IMPACT OF DEMOGRAPHIC VARIABLES ON TALENT MANAGEMENT PRACTICES WITH SPECIAL REFERENCES TO COLLEGE TEACHERS IN COIMBATORE DISTRICT

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Abstract

Talent management helps in covering long-standing practices which aim at getting the right person in the right job in the right time at the right place. Talent management is increasing its importance in corporate human resource management which defines it is more profitable and feasible to develop talent instead of acquiring and hiring talent from the outside. The growth of the education sector totally depends on the various kind of the employee which retain as a faculty. It's the faculty who sets the image and tone of the institution to move ahead. Therefore, the hiring of the right faculty becomes challenge for the institutions of the education and high turnover is a big threat in the organizations. The loss of the faculty suddenly impacts on the existing ongoing academic plans in negative terms which resulted into mostly institutions failed to assist managerial staff for the skill.This paper analyses the opinion of the college teachers on talent management practices based on their demographic profile.

Key Words: Talent Management, Demographic Variables, Talent Identification, Talent Development, Talent Culture and Talent retention.

Introduction

Talent management is an internal set of process, programs and cultural norms in an organization designed and enforced to attract, develop, deploy, and hold talent to achieve strategic aims and meet future business demands. Talent management helps in covering long-standing practices which aim at getting the right person in the right job in the right time at the right place. Talent management is increasing its importance in corporate human resource management which defines it is more profitable and feasible to develop talent instead of acquiring and hiring talent from the outside(Tyagi et al., 2017). Nurturing and leveraging the asset of talent management for the continuous growth is very important for the organization

well-being and it hold equal importance as serving in the corporate sector to someone serve in the education field.

The growth of the education sector totally depends on the various kind of the employee which retain as a faculty. It's the faculty who sets the image and tone of the institution to move ahead. Therefore, the hiring of the right faculty becomes challenge for the institutions of the education and high turnover is a big threat in the organizations. The loss of the faculty suddenly impacts on the existing ongoing academic plans in negative terms which resulted into mostly institutions failed to assist managerial staff for the skill(Miiro F et al., 2016).This paper analyses the opinion of the college teachers on talent management practices based on their demographic profile.

Objectives of the study

- To find the differences of opinion of college teachers on talent management practices.

Review of literature

Talent management is a systematic process of attracting, identifying, developing, engaging, retaining and deploying high potential individuals who add value to the organisation(Sparrow, 2019). Various challenges that an organisation faces when implementing talent management require a holistic approach of attracting, identifying, developing and retaining top performing individuals(Gopal, 2012).

Talent management dimensions include 'Talent attraction, Talent development and Talent Retention' (Ansar & Baloch, 2018; Roy, 2019; Ruano et al., 2016; Wilska, 2015), 'Talent attraction, talent selection, talent utilisation, talent development and talent retention' (Gallardo-Gallardo et al., 2020; Narasima Venkatesh, A &Senthil Kumar, 2013; Taahir et al., 2020). Talent management practices are broadly classified as 'Recruitment and staffing, Training and development and Retention management' (M. Dhanabhakyam & K. Kokilambal, 2014). The practices such as 'attraction, retention and engagement' play a significant role while managing talent' (Sharma, 2017).

The reviews on academic institutions classify attraction, development, culture and retention as the dimensions of the talent management(Davies & Davies, 2010).The study done

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in Uganda among the university staffs consider talent identification, talent development, talent culture and retention as talent management practices(Miiro F et al., 2016).

The talent management framework for the academic institution would enable the institution in the better development and retention of talents in educational institutions, primarily colleges and universities. This framework would harmonize the talent management strategy with the strategic objective of the institutions. The framework would identify the essential elements required in developing talent management system in the colleges or universities keeping in mind their internal and external environments(Riccio, 2010).

The critical role that leadership plays in an organization is in identifying and managing talent. Great leaders refer to talent as a persistent pattern of feelings, thoughts and behaviour that can be applied to the organisation productively(Thanuraj & Jeganenthiran, 2018).

Talent retention becomes a progressively worthwhile process of building an institution's ability to acquire and maintain a competitive advantage. It is focused on retaining talent among an institution's staff so they remain with an institution. The competition for attracting the talents among the reputed institutions are fierce in higher educational institutions, the retention of the talents in the institutions are highly problematic. The reason behind this competition is growth in th economy and also the numerous number of educational institutions exist in the world. The retention of highly talented faculty members would buid the sustainable competitive advantage and which leads to the growth of the institution (Bradley, 2016).

The available literature showed that the research on impact of talent management practices in educational institutions in India is meagre. There is a gap exists between the measurement of talent management and its impact.

Research Methodology

This research considered only college teachers in Coimbatore district. College teachers of the engineering, arts and science college and stand alone B-schools in Coimbatore are considered to be the sample unit for the study. 400 questionnaires had been distributed among the college teachers and 374 had been considered as complete and considered for the study. The gender, marital status, family type, the sector in which they work and the type of institutions are considered as demographic variables for this study. Z test is performed to find the significance.

Analysis and Interpretation

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Impact of demographic variables on talent management practices

Null Hypothesis 1: Male and Female have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

Null Hypothesis 2: Married and unmarried have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

Null Hypothesis 3: Nuclear and joint family respondents have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

Null Hypothesis 4: Government and private sector respondents have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

Null Hypothesis 5: Autonomous and non-autonomous institutions respondents have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

Table 1: Impact of demographic variables on talent management practices(p -values)

Demographic Variable	Talent Management Practices			
	Talent Identification	Talent Development	Talent Culture	Talent Retention
Gender	**0.613**(Not Significant)	**0.974**(Not Significant)	**0.814**(Not Significant)	**0.871**(Not Significant)
Marital Status	**0.343**(Not Significant)	**0.412**(Not Significant)	**0.000**(Significant)	**0.004**(Significant)
Family Type	**0.321**(Not Significant)	**0.430**(Not Significant)	**0.442**(Not Significant)	**0.431**(Not Significant)
Sector	**0.675**(Not Significant)	**0.773**(Not Significant)	**0.551**(Not Significant)	**0.765**(Not Significant)

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Type of Institution	0.473(Not Significant)	0.541(Not Significant)	0.372(Not Significant)	0.811(Not Significant)

From the table 1, For gender significance values are greater than 0.05. So, at 95 percent confidence level, the null hypothesis 1 is accepted. Hence, it is concluded that Male and Female have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

For Marital status, talent identification and talent development, the significance values are greater than 0.05. So, at 95 percent confidence level, the null hypothesis 2 is accepted for these two practices. For other two practices talent culture and talent retention, the significance values are less than 0.05. So, at 95 percent confidence level, the alternate hypothesis is accepted for these two practices Hence, it is concluded that married and unmarried have on an average same opinion on the Practices talent identification and talent development but for talent culture, and talent retention, the married and unmarried opinion differ significantly.

It is understood that for Family type, the all practices, significance values are greater than 0.05. So, at 95 percent confidence level, the null hypothesis is accepted. Hence, it is concluded that Nuclear and joint family respondents have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

For sector, significance values are greater than 0.05. So, at 95 percent confidence level, the null hypothesis is accepted. Hence, it is concluded that Government and private sector respondents have on an average same opinion on the Practices talent identification, talent development, talent culture and talent retention.

For type of Institutions, significance values are greater than 0.05. So, at 95 percent confidence level, the null hypothesis is accepted. Hence, it is concluded that Autonomous and non-autonomous institutions respondents have on an average same opinion on the practices talent identification, talent development, talent culture and talent retention.

Discussion and Conclusion

From this research, it was concluded that the college teachers had same opinion on talent management practices. Only the marital status affect the talent culture and talent

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retention of the respondents. the higher educational institutions in India are dealing with issues of talent crunch and retention of faculty. This is happening as most of the institutions fail to understand the broad dimensions of talent management, its proper application and its benefits. Institutions are reluctant to accept that, faculty are their thinker assets and the human capital of the institution. They play a significant role in the development of an institution and in grooming and developing the students, who are the future talent pool of the nation. They play a major role in student learning and hence it becomes the prime responsibility of institutions to retain these intellectual assets. It can further be argued that, the development and prosperity of a nation depends on its educational institutions, which speaks volumes of the transformation of the young minds of the country and helps in channelizing their energies into productive ventures. The implementation of appropriate talent management initiatives in higher educational institutions can lead to the development of the human capital of the nation.

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