of the organization and seek to minimize the intention of turnover by all means.

#### **2.1.5. Theoretical Perspectives**

One segment of looking into the literature is to decide what theories may be utilized to investigate the questions in an academic study. Speculations fortify research. Researchers also check hypotheses as a guide for answers to their questions in a quantitative analysis (Creswell, 2014).

Similarly, Bryman (2012) expressed a theory gives a background and a basis for research that is being out. Also, Silverman (2000) argued that a high-quality research study should show basic contemplations and draw in with speculations. This demonstrates scientists contend that without theory, it is difficult to perform an empirical research. Along these lines, this segment presents the primary theories supporting existing study on talent management, employee engagement, and employee turnover intention. For this particular study, resource-based view and social exchange theory are discussed.

### **2.1.5.1. Resource-Based View**

The roots of the resource-based view can be retrogressively traced back to earlier studies and elements can be found in the works of Coase (1937), Selznick (1957), Penrose (1959), Stigler (1961), and Chandler (1977). The earliest theoretical talent management discussion comes from the strategic literature on human resource management and strategic management, and the firm's RBV was coined. Based on their empirical analysis of Gallardo, et al. (2015) and Gallardo-Gallardo & Thunnissen (2015), most talent management studies were focused in whole or in part on this theoretical viewpoint on human resource management. Competitive advantage, as to the resource-based view, can only exist in circumstances of firm resource variability and firm resource immobility, and it is these premises that help to distinguish the resource-based model from other human resource models (Wright & McMahan, 1992).

Based on the premise of Barney (1991) referenced by Wright and McMahan (1992), four conditions must be attributed to the resource, for a company's resource to have sustainable competitive advantages, such as the resource must add positive value to the product, the resource must be exceptional or uncommon among current and future competitors, the resource must be imperfectly imitated, and competitive companies cannot replace this resource with other resources. In 1993, Wright, McMahan, & McWilliams's comprehensive work, the human resource will maintain a competitive advantage if it meets certain requirements. First, they must provide importance to the firm; second, they must be uncommon (they have recognized that high-skill human resources are, by definition, uncommon); third, they must be inimitable because of their particular historical situation and social complexity; and lastly, they must not have substitutes. According to Hatum (2010), talent management is rooted in the organizations' resource-based theory, which notes that sustainable competitive advantage is only possible for

businesses that possess important, unique, and hard-to-imitate resources. Similar to this theoretical basis, talent management practice focuses on how such resources can be generated and maintained by an organization through its interventions in human capital.

In doing so, instead of at the individual employee level, talent management has come to focus on talent at the organizational level. In other words, instead of asking whether the talent of a person will benefit the company, talent management is asking how to fine-tune the talent system of an enterprise by recruiting, cultivating, and retaining individuals. By becoming a pioneer in these activities, a company can develop unique, rare, and hard-to-imitate organizational capabilities and thus enjoy a sustained competitive advantage. Generally, the RBV's core tenet in talent management practice is that individuals can be a source of sustainable competitive advantage.

There are some critiques on the resource-based view. First of all, the vague argument put forward by the RBV may limit its ability to be empirically verified (Foss, 1999; Priem and Butler, 2001a). The second and perhaps the most vigorous criticism is tautology. The third major criticism concerns the unit of analysis. The fourth and final major criticism concerns how the new theory is (see, for example, Deligönü and Çavuşgil, 1997).

To sum up, competitiveness in organizations depends heavily on its resources, mainly for its employees. This is supported by Zheng et al (2010), which asserts that engaged employees are strong resources to the firm's competitive advantage as well as a strategic asset. Therefore, the degree to which human capital is handled will potentially influence the actions of employees including employee engagement and turnover intent.

### **2.1.5.2. Social Exchange Theory**

It is a popular theoretical framework for understanding organizational relationships (Cropanzano & Mitchell, 2005) and attitudes of employees (DeConinck, 2010). According to Cropanzano and Mitchell (2005), social exchange theory does not include a single philosophical paradigm, but draws concepts from the theory of equity (Adams, 1963), the theory of interdependence (Rusbult & van Lange, 2008), and the theory of social capital (Foa & Foa, 1980).

According to Gallardo-Gallardo, et al. (2015) research, social exchange theory was widely used in the literature on talent management to examine its outcome and represent its significance in the organizational setting. The theory of social exchange stipulates that individuals engage in mutually dependent relationships, which create responsibilities between individuals or groups participating in an exchange (Blau, 1964). Various scholars (see Cropanzano & Mitchell, 2005; Emerson, 1976; Ward & Berno, 2011) appear to accept that these responsibilities occur from a sequence of interactions between parties in a state of mutual interdependence. It is assumed that mutually based experiences promote quality relationships within the framework of the work environment (Sluss et al., 2008). Reciprocal interdependence takes place by a mixture of actions, in contrast to only one person effort (Blau, 1964). In other words, interdependence includes a bidirectional exchange, by which something must be given and something must be returned (Cropanzano & Mitchell, 2005).

According to Molm (1994), interdependence within organizations is believed to promote cooperation between individuals. Reciprocal interdependence due to the contingent and the transactional essence of social interaction is an important feature of this research. Besides, the theory of social exchange explains how the procurement of appreciated services by an external

party (e.g., organizational resources) results in workers developing a perceived responsibility to reciprocate with pro-social attitudes and engagement-related actions (Blau, 1964). While commonly used, some researchers have argued the social exchange theory's shortcomings and weaknesses. For example, Coyle-Shapiro and Shore (2007) focus on the theory's theoretical vagueness and empirical needs, while Cropanzano, Rupp, Mohler, and Schminke (2001) challenge the social exchange theory's capacity to adequately inform the mechanisms by which positive interactions and workplace interactions.

However, Cropanzano and Mitchell (2005) argue that social exchange theory is one of the most common philosophical paradigms to explain actions in the workplace. In their study of the theory of social exchange, Cropanzano and Mitchell (2005) supported future studies by integrating old and new ideas of the theory of social exchange with relationships at work. For these reasons, the theory of social exchange was used to underpin the study.

## **2.2. General Empirical Review**

### **2.2.1. The Relationship between Talent Management and Employee Engagement**

The implementation of talent management practices requires employee engagement to change, which can boost employees and employer benefits and success (Carter et al., 2013). Talent management by a company can also contribute to employee involvement in leading to successful implementation (Piansoongnern et al., 2011). Yapp (2009) added that companies should introduce effective TM practices with employee involvement to obtain a competitive advantage over their competitors. Successful employee engagement fosters a supportive environment in its talent management program to provide development and learning, support, rewards, and recognition (Glen, 2006; Lockwood, 2007). Organizations also have to reconsider their approach to talent management and its consequences for employee engagement (Grossman,

2007). According to Falcone (2006), employees who are engaged are supportive, passionate, and responsive to their task behaviors. If talented individuals feel important, they can make a significant contribution to the achievement of their organizational objectives.

Furthermore, a study conducted by the Human Resources Management Society (2012) shows that talent management encourages all levels of workers focused on generating sales that will result in employee engagement. The CIPD (2008) study shows that companies are becoming more interested in talent management, leading to more employee satisfaction and dedication. Similarly, Hewitt's survey showed that nearly half of the organizations expected to raise or maintain employee learning, involvement, and growth budgets during the economic recession by leveraging their talent (Beechler and Woodward, 2009). Total compensation management is an essential aspect of talent management, which allows workers to be happy and satisfied four times in the workplace, contributing to employee engagement. A study by Alias et al. (2014) found that managerial support; employee career development, rewards, and recognition practices of TM were significantly correlated with employee engagement.

### **2.2.2. The Relationship between Talent Management and Employee Turnover Intention**

Labor turnover has become a crucial problem in the current "war talent" as companies face the difficulty of losing their most creative and professional workers (Boshoff et al., 2002; Taplin & Winterton, 2007; Grobler & De Bruyn, 2011). Previous researchers found that talent management practices are important indicators of workers' intend to leave the organization. Studies directed have discovered that strong human resource practices that demonstrate the organization's readiness to put resources into human capital, and then improve employee maintenance (Du Plessis et al., 2010; Mpofo, 2013). Talent management practices are seen in

this manner as a feature of human resources practices that have a negative relationship with employee turnover intention.

The capacity of talent e practices to improve maintenance proposes that these practices can diminish workers' intention to leave the organization (DuPlessis et al., 2010; Mpofu, 2013). This decline in employee turnover intention may be because of job satisfaction that may be related to talent management practices which are the essential driver of this job satisfaction in this specific situation. Other than an indicator of employee turnover intention, research has likewise demonstrated that talent management is negatively related to employee turnover intention.

When organizations devoted their energies to talent management practices the lower employee turnover intention. Moreover, it implies employees are most likely to mean to quit the organization when they do not feel esteemed and their endeavors are not being perceived (Mpofu, 2013).

A study done by Giaque et al. (2010) reported that the intention of employee turnover may be affected by talent management practices. Research shows that talent management methods, which include promotion, compensation, and appraisal activities, play a significant role in understanding the termination decision of the workers (Demo et al., 2012). Moreover, Boon et al. (2011), in a study of employees in the Netherlands, linked employee perceptions of a broad set of HRM practices, such as employee development, performance assessment, and job security with employee outcomes. The result of their study showed that employee turnover intention was negatively associated with human resource management practices. Another research done by Alfes et al (2012) revealed that perceived HRM practices are significantly and negatively related to turnover intentions.

### **2.2.3. The Relationship between Employee Engagement and Employee Turnover**

#### **Intention**

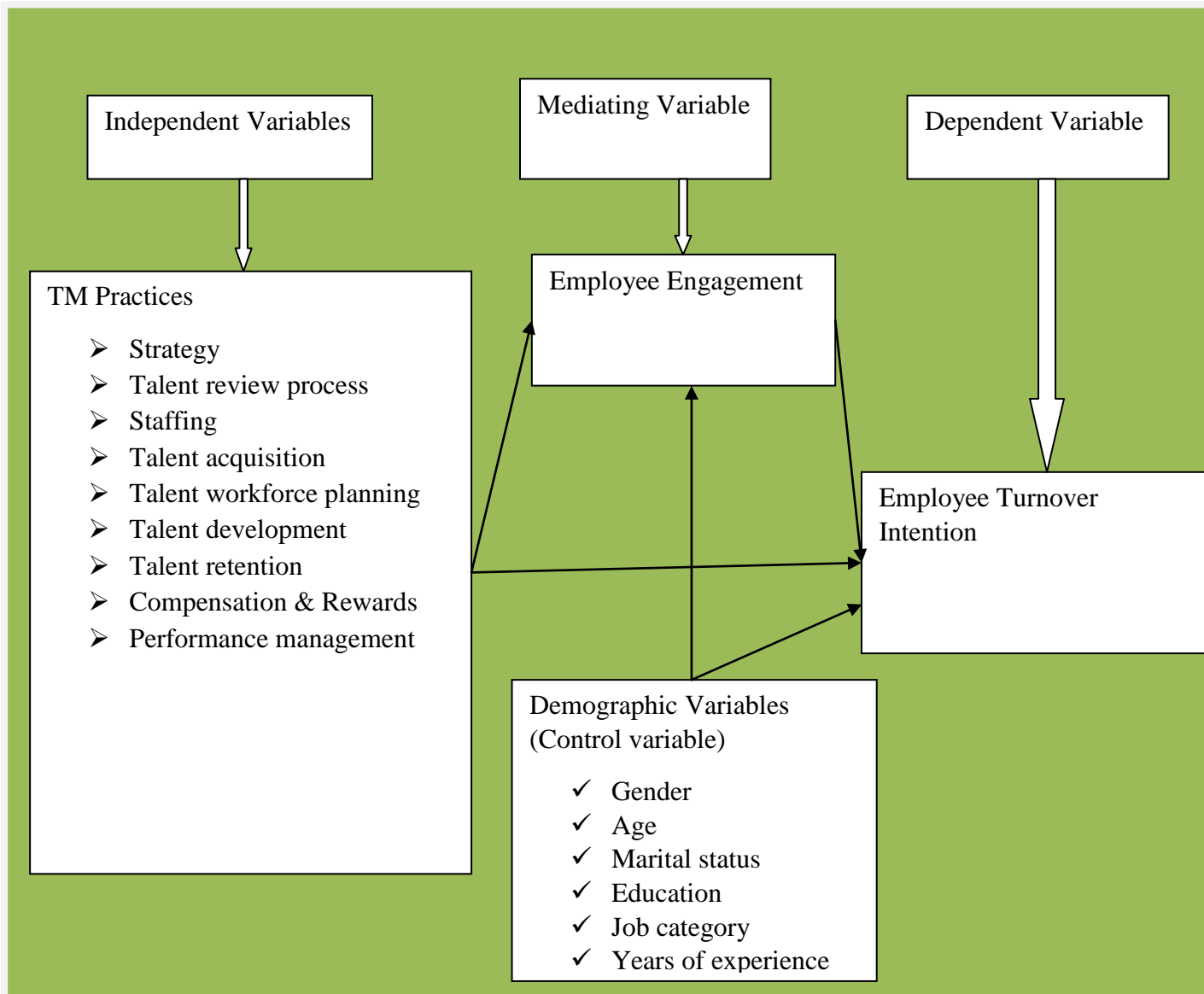
Empirical evidences have been indicated that a higher level of employee engagement reduces employee turnover (Maslach, Schaufeli, & Leiter, 2001; Saks, 2006; Schaufeli & Bakker, 2004). Gubman (2004) also reported that disengaged employee is more likely to actively look for another job.

There was a statistically significant association between employee engagement and employee turnover intention. A study conducted empirical evidence by Biswakarma, G. (2015) on employee engagement and employee turnover intentions. The result of the study shows that there is a strong negative relationship between employee engagement and employee turnover intention. Studies on the relationship between employee engagement and turnover intention by Robyn & Du Preez (2013); Simons & Buitendach (2013); and Du Plooy & Roodt (2010) found that employee engagement was negatively correlated to the intention to leave.

Furthermore, according to Robyn and Du Preez (2013), the workers who are engaged are more likely to have a strong attachment to their company and a lower intention to quit. On the other hand, Mxenge et al (2014) conducted a study on the relationship between employee engagement and turnover intention, and the result showed that workplace engagement was not significant, but was negatively associated with the intention to leave. Reina et al. (2018) further argue that when management teams within an organization create environments that result in strong emotional engagement among employees, employees are likely to have low plans to quit their organization. Furthermore, this is in line with the study of Alfes et al (2012) who found that engagement was significantly and negatively related to turnover intentions.

### 2.3. Conceptual Framework

Based on the literature review and research questions, the independent variables (IVs) were talent management practices, the dependent variable (DV) was employee turnover intention, the mediating/intervening variable (M) was the employee engagement, and control variables were demographic characteristics (see Figure 2.1).



**Figure 2. 1** Mediation Model (researcher's own model)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The chapter presents the methods that were used to carry out the study. It presents the research design, research variables, study site, participants and sampling methods, inclusive/exclusive criteria, data collection instruments, data collection procedure, validity, and reliability of instruments, data analysis, and ethical considerations.

#### **3.1. Research Design and Approach**

This study employed both descriptive and explanatory research design using a quantitative research approach to analyze the intervening effect of employee engagement on the association between talent management practices and employee turnover intention using a standardized questionnaire. Because of the nature of the study, quantitative research design has been chosen and used to measure attitudes, opinions, behaviors and other characterized factors and generalize results from a larger sample population, as well as quantifiable information to define truths and reveal designs to be investigated (DeFranzo, 2011). According to Creswell (1994), quantitative research is characterized by the collection of numerical data that are analyzed using mathematically based methods as an explanation of phenomena.

#### **3.2. Research Variables**

Creswell (2014) contends that quantitative inquiry involves a variety of factors; for this investigation, a researcher considered three of them, i.e., independent, mediating, dependent and control variables.

- ❖ The Independent Variables are those that (likely) cause, impact, or influence results. They are too called treatment, controlled, predecessors, or predictor variables.

Talent Management Practices including talent review process, staffing, talent review process, talent acquisition, workforce planning, talent development, talent retention, compensation & rewards, and performance management.

- ❖ Mediating Variable or intervening variable stands between the independent and dependent variables, and it intervenes in the relationship between the predictor variable and the criterion variable.

Employee Engagement

- ❖ The Dependent Variable is that depends on the predictor variables; it is the results of the influence of the independent variables. Other names for dependent variables are criterion, outcome, and effect variables.

Employee Turnover Intention

- ❖ Control variables are variables that are held constant or whose impact is removed in order to analyze the relationship between other variables without interference. These variables are demographic characteristics of respondents including gender, sex, marital status, educational level, job position, and years of experience.

Demographic Characteristics

### **3.3. Study Site**

The study was conducted at Unity University. The site was selected for different reasons such as the easy access of the information under the study; the researcher as a former employee, has been observed different issues concerning talent management practices, engagement, and turnover intent, and as of now, the researcher is working as a part-time lecturer at the University. Unity University is a privately owned full-fledged higher educational institution. Unity

University initially was a language school. Then in 1994, a certificate program in basic Law and 1997 diploma programs were launched. From 2000 to 2002 degree programs were made available to regular and extension degree students. On August 2002, Unity College has officially renamed Unity University College (UUC).

Since then, UUC has focused on consolidating its regular, extension, and distance education programs. Moreover, it has started giving postgraduate degree programs in 2007. Towards the first half of 2008 Unity University College was officially upgraded to a full-fledged university. Unity University is presently one of the members of the MIDROC Technology Group.

### **3.4. Population and Sampling Design**

#### **3.4.1. Population**

Mugenda & Mugenda (2003) characterizes a target population as the population to which a researcher needs to generalize the findings of a study. The target population of this study consists of administrative as well as academic staff of Unity University, i.e. 136 staff was administrative and the remaining 61 were academic staff.

#### **3.4.2. Sampling Design**

The sample was selected using stratified random sampling from each job category. In this method, the population was separated into two strata of administrative and academic staff in terms of job category. Then simple random sampling was drained each stratum to choose 101 administrative staff and 53 academic staff as participants in the study.

The researcher used the Yamane's (1967) formula was employed to determine the sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where:  $N$  = Population of the study,  $n$  = the required sample size,  $e$  = degree of error expected (0.05) &  $1$  = designates the probability of the event occurring. Therefore, the researcher applied this formula twice for administrative and academic staff respectively.

= 101 administrative staff

= 53 academic staff. Hence, 154 participants were used as a sample for this study to gather data through questionnaires.

### **3.5. Data Collection Procedure**

Before the data collection, the researcher requested permission from Unity University. After having permission from the university's respective department, the questionnaire was administered to all respondents by a researcher with two assistants. The researcher applied a systematic monitoring system to make sure all the distributed questionnaires were obtained from the respondents and to realize this, the study kept a register of questionnaires sent and received. The questionnaire was managed employing a drop and choose letter strategy.

### **3.6. Inclusion/ Exclusion Criteria**

In this research study, the inclusion/exclusion criteria were academic and administrative staff that has been in the university for more than a year, with the age of 18 years old and above, with at least a diploma holder in any field working at Unity University Al-Amoudi campus.

### **3.7. Data Collection Instruments**

The researcher employed a self-completed questionnaire to collect first-hand data from the administrative and academic staff.

### **3.7.1. Questionnaire**

The questionnaire is the foremost broadly utilized method in human resource management researches and practices, and multi-item psychometric scales are the most widely used measures (Robinson, 2017). A questionnaire points to get data that can be analyzed information and comparisons made between distinctive factors. To gather research data in the current study, the questionnaire was employed. Standardized questionnaires were adapted and utilized to assess talent management practices, employee engagement, and employee turnover intention including demographic characteristics of respondents. The questionnaire had 27 items capturing talent management variable, nine items capturing employee engagement variable, and three items employee turnover intention variable excluding the demographic characteristics.

#### **3.7.1.1. Demographic Characteristics**

The first section of the survey was about participants' demographic information including gender, age, marital status, level of education attained, years of experience, and job category at the organization under study.

#### **3.7.1.2. Talent Management Practices**

The second section of the survey focuses on the talent management practices which were adapted from the Human Capital Institute (2008). The Human Capital Index (Human Capital Institute, 2008) was utilized to measure talent management practices. From these practices, nine of them were used for this study such as strategy, the talent review process, staffing, talent acquisition, workforce planning, talent development, talent retention, compensation & reward, and performance management. Respondents were required to demonstrate the extent of their agreement or disagreement with each statement on a five-point Likert-type scale that ranged from strongly disagree to strongly agree.

### **3.7.1.3. Employee Engagement**

The third section was the shorter version of the Utrecht work engagement scale developed by Schaufeli and Bakker (2003) was utilized to measure employee engagement. The Utrecht work engagement scale consisted of nine items (UWES-9), which measured the three underlying dimensions of employee engagement, i.e., vigor, dedication, and absorption, and each sub-dimension has three items.

### **3.7.1.4. Employee Turnover Intention**

The final section focuses to measure and determine the extent to which employees intend to leave their organizations, three items of employee turnover intention was adapted from Mobley, Horner, & Hollingsworth (1978) for this study. Respondents were rated on a 5-point Likert scale that ranged from strongly disagree to strongly agree. The higher score indicated a higher intention to quit the job.

## **3.8. Pilot Study**

The pilot study uses to pre-test the instruments before the actual study is conducted. By having a pilot test, it allows the researcher to examine the research instruments, identify errors in the survey instrument, validating research protocols, and to validate the proposed methods (Baker, 1994). A pilot study was conducted at Unity University Al Ahamoudi campus on 05/02/2020 after arranging with the respective departments for an appropriate time for the participants to provide feedback on the quality and clarity of instructions. For the pilot test of this study, a total of 15 sets of questionnaires were randomly distributed to academic and administrative staff. These participants were from the actual study. Based on the response of the pilot test, the internal reliability (Cronbach alpha) of talent management practices, employee engagement, and employee turnover intention questionnaire were .75, .78, and .81 respectively.

### **3.9. Validity and Reliability of the Instruments**

Validity and reliability are the most vital factors that may be potentially considered in the process of evaluating or formulating a specific instrument (Ihantola and Kihn, 2011).

#### **3.9.1. Validity**

The validity of the questionnaire was tested and found to be high, according to their positive reviews after piloting it with people to answer the questionnaires. The questionnaire was piloted by the researcher and staff with the area's Ph.D. education level to check its validity and refine it and ensure that respondents had no problem answering the questions. The pilot study helped to refine the questionnaire and make it easier for respondents and answer the question and ensure the data collected is accurate. However, few changes were made to use simple terms to make the feedback simpler and more understandable. The questionnaire was also shared with human resource experts & teachers, and their comments were collected to improve the survey instrument's face validity.

#### **3.9.2. Reliability**

Reliability is a measurement of how accurately a measuring instrument calculates whatever is being measured, which gives an indicator of the accuracy and reliability with which the instrument measures the definition (Seskaran & Bougie, 2016). The Cronbach alpha is the most widely used reliability factor. Various views on acceptable alpha values vary from 0.70 to 0.95 (Tavakol & Dennick, 2011). To assess the internal reliability of the instruments used in the analysis, Cronbach's coefficient alphas were determined for talent management practices, employee engagement, and turnover intention scales in the present study. As shown in Table 3.1, the alpha values of all variables in this analysis were 0.860 to 0.939, which were all above 0.7. The results showed that all the variables met the Cronbach 's alpha value.

**Table 3. 1***Reliability Coefficients of the Independent, Mediating & Dependent Variables*

Variable	Dimension	No. of items	Cronbach's alpha ( $\alpha$ )
	Strategy	3	.794
	talent review process	3	.727
	Staffing	3	.781
	talent acquisition	3	.785
Talent management Practices	workforce planning	3	.793
	talent development	3	.710
	talent retention	3	.711
	compensation & reward	3	.737
	performance management	3	.707
	Overall	27	.853
Employee Engagement		3	.938
Employee turnover intention		3	.948

*Source: researcher's survey (2020)*

### **3.10. Data Analysis**

The data collected through a self-completed questionnaire was compiled, coded, entered into the computer program, and analyzed using version 20.0 of the Statistical Package for Social

Sciences. To analyze the collected data different statistical methods were used which include both descriptive and inferential statistical methods. The selection of the method of analysis was focused on the research questions and the study goals, the type of data, and the test variables that need to use the intended method of data analysis. Descriptive methods that were used include frequency, percentage, mean and standard deviation, and the inferential statistical methods were used correlation, independent samples t-test, one way ANOVA, simple and multiple regression.

### **3.11. Ethical Considerations**

An ethical consent form will be completed prior of the research beginning. The Belmont Report (1979) mandates three overarching principles for conducting research using human subjects. First, participants in a research study will be treated ethically by having their decisions respected, being protected from harm, and having their well-being ensured. Second, participants will treat as individuals capable of making decisions affecting their well-being. Participants incapable of acting autonomously are entitled to protection. Finally, participants will also receive all benefits to which they are entitled, with no burdens imposed improperly.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents detailed research findings in an attempt to achieve the research objectives. Demographic data highlights the descriptive characteristics of the respondents which are presented first, followed by descriptive and inferential statistics of talent management practices, employee engagement, and employee turnover intention.

#### 4.1. Response Rate

The current study achieved a response rate of 75.4% in aggregate with 117 respondents reached out of the 154 targets. Of the (121) questionnaires that returned, 4 were rejected due to either incomplete or inappropriately filled. As a result, the final sample comprised 117 administrative and academic staff, which is sufficient for rigorous analysis. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. Therefore, this research study attained an excellent response rate as presented in Table 4.1. Thus, the study was analyzed using 117 questionnaires which were collected and filed properly.

**Table 4. 1**

*Response Rate by Job Category (N =117)*

Job Category	Distributed	Returned	Unreturned	Rejected	Usable	Percentage
Administrative staff	101	75	26	4	71	
Academic staff	53	7	46	0	46	75.4
Total	154	33	121	4	117	

## 4.2. Demographic Characteristics of Respondents

This part summarizes the responses by gender, age, marital status, level of educational, job category, and years of experience working in the university. Table 4.2 shows that out of the total 117 useable questionnaires, over half (54.7%) of the respondents were male while 53 (45.3 %) were female. Nearly two-thirds (68.4%) of the respondents were married while 28.2% were single, and the remaining were divorced. The administrative staff comprised 60.7 % of the respondents and 39.3 % were academic members.

**Table 4. 2**

### *Respondents' Demographic Data (N =117)*

Demographics	Sub Attributes	Frequency	Percentage
Gender	Male	64	54.7
	Female	53	45.3
Age	18-30 yrs	24	20.5
	31-40 yrs	36	30.8
	41-50yrs	34	29.1
	Above 50 yrs	23	19.7
Marital status	Single	33	28.2
	Married	80	68.4
	Divorced	4	3.4

Level of education	Diploma	12	10.3
	Bachelor	41	35.0
	Masters	53	43.3
	Doctorate	11	9.4
Job category	Administrative	71	60.7
	Academic	46	39.3
Years of experience	1-5yrs	50	42.7
	6-10 yrs	31	26.5
	11-15 yrs	25	21.4
	16-20 yrs	8	6.8
	Above 20 yrs	3	2.6

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#### **4.3. Descriptive Statistics of the Predictor, Mediator, and Criterion Variables**

The descriptive statistics including mean and standard deviation of the scores of the measures of the variables in the study are presented in Table 4.3. Among the talent management practices, only compensation and reward were better ( $M = 4.29$ ,  $SD = .66$ ) while a talent review process mean score was the lowest ( $M = 1.91$ ,  $SD = .69$ ) at Unity University. The results showed that the university was better for providing compensation and benefits to employees, but weak on recognizing the individuals who can meet the various needs of the university. The result

indicated that the university has a weakness in aligning and synchronizing talent management strategy with the university's overall strategy.

The overall mean score of talent management practices as a whole was below average ( $M = 2.65, SD = .47$ ). This indicated that the university had a weak talent management practices. In line with these findings, Kidanie, A. (2017) examines the impact of talent management practices on employees' turnover intentions at the Ethiopian Management Institute. The findings have shown that the mean score for overall talent management practice is slightly below the average. Moreover, Mengistu, H. (2018) found consistent results with the current study.

The results also showed that the employees' level of engagement in their jobs and university was ( $M = 2.46, SD = .87$ ). As per the interpretation guideline, the mean score indicates the level of employee engagement in their jobs was below average. This indicated that there was a low level of energy and mental resilience while working, unwillingness to put in the effort, and unhappy with one's work. This is supported by Marrelli (2011); he clarified that workers may become withdrawn because they no longer have confidence and lack of communication with their leader or employers. On the other hand, the mean for employee turnover intention ( $M = 4.00, SD = 1.10$ ) showed that high agreeableness of respondents in turnover intention. Employees often thinking about quitting the university, seriously looking for a new alternate job, and as soon as it is possible they need to leave the university.

**Table 4. 3***Descriptive Statistics of the Study Variables (N = 117)*

Variable	Min	Max	<i>M</i>	<i>SD</i>
Talent management practices	1.74	4.33	2.65	.47
Strategy	1.00	5.00	2.31	.84
Talent review process	1.00	4.33	1.91	.69
Staffing	1.00	5.00	2.93	.89
Talent acquisition	1.00	5.00	2.27	.87
Workforce planning	1.00	5.00	2.82	.86
Talent development	1.00	4.67	2.49	.89
Talent retention	1.00	4.67	2.35	.92
Compensation & Rewards	1.33	5.00	4.29	.66
Performance management	1.00	5.00	2.43	.91
Employee Engagement	1.33	5.00	2.46	.87
Employee Turnover Intention	1.00	5.00	4.00	1.10

*Note: Min = Minimum, Max = Maximum, M = Mean, SD = Standard Deviation*

#### **4.4. Correlation Analysis**

Pearson product-moment correlation coefficient was calculated to assess the association of the independent variable (talent management practices), the mediating variable (employee engagement), and the dependent variable (employee turnover intention), this provided correlation

coefficients which indicated the strength and direction of the relationship. The  $p$ -value also indicated the likelihood of this relationship's significance. The following table presents the inter-correlation matrix among these variables.

As shown in Table 6, there was a significant strong and positive correlation between overall talent management practice and employee engagement ( $r(115) = .62, p < .05$ ). Similarly, the study done by Baran M., & Sypniewska B., (2020), talent management were positively correlated with employee engagement. However, there was a significant moderate negative relationship between overall talent management practice and employee turnover intention ( $r(115) = -.57, p < .05$ ). The Pearson correlation analysis results also showed that there was a significantly strong negative relationship between employee engagement and employee turnover intention ( $r(115) = -.76, p < .05$ ). This implies that when the university improves its talent management practices, it increases employee engagement level and then decreases employee turnover intention. The findings of the study were consistent with Biswakarma, G. (2015), there was a strong significant relationship between employees' job engagement and employees turnover intention in Nepalese organizational context. Similarly, Swe, K.T.H & Lu, L. H., (2019) supports the current finding. They found that there is a negative correlation exists between employee engagement and the intention for employee turnover. Moreover, Saks (2006) found that employee engagement related negatively to employee intentions to leave.

When we associate talent management practices with employee engagement and employee turnover intention, without workforce planning, and compensation & rewards, other talent management practices were statistically significant association with turnover intention. At the same time, except compensation and rewards, all other talent management practices were significantly correlated with employee engagement. The talent management strategy had a

statistically moderate positive correlation with employee engagement, ( $r(115) = .38, p < .05$ ), and moderate but negative correlation with employee turnover intention, ( $r(115) = -.33, p < .05$ ).

Talent review process and employee engagement were found to be moderately positively correlated, ( $r(115) = .46, p < .05$ ). Whereas it was found to be negatively correlated with employee turnover intention ( $r(115) = -.44, p < .05$ ). The results of the Pearson correlation also indicated that there was a significant positive association between staffing and employee engagement, ( $r(115) = .27, p = .003$ ). There was also a significant negative association between staffing and employee turnover intention, ( $r(115) = -.35, p < .05$ ).

Based on the results of the study, talent acquisition was strongly related to employee engagement,  $r(115) = .52, p = .006$ . However, talent acquisition was negatively associated with employee turnover intention ( $r(115) = -.48, p < .05$ ). Results indicated that there was a positive relationship between the talent development practice and employee engagement ( $r(115) = .34, p < .05$ ), and negative relationship with employee turnover intention,  $r(115) = -.27, p = .003$ . Talent retention had a statistically significant association between employee engagement ( $r(115) = .45, p < .05$ ) and employee turnover intention, ( $r(115) = -.41, p < .05$ ). A similar finding was founded by Kekgonegile, K., 2014; Hariyanto, B. & Sail, L.R., 2020, Budu, 2016). Finally, there was a moderate positive correlation between performance management practice and employee engagement ( $r(115) = .43, p < .05$ ), but there was a moderate negative correlation between performance management and employee turnover intention, ( $r(115) = -.46, p < .05$ ).

In general, the correlation matrix shows that as more talent management practices are implemented by companies, it implies the company's interest in investing in its employees; this will improve employees' interaction with the organization, and such reactions may result in lower turnover intentions.

**Table 4. 4***Correlation Matrix for Study Variables*

		TM	ST	WR	SF	TA	WF	TD	TR	CR	PM	EE	ETI
TM	Pearson r	<b>1</b>											
	Sig. (2-tailed)												
ST	Pearson r	<b>.548**</b>	<b>1</b>										
	Sig. (2-tailed)	<b>.000</b>											
WR	Pearson r	<b>.545**</b>	<b>.211*</b>	<b>1</b>									
	Sig. (2-tailed)	<b>.000</b>	<b>.022</b>										
SF	Pearson r	<b>.615**</b>	<b>.265**</b>	<b>.250**</b>	<b>1</b>								
	Sig. (2-tailed)	<b>.000</b>	<b>.004</b>	<b>.007</b>									
TA	Pearson r	<b>.620**</b>	<b>.246*</b>	<b>.333**</b>	<b>.414**</b>	<b>1</b>							
	Sig. (2-tailed)	<b>.000</b>	<b>.017</b>	<b>.000</b>	<b>.000</b>								
WF	Pearson r	<b>.469**</b>	<b>.167</b>	<b>.157</b>	<b>.145</b>	<b>.135</b>	<b>1</b>						
	Sig. (2-tailed)	<b>.000</b>	<b>.072</b>	<b>.090</b>	<b>.120</b>	<b>.148</b>							
TD	Pearson r	<b>.667**</b>	<b>.319**</b>	<b>.211*</b>	<b>.225*</b>	<b>.203*</b>	<b>.307**</b>	<b>1</b>					
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	<b>.022</b>	<b>.015</b>	<b>.029</b>	<b>.001</b>						
TR	Pearson r	<b>.658**</b>	<b>.171</b>	<b>.346**</b>	<b>.365**</b>	<b>.251**</b>	<b>.231*</b>	<b>.583**</b>	<b>1</b>				
	Sig. (2-tailed)	<b>.000</b>	<b>.066</b>	<b>.000</b>	<b>.000</b>	<b>.006</b>	<b>.012</b>	<b>.000</b>					
CR	Pearson r	<b>.208*</b>	<b>-.041</b>	<b>.078</b>	<b>.052</b>	<b>.136</b>	<b>.030</b>	<b>.047</b>	<b>-.036</b>	<b>1</b>			
	Sig. (2-tailed)	<b>.025</b>	<b>.658</b>	<b>.405</b>	<b>.577</b>	<b>.142</b>	<b>.746</b>	<b>.612</b>	<b>.698</b>				
PM	Pearson r	<b>.618**</b>	<b>.357**</b>	<b>.252**</b>	<b>.288**</b>	<b>.358**</b>	<b>.138</b>	<b>.337**</b>	<b>.264**</b>	<b>-.002</b>	<b>1</b>		
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	<b>.006</b>	<b>.002</b>	<b>.000</b>	<b>.038</b>	<b>.000</b>	<b>.004</b>	<b>.979</b>			
EE	Pearson r	<b>.62**</b>	<b>.38**</b>	<b>.46**</b>	<b>.27**</b>	<b>.52**</b>	<b>.18*</b>	<b>.34**</b>	<b>.45**</b>	<b>-.02</b>	<b>.48**</b>	<b>1</b>	
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.003</b>	<b>.006</b>	<b>.046</b>	<b>.000</b>	<b>.000</b>	<b>.810</b>	<b>.000</b>		
ETI	Pearson r	<b>-.57**</b>	<b>-.33</b>	<b>-.44**</b>	<b>-.35*</b>	<b>-.48**</b>	<b>-.19</b>	<b>-.27</b>	<b>-.41**</b>	<b>.12</b>	<b>-.46**</b>	<b>-.76**</b>	<b>1</b>
	Sig. (2-tailed)	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.000</b>	<b>.036</b>	<b>.003</b>	<b>.000</b>	<b>.184</b>	<b>.000</b>	<b>.000</b>	

\*\* $p < .01$  (two-tailed). \* $p < .05$  (two-tailed)

*Note.* TM = talent management practices, ST = strategy, TR = talent review process, SF = staffing, TA = talent acquisition, WF = Workforce planning, TD = talent development, TR = talent retention, CR = compensation & rewards, PM = performance management, EE = employee engagement, ETI = employee turnover intention

## **4.5. Differences in Employee Engagement and Employee Turnover Intention by Demographic Variables**

### **4.5.1. Independent Samples t-test**

An independent samples t-test was run to test whether there was a statistically significant mean difference in scores of employee engagement and turnover intention in terms of gender, and job category difference. The results presented in two subsequent tables, i.e., Table 4.5 & Table 4.6 (see appendix B).

#### **4.5.1.1. Differences in Employee Engagement & Employee Turnover Intention in terms of Gender**

The independent samples t-test was performed to determine differences in male and female based on employee engagement and employee turnover intention among the employees of Unity University. Results revealed that male ( $M = 2.41$ ,  $SD = .76$ ) was not significantly different from female ( $M = 2.52$ ,  $SD = .96$ ),  $t(96) = -.677$ ,  $p = .489$  in terms of employee engagement. When we compare the mean scores of the two groups indicates that females were found a higher level of employee engagement than males. Similarly, Ying Kong (2009), in his study revealed that females were found to engage more in their organizational role and make them more devoted to their work than males. An opposite conclusion was reached by Sharma, S. & Gangwani, S. (2017), they found that the difference in engagement between male and female was not significant, suggesting that males and females respond similarly to the environment prevailing in the organization.

As predicted, results from an independent samples t-test also indicated that there were no significant differences between males and females in terms of employee turnover intention, ( $t(99) = 1.23$ ,  $p = .221$ ) (see Table 4.5 in the appendix). Several research studies have concluded

that the gender-to-intention relationship is inconsistent. For example, this result is consistent with studies Byrd et al. (2000) and Mitchell, MacKenzie et al. (2000), in which there is no disparity in turnover intent between males and females. Kim (2005) & Huang, Chuang, & Lin (2003) found that women are more likely than men to leave their jobs. Some studies, on the contrary, show a higher turnover in men than in women (Smith & Calasanti, 2005; Khatri et al., 2001; Mor Barak et al., 2001).

#### **4.5.1.2. Differences in Employee Engagement & Employee Turnover Intention in terms of Job Category**

An independent samples t-test was also performed to compare levels of employee engagement and employee turnover intention between the administrative and academic staff. The results of this test indicated that there was statistically not significant mean difference between administrative ( $M = 2.44$ ,  $SD = .92$ ) and academic staff ( $M = 2.51$ ,  $SD = .87$ ),  $t(109) = -.39$ ,  $p = .697$  in employee engagement scores. There was also not a significant mean difference in employee turnover intention score between administrative ( $M = 4.03$ ,  $SD = 1.119$ ) and academic staff ( $M = 3.94$ ,  $SD = 1.16$ ),  $t(109) = .39$ ,  $p = .701$ . This indicated that both administrative and academic staffs were not different in their level of employee engagement and employee turnover intention.

#### **4.5.2. One-Way ANOVA Analysis**

A one-way ANOVA test was conducted to determine the existence of a statistically significant difference among several group means in employee turnover intention and employee engagement scores in terms of age, educational level, marital status and years of services

#### **4.5.2.1. Differences in Employee Engagement & Employee Turnover Intention by Age**

A one-way ANOVA was performed to look at the impact of age on employee turnover intention and employee engagement, dividing participants into four groups according to their age (Group 1: 18 - 30 years; Group 2: 31- 40 years; Group 3: 41-50 years; Group 4: 51 and above years).

The one way ANOVA discovered that there was statistically not significant mean difference at the  $p < .05$  level in employee turnover intention scores for the four age groups,  $F(3, 113) = 1.65, p = .182$ . It is to mean that the mean scores of the four age groups on their turnover intention are somehow similar. When we compare the mean scores of employee turnover intention based on age groups, 18-30 years old participants had higher turnover intention compared to other age groups, followed by 51 and above years old. Similar studies conducted and found younger employees were more likely to leave their organizations than other age groups (Bjelland et al., 2011; Lambert et al., 2012; & Monks, 2012).

Similarly, there was a statistically not significant mean difference in levels of employee engagement across the ages,  $F(4, 112) = 3.05, p < .05$ . This means that the four age groups are not the same in terms of the mean score results on employee engagement, and the differences are statistically not significant (see Tables in the appendix B).

#### **4.5.2.2. Differences in Employee Engagement & Employee Turnover Intention of Employees' Educational Qualification**

A one-way analysis of variance was run to check the impact of employee level of education on employee turnover intention and employee engagement, dividing participants into four groups

according to their levels of education (Group 1: Diploma/TVET; Group 2: BA Degree; Group 3: MA Degree and Group 4: Ph.D.).

The one way ANOVA (Table 4.8 in the appendix 8) revealed that there was statistically no significant difference at the  $p < .05$  level in turnover intention scores for the four employees education qualifications,  $F(3, 113) = .35$ ,  $p = .787$ . Thus, employees' levels of education did not affect the turnover intention of employees at Unity University. Likewise, there was a statistically no significant difference in employee engagement based on the participants' educational qualification,  $F(3, 113) = .84$ ,  $p = .474$ . Regarding the impact of the level of education of the participants, people with BA degrees were more likely to leave the company than other workers. This can be because of many employers that have targeted them, and less family responsibility. Islam et al, (2013) found similar findings on the relationship between educational qualifications and employee turnover intention.

#### **4.5.2.3. Comparison of Differences in Levels of Employee Turnover Intention & Employee Engagement based on Marital Status**

A one way ANOVA was performed to investigate whether the level of employee engagement of participants significantly varies across marital status by grouping the respondents into three groups, namely single, married, and divorced. The analysis of variance showed results statistically not significant differences at  $p < .05$  in employee turnover intention and engagement scores for the three marital status groups,  $F(2, 114) = 2.09$ ,  $p = .128$ , and  $F(2, 114) = 2.24$ ,  $p = .111$  respectively. This implies that marital status was not a significant predictor of employee turnover intention and engagement. The mean scores of single respondents were the highest in employee turnover intention while the lowest in employee engagement in comparison to married respondents. Similarly, in 2015, Emiroğlu et al., studied the relation between the demographic

factors and the turnover intention of employees working in the hospitality industry. They found that single people have a higher turnover intention than married people. Whereas, Sharma, S. & Gangwani, S. (2017) found married people to be more engaged than single respondents. This means that married couples have more obligations to their family and are more concerned about their careers and more dedicated than single individuals, as young people see more comparable work elsewhere and this perception has contributed to a low degree of workplace involvement (see in the appendix B).

#### **4.5.2.4. Differences in Employee Turnover Intention & Employee Engagement by Their Year of Experiences**

Finally, to test whether the participants' year of experiences creates a difference in employee turnover intention and employee engagement levels by dividing the participants into four groups: (Group 1: > 1 year; Group 2: 2-5 years; Group 3: 6-10 years, and Group 4: 11-20 years).

The findings of one way ANOVA were found statistically not significant differences in employee turnover intention and employee engagement levels of participants with varying year of experiences in the university at 0.05 level of significance,  $F(4, 112) = 1.34, p = .343$  and  $F(4, 112) = 1.26, p = .291$  respectively. This indicates that the years of experience of workers at various tenure levels did not vary in employee turnover intention and engagement at different tenure groups. This also means that the service time of workers, whether long or short, does not predict their turnover intention and engagement (see Table in appendix B).

### **4.5.3. Regression Analysis**

#### **4.5.3.1. Testing Assumptions of Regression Analysis**

The contributions of the predictor variables in the criterion variable were investigated using multiple regressions. Before applying regression analysis to check and evaluate whether predictor variables significantly predict the criterion variable, the researcher has performed a preliminary analysis to verify the assumptions of regressions. Consequently, among the various assumptions linearity, normality, autocorrelation, multicollinearity, and homoscedasticity were tested.

##### **4.5.3.1.1. Assumption of Linearity**

If the association between variables is assumed linear, they should be consistent and directly proportional to each other. The linearity assumption can be tested through the visual examination of residual scatter plots that depict one axis for the standardized residuals and the other axis for the predicted values (Stevens, 2009). If the linearity assumption is met, the standardized residuals will scatter randomly around a horizontal line which represents the standardized residuals equaling zero (Stevens, 2009; Tabachnick & Fidell, 2006). Therefore, in this study, as the following successive figures (see figure 4.1 & figure 4.2 in appendix B) confirmed the assumption of linearity was not violated.

##### **4.5.3.1.2. Assumption of Normality**

Normality focuses on the extent to which the sample data distributes according to a normal distribution (Hair et al., 2010). According to Tabachnick and Fidell (2006), verifying the normality of the scales within the sample of study is an essential practice before conducting regression analysis. Skewness and Kurtosis are statistical tools which can enable to check if the

data is normally distributed or not. According to Fieled (2005), normally distributed data assumed that the data are from one or more normally distributed populations. Therefore, value of skewness and kurtosis and their respective standard errors were computed. An absolute value between -2 and +2 score for skewness and kurtosis is expected to be significant at  $p < 0.05$ . Large sample will give rise to small standard errors and so when sample sizes are big, significant values arise from even small deviations from normality for both skewness and kurtosis (Field, 2005). Thus, the data of this study is normally distributed since the skewness and kurtosis values are with in +2 and -2 range (see table in the appendix).

#### 4.5.3.1.3. Assumption of Autocorrelation

Autocorrelation occurs when a serial correlation of the residuals with their past values, which also refers to the assumption that errors are independent of one another. The independence test for Durbin-Watson always ranges from zero to four. A score of two means that there is no autocorrelation identified in the sample values from zero to less than two indicates a positive autocorrelation and values from two to four indicates negative autocorrelation (Durbin & Watson, 1951). In this study as Table 4.5 shows that the Durbin-Waston value was 1.884, which is very close to two, hence, the assumption of independent error was met.

**Table 4. 5**

*Durbin-Watson Test*

Model Summary				
R	R Square	Adjusted R Square	Std. Error of the Estimate	Result
<b>.406<sup>a</sup></b>	<b>.165</b>	<b>.094</b>	<b>1.01171</b>	<b>1.884</b>
a. Predictors: (Constant), PM, CR, TR, WF, AQ, TD, ST, SF, RP				
b. Dependent Variable: ETI				

#### **4.5.3.1.4. Assumption of Multicollinearity**

The researchers verified the data to check if there is a multicollinearity problem. Tolerance test and Variance Inflation Factor (VIF) are the techniques employed to test multicollinearity among the predictor variables in this study. According to Menard (2011), a tolerance value of less than 0.1 is an indication that certainly there exists a serious multicollinearity problem. Mayer (1990) also recommended that a VIF value greater than 10 calls for concern. As per the results presented in Table 4.1 1a, none of the variables have a tolerance level of less than 0.1 and VIF values are well below 10. This implies that this model is free from multicollinearity.

#### **4.5.3.1.5. Assumption of Homoscedasticity**

Homoscedasticity test was performed to see a situation where the error variance is the same for all independent variable values., when the assumption of homoscedasticity met, the residuals will present as being randomly scattered around the horizontal line depicting  $r_i = 0$ . Figure 4.5 portrays a residual plot demonstrating a relative equal clustering of residuals along the horizontal line in a rectangular shape, therefore, the assumption seems to have been met.

#### **4.5.3.2. Simple and Multiple Regression Analysis**

As assumptions were not violated, simple and multiple regression analysis was carried out to determine talent management practices that could predict employee turnover intention and employee engagement. The independent variable was talent management practices, the intervening variable was employee engagement and the dependent variable was employee turnover intention. Significance levels were set at  $p < .05$ . This analysis was carried out to estimate the variation described by the nine talent management practices in employee turnover intention and employee engagement, such as strategy, talent review process, staffing, talent

acquisition, workforce planning, talent development, talent retention, compensation & rewards, and performance management.

As shown in Table 4.6, the multiple regression analysis showed that the total variance explained by the model as a whole was 47 %,  $F(9,107) = 10.45, p < .05, R^2$  of .47. This implies that the variation in employee turnover intention is due to the independent variables of the nine talent management practices. Of these nine TM practices, five predictors in the final model were statistically significant, with talent review process ( $\beta = -.344, p = .008$ ), talent acquisition ( $\beta = -.342, p = .002$ ), talent retention ( $\beta = -.250, p = .029$ ), compensation & rewards ( $\beta = -.275, p = .025$ ), and performance management ( $\beta = -.276, p = .007$ ). There was a statistically significant negative association between the above five predictor TM practices and employee turnover intention. This suggests the intention of employees to leave the university increases as the implementation of talent management practices decreases. The results of the model showed that the talent review process had the strongest while talent retention had the weakest effect on the model that predicts employee turnover intention. This result is in line with previous study, which has shown that compensation and benefits, training, career development, and performance management are significantly and directly connected to intention to leave (Long, C. S., & Perumal, P., 2014). The first model derived from the general form of the regression equation:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \varepsilon$$

$$ETI = 5.883 - .127ST - .344TRW - .038SF - .342TA - .067WR - .093TD - .250TD + .275CR + .276TP + \varepsilon$$

**Table 4. 6***Prediction of Employee Turnover Intention from Talent Management Practices*

Independent Variables	B	B	<i>t</i>	<i>Sig</i>
(Constant)	5.883			
Strategy	-.127	-.096	1.208	.230
Talent review process	-.344	-.215	-2.715	.008
Staffing	-.038	-.031	-.373	.710
Talent acquisition	-.342	-.270	-3.334	.002
Workforce planning	-.067	-.052	-.692	.490
Talent development	-.093	.075	.799	.426
Talent retention	-.250	-.210	-2.209	.029
Compensation & rewards	.275	.165	2.280	.025
Performance management	-.276	-.227	-2.765	.007

*Note.*  $R = .68$ ,  $R^2 = .47$ ,  $F(9,107) = 10.45$ ,  $p < .05$

A multiple regression was also carried out to predict employee engagement based on the existing predictor variables. The predictors included strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, talent retention, compensation & rewards, and performance management. The overall model was significant,  $F(9, 107) = 12.46$ ,  $p < .05$ , and accounted for 51 % of the variance in employee engagement. The results showed that talent strategy, talent review process, talent acquisition, talent retention, and performance management were significant predictors of employee engagement. This implies that the more talent management practices are applied, the more workers have been engaged in their work and organization. Of all significant predictors of talent management practices, talent acquisition had a

strong effect on employee engagement. On the contrary, strategy was the weakest predictor of employee engagement ( $\beta = .321, p < .05$  and  $\beta = .169, p < .036$  respectively). However, Staffing, workforce planning, talent development, and compensation & rewards were not significant predictors of employee engagement. Predictive regression equation of model 2:

$$M = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \varepsilon$$

$$EE = .413 + .169ST + .253TRW - .109SF + .321TA + .017WR - .026TD + .251TR - .077CR + .216PM + \varepsilon$$

**Table 4. 7**

*Prediction of Employee Engagement from Talent Management Practices*

Independent Variables	B	B	t	Sig
(Constant)	.413			
Strategy	.169	.163	2.13	.036
Talent review process	.253	.200	2.64	.010
Staffing	-.109	-.111	-1.40	.163
Talent acquisition	.321	.321	4.01	.000
Workforce planning	.017	.016	.230	.819
Talent development	-.026	-.027	-.299	.766
Talent retention	.251	.266	2.93	.004
Compensation & Rewards	-.077	-.058	-.843	.401
Performance management	.216	.224	2.85	.005

*Note.* R = .72, R<sup>2</sup> = .51, F(9,107) = 12.46, p < .05

Table 4.8 shows that the model was significant to predict employee turnover intention,  $F(1,115) = 156.6, p < .05$  as shown by the ANOVA table. The  $R^2$  for the model was .58. This indicates 58 % of employee turnover intention was explained by the employee engagement at Unity University. The negative beta coefficient ( $\beta = -.96, p < .05$ ) indicates that the engagement of employees to their jobs and organizations increases, the intent of employees to leave their positions or organizations decreases and vice versa. This is consistent with what has been found in previous studies in which engaged employees tend to have less employee turnover intention (Shuch & Wollard, 2010; Hermsen & Rosser, 2008). The predictive regression equation of model 3 was:

$$Y = \beta_0 + \beta_1 M + \varepsilon$$

$$ETI = 6.373 - .96M + \varepsilon \dots \dots \dots \text{Model 3}$$

**Table 4. 8**

*Prediction of Employee Turnover Intention by Employee Engagement (Mediator)*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	6.373			
Employee engagement	-.96	-.76	-12.51	.000

*Note.*  $R = .76, R^2 = .58, F(1,115) = 156.6, p < .05$

**4.5.3.3. Mediation Analysis**

To undertake the mediation analysis, the researcher selected four talent management practices such as the talent review process; talent acquisition, talent retention, and performance management, which were significantly related to employee turnover intention and employee engagement (see Tables 4.7 & 4.8).

Analysis of the mediation was conducted twice. The first was the mediating effect of employee engagement on the relationship between overall talent management practice and employee turnover intention as overall talent management practice was significantly correlated with the mediator and the criterion variable, and the second was its mediating effect on the relationship between each talent management practice and employee turnover intention.

The Baron and Kenny (1986) model for mediation testing was, therefore, a guiding framework for testing mediation through three regression models (Baron & Kenny, 1986; Field, 2013; Hayes, 2013). Field (2013) states that the three regression models are

- A regression model that predicts the dependent variable from the independent dependent variable,
- A regression model that predicts the mediator variable from an independent variable, and
- A regression model that predicts a dependent variable from both the independent variable and the mediator variable.

In the mediation test model of Baron and Kenny, four conditions must be met to consider a variable as mediator. These are the predictor variable must be significantly related to the criterion variable in model 1; the predictor variable must be significantly related to the mediator variable in model 2; the mediator variable must be significantly related to the criterion variable in model 3; and the predictor variable must predict the criterion variable less strongly in model 3 than in model 1 (Baron & Kenny, 1986; Field, 2013; Shuck et al., 2014).

To test whether employee engagement mediates in the relationship between talent management practices and employee turnover intention performed regression analysis to validate the model of the Baron and Kenny. Following these steps, the regression analysis was carried out

to determine the mediating effect of employee engagement on talent management practices and the intention of employee turnover.

**4.5.3.3.1. The Mediating Effect of Employee Engagement on the Relationship between Overall Talent Management practice and Employee Turnover Intention**

Step 1: perform a simple regression analysis with talent management practice predicting employee turnover intention to check for the effect of talent management practices on employee turnover intention.

$$Y = \beta_1 + \beta X_1 + \varepsilon \dots\dots\dots \text{Model 1}$$

$$Y(\text{ETI}) = 7.576 + (-1.35) \text{ TM practices} + \varepsilon$$

Table 4.15 presents a simple regression analysis of how well talent management practices can predict employee turnover intention,  $\beta = -1.35$ ,  $p < .05$ . A significant regression equation was found ( $F(1,115) = 56.56$ ,  $p < .05$ ), with an  $R^2$  of .33. The R square implies that the TM practices model explains a 33 % variance in employee turnover intention. This indicated that step 1 of the model was satisfied.

**Table 4. 9**

*Prediction of Employee Turnover Intention by Overall Talent Management Practice*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	7.576			
TM practice	-1.35	-.57	-7.52	.000

*Note.*  $R = .57$ ,  $R^2 = .33$ ,  $F(1,115) = 56.56$ ,  $p < .05$

**Step 2:** Conduct a regression analysis with talent management practices predicting employee engagement to check for its significance. This is model 2

$$M = \beta_2 + \beta X_2 + \varepsilon$$

$$EE(M) = -.582 + 1.15 TM \text{ practices} + \varepsilon$$

According to the result shown in Table 4.10, the model was significant to predict employee engagement,  $F(1, 115) = 71.81, p < .05$ , the  $R^2$  for the model was .38. This indicates that 38 % of employee engagement was explained by the overall talent management practices. The second step also fulfilled.

**Table 4. 10**

*Prediction of Employee Engagement by Overall Talent Management Practice*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	-.582			
TM Practices	1.15	.62	8.47	.000

*Note.*  $R = .62, R^2 = .38, F(1, 115) = 71.81, p < .05$

**Step 3:** Conduct a multiple regression analysis with talent management practices and employee engagement predicting employee turnover intention

$$Y = \beta_3 + \beta X_3 + \beta M_3 + \varepsilon$$

$$Y = 7.093 + (-.395) TM \text{ practices} + (-.830) \text{ employee engagement} + \varepsilon$$

Since the first two equations significantly met the condition to further test mediation, a third regression model was generated. This regression model included both TM practices and employee engagement to predict employee turnover intention. In this case, talent management practices ( $\beta = -.395, p = .029$ ) and employee engagement ( $\beta = -.830, p < .05$ ) significantly predicted employee turnover intention. Both TM practices and employee engagement accounted

for about 59 % of the variances in employee turnover intention,  $F(2,114) = 83.38, p < .05, R^2$  of .59.

**Table 4. 11**

*Prediction of Employee Turnover Intention by Overall Talent Management Practices and Employee Engagement (Mediator)*

Variables	B	B	t	Sig
(Constant)	7.093			
TM Practices	-.395	-.168	-2.21	.029
Employee engagement	-. 830	-.655	-8.61	.000

*Note.*  $R = .77, R^2 = .59, F(2,114) = 83.38, p < .05$

**Decision:** for Model 1 and Model 3 or (see Table 4.15 & Table 4.16), the beta values of an independent variable, i.e. talent management practices, are - 1.35 and -.395 respectively. This suggested that model 3’s beta value is smaller than model 1 but both models are statistically significant. According to the Baron and Kenny (1986) model, then, the requirements have been achieved. This means that talent management practices (IV), employee engagement (M), and employee turnover intention (DV) were significantly correlated.

If the independent is no longer significant while the mediating variable is regulated then complete/ full mediation is confirmed by the result. If the independent variable is indeed significant, partial mediation follows the result. The Baron and Kenny’s partial mediation is the same as complementary mediation while the full mediation is similar to indirect-only mediation of Zhao, X., Lynch, J., & Chen, Q (2010). Thus, it is concluded that employee engagement partially (complementary) mediates in the relationship between overall talent management practices and employee turnover intention.

**4.5.3.3.2. The Mediating Effect of Employee Engagement on the Relationship between Talent Management Practices (talent review process, talent acquisition, talent retention, and performance management) and Employee Turnover Intention**

**Talent Review Process**

**Step 1:** Talent review process (IV) predicts employee turnover intention (DV)

The regression model indicated that the talent review process explained 15 % of the variance of employee turnover intention,  $F(1,115) = 27.95, p < .05$ . The regression analysis showed that employee turnover intention was significantly but negatively predicted by the talent review process ( $\beta = -.71, p < .05$ ).

**Table 4. 12**

*Prediction of Employee Turnover Intention by Talent Review Process*

Independent Variable	B	B	t	Sig
(Constant)	5.358			
Talent Review Process	-.71	-.44	-5.29	.000

*Note.*  $R = .44, R^2 = .19, F(1,115) = 27.95, p < .05$

**Step 2:** the relationship between talent review process (IV) and employee engagement (M)

The results of regression analysis revealed that the R square of 0.21 indicates that 21 % of the variation of employee engagement can be predicted by the independent variables i.e. talent review process. The prediction model was statistically significant,  $F(1,115) = 29.95, p < .05$ . The beta coefficient indicated that the talent review process had a positive effect on employee engagement ( $\beta = .57, p < .05$ ).

**Table 4. 13***Prediction of Employee Engagement by Talent Review Process*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	1.364			
Talent Review Process	.57	.46	5.47	.000

*Note.*  $R = .46$ ,  $R^2 = .21$ ,  $F(1,115) = 29.95$ ,  $p < .05$

Step 3: The mediating variable effect on the relationship between talent review process and employee turnover intention

As reported in table 4.14 the  $R^2$  value of the regression model was .59. This indicates that the talent review process explains about 59% of the variation in the employee turnover intention through employee engagement. Therefore, The Table clearly shows that the effect of the talent review process ( $\beta = -.196$ ,  $p = .073$ ) on the intention of employee turnover reduced but not significantly when employee engagement was introduced. This ensures full mediation of employee engagement on the relationship between the talent review process and the intent of employee turnover.

**Table 4. 14***Prediction of Employee Turnover Intention by Talent Review Process & Employee Engagement*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	6.574			
Talent Review Process	-.196	-.122	-1.81	.073
Employee engagement	-.891	-.704	-10.43	.000

*Note.*  $R = .77$ ,  $R^2 = .59$ ,  $F(2,114) = 81.50$ ,  $p < .05$

## Talent Acquisition

### Step 1: Prediction of Employee Turnover Intention by Talent Acquisition

The results of the regression analysis revealed that the R square of 0.23 indicates that 23 % of the variation of employee turnover intention can be predicted by talent acquisition. The prediction model was statistically significant,  $F(1,115) = 34.67, p < .05$ . The beta coefficient indicated that talent acquisition had a negative effect on employee engagement ( $\beta = -.61, p < .05$ ).

**Table 4. 15**

#### *Prediction of Employee Turnover Intention by Talent Acquisition*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	5.389			
Talent Acquisition	-.61	-.48	-5.89	.000

*Note.*  $R = .48, R^2 = .23, F(1,115) = 34.67, p < .05$

### Step 2: Prediction of Employee Engagement by Talent Acquisition

The positive relationship between talent acquisition and employee turnover intention was statistically significant ( $\beta = .52, p < .05$ ). As shown in Table 4.16, talent acquisition explains about 27% of the variance in employee engagement,  $F(1,115) = 42.11, p < .05, R^2 = .27$ .

**Table 4. 16**

#### *Prediction of Employee Engagement by Talent Acquisition*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	1.287			
Talent Acquisition	.52	.52	5.49	.000

*Note.*  $R = .52, R^2 = .27, F(1,115) = 42.11, p < .05$

Step 3: Prediction of Employee Turnover Intention by Talent Acquisition & Employee Engagement

A multiple regression was conducted to examine whether the independent variable and the mediator variable could significantly predict employee turnover intention. The results of the regression indicated that the model explained 59 % of the variance and that talent acquisition was not a significant predictor of employee turnover intention,  $F(2,114) = 81.08, p = .090$ . In the mediation analysis, full mediation occurs when the dependent variable is not significantly explained by the independent variable in Model 3. Therefore, employee engagement fully mediates in the relationship between talent acquisition and employee turnover intention.

**Table 4. 17**

*Prediction of Employee Turnover Intention by Talent Acquisition & Employee Engagement*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	6.525			
Talent Acquisition	-.15	-.12	-1.71	.090
Employee engagement	-.89	-.70	-10.43	.000

*Note.*  $R = .77, R^2 = .59, F(2,114) = 81.08, p < .05$

**Talent Retention**

Step 1: Prediction of Employee Turnover Intention by Talent Retention

The regression analysis result showed that 17% of the variance in employee turnover intention can be accounted for by talent retention, ( $F(1,115) = 23.73, p < .05$ ). The regression analysis result revealed in Table 4.18 shows that there was a significant negative relationship between talent retention and employee turnover intention ( $\beta = .49, p < .05$ ). This means the first step is satisfied.

**Table 4. 18***Prediction of Employee Turnover Intention by Talent Retention*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	5.169			
Talent Retention	-.49	-.41	-4.87	.000

*Note.*  $R = .41$ ,  $R^2 = .17$ ,  $F(1,115) = 23.73$ ,  $p < .05$

## Step 2: Prediction of Employee Engagement by Talent Retention

The result of the regression indicated that the model explained 21% of the variance and that the model was a significant predictor of employee engagement,  $F(1,115) = 29.66$ ,  $p < .05$ . Besides, Talent retention had a positive significant effect on employee engagement ( $\beta = .43$ ,  $p < .05$ ).

**Table 4. 19***Prediction of Employee Engagement by Talent Retention*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	1.457			
Talent Retention	.43	.45	5.45	.000

*Note.*  $R = .45$ ,  $R^2 = .21$ ,  $F(1,115) = 29.66$ ,  $p < .05$

## Step 3: Prediction of Employee Turnover Intention by Talent Retention &amp; Employee Engagement

The  $R^2$  for the model was 58% variation in employee turnover intention is accounted for by the combination of the predictor and mediating variable such as talent retention and employee engagement respectively. In the model, the talent retention was not significantly correlated with employee turnover intention ( $\beta = -.11$ ,  $p = .199$ ). This indicates that talent retention was no more

significant with employee engagement via employee engagement as a mediator. Hence, employee engagement completely mediates the relationship between talent retention and employee turnover intention.

**Table 4. 20**

*Prediction of Employee Turnover Intention by Talent Retention & Employee Engagement*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	6.496			
Talent Retention	-.11	-.09	-1.29	.199
Employee engagement	-.891	-.704	-10.43	.000

*Note.*  $R = .76$ ,  $R^2 = .58$ ,  $F(2,114) = 79.59$ ,  $p < .05$

### **Performance Management**

#### Step 1: Prediction of Employee Turnover Intention by Performance Management

A simple regression was performed to investigate whether performance management could significantly predict employee turnover intention. The model explained 21 % of the variance and that performance management was a statistically significant predictor of employee turnover intention,  $F(1,115) = 30.62$ ,  $p < .05$ . This implies the first step is satisfied.

**Table 4. 21**

*Prediction of Employee Turnover Intention by Performance Management*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	5.365			
Performance Management	-.56	-.46	-5.53	.000

*Note.*  $R = .46$ ,  $R^2 = .21$ ,  $F(1,115) = 30.62$ ,  $p < .05$

### Step 2: Prediction of Employee Engagement by Performance Management

A simple regression was performed to assess whether performance management could significantly predict employee engagement. The model explained 23 % of the variance and that performance management was a statistically significant predictor of employee engagement,  $F(1,115) = 34.30, p < .05$ . This means the second step is fulfilled.

**Table 4. 22**

*Prediction of Employee Engagement by Performance Management*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant )	1.340			
Performance Management	.46	.48	5.86	.000

*Note.*  $R = .48, R^2 = .23, F(1,115) = 34.30, p < .05$

### Step 3: Prediction of Employee Turnover Intention by Talent Retention & Employee Engagement

A multiple regression was carried out to investigate whether performance management and the mediating variable of employee engagement could significantly predict employee turnover intention. The results of the regression indicated that the model explained 59 % of the variance and that the model was a significant predictor of exam performance,  $F(2,114) = 81.42, p < .05$ . However, performance management contributed not significant to the model ( $\beta = .15, p = .073$ ). This shows that the third step was not satisfied. Therefore, employee engagement completely mediates the association between performance management and employee turnover intention.

**Table 4. 23**

*Prediction of Employee Turnover Intention by performance management and Employee Engagement*

Independent Variable	B	$\beta$	<i>t</i>	<i>Sig</i>
(Constant)	6.554			
Performance Management	-.15	-.12	-1.79	.076
Employee engagement	-.89	-.7	-10.23	.000

*Note.*  $R = .77$ ,  $R^2 = .59$ ,  $F(2,114) = 81.42$ ,  $p < .05$

Generally, employee engagement as a mediator variable fully mediated the association between four predictor variables (talent review process, talent acquisition, talent retention, and performance management) and employee turnover intention (see Table 4.14, 4.17, 4.20 & 4.23).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary and the conclusions of the findings found during the present study. Moreover, limitations and some recommendations related to the present study are forwarded.

#### **5.1. Summary of the Major Findings**

Talent management is one of the organization's most burning issues. The proliferation of professional employees, demographic shifts, globalization of the workforce, ability mismatches generates tremendous pressure on the company to reconsider and update their strategies for talent management and engagement. In developing countries, like Ethiopia, organizations consider the additional strain on organizations and give them sleepless nights to their attraction, dedication, and retention. Impactful and effective talent management strategies improve employee motivation and attrition plan, leading to positive company and organizational outcomes (Humaid H. B., 2018).

This study was employed both descriptive and explanatory research design, and 154 the participants were selected randomly after stratified employees into administrative and academic staff. Of 117 useable questionnaires, nearly 55 percent of participants were males and the remaining were females. Over sixty percent of the respondents were administrative and the rest was the academic staff. The study variables were talent management practices, employee engagement, and employee turnover intention including the demographic characteristics. The data were collected through questionnaires and analyzed using descriptive and inferential statistics.

Descriptive statistics (mean and standard deviation) show that talent management practices are below average, except compensation and rewards. This indicates that the University's management has not invested in talent and has shown a weakness in talent management. Results also indicate that employees have not been fully engaged in their work at the university. Interestingly, respondents in this study score high in compensation & rewards among the nine talent management practices, but their scores on engagement and turnover intention are lower than average. This means that even though the university offers transportation, annual salary increases & bonuses, and medical services to its employees, employees are not engaged and have a high intention of leaving the university.

Pearson correlation was performed to prove the strength and direction of the association between talent management practices, employee engagement, and employee turnover intention. An independent sample t-test was used to check whether there existed mean differences in employee engagement and employee turnover intention based on gender and job category. One way ANOVA also calculated to examine mean differences in employee engagement and employee turnover intention across age groups, educational qualification, marital status, and year of experiences. Moreover, regression analysis was carried out to examine how the predictor variables can predict the criterion variable for the role of mediating variables.

A Pearson correlation examined the relationship between overall talent management practices and employee turnover intention. The relationship was negative, moderate in strength and statistically significant ( $r(115) = -.57, p < .05$ ). Independently, the findings showed that amongst the nine talent management practices, i.e. strategy, talent review process, staffing, talent acquisition, workforce planning, talent retention, and performance management practices were significantly correlated to employee turnover intention. The Person product-moment correlation

indicated that overall talent management practices was significantly correlated to employee engagement ( $r(115) = .62, p < .05$ ). The result also reported that the nine talent management practices such as strategy, talent review process, staffing, talent acquisition, workforce planning, talent development, talent retention, and performance management had a positive and significant relationship with employee engagement. Likewise, the result of Pearson correlation showed that there was a significant strong but negative association between employee engagement and employee turnover intention, ( $r(115) = -.76, p < .05$ .)

The independent samples t-test also shows that there were no significant mean differences in employee engagement and employee turnover intention between male and female while did not show significant mean differences administrative and academic staff. The one way ANOVA results show that there were no significant mean differences in employee engagement and turnover intention based on respondents' age, marital status, educational qualification, and year of experiences.

Results of the multiple linear regression indicated that there was a collective significant effect between the talent review process, talent acquisition, talent retention, compensation & rewards, and performance management, ( $F(9,107) = 10.45, p < .05, R^2$  of .47). The individual predictors were examined further and indicated that talent review process ( $\beta = -.344, p = .008$ ), talent acquisition ( $\beta = -.342, p = .002$ ), talent retention ( $\beta = -.250, p = .029$ ), compensation & rewards ( $\beta = -.275, p = .025$ ), and performance management ( $\beta = -.276, p = .007$ ) were significant predictors of employee turnover intention. At the same time, the results of the multiple linear regression showed that there was a collective significant effect between strategy, talent review process, talent acquisition, talent retention, and performance management, ( $F(9,107) = 10.45, p < .05, R^2$  of .47). These five talent management practices were significant predictors of employee

engagement in the Unity University. Lastly, a simple linear regression was calculated to predict was significantly predict employee turnover intention based on employee engagement. A significant regression equation was found ( $F(1,115) = 156.6, p < .05$ ), with an R square of .58.

The mediation analysis results showed that employee engagement partial mediates the association between the overall talent management practice and employee turnover intention. However, among talent management practices, employee engagement fully mediates the relationship between talent review process, talent acquisition, talent retention and performance management, and employee turnover intention.

## **5.2. Conclusion**

The main purpose of the study was to examine the mediating role of employee engagement in the relationship between talent management practices and employee turnover intention in Unity University.

With regard to correlation analysis, an overall talent management practice was positively correlated to employee engagement while negatively correlated to employee turnover intention. Similarly, employee engagement was negatively related employee turnover intention.

From the regression analysis part, talent management practices significantly predict employee turnover intention except strategy, staffing, workforce planning, and talent development while strategy, talent review process, talent acquisition, talent retention and performance management were significantly predict employee engagement.

With regard to the mediation analysis, employee engagement partially mediates the relationship between overall talent management practices and employee turnover intention. On the other hand, employee engagement fully mediates the relationship between the process of

talent review, talent acquisition, talent retention, and performance management and the intent of employee turnover.

### **5.3. Limitations of the Study**

The study did not include four other campuses of the university. Hence, a better picture would have been obtained if other campuses will be included. Not only that, it would be better if the same study can be conducted in other privately owned universities throughout the country. Since the study was only conducted at the Al-Amoudi campus, it excluded many other employees who have experienced the organization's talent management practices.

The lockdown of higher academic institutions because of COVID 19, all the distributed questionnaires were not returned especially from the academic staff. As a result, the academic staff was not properly represented in the study.

The data obtained was self-reported, which is another limitation. One of the problems with self-reported data is that it cannot be verified independently. There is no way to cross-validate people's descriptions of feelings and intentions. Consequently, the study lacks triangulation (capture different dimensions of the same phenomenon using a variety of methods to collect data).

### **5.4. Recommendations**

Based on the findings, the researcher advises the following recommendations, which are necessary for the betterment of talent management practices with employee engagement and turnover intention of Unity University.

## **Recommendations to Unity University**

As talent management is the contemporaneous fashion of human resource management, it plays a great role for the university to gain profitability and a competitive advantage over their competitors. The growth of the knowledge economy and the new generation of the labor forces imply that the traditional human resources management is no longer a sufficient and satisfactory tool (Tansley, 2011). On this day, no guarantee will be a lot of cash improving profitability. But talent as unique, and poorly imitable resources, it supports the organizations' profitability, sustainability and competitive advantage. Hence, Unity University should:

- evaluate the gaps to implement talent management practices in a better way
- align with the university's strategic goals to talent strategy
- recognize the individuals who can meet the various needs of the university
- evaluate maintenance hazards and create a customized maintenance plan for key talent.
- investigate talents in the current workforce
- decentralize talent management practices to all the managers, leaders and employees work together to identify and recognize talent or potential in an employee
- works aggressively to enhance employee engagement to their jobs and the university and to decrease employee intention to leave.

## **Recommendation for Future Research**

Firstly, because time is limited, the sample size and the study site were delimited to the employees of Unity University on Al-Amoudi campus among five campuses. Thus, the researcher recommends that in future studies, the delimitation of the study site and limited

sample size should be expanded to the area or/and the participants from other campuses of the university to apply the current findings and extend our understandings of the mediating role of employee engagement in the relationship between talent management practices and employee turnover intention.

Secondly, the present study is purely quantitative. Hence, future researchers should consist of qualitative methods to make sure the validity of data gathered from participants through triangulation.

Thirdly, further research should try to encompass other private higher academic institutions for generalizing the findings.

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Appendix A

# QUESTIONNAIRE

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINES AND ECONOMICS**  
**DEPARTMENT OF MANAGEMENT**  
**MBA PROGRAMME**

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**Dear Participants**

This survey aims to collect feedback from you on the topic of “The Relationship between Talent Management Practices and Employee Turnover Intention in Unity University: The Mediating Role of Employee Engagement” for the partial fulfillments of MBA in Management. Effective talent management is essential in achieving organizational excellence and is a driving force for business success. The research findings will assist organizations in Ethiopia to develop and implement talent management practices that will not only assist them in attracting, developing, and retaining the skilled workers they need but also enhance employee engagement, and decrease staff turnover. The data are being collected for academic purposes only.

The questionnaire will require the minimum time of 10 to 15 minutes to be completed and there are no wrong or right answers. Just answer as honestly as possible.

Thank you for your participation. Please do not hesitate to contact me should you have any questions pertaining to the study or the results of the study.

Best Regards

Demelash Yibeltal

**Part I: Demographic Information**

1. Gender: Male  Female
2. Age: 18-30 years  31-40  41-50  51 years and above
3. Educational Qualification: Diploma  First Degree  Second Degree  PhD
4. Marital Status: Single  Married  Divorced  Widowed
5. How many years did you work in this organization?  
 > 1year  -5years  -10years  1-20years  years and above
6. Job Category:  
 Administrative staff  Academic staff

**Part II: Talent Management Practices**

To what extent do you agree with the following statements regarding your organization’s TMP?

**(1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly Agree)**

Items	Statements on Talent Management Practices	Scores				
		1	2	3	4	5
<b>1. Strategy</b>						
TMP1	UU’s business strategy and human capital strategy are aligned					
TMP2	UU is very good at implementing and executing strategy					
TMP3	Strategic goals are effectively communicated to all employees					
<b>2. Talent Review Process</b>						
TMP4	The University knows who the best performers are					
TMP5	In UU, Rewards and opportunities are provided to talent based on their contribution					
TMP6	In UU, the majority of talent is developed internally as opposed to externally hired					
<b>3. Staffing</b>						
TMP7	The university’s workforce is diverse and includes people from different backgrounds, perspectives & experiences					
TMP8	Diversity is properly represented in senior management and executive levels					
TMP9	The most critical jobs are given priority when hiring					

<b>4. Talent Acquisition</b>					
TMP10	UU can attract top talent				
TMP11	Newly hired employees get off to a fast and productive start				
TMP12	The hiring process in UU is efficient, effective and focuses on “quality of hire”				
<b>5. Workforce Planning</b>					
TMP13	Our university has the right people with the right skills in the right places				
TMP14	Workforce planning in our university is long-term focused				
TMP15	Our university conducts workforce planning broadly across all divisions & business units				
<b>6. Talent Development</b>					
TMP16	Top performers are challenged to improve their skills and take the next steps in their careers				
TMP17	Coaching, mentoring and challenging assignments are primary development approaches at Unity University				
TMP18	Communication to employees is frequent, meaningful and two-way				
<b>7. Talent Retention</b>					
TMP19	Unity University can retain its best performers				
TMP20	Turnover is tracked across divisions, locations, talent level & managers				
TMP21	Managers hold retention conversations with employees frequently				
<b>8. Compensation and reward</b>					
TMP22	Our university has a competitive pay package (basic salary plus benefits & allowances)				
TMP23	The university provides medical aids, retirement & pension benefits for its employees				
TMP24	The university provides incentive bonuses for its employees				
<b>9. Performance Management</b>					
TMP25	There is a “line of sight” between employees’ jobs & the university’s strategic goals				
TMP26	Top performers are paid more for the value they provide				
TMP27	Nonfinancial rewards are effectively used to reinforce excellent performance				

**Part III: Employee Engagement**

The following nine statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. Indicate how often you felt it by choosing the statement that best describes how frequently you feel that way

**(1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly Agree)**

III	Statements on Employee Engagement Dimensions	Scores				
		1	2	3	4	5
EE1	At my work, I feel bursting with energy					
EE2	At my job, I feel strong and vigorous					
EE3	When I get up in the morning, I feel like going to work					
EE4	I am enthusiastic about my job					
EE5	My job inspires me					
EE6	I am proud of the work that I do					
EE7	I feel happy when I am working intensely					
EE8	I am immersed in my work					
EE9	I get carried away when I am working					

**Part IV: Employee Turnover Intention**

Listed below are statements that reflect on your intention to leave the organization in the near future. Please indicate the degree of your agreement or disagreement with each statement by crossing out the answer that best represents your point of view.

**1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly Agree**

	Statements of Employee Turnover Intention	1	2	3	4	5
ETI1	I often think of leaving my job					
ETI2	I am actively searching for an alternative to the organization					
ETI3	As soon as it is possible, I will leave the organization					

Appendix B

*t*-tests

**One-way ANOVA**

**Regression Assumptions**

*T-test and Descriptive Statistics for Gender Difference among Variables (N=117)*

Variables	Gender	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>p</i>
Employee engagement	Male	2.41	.76	-.677	96	.489
	Female	2.52	.96			
Employee turnover intention	Male	4.12	.83	1.21	99	.221
	Female	3.87	1.23			

*Note:* t = independent sample t-test, df = degree of difference, p = level of significance

*T-test and Descriptive Statistics for Job Category Difference among Variables (N=117)*

Variables	Job category	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>p</i>
Employee engagement	Administrative	2.44	.914	-.390	109	.697
	Academic	2.51	.867			
Employee turnover intention	Administrative	4.03	1.119	.385	109	.701
	Academic	3.94	1.158			

*Note:* t = independent samples t-test, df = degree of difference, p = level of significance

*One-way ANOVA of ETI & EE by Their Education Level (N =117)*

		Sum of square	df	Mean square	F	Sig.
ETI	Between-group	1.31	3	.44	.35	.787
	Within-group	140.02	113	1.24		
	Total	141.33	116			
EE	Between-group	1.93	3	.64	.84	.474
	Within-group	86.23	113	.76		
	Total	88.15	116			

*Notice: ETI = Employee Turnover Intention, EE = Employee Engagement*

*One-way ANOVA of Employee Turnover Intention & Employee Engagement with Their Age Groups (N =117)*

		Sum of square	df	Mean square	F	Sig.
ETI	Between-group	5.94	3	1.98	1.65	.182
	Within-group	135.40	113	1.20		
	Total	141.33	116			
EE	Between-group	6.60	3	2.20	3.05	.03
	Within-group	81.55	113	.72		
	Total	88.12	116			

*Notice: ETI = Employee Turnover Intention, EE = Employee Engagement*

*ANOVA Table of ETI & EE by Their Marital Status (N =117)*

		Sum of square	df	Mean square	F	Sig.
ETI	Between-group	5.00	2	2.50	2.09	.128
	Within-group	136.32	114	1.20		
	Total	141.33	116			
EE	Between-group	3.34	2	1.67	2.24	.111
	Within-group	84.81	114	.74		
	Total	88.12	116			

*ANOVA Table of Employee Turnover Intention & Employee Engagement by Their Year of Experiences (N =117)*

		Sum of square	df	Mean square	F	Sig.
ETI	Between-group	5.51	4	1.38	1.34	.343
	Within-group	135.82	112	1.21		
	Total	141.33	116			
EE	Between-group	3.79	4	.95	1.26	.291
	Within-group	84.36	112	.75		
	Total	88.15	116			

*Descriptives Statistic of Respondents' Age*

	N	Mean	SD	Std. Error	95% CI for Mean		Minimum	Maximum	
					LB	UB			
ETI	18-30	24	4.3333	.74211	.15148	4.0200	4.6467	1.33	5.00
	31-40	36	3.8889	1.14642	.19107	3.5010	4.2768	1.00	5.00
	41-50	34	3.7647	1.27268	.21826	3.3206	4.2088	1.00	5.00
	Above 51	23	4.2029	1.02858	.21447	3.7581	4.6477	1.67	5.00
	Total	117	4.0057	1.10379	.10205	3.8036	4.2078	1.00	5.00
EE	18-30	24	2.1991	.61383	.12530	1.9399	2.4583	1.33	4.00
	31-40	36	2.3981	.77317	.12886	2.1365	2.6598	1.33	4.56
	41-50	34	2.8170	1.05050	.18016	2.4505	3.1835	1.56	5.00
	Above 51	23	2.3140	.84064	.17529	1.9505	2.6775	1.67	4.56
	Total	117	2.4625	.87172	.08059	2.3029	2.6221	1.33	5.00

*Descriptives Statistic of Respondents' Educational Qualifications*

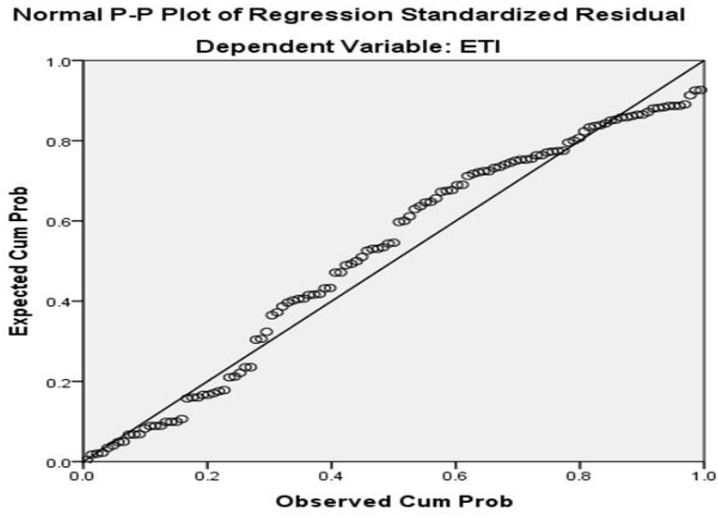
	N	Mean	Std. Deviation	Std. Error	95% CI for Mean		Minimum	Maximum	
					LB	UB			
ETI	Diploma	12	3.8056	1.31394	.37930	2.9707	4.6404	1.00	5.00
	BA Degree	41	4.1220	.99654	.15563	3.8074	4.4365	1.00	5.00
	MA Degree	53	3.9937	1.11610	.15331	3.6861	4.3013	1.00	5.00
	PhD	11	3.8485	1.28551	.38759	2.9849	4.7121	1.33	5.00
	Total	117	4.0057	1.10379	.10205	3.8036	4.2078	1.00	5.00
EE	Diploma	12	2.6019	.96453	.27844	1.9890	3.2147	1.33	4.56
	BA Degree	41	2.3496	.87332	.13639	2.0739	2.6252	1.33	4.67
	MA Degree	53	2.4507	.82644	.11352	2.2229	2.6785	1.56	5.00
	PhD	11	2.7879	.99809	.30094	2.1174	3.4584	1.89	4.56
	Total	117	2.4625	.87172	.08059	2.3029	2.6221	1.33	5.00

**Descriptives Statistic of Respondents' Marital Status**

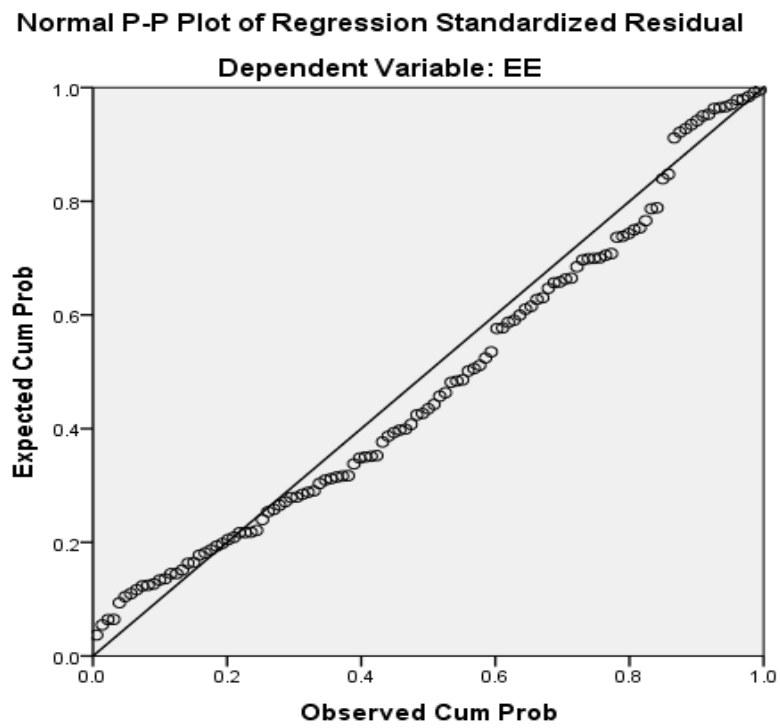
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
ETI	Single	33	4.3232	.81430	.14175	4.0345	4.6120	1.33	5.00
	Married	80	3.8958	1.15664	.12932	3.6384	4.1532	1.00	5.00
	Divorced	4	3.5833	1.77169	.88585	.7642	6.4025	1.00	5.00
	Total	117	4.0057	1.10379	.10205	3.8036	4.2078	1.00	5.00
EE	Single	33	2.2626	.68370	.11902	2.0202	2.5051	1.44	4.67
	Married	80	2.5111	.88547	.09900	2.3141	2.7082	1.33	4.67
	Divorced	4	3.1389	1.62383	.81192	.5550	5.7228	1.78	5.00
	Total	117	2.4625	.87172	.08059	2.3029	2.6221	1.33	5.00

**Descriptives Statistics of Respondents' Years of Experience**

	N	Mean	Std. Deviation	Std. Error	95% CI for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
ETI	1-5 Years	50	3.9467	1.23692	.17493	3.5951	4.2982	1.00	5.00
	6-10 Years	31	4.1613	.83830	.15056	3.8538	4.4688	1.33	5.00
	11-15 Years	25	3.7200	1.16142	.23228	3.2406	4.1994	1.33	5.00
	16-20 Years	8	4.4583	1.02256	.36153	3.6034	5.3132	2.00	5.00
	Above 21 Years	3	4.5556	.19245	.11111	4.0775	5.0336	4.33	4.67
	Total	117	4.0057	1.10379	.10205	3.8036	4.2078	1.00	5.00
EE	1-5 Years	50	2.4978	.90747	.12834	2.2399	2.7557	1.44	5.00
	6-10 Years	31	2.2401	.61870	.11112	2.0132	2.4671	1.33	4.00
	11-15 Years	25	2.7378	1.05598	.21120	2.3019	3.1737	1.44	4.56
	16-20 Years	8	2.2778	.89875	.31776	1.5264	3.0292	1.33	4.22
	Above 21 Years	3	2.3704	.23130	.13354	1.7958	2.9449	2.11	2.56
	Total	117	2.4625	.87172	.08059	2.3029	2.6221	1.33	5.00



Normal P-P Plot of Regression Standardized Residual



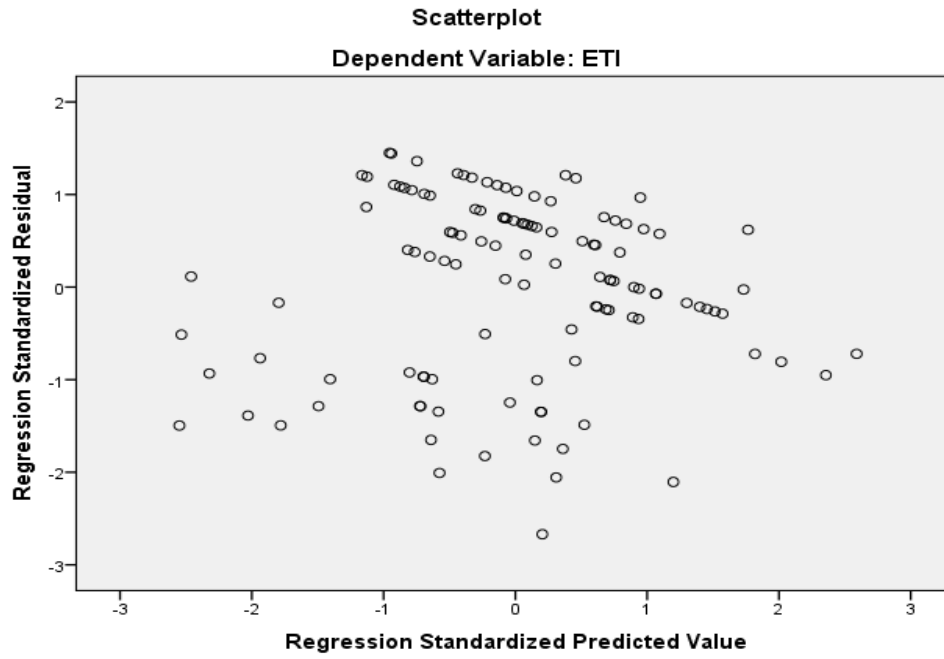
Normal P-P Plot of Regression Standardized Residual

Result of normality test

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
TM practices	117	1.08	.22	1.49	.44
Employee engagement	117	1.30	.22	.89	.44
Employee turnover intention	117	-1.56	.22	1.40	.44

*Multicollinearity test of Independent Variables*

Variable	Tolerance	VIF
Talent management practices (Independent Variable)		
Strategy	.627	1.596
Talent review process	.560	1.786
Staffing	.665	1.505
Talent acquisition	.748	1.337
Workforce process	.900	1.111
Talent development	.706	1.414
Talent retention	.744	1.344
Compensation & rewards	.982	1.018
Performance management	.634	1.577



**Figure 4.4: Homoscedasticity test**