

# Impact Of Talent Management On Job Performance Of Teachers Of Government Colleges: Mediating Role Of Psychological Empowerment

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## Abstract

*The objective of this study was to investigate the relationship between talent management (TM), psychological empowerment (PE), and job performance (JP) of the teachers at the government colleges of Khyber Pakhtunkhwa, Pakistan. The study also examined the function of PE in mediating the link between TM and JP. This study utilized "path analysis", a quantitative approach, to examine the association between the variables. The population of the study included government college teachers from KP. A sample size of 432 respondents are selected randomly. The data is collected using a close-ended questionnaires having a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The results showed that TM has a positive impact on both PE and JP. Furthermore, this study proposed that PE partially mediated the connection between TM and JP which means that PE acts as a middle variable or mechanism through which TM influences JP. This implies that if organizations invest in Talent Management practices, not only can enhance job performance directly but also accompanying psychological empowerment. This understanding could be valuable for companies seeking to optimize their talent management strategies for better overall outcomes in the workplace.*

**Keywords:** Talent Management; Psychological Empowerment; Job Performance; Teachers; Colleges; Pakistan

## Introduction

The academic institutions are commonly seen as the central hub of the country, providing services to the academic community. Aina (2004) argued that the caliber of instruction and scholarly investigation in a university is demonstrated by the services offered by an academic society. Currently, colleges and universities worldwide are undergoing transformations to meet the demands of society. The success or failure of an organisation may be heavily influenced by the performance of<sup>1</sup> its employees. Every organisation is founded with the purpose of attaining specific goals. Nonetheless, the total success of an organisation is contingent upon the kind of persons it employs and the organization's ability to effectively manage them.

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In the vibrant setting of education in Khyber Pakhtunkhwa, Pakistan, the effectiveness of talent management practices in government colleges remains a critical yet underexplored area. The need to understand the intricate interplay between talent management (TM), psychological empowerment (PE), and job performance (JP) among teachers becomes paramount for informed policy decisions and sustainable educational improvements. Despite the acknowledged importance of nurturing and utilizing talent in educational institutions, a comprehensive investigation into how talent management practices directly influence teachers' job performance and the potential mediating role of psychological empowerment is notably absent in the current literature.

Therefore, there exists a significant gap in our understanding of the nuanced relationships between TM, PE, and JP within the specific context of government colleges in Khyber Pakhtunkhwa. Addressing this gap is essential for educational policymakers, administrators, and practitioners to implement targeted strategies that enhance talent management processes, support psychological empowerment among teachers, and ultimately elevate overall job performance. This study aims to bridge this gap by systematically examining and explaining these connections, contributing valuable insights to the enhancement of teacher effectiveness and the broader educational landscape in the region.

## **Literature Review**

### **Job Performance (JP)**

JP, as defined by Friendlander and Liberman (1991), refers to the behaviour that is approved and potentially rewarded by a certain organisation. Similarly, according to (Villamova, Austin, & Borman, 2005), JP refers to the specific aspects of work behaviour that are important for achieving job and organisational goals. JP is the execution of legal obligations or responsibilities within a worker's area of competence. The execution of these mandated responsibilities is focused on achieving the goals of an organisation. Therefore, the university's ability to fulfil its fundamental goals is heavily reliant on the JP of its personnel.

### **Talent Management (TM)**

The concept of TM was originated in the field of human resource management in the 1990s. This change occurred when HRM functions transitioned from regular administrative processing to more intricate configuration and machine-based planning responsibilities. As per Oyerinde & Adeyemi (2022), HRM only depended on the HR department for the management and training of personnel throughout that period. Furthermore, at that time period, both public and private sector organisations acknowledged the significant impact of HRM in the recruitment and training of employees, therefore ensuring their suitability for the competitive environment. The HRM department played a crucial role in formulating comprehensive pay packages, which encompassed bonuses, recognition, leave entitlements, and health benefits.

TM is regarded as the fundamental pillar of HRM, since it facilitates the allocation of resources towards individuals who have the potential to contribute significantly to the organization's key goals (Gupta & Aggarwal, 2012). TM refers to the internal procedures, initiatives, and cultural standards inside an organisation that are implemented to recruit, nurture, assign, and retain talented individuals in order to accomplish strategic objectives and satisfy future business requirements (Silzer & Dowell, 2010). TM, as defined by [Syed, Anjum and Shahid \(2020\)](#), refers to a company's capacity to effectively retain, attract, organise, deploy, and reward highly skilled individuals with the potential for future leadership positions. TM include the processes of acquiring, integrating, developing, motivating, and deploying skilled individuals to help the organisation in achieving its strategic objectives (Ulrich & Brockbank, 2005). TM is a strategic approach that aims to enhance the development and retention of highly qualified individuals

inside an organisation. By doing so, it increases the likelihood of attracting superior candidates for all positions within the organization.

#### Psychological Empowerment (PE)

The term "empowerment" was initially documented in the contemporary English-language literature about 1976. Empowerment is the process of granting individuals the capacity to make decisions, typically including the transfer of responsibility from managers to their subordinates (Webster's Online Dictionary, 2013). Empowerment, as defined and described by many researchers (Harrim & Alkshali, 2008), may be categorised into two main streams: structural empowerment and PE. Structural empowerment refers to a series of behaviours that provide individuals with access to knowledge, resources, and chances for development and advancement (Gantz, 2010). PE emphasises internal motivation rather than the management methods employed to enhance individuals' levels of authority (Giacalone, Jurkiewicz, & Dunn, 2006). PE encompasses a collection of mental states that are crucial for individuals to have a sense of authority over their job due to being empowered by a supervisor (Ambad & Bahrón, 2012). The four components of PE (Meaning, Competence, Self-determination, and Impact) interact in an additive manner to provide a comprehensive concept of PE. Meaning refers to an individual's perception that their job holds personal significance and their genuine enjoyment of the tasks they are engaged in. Spreitzer (1995) provided a definition of meaning cognition as the perception of purpose or personal attachment to one's work objective. It encompasses the significance of a work objective and an individual's views, evaluated in reference to their own values (Thomas & Velthouse, 1990). Competence is the aptitude of an employee to proficiently carry out work tasks, indicating the extent to which a person can successfully accomplish job activities when attempting to do so. Employees need to have a sense of competence in order to effectively perform the necessary behaviours in their work environment (Kara, 2012). Self-determination refers to an individual's ability to have control over how work is done and is connected to the cognitive process of making choices, as explained by Kitayama and Cohen (2011). Impact, as defined by Thomas and Velthouse (1990), is the extent to which behaviour is perceived as having a significant influence on achieving the desired outcomes of a task within one's work environment. Impact refers to the extent to which an individual has the ability to affect strategic, administrative, and operational results in the workplace. This assessment pertains to the extent to which a behaviour is perceived as having an impact in achieving the objective of the task, namely, generating the desired outcomes in one's task environment (Thomas & Velthouse, 1990).

#### The Relationship between TM, PE, And JP

Several researchers have examined the relationship between TM, PE, and JP (Akter, Ahmed, Sentosa, & Hizam, 2022; Francis, & Alagas, 2020; García-Juan, Escrig-Tena, & Roca-Puig, 2020; Almaaitah, Alsafadi, Altahat, & Yousfi, 2020; Mukmin, 2021) . Several studies are provided here. Luna–Arocas and Morley (2015) conducted a study to examine the connection between talent mindset competency, job satisfaction, and JP. They investigated four hypotheses that were interrelated. The talent mindset competency may be broken down into five dimensions: (a) alignment of values and goals with the business, (b) the talent mindset of managers, (c) the application of talent in everyday behaviours, (d) the autonomy to utilise talent, and (e) the growth of talent inside the organisation. The findings derived from a sequence of path analyses conducted on a dataset comprising 198 employees from both the public and commercial sectors indicate that TM practices have a direct influence on JP. However, this impact is mediated by job satisfaction. In their study, Jahangiri and Abasspour Tehrani Fard (2017) examined how TM impacts JP in governmental agencies in Tehran. They specifically looked at the influence of employees' job satisfaction and work effort. Five hypotheses were established based on the research literature and the conceptual model. A total of 350

questionnaires were issued across 60 public organisations, out of which 288 were returned, resulting in the collection of data. Subsequently, an analysis was conducted to assess the model's fitness, dependability, and validity of the data. Given that TM was a construct of secondary reflection and the data did not follow a normal distribution, the hypotheses were tested using Smart-pls2 software. The findings of hypothesis testing demonstrated that TM exerted a significant impact on job satisfaction, work effort, and JP. Furthermore, the correlation between job satisfaction and performance was validated, however the hypothesis pertaining to the impact of work effort on JP was not substantiated. Tash, Ali, and Ahmadzadeh (2016) examined the correlation between TM and job satisfaction inside the Oil Jam Petrochemical Complex. This study employed a descriptive survey research methodology. A survey consisting of 31 questions was issued among the workers of Oil JPC. The study employed a descriptive research approach, focusing on a target group of 2,500 employees at Oil Jam Petrochemical Complex. The study employed the stratified sample technique to pick 83 individuals based on their job cadres. The gathered data were analysed using descriptive and inferential statistics, namely in the manner of descriptive and correlation tests. The results suggested that there is a notable correlation between elements such as talent attraction, alignment, talent retention, talent development, and job satisfaction.

In a research undertaken by Bibi (2019), the objective was to assess the impact of TM techniques on JP among healthcare organisations in Pakistan. The author utilised a cross-sectional design and quantitative technique to choose the sample from the population, employing convenience sampling. The study sample consisted of 364 people employed in healthcare organisations, with the aim of assessing JP in relation to TM strategies. The study's findings demonstrated a notable and positive impact of TM methods, such as talent attraction via recruiting and selection, talent development through coaching and mentoring, and talent retention through remuneration, on JP.

The purpose of Khan (2019)'s study was to examine how TM techniques impact the innovative work behaviour of workers in public sector universities in Khyber Pakhtunkhwa, Pakistan. The study also explored the role of PE as a mediator and knowledge sharing as a moderator in this relationship. The study employed a survey methodology, utilising questionnaires to collect data and investigate the topic in public sector universities of Khyber Pakhtunkhwa, Pakistan. The quantitative data was gathered through the utilisation of a structured questionnaire that was developed with the assistance of prior research. The findings of this study demonstrated that the implementation of TM strategies positively influenced the level of innovative work behaviour shown by workers. Furthermore, the study confirmed the involvement of PE as a mediator and knowledge sharing as a moderator in the connection between TM and innovative work behaviour. In their 2019 study, Ghaffari, Poorkiani, Shekari, and Sheikh (2019) attempted to determine the indicators of strategic TM and its correlation with the PE of employees. Data gathering was conducted via field research. The population consisted of specialists, managers, and workers of the Mashhad Municipality Complex. The sample consisted of 30 experts, determined by the Delphi technique, and 465 managers and employees of Mashhad Municipality, picked randomly using the Cochran formula. A researcher-developed questionnaire, which underwent validation and reliability testing, was utilised for data collecting. The research findings, obtained by factor analysis, indicated the presence of 20 distinct components and 98 indicators that are associated with strategic TM. Moreover, there were found positive and strong correlations between all dimensions of strategic TM and the PE of employees.

## **Methodology**

### **Sample of the Study**

The study includes a total of 432 teachers, with 331 being male and 101 being female lecturers who work at government institutions in KP, Pakistan. In terms of the respondents' education level, 75 percent had completed sixteen years of schooling, 20 percent had completed eighteen years of education, and the remaining 5 percent held PhD degrees. Overall, the participants were within the age range of 30 to 43 and possessed professional teaching experience spanning from 2 to 24 years. The study included closed questionnaires with a Likert scale consisting of five options, ranging from 1 (strongly disagree) to 5 (strongly agree).

### **Measurement of Talent Management**

The assessment of TM was conducted using a TM scale derived from the Human Capital Institute (2008). This scale comprises four dimensions: talent attraction (6 items), talent motivation (6 items), talent development (5 items), and talent retention (6 things). Data gathering involved the use of a 5-point Likert scale, which ranged from "strongly disagree" to "strongly agree". Examples of TM include "My University can attract top talent" and "Internal employee referral programs are widely used to bring in new employees" (Talent Attraction), "My university has competitive compensation system in comparison to other organizations in the same industry which is a motivating factor to our employees" and "In our university, compensation is decided on the basis of competence of the employee" (Talent Motivating), "My university conducts extensive training and development programs for Employees" and "My university actively creates developmental opportunities for subordinates (Talent Developing) and "Our organization can retain our best performers" and "Turnover is tracked across divisions, locations, talent levels and managers" (Talent Retaining). Reliability calculated through SPSS for talent attraction, talent motivation, talent development and talent retention was .88, .83, .85 and .87 respectively.

### **Measurement of Psychological Empowerment**

The measurement of PE was conducted using the PE questionnaire (PEQ), which was derived from Spreitzer (1995) work. The measure encompasses four distinct dimensions: competence, self-determination, meaning, and impact. There are three items in each dimension. Examples of PE include "I am confident about my ability to do my job" and "The work that I do is important to me" (Meaning), "My impact on what happens in my department is large" and "My job activities are personally meaningful to me" (Competence), "I can decide on my own how to go about doing my own work" and "I have considerable opportunity for independence and freedom in how I do my job" (Self-determination) and "The work I do is meaningful to me" and "I have significant influence over what happens in my department" (Impact). Reliability calculated through SPSS for competence, self-determination, meaning, and impact was .93, .89, .91 and .84 respectively.

### **Measurement of Job Performance**

JP was assessed using the JP scale derived from the work of Goodman and Svyantek (1999). This scale has two dimensions: "in-role performance and extra-role performance". Extra-role performance encompasses a total of 7 items, while in-role performance comprises a total of 9 items. Examples of JP include "I achieve the objectives of my job", "I fulfill all the requirements of the job", and "I am competent in all areas of the job, handle tasks with proficiency" (in-role performance) and "I help other employees with their work when they have been absent", "I assist my colleagues with their duties", and "I make innovative suggestions to improve the overall quality of the department" (extra-role performance). JP was assessed on a scale of 5 points. The Likert Scale ranges from 1 (indicating strongly disagree) to 5 (indicating strong agree). Reliability of in-role performance and extra-role performance was .92 and .90 respectively.

**Results**

Table 1 Correlations among TM, PE and JP

	TM	PE	JP
TM	1		
PE	0.499**	1	
JP	0.607**	0.646**	1

“\*\*”. Correlation is significant at the 0.01 level (2-tailed).”

Table 1 provides the correlation coefficients relevant to the variables of TM, PE, and JP. The data suggest a statistically significant and positive connection between TM and PE ( $r=0.499^{**}$ ), as well as between TM and JP ( $r=0.607^{**}$ ). Moreover, there is a positive link between PE and JP, as demonstrated by a correlation value of  $0.646^{**}$ . The hypotheses stated below have been accepted:

H<sub>1</sub>: TM has a significant relationship with JP in Teachers of Government Colleges of KP, Pakistan (TGCKPP).

H<sub>2</sub>: TM has a significant relationship with PE in TGCKPP.

H<sub>3</sub>: PE has a significant relationship with JP in TGCKPP.

**Research Model: Indirect Path from TM to JP through PE**

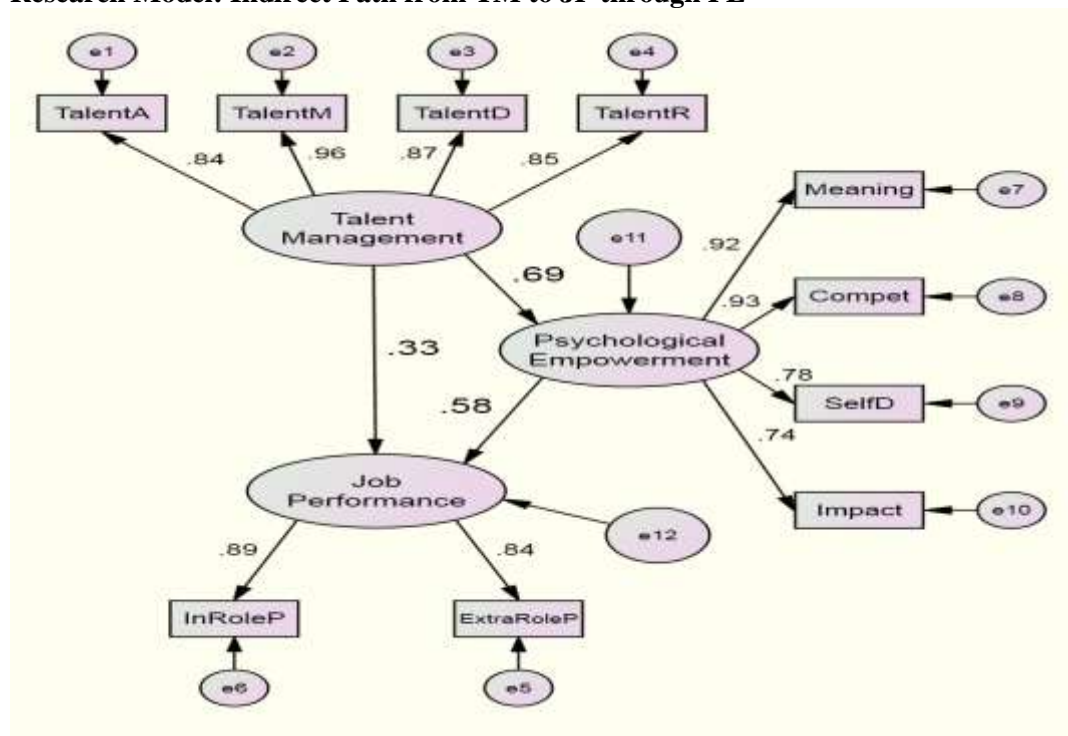


Fig 1: Indirect Path from TM to JP through PE

Fig 1 explains the study model, illustrates a significant positive relationship between TM and JP with a regression weight of 0.33. Additionally, there is a significant positive relationship

between TM and PE with a regression weight of 0.69. The empirical data also demonstrates a positive relationship between PE and JP, as seen by the regression coefficient of 0.58. All factor loadings fall within an acceptable range. When the variable of PE was introduced as a mediator, the regression coefficient between TM and JP reduced from 0.51 to 0.33. Therefore, it is concluded that PE partially mediated the relationship between TM and JP. All the following hypotheses are accepted:

H1: TM has a significant relationship with JP in Teachers of Government Colleges of KP, Pakistan (TGCKPP).

H2: TM has a significant relationship with PE in TGCKPP.

H3: PE has a significant relationship with JP in TGCKPP.

H4: PE mediates the relationship between TM and JP in TGCKPP.

Table 2 Values of RMSEA, DF, Chi-Square, P, GFI, RMR, CFI, and AGFI

Indices	Values
CMIN/Chi-Square	75.675
DF	32
P-value	0.000
AGFI	0.938
RMR	0.042
GFI	0.964
CFI	0.987
RMSEA	0.058

“CFI=comparative fit index, GFI=goodness of fit index, AGFI=modified goodness of fit index, RMSEA=root mean square error of approximation, RMR= root mean square residual”

Table 2 displays the values for the Chi-square/CMIN, comparative fit index CFI, goodness of fit index GFI, normed fit index, modified goodness of fit index AGFI, root mean square error of approximation RMSEA, and root mean square residual RMR. The values of the aforementioned indices all fall within an acceptable range. Thus, the three-factor model consisting of TM, PE, and JP is accepted in this study. This implies that the model effectively captures and explains the relationships between Talent Management, Psychological Empowerment, and Job Performance among the teachers in the government colleges of Khyber Pakhtunkhwa, Pakistan.

### Conclusion

The objective of this study was to investigate the relationship between TM, PE, and JP of teachers at government colleges of Khyber Pakhtunkhwa, Pakistan and to examine the function of PE in mediating the link between TM and JP. The current study utilized a quantitative approach, namely path analysis, to examine the association between variables. The study included government college teachers from KP, with a total of 432 respondents. The study utilized closed questionnaires that were analyzed using a Likert scale consisting of five options, ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaires were completely gathered over a span of about two months. The results showed that TM has a positive impact on both PE and employee performance similar to the studies of Akter, Ahmed, Sentosa, & Hizam, 2022; Francis, & Alagas, 2020; García-Juan, Escrig-Tena, & Roca-Puig, 2020; Almaaitah, Alsafadi, Altaht, & Yousfi, 2020; Mukmin, 2021. Furthermore, this study proposed that PE partially mediated the connection between TM and JP.

### **Practical Implications & Recommendations**

The practical implications of this study extend to the strategic management of talent, the cultivation of an empowering work environment, and the enhancement of overall teacher performance. Implementing several practical implications for educational institutions, policymakers, and practitioners can lead to more effective educational systems and, ultimately, improved learning outcomes for students in government colleges in Khyber Pakhtunkhwa, Pakistan. Educational institutions can leverage the insights from the study to refine and optimize their talent management practices by identifying effective strategies for talent acquisition, development, and retention. This can lead to a more skilled and motivated teaching workforce.

Recognizing the mediating role of psychological empowerment, institutions can implement interventions and programs aimed at fostering a supportive and empowering work environment for teachers. This may include professional development opportunities, recognition programs, and involvement in decision-making processes. The study's findings suggest that a focus on talent management and psychological empowerment positively influences job performance among teachers. Improved teacher performance, in turn, can positively impact student outcomes, creating a ripple effect on the overall quality of education. Policymakers and educational leaders can use the study's results to tailor professional development initiatives that specifically address the identified factors. This targeted approach can enhance the effectiveness of training programs and ensure they align with the needs and aspirations of teachers. Human resource policies within educational institutions can be aligned with the identified relationships between talent management, psychological empowerment, and job performance. This could involve the development of policies that emphasize continuous professional development, mentorship programs, and recognition of teachers' contributions. The study opens avenues for further research into the dynamics of talent management, psychological empowerment, and job performance in educational settings. Continued investigation can lead to a deeper understanding of the nuances involved and contribute to the ongoing improvement of educational practices.

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