



+62 813 8765 4578

+62 813 8765 4578

<https://dinastipub.org/DIJEMSS>

dinasti-info@gmail.com

## TALENT MANAGEMENT PRACTICES AND GENDER IMBALANCE IN INSTITUTIONS: IMPACT ON INSTITUTIONAL PERFORMANCE

Abdulkarim S. Praise<sup>1)</sup>, Jainaba M.L. Kah<sup>2)</sup>, Lukman Raimi<sup>3)</sup>

<sup>1, 2, 3)</sup> American University of Nigeria

### ARTICLE INFORMATION

Received: 6<sup>th</sup> May 2020Revised: 15<sup>th</sup> June 2020Issued: 17<sup>th</sup> July 2020

Corresponding author: first author

E-mail:

[praise.abdulkarim@aun.edu.ng](mailto:praise.abdulkarim@aun.edu.ng)[jkah@aun.edu.ng](mailto:jkah@aun.edu.ng)[Lukman.raimi@aun.edu.ng](mailto:Lukman.raimi@aun.edu.ng)

DOI:10.31933/DIJEMSS

**Abstract:** This study examines the Talent Management Practice (TMP) and gender imbalance in Institutions of higher learning (IHL): the impact on Institutional performance. The researchers employed the post-positivist design. A structured questionnaire using the Linkert scale was used to collect empirical data. Partial Least Square equation modeling was used to analyze the data. PLS model was used because the study involved many constructs, and our objective is to provide a better understanding of increasing complex variables by exploring theoretical extensions on TMP, and the latent variables scores were used for follow-up analysis (Hair et al. 2017). The findings of the study revealed a significant positive relationship between TMP (culture and training) and Institutional Performance. The implication is that for IHL to achieve efficiency they must continue to invest in talent training and promotion gender equality through mentorship, child health care and early learning facilities, and research grants programs should be ingrained into IP as part of the operational culture.

**Keywords:** Talent management practices, institutional performance, gender imbalance, institution of higher learning.

### INTRODUCTION

Talent Management Practice (TMP) is the process of planning, and developing systematically the individual staff through policies and operations, training, development, and educational need (Othman & Sumardi, 2013). Haizam and Saudi (2014), TM is an HR strategy for attracting, training and developing; and mentoring of employee workforce in organizations.

TM is critical and needful to the success of IHL, that a strategic TMP and policy is required to effectively recruit the right talents, motivate, train and develop a highly valued workforce (Tripathi, Jayanthi, & Pandeya, 2010; Davies and Davies (2010).

Most authors' studies on TM were conducted in manufacturing and profit-making organizations almost to the neglect of IHL. Also, the concept of TM as a strategy for employee and institutional performance has not been inclusively discussed as a tool for gender equality promotion in IHL. Some studies conducted TMP in developed countries were on talent attraction, training, recruitment, and retention with a paucity of literature on culture and gender equality in developing countries (Nigeria inclusive). Many of the studies used the Statistical Product for Social Science (IBM SPSS) as a statistical tool in data analysis which is limited in-depth analysis compared to the PLS-SEM used in this study. There are several issues facing IHL in Nigeria, these among others include poor government funding, the brain drain of talents and students abroad, poor infrastructural facilities, shortage of employees, never-ending strike actions, poor global ranking, high student-faculty ratio, and many more. The effect of these problems is reflected in the quality of graduates produced across these institutions. Dabelen, Oni, and Adekola (2002) and National University Commission (2012) submits that employers of labour believe that graduates of IHL in Nigeria are poorly trained and lack the necessary job skills, and this situation is worse and severe in oral and written communication and in applied technical skills. The enrolment of students in IHL in Nigeria is increasing by 12% annually with staff growth only at 3% (NUC 2012), The Federal Government report on education (2012) revealed an unmanageable student-lecturer ratio of 1:363 at some IHL in Nigeria. There is a shortage of talented employees in Nigerian IHL (International Organization for Migration 2014). NUC (2012) report showed that instead of having 100% of university lecturers with PhDs, only 43% of talents in IHL hold a Ph.D. qualification instead of the 75% recommended by the National Universities Commission. Between 1988 and 1990, over one thousand lecturers left the federal university system (Bangura, 1994), and this trend has continued at a worse rate. The effort of the government to address these critical issues through national quota system recruitment and the introduction of tertiary education fund (Tetfund) scholarship to promote workforce development has been counterproductive and not yielding the right results in the right direction.

Also, worthy of concern is the level of gender imbalance observed at these institutions thereby increasing the shortage of talented professionals. We cannot make progress and development if we neglect the needs of more than half of the world's population (SDG World university impact ranking, 2019). Women constitute more than half of the world population of about 7.7 billion people (Worldometer, 2020). In Africa, women constitute 50% of the 1.3 Billion population (United Nations Department of Economics and Social Affairs: population, 2020), and in Nigeria, women constitute 49.4% of the 206 million people (United Nations Department of Economics and Social Affairs: population, 2020). The world university impact ranking by SDG (2019) shows that women constitute only 15.4% proportion of senior academics in the world universities. The report further revealed that only 1.95% of world universities have policies of non-discrimination against women, 1.9% has maternity policies that support women's participation, 1.9% has accessible childcare facilities for women, 1.9% have women mentoring scheme with broad participation, and 1.9% have policies protecting reporting discrimination in higher educational institutions. It is regrettably noted that very few universities in Africa were ranked among the first one thousand institutions with not more than two located in Nigeria.

There is no doubt that women have made remarkable progress in the past decades, they are still underrepresented in IHL especially in power and influential positions (Schwanke, 2013, Avin et al. 2015; Bruckmuller et al. 2014; Yousaf&Schmiede, 2017). Despite the campaigns and slogans on gender equality, women are still poorly represented in academics. The University of Ibadan has staff strength of over 3081, only 507 are women, Obafemi Awolowo University with staff strength of 1207, 210 are women. A study conducted in Kwara and Osun revealed that 98% of top-ranking positions in the states' Polytechnics and colleges of education are occupied by men with women occupying only 2%. The La Trobe University, Australia established talent "workforce gender equality initiative" to promote women research in higher institutions, University of Worcester, United Kingdom, established female gender progression plans to encourage and monitor women career progression, and now has 63% women employees, Trinity College Dublin, Republic of Ireland established "Trinity Centre for Gender Equality and Leadership" to provide workshops, sponsorship, research grants, and mentorship for women in academics. It is however noted that no institution in Africa (Nigeria inclusive) is listed among the one hundred institutions (World university ranking: Top universities for tackling gender equality, 2020). Though similar talent needs and aspirations exist between developed and developing nations (Nigeria inclusive), there is a paucity of literature to benchmark TMP in IHL in Adamawa State and a gap between what is obtainable in the developed world and developing world, particularly in Nigeria in terms of demand for quality service, talent management culture and talent training practices. This knowledge gap forms the basis for this study aimed at examining TMP and gender imbalance: impact on institutional performance in IHL in Adamawa State, Nigeria.

The study developed a hypothesis to test if any significant relationship between TMP and IP as thus:

- i. There is no significant relationship between TMP (culture and training) and IP in IHL.

Other sections of this article is structured into a literature review; methodology; data analysis and discussion; findings, recommendations, and conclusion.

## LITERATURE REVIEW

TM is an effective management strategy for promoting employee wellbeing and enhancing organizational performance (Collins & Mellahi). Haizam and Saudi (2014) submits that TM is a strategy for attraction, training, development, and mentoring of the employees in organizations for efficient performance. Insight from previous studies and literature showed three different perspectives on talent management. First, TM as human resource management rebranding; second TM focus is on internal and external talent using human resource instruments; and thirdly, TM as a focus on talent flows management progression in an organization. This study combined the second and third perspective.

### Talent management practices (culture) and gender imbalance

There is no society without culture which defines their way of operation and relationship. Culture is the tenets, beliefs, values, and norms of the people (Maina, 2016). IHL have a unique and distinctive culture based on the vision and mission state of the institution. The goal of every institution is to provide excellent service delivery through quality teaching and research, thereby producing graduates for public and private organization's employment. The poor quality of graduates in the labour market has been a great concern to many organizations. This is partly

blamed on poor teaching and research in IHL which is caused by a shortage of talented professionals. Promoting female gender talent through TMC can address the manpower shortage. In academics, successful mid-level managers, credentials, research, commitment, and dedication informed the process of promotion. This process is imaginarily stereotyped as masculine. It is believed that successful talent in academics shares the same strength, intelligence, competence, competitiveness, and commitment to their work. As Engel (1972) and Collins (1990) perspectives of the feminist theory submit, that certain roles are associated with women and men in society. The women's commitment is hampered by the dual roles of family structure and household roles, giving men time to pursue and be dedicated to their career. This has given men more opportunities to progress than women thereby making academics top position masculine. The masculine subordination of women through child care and domestic attention affect female talent commitment and the crushing of stereotypical beliefs, this problem impede women's perception, self-definition, and capability. Work schedule and workplace structure in academics are organized within an "ideal worker" model with the idea of less time outside paid job, this practice creates a masculine opportunity to progress (Taiwo, 2011, Olabisi, 2013). Academia career paths are structured in men's perception of success; it involves spending quality time or long hours on research, teaching, or writing papers. With the quality of time expected to make a remarkable impact on progression and enhance talent skills in academics, dual responsibility has made it nearly impossible for women to possess the same merits and compete with men counterparts in academics (Christiana, 2011; Taylor-Abdulai et al. 2014).

### **Talent management Training Practice**

Once an employee is recruited, skill acquisition training is needed regularly to enhance productivity and competitive advantage (Ngobeni, 2010). Downs (2012) and Selman (2016) submits that training is a fundamental process of TMP in ensuring employees and organizational success. It is a planned effort of an institution to enhance the learning of job-related skills, behavior, competencies, and knowledge by the employees (Noe et al. 2012, as cited by Selman 2016). Training opportunities have significantly influence employee's reasoning, approach and method to work, and confidence on the job thereby enhancing high performance in organizations (Oehley 2017). Recently, the world experienced COVID 19 Pandemic with a heavy negative impact on world economies, manpower development, and production. Some IHL in developed nations explored technological opportunities to complete and complement lockdown on-line teaching from home. However, IHL in Nigeria (especially public) institutions were completely disconnected from students because most employees were not trained and developed, thereby making academic institutions and students lose months and years (AIT, 2020). Talent training and development is a long-range educational activity which aims at stimulating employee for enhanced performance (Ogbari et al. 2018). Reigeluth's (1980) "quality instructional design (QID) theory links training with the content design aimed at facilitating the learning process and full understanding among the participants. An excellent quality design is likely to inspire, attract, and retain learners until the completion of the program. Training content design can be used as a mentorship strategy for promoting academic excellence through the development of specific research writing and publication skills, the use of technological facilities in teaching, learning, and teaching, and many more.

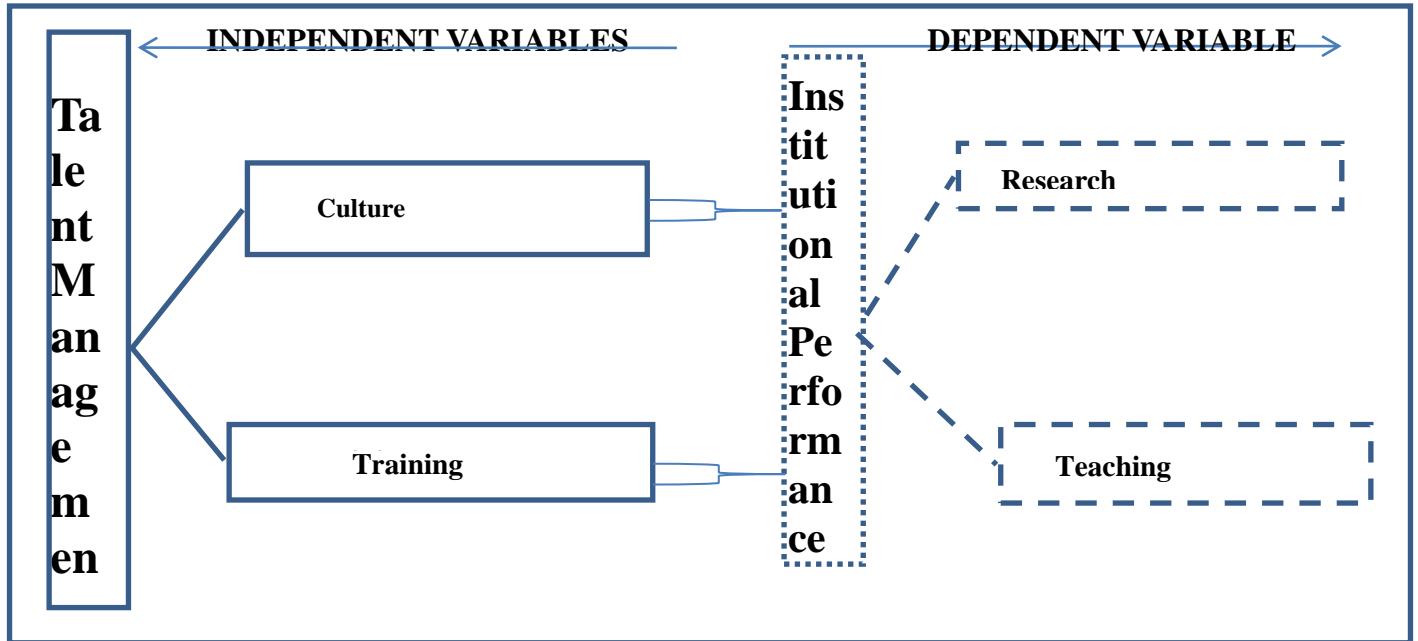
Bhasin (1993), and Taiwo (2014), submit that "women who educate the whole world are not considered educator." This implies that women are skillful and knowledgeable in children, community, and societal education; yet, they are neither regarded and value as an educator or

given equal chance like the men. A popular and anonymous adage states that educate a woman, you have educated a family, community, and society at large. Over the years, women across the globe have made tremendous advancement in several fields; however, the participation of women in academics is low and mostly assumes lower positions in academics (Burke & Mikkelsen, 2005; Taiwo, 2011). At the University of Ibadan, the staff strength is over 3081 with only about 507 women in employment, Obafemi Awolowo University with staff strength of 1207, with only 210 women in employment (Taiwo, 2011). In Nigeria, the number of women with a Ph.D. compared to men is very low in IHL (National Centre for Education Statistics, 2009). For instance, in 2010, only 25.5% of Ph.D. degrees in academia were women; in 2011, 24%; in 2012, 27.9%; in 2013, 24.4%; in 2014, 29.7%; and in 2015, 23.9% (Ministry of education/Tertiary institution, 2015). Women's research and publication output in academics is still low and requires training and development to close the gap with the male counterpart (Taiwo, 2011). Despite the world policies, programs, and campaigns on promoting gender equality through different organizations such as UNESCO, SDG, Women Support group, and many others, gender inequality in IHL subsists. Though some organizations view training as a costly and unnecessary strategy based on their previous experiences, it is a vital employee retention strategy for enhancing institutional performance (Hunt 2014).

The study was guided by quality instructional design and feminist theories. The quality instructional design by Reigeluth (1980) relates training to the content. The content facilitates the learning process and grants full understanding to the participants. An excellent quality design inspires, attracts, and retains learners until the completion of the learning process of the program. Learning delivery methodologies; such as classroom settings and internet-based influences behaviors regarding whether a participant will complete or drop out. The selection of QID theory is a result of its demonstrative ability on training content design in enhancing talent knowledge, skills, and competence which are required for effective teaching and research activities in academics. The feminist perspective is an extension of the feminism theory, which maintains a range of issues such as political, social, ideologies, and culture that explains and establishes the personal, economic, and social balance of women in society. Its focus is on de-emphasizing patriarchal societies where women's potentials are being neglected in societal development. The feminist theory views women's inequality in a society based on a fictional, philosophical, and theoretical perspectives. This study considered the Engel (1972) and Collins (1990, 2004, & 2006) perspectives because of their submission that women inequality in employment and society is largely hindered by the family and household organization; and dual responsibilities. The family structure and household responsibilities (such as child-care, unpaid domestic chores, among others) account for women inequality and inability to develop themselves in line with career requirements like the men in IHL. Similarly, Collins (1990, 2004, & 2006), synthesize the view of feminist standpoint, critical, postmodernism, poststructuralism, and Africentrism theories. Collins maintains that people simultaneously experience and resist oppression using intellectual activism, a matrix of domination, controlling image and self-definition on the basis of individual personal biography; community level of cultural context created by race, class, and gender; and system-level of social institutions. In a null shell, the Collins perspective maintained that women's experience of manifold discrimination and oppression partly serves as discouraging factors for women's participation and equality. These perspectives were selected because of the revealed ability to explicate male dominance and how women's participation can improve the discrimination-free work environment, self-definition and intellectual activities to build confidence need in teaching and research activities in academics.

### Study model

The diagram below shows one independent variable (i.e. TM- training and culture) and one dependent variable (i.e. IP). This suggested that TMP (culture and training) influence IP.



**Figure 1: A conceptual model**

The study focus of TM consists of culture and training (Heinen& O'Neill, 2004)

## RESEARCH METHODE

### Research design

The study adopted a post-positivism approach with a qualitative survey design. The researchers considered the approach suitably to formulate important principles of knowledge and test a theory and accurately describe and evaluate connotation to an observable phenomenon (William, 2006).

The study was conducted in Adamawa state, Nigeria. Adamawa is a state in north-eastern Nigeria, whose capital is Yola, and has 21 local government areas. It was a population study conducted on seven institutions of higher learning in Adamawa. The institutions were selected from four local government areas (Yola South, Girei, Hong, and Mubi North) based on location. The study considered employees on different hierarchical levels (that is Assistant lecturer to a professor and administrative and decision making divisions) selected randomly across faculties and schools in the institutions. Three universities (one federal government-owned, one state government-owned, and one private), two polytechnics (one federal and one state), and two colleges of education (one federal and one state) were purposively selected for the study.

The researchers visited the human resource unit/deputy vice-chancellor administration unit of each institution to obtain the employee population used in this study. The institutions

were informed that the requested information is strictly for graduate studies academic research purposes and that employee' names and departments were converted into pseudo names and identities. A total of 8355 employees from the seven institutions were obtained as the population size updated to the time of data collection. A sample size of 382 (217 respondents from the universities representing 57%, 123 i.e. 22% respondents from polytechnics, and 42 i.e. 11% respondents from colleges of education) was selected randomly from the population size using Taro Yamani's formula (1967). The study used a questionnaire adopted from Knott (2016), Maina (2016), and Liversage (2015); which were modified and vetted by experts was used as primary instrument of data collection. The questionnaire was structured, undisguised, and logical with no follow-up questions. The same questions were administered to all respondents in the institutions.

Research assistants were engaged to distribute the questionnaire to the selected sample size in some institutions while technology (the use of the internet) was employed in others. Questionnaires were distributed to 382 respondents with 381 filled and returned. This represents a 99.7% response rate. The high response rate was as a result of adequate follow-up and the use of technology in some institutions. The respondents were given a questionnaire each with a follow-up visit for collection after twenty-four hours. Being an enlightened and educated environment, twenty-four hours was enough for the respondent to fill the questionnaire ready for collection. The respondents were competent and educated enough to provide the needed information for the study.

The questionnaire consists of four sections. Section A: demographic with gender (74% male and only 26% female), age ( 6% under 26, 24% under 35 years, 37.3% under 45 years, 27.6% under 55 years, 3.7% under 65 years, and 0.5% above 65), category of staff (60.1% academic staff and 39.9% non-academic staff), current position/rank (50.2% Assistant lecturer and equivalent to lecturer 11 and equivalent, 9.9% senior lecturer and equivalent, 1.6% professor and equivalent, and 38.3% administrative/divisional heads), work experience (70.6% below ten years, 29.4% above ten years), understanding of subject matter (80.6% confirmed adequate understanding, 19.4% required more awareness), and need for TMP at the institution (88.5% confirmed urgent need and 11.5% not urgent). Section B and C: questions regarding women talent management practices (culture and training) were asked and section D: institutional performance questions were asked all on a Linkert scale ranging from strongly agree, agree, moderate, disagree, and strongly disagree. The scores were in the order of 5, 4, 3, 2, and 1; and this forms the basis for measurement of variables. The scores order was chosen based on the subject matter and the expected outcome. The reliability of the study was determined using composite reliability.

A letter of introduction was collected from the researchers' department, introducing them and purpose of research to the institutions. The letters were presented to the authorities of the institutions to gain access. Being a graduate study in academic research, the researchers were granted access. Additionally, requests for participation and consent letters were given to respondents for confidentiality and privacy purposes, and the respondents were informed that the survey is purely for the fulfillment of graduate study's academic qualification and their participation is voluntary. Collected data were analyzed using Partial Least Square Structural Equation Modeling (Smart PLS-SEM). PLS-SEM is used to analyze composite-based path models or data. It was used because data involve more than a single-item measurement, testing of a theoretical framework from a predictive perspective that aimed at a better

understanding of increasing complexity by exploring theoretical extensions, and the latent variables scores were used for follow-up analysis (Hair et al. 2017).

The article regress the independent variable (TMCP & TMTP) on dependent variable (IP) as:

$$Y = \beta_0 + X_1 + X_2 \text{ (Where } Y = \text{IP, } \beta = \text{Beta, } 0 = \text{Constant, } X_1 = \text{TMCP, } X_2 = \text{TMTP).}$$

The dependent variable is predicted to have a significant positive relationship on the independent variables.

### **Data Analysis Techniques**

Institutions selected for this study include ModibboAdama University of Technology, Yola, American University of Nigeria, Yola, Adamawa State University, Mubi, Federal Polytechnic, Mubi; Adamawa State Polytechnic, Yola; Federal college of education, Yola; and College of education, Hong. Composite Reliability (CR) was used to evaluate the internal consistency of the model, Average Variance Extracted (AVE) was used to evaluate convergent validity, and HeterotraitMonotrait (HTMT) was used to assess the discriminant validity using cross-loadings. These are all found in PLS-SEM, which was selected to explain the constructs' relationship with the model and whether the hypotheses are empirically supported (Sarstedt et al. 2013). Ringle, Henseler&Haire, 2014).

### **Reliability of the item and convergent validity**

The indicator loading of any item must not be less than 0.7 to be valid and reliable (Risher, Ringle, &Sarstedt, 2019; Hair et al. 2017; Ghasemy, 2020). The reflective measurement model outer loadings of indicators ranged from 0.718 to 0.856 as reported in Table 1.1. This indicates an acceptable correlation and statistically significant since item loadings are not less than 0.7 (Risher, Ringle, &Sarstedt, 2019; Hair et al. 2017; Ghasemy, 2020). PLS Algorithm is used to determine the Cronbach Alpha and CR of the constructs' validity. The model required 0.7 and above of Cronbach Alpha and CR to be valid and reliable. CR was however emphasized by the researchers because of its better indicator of internal consistency as submitted by Fornell and Locker (1981); Risher, Ringle, and Sarstedt (2019); and Hair et al. (2017) that CR is superior to Cronbach's alpha because of its usage of factor loading weight scores of the model and the Average Variance Extracted. The result of the CR for all the reflective constructs is above 0.7 threshold value and this shows a high level of internal consistency of all the constructs.

Convergent validity explains the degree to which the construct converges to the item variance. The Average Variance Extracted (AVE) is used to test the construct as a validity matrix in this study. AVE must have a value of 0.5 and above to be accepted. This means that the construct must explain at least 50% of the items' variance. The AVE results of the study are presented in the table below. The AVE construct values range from 0.572 to 0.679 based on the data analyzed and this is acceptable because it is more than 0.5 (Risher, Ringle, &Sarstedt, 2019; Hair et al. 2017; Ghasemy, 2020). This shows that the constructs explained 50% and above of the items' variance.



**Table 1: Measurement of indicators, composite reliability, and AVE**

Construct	Factor	Loadings	Composite Reliability	AVE	CONBACH
Training	T1	0.754	0.895	0.588	0.860
	T2	0.792			
	T3	0.749			
	T7	0.783			
	T8	0.784			
	T9	0.736			
Culture	C1	0.784	0.889	0.572	0.852
	C3	0.750			
	C7	0.749			
	C8	0.718			
	C10	0.794			
	C11	0.739			
IP	P8	0.853	0.894	0.679	0.848
	P9	0.856			
	P11	0.773			
	P15	0.812			

Source: Field Survey Result, 2020

### Correlation and Discriminant validity

Correlation is used to statistically determine the relationship between variables or constructs. The Discriminant Validity (DV) is used in this study to show construct difference. DV empirically explains the degree of difference of one construct from others in a structural model. The AVE of each construct should be compared to the square inter-construct correlation (Fornel&Larcher, 1981). The AVE should be higher than the variance for all model's shared constructs. This position has been criticized in the literature and HeterotraitMonotrait (HTMT) of correlation has been supported (Henseler et al. 2015). The HTMT is the mean value of the correlated items across constructs relative to the mean of the average correlated item measuring the same construct. Determinant Validity issues occur when HTMT values are high. HTMT value above 0.9 suggests that DV is not present. However, lower but conservative threshold value of 0.85 is recommended when the constructs are conceptually distinct (Henseler et al. 2015). HTMT ratio is used to determine constructs' correlation in this study. The HTMT result shows that data is valid, reliable and accurate for prediction because the AVE is higher than the constructs variance correlation with any other construct in the model. The results are presented in Table two below

**Table 2: HTMT and DV**

Constructs	Training	Culture	IP
Training	0.767		
Culture	0.710	0.756	
IP	0.188	0.180	0.824

Source: Field Survey Result, 2020

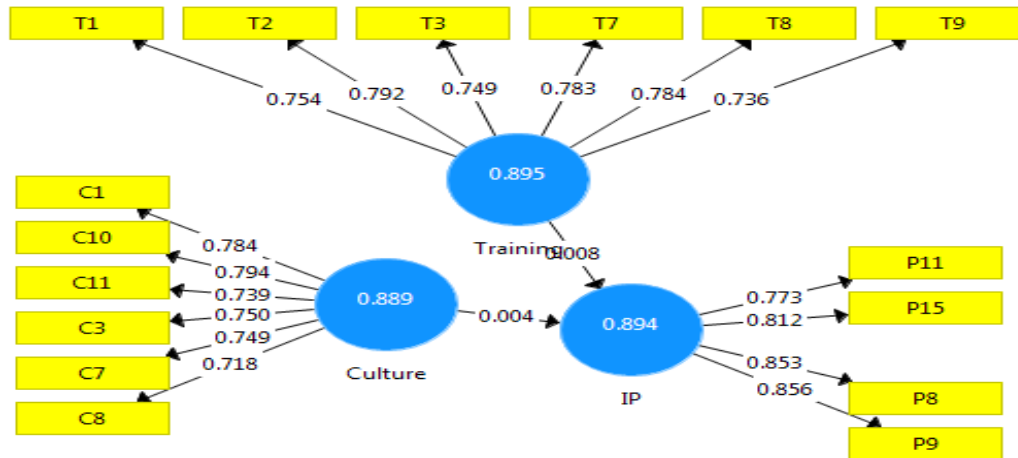
**Table 3: Cross- Factor Loadings**

The cross-factor loading presented in Table three below shows the construct correlation results.

FACTOR	Training	Culture	IP
T1	0.754	0.539	0.166
T2	0.792	0.566	0.154
T3	0.749	0.552	0.119
T7	0.783	0.547	0.164
T8	0.784	0.557	0.124
T9	0.736	0.503	0.122
C1	0.515	0.784	0.179
C3	0.593	0.750	0.107
C7	0.524	0.749	0.155
C8	0.525	0.718	0.104
C10	0.571	0.794	0.123
C11	0.522	0.739	0.114
P8	0.188	0.184	0.853
P9	0.145	0.164	0.856
P11	0.095	0.051	0.773
P15	0.160	0.141	0.812

Source: Field Survey Result, 2020

Based on the results presented in Table three above, the validity and reliability conform to the rigidity and certainty for further extrapolation and discussion of the findings.



**Figure 2: Model Structure**

**Table: Path Coefficients of Outer loading**

This study used the path coefficient of outer loading to determine variables' level of significance. The path coefficient of factor loading is used to show the relationship between the exogenous and endogenous constructs in the model. The standardized indicator weight value is between -1 and +1, and this indicates weak relationship and positive relationship. The constructs'

loadings of TMP (training) are positively significant at 1% (0.01) and TMP (culture) also positively significant at 1% (0.01) based on data analyzed, as shown in Table 4 below.

**Table 4. Data analyzed**

FACTOR	Original sample	Mean	SD	T-Statistics	P-values
T1<- Training	0.754	0.748	0.074	10.182	0.000
T2<-Training	0.792	0.785	0.072	10.962	0.000
T3<-Training	0.749	0.744	0.071	10.518	0.000
T7<-Training	0.983	0.777	0.067	11.762	0.000
T8<-Training	0.784	0.776	0.064	12.163	0.000
T9<-Training	0.736	0.727	0.064	11.526	0.000
C1<-Culture	0.784	0.781	0.052	15.189	0.000
C3<-Culture	0.750	0.743	0.050	15.102	0.000
C7<-Culture	0.749	0.746	0.048	15.734	0.000
C8<-Culture	0.718	0.712	0.051	14.097	0.000
C10<-Culture	0.794	0.788	0.037	21.284	0.000
C11<-Culture	0.739	0.733	0.047	15.610	0.000
P8<-IP	0.853	0.848	0.036	23.610	0.000
P9<-IP	0.856	0.853	0.036	23.681	0.000
P11<-IP	0.773	0.766	0.063	12.333	0.000
P15<-IP	0.812	0.807	0.041	19.654	0.000

Source: Field Survey Result, 2020

**Table 5: Result of Bartlett test of sphericity and Kaiser-Meyer-Olkin measure of sampling adequacy**

	Bartlett test of sphericity		P-Value	Kaiser-Meyer-Olkin measure of sampling adequacy
	Chi- square	Df		KMO
TMP-training	918.868	15	0.000	.868
TMP- Culture	836.993	15	0.000	.880
IP	642.395	6	0.000	.793

Source: Field Survey Result, 2020

Principal component analysis (PCA) was conducted to assess Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) test to examine data suitability for factor analysis. Bartlett's test examines whether the correlation matrix is an identity matrix. For factor analysis to be suitable, it should be significant (Fidell, & Ullman, 2007). The KMO was conducted to measure sampling adequacy; its index ranges from 0 to 1, a value larger than 0.5 indicates suitable factor analysis (Hair et al. 2006; Tabachnick et al. 2007). The results of the test are presented in Table five above, and the KMO values are higher than 0.5. Bartlett's test of sphericity's (p-values) in all cases is lower than the significance level  $\alpha = 0.01$ , hence, the null hypothesis  $H_0$  rejected. The shows that constructs used in PCA are correlated and the results support PCA.

### Research findings

This paper used PLS-SEM 3.0 to test models and hypotheses through a study sample and principal component analysis to examine the statistical significance of the constructs and factor

coefficient. The results show a significant positive relationship between TMP (Training and Culture) and IP at p-value ( $p= 0.000$ ) for all constructs. PCA was conducted; Bartlett's test of sphericity and Kaiser-Meyer-Olkin (KMO) was used to examine data suitability. Bartlett's test of sphericity is lower than the significance level  $\alpha= 0.01$ , the null hypothesis  $H_0$  rejected.

In addition, the combined effect of TMP on IP resulted in a significant positive  $R^2$  (RSquare) of 0.40. The  $R^2$  determines the predictive capacity of the model. The  $R^2$  of 95% shows redundancy while the minimum acceptable predictive capacity is 40% (Risher, Ringle&Sarstedt, 2019; Hair et al. 2017). The path coefficient of the construct loadings shows that TMP (both training and culture) are positively significant at 1% (0.01) as presented in Table 5 above. The demography and descriptive data revealed that only 26% of the study population was women as against 74% male in the institutions. Based on the study population, only 3.4% are women in colleges of education as against 96.6% male; 7.6% are women in Polytechnics as against 92.4% male, and 15% are women in universities as against 85% men (total 26%). This shows a poor representation of women in academics, and for TMP to be very effective in addressing the shortage of talent IHL, promote gender equality, and institutional efficiency, women inclusive TMP must be encouraged.

### Discussion of findings

The findings of the study revealed that TMP (training and culture) are positively related to IP. This is in line with the view of Ndibe (2014) that training significantly and positively influences institutional performance. Onah and Anikwe (2016) in his empirical study agreed that employee training is a management tool for achieving organizational efficiency. Ebele, Kelechi and Mary (2015) in a study conducted on the public sector revealed a positive and significant relationship between employee training and organizational performance. James and Justus (2012; Nurul, Norzanah, and Roshidi (2014) in their studies submit that culture positively influences organizational performance. And Walker and Mathew (2018) submit that employee manpower development has a positive significant influence on organizational performance. However, extant literature and studies have not been able to address the inclusiveness of women TMP as a solution strategy to women's poor representation in academics (i.e. gender equality).

### Recommendations

- i. The interconnectedness of the world has created new opportunities for talented professionals to maximally harness their skills, knowledge, and competencies across the globe. The authorities of institutions must promote talent training to enhance employee and institutional performance by creating an enabling environment to promote career development
- ii. To maintain global relevance, IHL must provide yearly financial support research, conferences, workshops, and promotional opportunities to enhance talent proficiency
- iii. The authorities of institutions must ensure that line managers have regular conversations with employees and feedback must be provided to employees to know their training needs and expectations
- iv. The institutions should ensure that identified talents participate in choosing training programs to attend, and the process should be transparent and based on need.

- v. Public recognition, awards, and rewards should be institutionalized as part of the operational culture in IHL.
- vi. To improve women participation in academics using TMP, specific women talent programs such as child health care center, child-early learning center, reduction in duration of office hours, women regular access to research, conference, and workshops fund and scholarship and others can be operationalized as an institutional culture to promote women talents.
- vii. IHL should institutionalized policies on discrimination and harassment against women's talent as part of the operational culture.
- vii. The authorities of institutions should ensure seminars, conferences, and workshops' contents are relevant to talent career need, technology, and on-line driven.
- viii. Authorities of institutions should establish women in mainstream centers with regular workshops to promote women's mentorship in academics.

### Limitations and suggestions for future research

Firstly, the top level and managerial respondents were busy and some reluctant in giving certain information. The researchers' several efforts through visits and phone communication were quite helpful.

Secondly, some authority officials were unwilling to provide information about the institution and students' performance, as well as research impact. However, they were reassured by the researchers that the information requested is strictly for academic study purposes.

Thirdly, the instruments were closed-ended and denied respondents' chances of expressing themselves; hence, was limited by structured questionnaires. I recommend that further research be conducted to assess the influence of government financial allocation and Tetfund to IHL on employee performance, (ii) the impact of gender imbalance on institutional performance.

### REFERENCES

- Ahlich, N.L (2000). *Key recruitment and retention strategies for becoming an employer of choice*. California: Davis-Black Publishing.
- Aguinis, H. (2009). *Performance Management*. New Jersey, Pearson Education Limited.
- Aibieye, Stanley, & Igiebo Henry, Oghoator (2015), *Talent management and employee retention in Nigeria universities*. NG-journal of social development, 5(1), 23-31.
- Ari, A.A., and Uddin, M.R., (2016), *Talent management and organizational performance: An empirical study in retail sector in Sylhet City, Bangladesh*, Semantic scholar paper
- Armstrong, M. & Baron, A. (2004). *Managing Performance: Performance Management in Action*. UK : CIPD Publishing.
- Asiyai, I. Romina (2013), *Challenges of quality in Higher Education in Nigeria in the 21<sup>st</sup> century*: Delta state university, Abraka Nigeria
- Avin, C., B. Keller, Z. Lotker, C. Mathieu, D. Peleg, and Y.A. Pignolet (2015). "Homophily and the Glass Ceiling Effect in Social Networks." In Proceeding of the 2015 conference on innovations in theoretical computer science

- Berger L.A. & Berger D.R. (2004): *The talent management handbook: creating organizational excellence by identifying, developing, and promoting your best people*. New York McGraw-Hill.
- Berger, L.A., and Berger, D.R. (2004). *The Talent Management Handbook: creating a sustainable competitive advantage by selecting, and promoting the best people*, 2nd edition, New York: McGraw-Hill Companies.
- Bruckmuller, Susanne, Michelle K. Ryan, Floor Rink, and S. Alexander Haslam (2014), Beyond the glass ceiling: The glass Cliff and its Lessons for Organizational Policy. *Social Issues and Policy Review* 8 (1)
- Bryant, M. (2004). *The portable dissertation advisor*. Thousand Oaks, C.A: Corwin.
- Butterfield, B. (2008). *Talent management: emphasis on action. Talent management strategies for attracting and retaining the best and the brightest*. *CUPA-HR Journal*, 59(1), 34-40.193
- CIPD (2012). *Managing future talent*.
- Collins, D.G. & Mellahi, K., (2009). *Strategic talent management: a review and research agenda*. *Human resource management review*, 19(4), 304-313
- Creswell, J.W. & Plano Clark. V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks. C.A: sage
- Davies, T. and Davies, R. (2010). *Talent Management: a new strategy for talent management*. London Gower Publishers
- Gallardo-Gallardo E, dries N, Gonzalez-Cruz TF (2013). *What is the meaning of talent in the world of work? Human Resource Management Review*. 23(4): 290-300
- Groysberg, B., and Bell, D. (2013), *Talent management: Board give their companies an "F"*. *Harvard business review*.
- Haim, H. and Abubakar, A. (2017), *Strategic talent management and university performance: A theoretical perspective*, *European journal of business and management*. Vol. 9, No. 4.
- Hair, J.F., Hult, G.T.M., Ringle, C.M. and Sarstedt, M. (2017), *A primer on Partial least squares structural equation modeling (PLS-SEM)*, Sage, thousand Oaks, CA.
- Henseler, J. Ringle, C.M. and Sarstedt, M. (2015), *A new criterion for assessing discriminant validity in variance-based structural equation modeling*, *journal of the Academy of Marketing Science*, Vol. 43 No. 1, pp. 115-135
- Hewitt A. (2012). *Higher Education survey: The state of human resource effectiveness from [www.aonhewitt.com](http://www.aonhewitt.com)*.
- Liversage H. (2015). *Talent management in South Africa universities: Management and recruits' expectation and perception*: North-West University, Potchefstroom Campus.
- Lynch D. (2007). *Can higher education manage talent?*  
From <http://www.insidehire.com/view/2007/11/27/lynch>
- Maina, J. (2016), *Influence of organizational culture on performance of commercial banks in Kenya*: University of Nairobi, School of business.
- Mwanzi, J., Wamitu S., Kiama M. (2017), *Influence of talent management on organizational growth*. *IOSR Journal of Business and Management*, Vol. 19, No. 8, p 01-36.
- Ogbari, E., Yewande, O.A., Ogunnaike, O.O., Kehinde, O.J., (2018), *Talent management as a determinant of firm performance: A conceptual approach*. Covenant University, Ota, Ogun State Nigeria.
- Ringle, C.M., Sarstedt, M., Mitchell, R. and Gudergan, S.P. (2019), *Partial least squares structural equation modeling in HRM research: the International Journal of human*

resource management.

Salmi, J. (2009), *New challenges of establishing world-class universities*. World Bank publication.

Sarstedt, M., Bengart, P., Shaltoni, A.M., and Lehmann, S. (2018), *the use of sampling methods in advertising research: a gap between theory and practice*. International Journal of advertising Vol. 37 No. 4, pp 650-663.

Sarstedt, M., Ringle, C.M., and Hair, J.F.(2017), *Partial least squares structural equation modeling*, in Homburg, C., Klarmann, M., and Vomberg, A (Eds), *Handbook of market research*, Springer, Heidelberg.