Relationship between Talent Management and Productivity of the Secondary School Teachers in Kisumu County

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The Teachers Service Commission (TSC) introduced teacher appraisal policy in 2012, and teacher’s PA and development in 2016 to address poor teacher productivity. However, teacher productivity remained poor in most schools in Kisumu County. Prior studies done around talent management concentrated on aspects of talent management like the tools and systems of appraisal but did not explore the effect of talent management in terms of the retention, training development and career management, leading to a lack of evidence on the effect of talent management on the relationship between PA and teacher productivity. The purpose of this study was to determine the relationship between Talent management and productivity of the secondary school teachers in Kisumu County. The study was guided by Expectancy theory. A cross-sectional correlational survey design was employed on 1647 teachers from which 312 teachers were selected using simple random sampling technique. Data was collected using questionnaires and interview schedules. Reliability of the instrument was achieved test retest where an overall reliability value of 0.81 was achieved whilst expert reviews were used to test the content validity. The study found that talent management had positive and significant effects on teacher productivity (R=.571, p=.000). The study concluded that talent management is vital for teacher productivity in schools within Kisumu County, and recommended that talent management be embraced in these schools and followed appropriately.

Key words: Talent management, productivity, training

INTRODUCTION

Talent is the capability that individuals have, to make a significant impact on current and future performance of the company. According to Goffee and Jones (2007), talent is handful of employees whose knowledge, skills and ideas give them the potential to produce value from the resource they have available for them. Talent is used as an encompassing term to Human resource that organizations want to acquire, retain and develop in order to meet their business goals (Cheese et al, 2008).

The concept of talent management emerged after McKinsey & Company in 1997 created the now legendary catchphrase “War for Talent” to describe the contemporary business world as permeated by the scarcity of talent and the struggle of the firms to attract and retain human capital – their most important asset (McKinsey & Company, 2001). Talent management has since then developed and come to mean and encompass a multitude of things. Talent management is the systematic attraction, identification, development, engagement/retention and deployment of those individuals who are of particular value to an organization, either in view of their ‘high potential’ for the future or because they are fulfilling business/operation-critical roles. (McCartney, 2006; Cappelli, 2008) Talent management includes complete set of process of recognizing and managing people for successful business strategy that the organization uses (Ballesteros & Inmaculada De la Fuente, 2010).

Talent management has been shown to positively impact employee productivity (Rita, 2014; Silvana, 2014; Aja-Okorie, 2016). The effect that Talent management would have on the relationship between performance appraisal and Productivity has however not been explored.

The relationships between performance appraisal, talent management and productivity of the secondary school teachers is a field that deserves to be explored.

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**Expectancy theory**

Expectancy theory, proposed by Vroom in 1964, is also known as the valence, instrumentality and expectancy (VIE) theory. Vroom realised that an employee’s performance is based on individual level factors, such as personality, skills, knowledge, experiences and abilities. The theory suggests that, although individuals may have different sets of goals, they can be motivated if they believe that there is a positive correlation between effort and performance, and that favourable performance will result in a desirable reward. The reward will eventually satisfy the need and the desire to satisfy the need is strong enough to make the effort worthwhile. The theory is based upon three aspects, valence, instrumentality and expectancy. ‘Valence’ refers to the emotional orientations people hold with respect to outcomes (rewards). It also means the depth of the needs of an employee for extrinsic reward (such as money, promotion, time-off, benefits, etc) or intrinsic (such as work satisfaction) reward. Management must discover what employees’ values are (Norfarizal, 2014).

On the other hand, ‘expectancy’ suggests that employees have different expectations and levels of confidence about what they are capable of doing and management must discover what resources, training or supervision employees need. Whereas, ‘instrumentality’ means the perception of employees as to whether they will actually get what they desire, even if it has been promised by a manager. Management must ensure that promises of rewards are fulfilled and that employees are aware of that. Vroom suggested that an employee’s beliefs about expectancy, instrumentality, and valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. Expectancy theory is generally supported by empirical evidence and is one of the most commonly used theories of motivation in the workplace (Tien, 2000).

According to expectancy theory, a person’s motivation towards an action at any time is determined by an individual’s perception that a certain type of action would lead to a specific outcome and his personal preference for this outcome. This theory is applicable to the study since if an employee has a particular goal, some behavior must be produced in order to achieve that goal. The teacher will weigh the likelihood that various behaviors will achieve the desired goals and if certain behavior is expected to be more successful than others, that particular behavior will be preferred by the individual (Vroom, 1964). Employees are motivated to put more effort so as to produce better results because of the expected reward. However, in a school set up the teacher may lack the necessary skills and training to believe that his extra efforts will lead to better productivity. The management should re-evaluate the appraisal techniques and formulate policies that strengthen performance-reward relationship as just and equitable.

**LITERATURE REVIEW**

Rita K. L (2014) studied the Effect of Talent Management on Organizational Performance in Companies Listed in Nairobi Securities Exchange in Kenya in 2014. The study sought to determine the effect of talent management on organizational performance in companies listed in the Nairobi Security Exchange (NSE) in Kenya. The study specifically aimed at analyzing the effect of talent attraction, talent retention, learning and development and career management on organization performance in firms listed in NSE in Kenya. Cross-sectional survey designs was used and stratified simple random sampling technique was employed to enable select the respondents from the ten strata of NSE listed companies. The study population was 534 top managers of NSE listed companies. A sample size of 224 respondents was picked from the ten stratum of the NSE listed companies (Rita, 2014).

The study found out that talent attraction had a positive influence on the organization performance. Results of inferential statistics such as ANOVA showed that talent attraction which is a component of talent management had a positive and significant effect on the organization performance in companies listed in NSE. The findings further indicated that firms listed in the NSE had practiced talent attraction and this had an effect on organizational performance. The study recommended that organizations should offer favorable working conditions to their employees as the best talented employees who contribute to good organization performance, will be attracted to work for organizations that they think will be more able to satisfy their needs by providing job security, good pay package and career progression (Rita, 2014).

The content analysis results indicated that there could be other component of talent attraction, talent retention, learning and development and career management that may contribute positively to the organization performance in companies listed in NSE. The study therefore recommended that future studies may use additional components of the variables of talent attraction, talent retention, learning and development and career management on organization performance (Rita, 2014). From the study, it was recommended that more components of talent managements should be studied. The study concentrated on performance of an organization. This current study while introducing more components of Talent management including retention, development and career management seeks to determine the effect these would have on an individual employee’s productivity. While an organization may perform at acceptable level, the productivity of each members when appraised and improved would result into a better performance.

Silvan (2014), studied the Talent Management and its Contributions to the Performance of the Multinational
The research was done on a representative sample made up of 94 multinational organizations from Sibiu, Romania. The respondents were managers or human resources executives working for these multinational organizations. Survey as research method was employed and the questionnaire as investigation tool. The aim of the study was to determine the contribution that talent management has in achieving the performance of multinational organizations. Its specific objectives included: to establishing the extent to which talent management practices are present within the Human Resources management system in multinational organizations, identifying the extent to which detecting and keeping talented employees within multinational organizations contributes to their increased performance, and to analyzing the main effects of the activities performed by talent management in multinational organizations (Silvana, 2014).

The study concluded that most organizations, in general, and multinational organizations, in particular, struggle to develop and retain talented people in the organization to fulfill their aims. He considered that talent management in an organization, especially in a multinational organization, is the one that can establish the way in which the system of Human Resources Management is perceived, implemented and applied, so that the same activity could lead to a different, but efficient action and result according to each organization and to its development strategy. The study indicated that identifying and maintaining talented human resources within multinational organizations, especially with some complex positions on a globalized labor market, can generate a major competitive advantage of the organization and increase its performance (Silvana, 2014). Silvana’s study was more of an exploratory study. It sought to determine if Talent management was practiced in the Multinational corporation. It did not look at the effects of the Management practices on individual productivity. Further it was restrictive to the multinational corporation. Education sector is a national sector and affects an entire nation, with diverse conditions. This current study sought to determine the effect that talent management would have on individual productivity of teachers.

James S. K (2012) studied the Talent Management: Effect on Organizational Performance in 2012. The purpose of the study was to examine the effect of talent management on organizational performance. A questionnaire was used as the survey method of collecting primary data for the study. Correlation coefficient, t-student distribution and the descriptive analyses was used to analyze the data gathered. The analyses revealed that talent management has positive impact on the organizational overall performance. It also revealed that talent management scheme has impact on the performance of the multinational and the national firm but the small and medium scale firms have not been gaining from this new technique within the Nigerian business environment. The study therefore recommends that talent management scheme should be used for all categories of staff within the firm that have special talent and that firms should separate between their talent management scheme and the total human resources management style of the firm (James, 2012).

The study by James concentrated on talent management schemes and its application to all the cadre of employees. The study similarly concentrated on the Nigerian business environment. This current study unlike the one conducted by James seeks to look at the effect that talent management would have on the productivity of individual employee. The study by James did not look at how the overall talent management would affect an individual employee. It just suggested that the same scheme should be use for all the employees, irrespective of the effect it had on productivity.

Aja-Okorie (2016) studied Teachers Personnel Management as Determinant of Teacher Productivity in Secondary Schools in Delta State, Nigeria. The purpose of the study was to investigate teacher’s personnel management as determinant of teachers’ productivity in secondary schools. The study investigated contribution of teacher personnel management to teacher productivity in Delta State Secondary School. The study adopted correlational survey research designed. A total of 204 teachers from the 32 Senior Secondary Schools were sampled using stratified random sampling technique. Data was collected through a validated and well-structured instrument. Result show that determinant variables (Teachers’ Personnel Management and Management strategies) significantly predict teacher productivity (Aja-Okorie, 2016). The study concluded that the education sector charts the course, and generates the energy and speed with which a nation grows. Education is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound educational system. Therefore, if we must achieve a great feat in education, then teacher's personnel management must be given attention, to boost their productivity (Aja-Okorie, 2016). It recommended that the government and the host communities of institutions should provide conducive atmosphere for teachers, to boost their productivity at work. The school management and the government should ensure that teachers get their salaries and promotion as at when due to boost their motivation. The management of institutions should provide all motivational incentive to aid the work performances of teachers in secondary schools.

These studies indicate a strong correlation between talent management and performance. The purpose of performance appraisal is to assess employees’ performance as objectively as possible. But the component of individual productivity in consistently missing. The results of the performance appraisal are used in setting the direction for the individual productivity by bringing out both performance strengths and weaknesses.
and subsequently developing action plan to facilitate the desired development (Education Insight Document, 2007). Talent management can be means of developing teacher’s competences, knowledge and skills and is therefore a possible moderator in the relationship between performance appraisal and productivity.

Rita (2014) majorly looked at the concept of talent attraction, he results Results of inferential statistics showed that talent attraction which is a component of talent management. Silvana (2014) on the other end Silvana’s (2014) study was more of an exploratory study. It sought to determine if Talent management was practiced in the Multinational Corporation. It concentrated on the practice of talent management especially on talent acquisition. James S. K (2012) on the other end studied concentrated on talent management schemes and its application to all the cadre of employees. The study by James did not look at how the overall talent management would affect an individual employee. It just suggested that the same scheme should be use for all the employees, irrespective of the effect it had on productivity. Aja-Okorie’s (2016) work gave emphasis to finding out the extent teacher’s personnel management operational framework determines of teachers’ productivity. This study sought to determine extents of practice of talent management.

All the studies reviewed did not look at the effects of Talent Management on an individual productivity. The studies gave emphasis to finding out the extent of talent management practices. These studies sought to determine extents of practice of talent management. The current study sought to determine the effects of talent management on productivity of individual employee and to determine how talent management would moderate the effect that performance appraisal on productivity of an individual employee.

The results to the studies carried out to determine the relationship between performance appraisal ant productivity of employees are dissimilar and has made the management of the institutions and the policy makers unable to achieve full productivity through performance appraisal. The studies on the relationship between talent management and productivity generally agree that talent management positively influences productivity. Talent management may therefore be a plausible moderator in the relationship between performance appraisal and productivity of teachers. This moderator relationship has not formally been considered empirically in its likely effect on the relationship between performance management and individuals’ productivity. Its contribution to this relationship remains largely unknown. No study has been conducted on any industry that targets the effect of talent management on the relationship between performance appraisal and productivity. The inclusion of talent management as a moderator variable in the allusive teaching quality and general teacher’s performance is a gap that should be exploited. It is on this that the current study proposed to investigate the moderating effect of talent management on the relationship between performance appraisal and productivity of secondary school teachers in Kisumu County.

Data and Methodology

This study adopted a cross sectional correlational survey design. This design was expected to test the hypotheses and meet the objectives of the study. Cross-sectional surveys have been used in previous studies dealing with performance appraisal and performance Serut (2013). According to Good (1963), the purpose of survey research design is to secure information and evidence on existing situations and to identify ways to compare present conditions in order to plan how to take the next step. The target population of the study was 1647 secondary school teachers in Kisumu County, 12 principals, six SCQAOs and SCEO, from which a sample of 312 was obtained through a simple random sampling method by lottery way from the 254 schools that participated in the study and purposive sampling, was used to select the SCEOs and SCQAOs. Data collected was analyzed quantitatively using descriptive statistics such as means, frequency counts and percentages to compare variables numerically and ascertain a pattern in the data set. Further inferential statistics, Chi-square test at 95% confidence interval will be used to compare the difference between categories frequencies when data is categorical and drawn from a population with a homogenous distribution (Oso and Onen, 2009). To achieve the study objectives the study will measure the degree of association.

The study adopted multiple regression model to determine the relationship between the variables of the study (adopted from Aiken and West, 1991); such that:

\[ Y_i = 5.114 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \varepsilon_i \]

Where:

- \( Y_i \) is the dependent variable (Teacher productivity)
- \( X_{1i} \) is the Standards and criteria
- \( X_{2i} \) is the feedback
- \( X_{3i} \) is the Satisfaction
- \( \beta_0 \) is the constant or intercept
- \( \beta_i \) is the regression coefficients or change induced in Y by each X
- \( \varepsilon_i \) is the Error assumed to have a normal distribution and constant

RESULTS AND DISCUSSION

The objective of the study sought to determine the relationship between Talent management and productivity of the secondary school teachers in Kisumu County. To achieve this, the researcher first sought to understand if there was talent management in the schools in Kisumu County. The study respondents were therefore required to give their opinions concerning talent management in their schools. The respondents were questioned on talent...
Retention, career management, training and development in their schools. The views of the respondents were measured on a five-point Likert type scale and the results were presented in Table 1.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Disagree 1</th>
<th>Disagree 2</th>
<th>Undecided 3</th>
<th>Agree 4</th>
<th>Strongly Agree 5</th>
<th>Mean</th>
<th>Std dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>My School makes a planned effort to facilitate Teachers to learn job related competencies in order to improve performance.</td>
<td>62(20.2)</td>
<td>76(24.8)</td>
<td>71(23.1)</td>
<td>60(19.5)</td>
<td>38(12.4)</td>
<td>3.20</td>
<td>1.309</td>
</tr>
<tr>
<td>Teachers learn autonomously to improve their performance.</td>
<td>53(17.3)</td>
<td>77(25.1)</td>
<td>92(30.0)</td>
<td>26(8.5)</td>
<td>59(19.2)</td>
<td>3.10</td>
<td>1.345</td>
</tr>
<tr>
<td>My School offers systematic training to Teachers.</td>
<td>33(10.7)</td>
<td>67(21.8)</td>
<td>74(24.1)</td>
<td>52(16.9)</td>
<td>81(26.4)</td>
<td>2.74</td>
<td>1.340</td>
</tr>
<tr>
<td>My School improves their Teacher talents and align their talents with the needs for the current position.</td>
<td>114(37.1)</td>
<td>72(23.5)</td>
<td>64(20.8)</td>
<td>27(8.8)</td>
<td>30(9.8)</td>
<td>3.69</td>
<td>1.309</td>
</tr>
<tr>
<td>My School keeps an effective and dynamic workforce resulting from career training.</td>
<td>92(30.0)</td>
<td>80(26.1)</td>
<td>50(16.3)</td>
<td>61(19.9)</td>
<td>24(7.8)</td>
<td>3.63</td>
<td>1.607</td>
</tr>
<tr>
<td>My School fosters professional growth and development.</td>
<td>112(36.5)</td>
<td>88(28.7)</td>
<td>28(9.1)</td>
<td>55(17.9)</td>
<td>24(7.8)</td>
<td>3.67</td>
<td>1.337</td>
</tr>
<tr>
<td>My School is learning orientated towards personal development.</td>
<td>72(23.5)</td>
<td>71(23.1)</td>
<td>56(18.2)</td>
<td>70(22.8)</td>
<td>38(12.4)</td>
<td>3.21</td>
<td>1.355</td>
</tr>
<tr>
<td>My School implements staff development provisions.</td>
<td>81(26.4)</td>
<td>97(31.6)</td>
<td>23(7.5)</td>
<td>61(19.9)</td>
<td>45(14.7)</td>
<td>3.33</td>
<td>1.435</td>
</tr>
<tr>
<td>My school retains the teachers who score favorably on performance appraisal</td>
<td>91(29.6)</td>
<td>99(32.2)</td>
<td>51(16.6)</td>
<td>43(14.0)</td>
<td>23(7.5)</td>
<td>3.62</td>
<td>1.254</td>
</tr>
<tr>
<td>My School adopts the development of Teachers so as to nurture a sound School memory.</td>
<td>165(53.7)</td>
<td>91(29.6)</td>
<td>18(5.9)</td>
<td>10(3.3)</td>
<td>23(7.5)</td>
<td>4.19</td>
<td>1.175</td>
</tr>
<tr>
<td>My employer identifies and prepares suitable high potential Teachers to replace key players within the School as their terms expire.</td>
<td>100(32.6)</td>
<td>110(35.8)</td>
<td>26(8.5)</td>
<td>43(14.0)</td>
<td>28(9.1)</td>
<td>3.68</td>
<td>1.303</td>
</tr>
<tr>
<td>My employer focuses on the promotion and development needs.</td>
<td>47(15.3)</td>
<td>33(10.7)</td>
<td>63(20.5)</td>
<td>84(27.4)</td>
<td>80(26.1)</td>
<td>2.61</td>
<td>1.383</td>
</tr>
<tr>
<td>My employer has systematic succession plans, enabling Teachers to effectively perform their roles.</td>
<td>58(18.9)</td>
<td>74(24.1)</td>
<td>70(22.8)</td>
<td>36(11.7)</td>
<td>69(22.5)</td>
<td>3.03</td>
<td>1.428</td>
</tr>
<tr>
<td>My employer has succession planning programs that strongly influences staff retention and Teacher performance.</td>
<td>34(11.1)</td>
<td>48(15.6)</td>
<td>96(31.3)</td>
<td>56(18.2)</td>
<td>73(23.8)</td>
<td>2.71</td>
<td>1.293</td>
</tr>
<tr>
<td>My employer has an ongoing/lifelong process of developing one’s career.</td>
<td>32(10.4)</td>
<td>50(16.3)</td>
<td>53(17.3)</td>
<td>106(34.5)</td>
<td>66(21.5)</td>
<td>2.59</td>
<td>1.279</td>
</tr>
<tr>
<td>Career development opportunities is an important variable in my School.</td>
<td>34(11.1)</td>
<td>55(17.9)</td>
<td>82(20.2)</td>
<td>80(26.1)</td>
<td>76(24.8)</td>
<td>2.63</td>
<td>1.320</td>
</tr>
<tr>
<td>My employer ensures that Teachers with the qualifications and experience are available when needed.</td>
<td>69(22.5)</td>
<td>30(9.8)</td>
<td>115(37.5)</td>
<td>55(17.9)</td>
<td>38(12.4)</td>
<td>3.10</td>
<td>1.288</td>
</tr>
<tr>
<td>My employer can coach the Teachers in their individual career planning.</td>
<td>24(7.8)</td>
<td>20(6.5)</td>
<td>85(27.7)</td>
<td>76(24.8)</td>
<td>102(33.2)</td>
<td>2.30</td>
<td>1.220</td>
</tr>
<tr>
<td>Teachers are motivated by management through encouraging them hence improving their morale.</td>
<td>38(12.4)</td>
<td>60(19.5)</td>
<td>82(26.7)</td>
<td>86(28.0)</td>
<td>41(13.4)</td>
<td>2.87</td>
<td>1.229</td>
</tr>
<tr>
<td>My School has strategies in place that satisfies Teacher needs to prevent or reduce anxiety, insecurity and stress among them.</td>
<td>39(12.7)</td>
<td>39(12.7)</td>
<td>126(41.0)</td>
<td>51(16.6)</td>
<td>52(16.9)</td>
<td>2.87</td>
<td>1.214</td>
</tr>
<tr>
<td>In my School Teachers realize their aspiration and want to attain the highest possible level in their job.</td>
<td>38(12.4)</td>
<td>58(18.9)</td>
<td>100(32.6)</td>
<td>63(20.5)</td>
<td>48(15.6)</td>
<td>3.06</td>
<td>1.757</td>
</tr>
</tbody>
</table>

**Source:** Research data (2019)
Table 1 shows the responses from the study participants on their views concerning talent management in their schools. The study findings from table 4.8 clearly indicated varied opinions from the respondents concerning the effort the schools make in facilitating teachers to learn job related competencies in order to improve (M=3.20, SD=1.309). This can be shown by 76(24.8%) respondents who disagreed and 62(20.2%) who strongly disagreed while 60(19.5%) agreed that their schools make a planned effort to facilitate teachers to learn job related competencies in order to improve performance. On the same issue, it was recorded by 71(23.1%) of the respondents that they were undecided about it. The same trend of varied opinions from respondents was again shown whereby 77(25.1%) respondents disagreed with 53(17.3%) of them strongly disagreeing and 59(19.2%) strongly agreeing that teachers learn autonomously to improve their performance; 92(30.0%) respondents shown indecisiveness (M=3.10, SD=1.345).

Furthermore, 81(26.4%) of the respondents strongly agreed and 52(16.9%) agreed while 67(21.8%) respondents disagreed that their schools offered systematic training to teachers; 74(24.1%) of the respondents were neutral concerning the trainings their schools offered to teachers. It was evidently shown from the study findings indicated by 114(37.1%) of the respondents who strongly disagreed and 72(23.5%) who disagreed that their schools improved their teacher talents and aligned those talents with the needs for the current position (M=3.69). A few of the respondents 30(9.8%) strongly agreed and 27(8.8%) agreed that their schools improved and aligned their teachers’ talents with the needs for the current position; 64(20.8%) of the respondents were neutral about the idea. There were mixed reactions from the respondents about the effectiveness and diversity of the workforce (M=3.63, SD=1.607). This was supported by 92(30.0%) and 80(26.1%) respondents who strongly disagreed and disagreed respectively while 61(19.9%) of them agreed that their schools kept an effective and dynamic workforce which results in from career training. In addition to that, majority of the respondents 112(36.5%) strongly disagreed with 88(28.7%) disagreeing that their schools foster professional growth and development; 55(17.9%) of the respondents agreed with 24(7.8%) strongly agreeing that their schools fostered professional growth and development (M=3.67, SD=1.337).

The study findings indicated mixed opinions concerning schools being learning oriented towards personal development (M=3.21, SD=1.355). This was shown clearly by 72(23.5%) respondents who strongly disagreed and 71(23.1%) who disagreed that their schools were learning oriented towards personal development. On the same matter, 70(22.8%) agreed and 56(18.2%) respondents were neutral while 38(12.4%) strongly agreed that their schools were learning oriented towards personal development. From the study findings there were also mixed opinions from respondents (M=3.33, SD=1.435) as shown by 97(31.6%) and 81(26.4%) who disagreed and strongly disagreed that their schools implement staff development provisions; 61(19.9%) respondents agreed and 45(14.7%) strongly agreed that their schools implemented staff development provisions. Majority of the respondents 84(27.4%) and 80(26.1%) agreed and strongly agreed that their employer focuses on the promotion and development needs. However, 47(15.3%) strongly disagreed and 33(10.7%) disagreed with the idea while 63(20.5%) were neutral, (M=2.61, SD=1.383). The study findings clearly indicated as shown by the majority of the respondents 106(34.5%) who agreed and 66(21.5%) who strongly agreed, that majority of the schools in Kisumu County had employers who had an on-going/long life process of developing one’s career. On the contrary, 53(17.3%) were neutral, 50(16.3%) disagreed and 32(10.4%) strongly disagreed that their employers had an on-going process of developing one’s career. Similarly, this showed varied opinions from respondents (SD=1.279) From table 1, it was also evident that respondents had mixed reactions concerning career development opportunities in their schools (M=2.63, SD=1.320). This was shown by 80(26.1%) respondents who agreed and 76(24.8%) of them who strongly agreed with 55(17.9%) disagreeing that career development opportunities were an important variable in their schools; 62(20.2%) were showed indecisiveness about that matter.

On the matter of talent retention, 99(32.2%) respondents disagreed while 91(29.6%) of them strongly disagreed that their schools retained the teacher who scored favorably on performance appraisal (M=3.62). On the contrary, 43(14.0%) respondents agreed that their schools retained teachers who scored favorably on performance appraisal; 51(16.6%) did not know what to say. It was evident from the study findings that many schools in Kisumu County did not adopt the development of teachers so as to nurture a sound school memory (M=4.19). This was indicated as shown by majority of the respondents 165(53.7%) who strongly disagreed and 91(29.6%) of them who disagreed that their schools adopted the development of teachers so as to nurture a sound school memory. From the study findings, majority of the respondents 110(35.8%) and 100(32.6%) disagreed and strongly disagreed that their employer identifies and prepares suitable high potential to replace key players within the School as their terms expire (M=3.68, SD=1.303).

The study findings in table 4.8 also indicated varied opinions from respondents concerning succession plans (M=3.03, SD=1.428). This was seen from 74(24.1%) respondents who disagreed and 58(18.9%) who strongly disagreed while 69(22.5%) strongly agreed that their employer had systematic succession plans, enabling Teachers to effectively perform their roles; 70(22.8%) were undecided about the issue. The study findings showed that majority of the respondents 96(31.3%) did not know what to say, 73(23.8%) strongly agreed with 6(18.2%) agreeing that their employer had succession planning programs that
strongly influences staff retention and Teacher performance. On the contrary, 48(15.6%) of the respondents disagreed their employers having planning programs for succession that strongly influences the retention of staff and the performance of teachers. This was an evidence of varied opinions from respondents, (SD=1.293).

Concerning career management, 115(37.5%) respondents were neutral concerning their employees ensuring teachers with qualifications and experience are available when needed. On the same issue, 69(22.5%) respondents strongly disagreed while 55(17.9%) agreed with 38(12.4%) strongly agreeing that their employers ensured that the teachers with qualifications and experience were available when needed. The study findings showed clearly that in most schools, the employers could coach teachers in their individual career planning (M=3.10). This is evident as shown by the majority, 102(33.2%) respondents who strongly agreed and 76(24.8%) who agreed that their employer could coach teachers in their individual career planning. However, a good number of respondents 85(27.7%) showed indecisiveness about their employers caching teachers in their areas of career planning. On the issue of motivation of teachers by the management, the responses from the study participants showed mixed opinions (SD=1.220); 86(28.0%) respondents agreed that the management motivated teachers by encouraging them which later led to the improvement in their morale. In a close range, 82(26.7%) of them did not know whether that was the case; however, 60(19.5%) disagreed with the idea.

Majority of the respondents, 126(41.0%) expressed lack of knowledge whether their schools had strategies in place that satisfied teacher needs to prevent or reduce anxiety, insecurity and stress among them. However, 52(16.9%) strongly agreed with 51(16.6%) agreeing that there were strategies in their schools to ensure the teachers needs are satisfied so as to reduce anxiety, fear of insecurity and stress among them. On the contrary, 39(12.7%) both disagreed and strongly disagreed with that fact. Lastly, the study findings revealed a mix up of ideas from respondents on the aspect of teachers realizing their aspirations and having the desire to attain the highest levels in their jobs (M=3.06, SD=1.757). This was evident as indicated by 100(32.6%) respondents who showed indecisiveness about the issue, 63(20.5%) who agreed and 48(15.6%) who strongly agreed with the idea while on the contrary, 58(18.9%) respondents disagreeing that in their schools teachers realized their aspirations and wanted to attain the highest possible level in their jobs.

From the study findings in general, talent management (training and development, talent retention and career management) was not considered in majority of the schools in Kisumu County. This was as shown by many respondents who negated that their schools facilitated teachers to learn job related competencies to improve performance, teachers learned autonomously, schools aligned teacher talents with the needs for the current position, schools fostered professional growth and development, schools retained teachers who performed favourably after appraisal, among others. Some of the respondents seemed not to understand if there was talent retention, career management, and training and development in their schools.

The qualitative study findings below support the quantitative findings that in most schools in Kisumu County, there was no talent management.

“In my school there is no talent management in most cases, we do not maintain teachers who consistently perform well. In case they want a transfer, we are always ready to let them go so that we can get new ones. Very little is done to facilitate teachers to learn job related competencies in order to improve performance. Similarly, trainings are rarely offered to teachers, neither does the school improve the teachers’ talents and align them with the needs for the current position. For that reason, the schools have continually performed dismally.” Principal 1

“Talent management is not valued in majority of the schools in Kisumu County. I have seen cases where teachers who are deemed competent are freely left to go for transfers, there are no systematic succession plans that enable teachers to effectively perform their roles neither are there succession planning programs that strongly influence staff retention and teacher performance. In many schools also, the employers do not ensure that teachers with the qualifications and experience are available when needed.” SCQAO 2

However, there was talent retention, career management and training and development in a few schools within Kisumu County. In these few schools, training and development led to improvement in employee capabilities and organizational capabilities whereby the improved knowledge and skills of teachers resulted to more productive and effective employees, (Sahinidis and Bouris 2008).

Training also ensured an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions, (Sultana et al. 2012). Career management resulted in the motivation of teachers to perform at peak levels so that their career goals are accomplished as explained by Grobler et al. (2006). Similarly, as observed by Sturgeins et al., (2002) organizational career management enhances employee commitment and hence organization performance.
The quote below from the interview supports this:

“I have not been preparing key potential teachers to replace key players when their term expires. However, I try and coach the teachers in their individual career planning and the management motivates teachers through encouraging them hence improving their morale. Because of coaching my teachers and motivating them, I have realized some improvement in their performance.” Principal 11

“It is a high time that talent management was prioritized in all the schools within the county. Am saying this because, in the few schools where this is done, the performance improves each year. For instance, I have seen some schools where there is an on-going/lifelong process of developing one’s career, career development opportunities is an important variable and employers ensure that teachers with the qualifications and experience are available when needed; there are schools where there is also coaching of teachers in their individual careers and these has impacted positively on teacher productivity.” SCDE

Because majority of the schools suggested that talent management was not embraced and there was dismal performance within majority of the schools in the county, there seemed to exist a relationship between talent management and teacher productivity. Because of this, it was necessary to carry out a linear regression analysis to determine if there was any relationship between talent management and teacher productivity.

However, before doing the regression analysis, a multi-collinearity test was conducted. According to Cohen J. W. (1998), this test is carried out to find out if the dependent and independent variables were highly correlated; in this case Talent management and teacher productivity. And as stated by Tabachnick, B. G., & Fidell, L. S. (2001), the simplest way to test for multi-collinearity is by testing for correlation between the dependent and the independent variables, then check for the strength of the relationship, if it is .8 or .9, it will be a reason for a concern. Therefore, table 2 shows the results for the multi-collinearity test between the talent management and teacher productivity.

Basing on the study findings in table 2, there was no multi-collinearity between talent management and teacher productivity. There was therefore no reason for removing any of the variables.

Regression analysis was also conducted and the results were as shown in table 3.

From the study findings in table 3, the results revealed that there was a strong, positive and significant relationship between talent management and teacher productivity, \((R=0.571, p=0.000)\). This implied that the more talent management is embraced among teachers, the more their productivity improved and if talent management is not embraced among teachers, they will probably perform poorly in terms of productivity. Therefore, talent management is important in any organization for employee productivity.

Furthermore, talent management accounts for 32.6% change in teacher productivity \((R^2=0.326)\). When \(R^2\) square was adjusted to control for the underestimation or overestimation of \(R^2\) square value, a value of .324 was revealed. This revealed that there was a difference of 0.002, which is 0.2%, therefore a small adjustment to show the true population estimate. The findings were significant at \(p=0.000\), indicating that the overall model was well fit and the results were not by chance. Therefore, from the model, 32.4% is a significant value; talent management has an effect on teacher productivity considering other factors kept constant.

**Table 2**: Multi-collinearity results for teacher productivity and Talent management

<table>
<thead>
<tr>
<th></th>
<th>PRODUCTIVITY</th>
<th>TMGNT</th>
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</thead>
<tbody>
<tr>
<td>PRODUCTIVITY</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
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<tr>
<td></td>
<td>N</td>
<td>307</td>
</tr>
<tr>
<td>TMGNT</td>
<td>Pearson Correlation</td>
<td>.571**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
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<tr>
<td></td>
<td>N</td>
<td>307</td>
</tr>
</tbody>
</table>

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

**Table 3**: Regression model on the effect of Talent management on teacher productivity

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
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<tbody>
<tr>
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<td></td>
<td></td>
<td>R Square Change</td>
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<td></td>
<td>F Change</td>
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<td>df1</td>
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<td>df2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Sig. F Change</td>
</tr>
<tr>
<td>1</td>
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<td>.324</td>
<td>3.43247</td>
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</tbody>
</table>

a. Predictors: (Constant), Talent management

**Source**: Research data (2019)
Lastly, the study sought the effect of talent management on teacher productivity through the standardized coefficient values from the result output. The results showed the unique contribution of the independent variable on the dependent variable. The findings were as shown in Table 4.

From Table 4, the study findings revealed that talent management has a strong, positive and significant unique contribution on teacher productivity ($\beta= .571, p=.000$). This is an implication that talent management has a positive effect on teacher productivity such that the more talent management is embraced, teacher productivity will improve. The established regression equation for predicting teacher productivity from talent management was:

$$Y = 5.114 + 0.172X + \varepsilon$$

The regression equation above established that taking into account talent management to be constant at zero, there were other factors that contributed to teacher productivity. (5.114). But with talent management included, an improvement in talent management leads to an improvement in teacher productivity.

From this, it was concluded that talent management is important and should be reinforced in all schools in Kisumu County in order to realize improvement in teacher productivity.

These study findings concur with Aja-Okorie, (2016) whose result showed that determinant variables (Teachers’ Personnel Management and Management strategies) significantly predict teacher productivity. The study concluded that the education sector charts the course, and generates the energy and speed with which a nation grows. Education is the foundation stone of development of all nations, and that many of the countries that have been able to do so, is as a result of their sound educational system. Based on that, he suggested that if we must achieve a great feat in education, then teacher's personnel management must be given attention, to boost their productivity.

Similarly, for the case of the schools in Kisumu County, if there should be improvement in teacher productivity where there will be value addition to students and having more students proceed to higher learning institutions, then talent management should be taken into account. In this case, schools should facilitate Teachers to learn job related competencies in order to improve performance, offer systematic training to Teachers, improve Teacher talents and align their talents with the needs for the current position and have effective and dynamic workforce resulting from career training. The schools should also foster professional growth and development among teachers, implement staff development provisions, retain the teachers who score favorably on performance appraisal and the employer must have systematic succession plans, enabling teachers to effectively perform their roles as well as motivate them by encouraging them hence improving their morale.

**CONCLUSION**

From the study findings it was discovered that talent management was not embraced hence teacher productivity was poor in most schools in Kisumu County. The results revealed that there was a strong, positive and significant relationship between talent management and teacher productivity. This implied that the more talent management is embraced among teachers, the more their productivity improved and if talent management is not embraced among teachers, they will probably perform poorly in terms of productivity. Furthermore, talent management accounted for 32.6% change in teacher productivity and moderately and positively contributed to teacher productivity. This is an implication that talent management has a positive effect on teacher productivity such that the more talent management is embraced, teacher productivity will improve. Therefore, talent management is important in any organization for employee productivity.

The study concluded that talent management is a key factor for teacher productivity which should be greatly embraced and recommended that talent management should be observed in all schools in Kisumu County because it will lead to high appraisal outcome hence improved teacher productivity.

**REFERENCES**


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