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ISTANBUL GELISIM UNIVERSITY
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Department of Business Administration

IMPACT OF TALENT MANAGEMENT ON EMPLOYEE INTENT TO LEAVE: A CASE STUDY OF ACADEMIC STAFFS OF PRIVATE UNIVERSITIES IN ISTANBUL

Master Thesis

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Turkish Abstract : Amaç: Bu araştırmanın amacı, yetenek yönetiminin - (Finansal Ödüller, Yapılan İşlerin Tanınması, Kariyer Geliştirme Fırsatları) gibi bazı unsurların özel sektör çalışanları arasında çalışanın ayrılma niyeti (yani akademik personel üzerinde) üzerindeki etkisini değerlendirmektir, İstanbul'daki üniversiteler.

Yöntemler: Elektronik bir anket aracılığıyla veriler toplanmıştır. Veriler Likert ölçeğinden toplandığı için sıralı formattadır. Analize başlamak için, sıralı veri formatı Excel'de MSI kullanılarak aralık verisine dönüştürüldü. Ardışık Aralık Yöntemi, sıralı verilerin Aralık Verilerine dönüştürülebildiği bir yöntemdir. Bizim olgumuzda ise veriler ordinal olduğundan Pearson korelasyonu ve lineer regresyon yapabilmek için interval verilere dönüştürülmesi gerekmiştir. Verileri dönüştürdükten sonra Çoklu Doğrusal Regresyon ve Pearson korelasyonunu kullandık. Doğrusal regresyon, gözlemlenebilirler arasındaki ilişkiler hakkındaki teorileri test etmek için güçlü bir araçtır ve aynı zamanda bir dizi

değişkenin tahmin gücüyle ilgilenen araştırmacılar için de yararlıdır (Salkind, 2007). Bu test, bağımsız ve bağımlı değişkenler arasındaki ilişkiyi ölçtüğü için uygundur.

Bulgular: Analiz, yetenek yönetimi faktörlerinden hareketle aşağıdaki gibi bazı Likert ölçeği sorularına dayalı olarak yapılmıştır; finansal ödüller, yapılan işten tanınma, çalışanın ayrılma niyetinde kariyer gelişimi. Sonuç olarak veriler, rastgele bir örneklem (n = 55) çalışanla anket yapılarak toplanmıştır. Analizin sonunda sonuç, uygun finansal ödüllere ve kariyer fırsatlarına sahip olma puanı daha yüksek olduğunda, çalışanın ayrılma niyetinin önemli ölçüde düşük olduğunu yansıttı.

Sonuç: Elde edilen bulgulara dayalı olarak, Finansal Ödüller ve Kariyer Geliştirme Fırsatlarının çalışanın işten ayrılma niyetini etkilemede önemli olduğu görülmüştür. Oysa yapılan işin Tanınması, çalışanın ayrılma niyetini etkilemede önemli değildi. Sonuçlara dayanarak, İK departmanının organizasyonun yeteneğini elde tutmak için yetenek yönetiminin bu iki bileşenine önemli ölçüde odaklanması gerektiği vurgulanabilir.

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Istanbul – 2022

DECLARATION

I hereby declare that in the preparation of this thesis, scientific ethical rules have been followed, the works of other persons have been referenced in accordance with the scientific norms if used, there is no falsification in the used data, any part of the thesis has not been submitted to this university or any other university as another thesis.

MUBARAK ABUBAKAR

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ABSTRACT

Purpose: The purpose of this research is to evaluate the influence of some elements of talent management such as: - (Financial Rewards, Recognition for the work done, Career Development Opportunities) on employee intention to leave (i.e. on academic staffs) among the private universities in Istanbul.

Methods: Through an electronic questionnaire data was collected. As the data was collected from Likert scale, however was in ordinal format. To begin the analysis, the ordinal data format was transformed to interval data using MSI in Excel. Successive Interval Method is a method by which the ordinal data can be transformed to Interval Data. In our case, as the data was ordinal it was needed to be changed to interval data to perform Pearson correlation and linear regression. After transforming the data, we used Multiple Linear Regression and Pearson correlation. Linear regression is a powerful tool for testing theories about relationships among observables, and it is also helpful for researchers interested in the predictive power of a set of variables (Salkind, 2007). This test was appropriate because it measures the relationship between the independent and dependent variables.

Results: The analysis has been conducted based on some Likert scale questions driven from factors of talent management such were; financial rewards, recognition from work done, career development on employee intent to leave. Data as a result were collected by conducting a survey with a random sample (n = 55) of employees. At the end of the analysis the result reflected that employee's intention to leave was significantly lower when the score of having proper financial rewards and career opportunities were higher.

Conclusion: Based on the findings, it was observed that the Financial Rewards and Career Development Opportunities are significant at affecting the employee intention to leave. Whereas, Recognition For the work done was not significant at affecting the employee intention to leave. Based on the results, it can be emphasized that the HR department should significantly focus on these two components of talent management in order to retain the talent of organization.

Key words: Employee retention, Financial rewards, Recognition for work done, Career opportunity.

ÖZET

Amaç: Bu araştırmanın amacı, yetenek yönetiminin - (Finansal Ödüller, Yapılan İşlerin Tanınması, Kariyer Geliştirme Fırsatları) gibi bazı unsurların özel sektör çalışanları arasında çalışanın ayrılma niyeti (yani akademik personel üzerinde) üzerindeki etkisini değerlendirmektir, İstanbul'daki üniversiteler.

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Anahtar kelimeler: Çalışanı elde tutma, Mali ödüller, Yapılan işin takdir edilmesi, Kariyer fırsatı.

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ABBREDIVATIONS

FET	:	Fair Employment Practice
TM	:	Talent Management
ERISA	:	Employee Retirement Income Security Act
ESOP	:	Employee Stock Option
EBSA	:	Employee Benefits Security Administration
EE	:	Employee
EPLI	:	Employment Practices Liability Insurance
PIP	:	Performance Improvement Plan
EPLI	:	Employment Practices Liability Insurance
SPSS	:	Statistical Package for Social Science Studies

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PREFACE

I would want to thank my parents for all of the assistance they have given me in my academic career by dedicating this work to them.

INTRODUCTION

There has been a lot of empirical research done in the twenty-first century to figure out which types of teachers are more willing to quit academia and why (e.g see Miech & Elder, 1996).

It's more important than ever to put the right people in the right jobs. Because of this, businesses will have to work harder to find and keep the talent they need to do well (Michaels et al., 2001). It's important to remember that McKinsey started the "war for talent" in 1997 with a poll that showed "better talent is worth fighting for" because there are more and more jobs that require highly qualified people. On the other hand, when it comes to talent management strategy, one of the most important things to work on is creating a company culture that makes people want to stay with the company. HRM also needs to teach upper management how the talent management cycle and the cost of turnover are linked. For example, a worker's decision about whether to stay or leave is affected by the company's career opportunities and how the worker can better prepare for future opportunities. Paying them more isn't the only way to keep a good worker. Most of the time, employees care more about their jobs than about the company they work for. (Lockwood, 2006).

CHAPTER ONE

This chapter discusses the study's background, the problem statement, the study's purpose, objectives, the research task, research questions, and importance, as well as the dissertation's organization.

1.1 Background of the study

There has been a lot of empirical research done in the twenty-first century to figure out which types of teachers are more willing to quit academia and why (e.g see Miech & Elder, 1996).

It's more important than ever to put the right people in the right jobs. Because of this, businesses will have to work harder to find and keep the talent they need to do well (Michaels et al., 2001). It's important to remember that McKinsey started the "war for talent" in 1997 with a poll that showed "better talent is worth fighting for" because there are more and more jobs that require highly qualified people. On the other hand, when it comes to talent management strategy, one of the most important things to work on is creating a company culture that makes people want to stay with the company. HRM also needs to teach upper management how the talent management cycle and the cost of turnover are linked. For example, a worker's decision about whether to stay or leave is affected by the company's career opportunities and how the worker can better prepare for future opportunities. Paying them more isn't the only way to keep a good worker. Most of the time, employees care more about their jobs than about the company they work for. (Lockwood, 2006).

We live in an era wherein society and educational institutions are continually evolving. There are also more and more changes taking place in the workplace. Changes in the environment in which these institutions must operate have a direct impact on their ability to manage employees and achieve their goals (Ngirwa 2005). Reputable organizations, on the other hand, make use of effective methods for retaining their staff (Pepe, 2010).

Turkey is an advanced country that is striving to raise the quality of its education. There are a number of private colleges and universities that offer educational services right now. But in order for a university to work well and reach its goals, it needs enough academic staffs to handle the duties and responsibilities of teaching and learning, as well as other academic tasks related to these. Efforts to develop the way universities teach and help students learn will never be successful unless

steps are taken to help academic instructors who want to leave the field put their plans on hold. Keeping employee in an organization can be done by giving them a reason to stay. This motivates employees to give their employer and clients the best services possible (Mbua, 2003). This implies that, motivation and satisfaction in the workplace have a positive impact on students' performance levels whereas a lack of these factors can have the opposite effect, according to this study.

1.2 Statement of the problem

Previous researchers have noticed that an organization's talent management strength can be detected by employee desire to leave. As a result, employees routinely change jobs and transfer between one institutions to another for better opportunities. In addition to this, there is also an argument about whether academics staffs have a high turnover rate when compared to other professions Harris & Adams, (2007). But no matter how high the turnover is compared to other jobs, there are numerous grounds to believe that the nature of turnover in most private colleges undermines school quality. For starters, research shows that instructors with advanced degrees are more likely to quit their jobs (Lankford, Loeb, and Wyckoff, 2002). According to Guarino, Santibanez, and Daley (2006), "The preponderance of data implies that instructors with better assessed ability have a higher risk of leaving the profession." (p. 186).

However, it was stated by Fuller & Izu, 1986; Bryk & Driscoll, 1990; and Bryk, 1990; (1988). Teaching cohesion and staff morale are both impacted by employee turnover. In order for a school to be successful, it must adhere to a set of common educational values and practices." Also, research has shown that schools with a lot of teacher turnover find it hard to get everyone on board with the same goals, pedagogy, and curriculum. When teaching staff is always changing, it's hard to work together, come up with standards, and keep making progress toward common goals. This can lead to teaching programs and professional development plans that aren't coherent and have to be changed every year to meet the needs of a teaching staff whose needs are always changing (Guin, 2004). High turnover also makes it hard for teachers to build trusting relationships, which is important for schools to work well together (Bryk& Schneider, 2002; Guin, 2004).

Another main consideration which has been learned is that a lecturer's age has a big impact on whether or not they stay in the profession or leave it. Researchers have found that there is a U-shaped relationship between teachers' age (or experience, in some studies) and how often they

leave their jobs. Even though people have different ideas about why this is the case, researchers have always found that younger teachers leave their jobs at a very high rate. Then, as the people who are still there "settle in," turnover rates drop through the middle of a career and then rise again during retirement (Bobbitt et al., 1994; Boe et al., 1998). In addition, many researchers have determined that retirement owing to a fast "graying" teaching workforce is the most major driver driving teacher turnover, teacher shortages, and school staffing challenges (Grissmer & Kirby, 1997).

World Bank (2007) argues that teachers leave the profession owing to economic factors as instructors make logical economic judgments about their career and seek better work where they can be paid well and proposes that the only way to keep teachers is by increasing their compensation. There is a need to research the influence of talent management on teachers who wish to leave the profession, so that actions may be made to reduce their numbers and improve the quality of talent management. However this research is set to see if there's a link between talent management (financial reward, recognition for work done, and career development) and employee intent to depart.

1.3 Research Objectives

The questions to be explored in the study are:

i.   To determine the relationship between financial reward on employee intent to quit job.
ii. To determine the relationship between recognition for the work done on employee intent to quit job.
iii. To determine the relationship for career development on employee intent to quit job.

1.4 Research Question

We will learn how concerned employees are about keeping their employment, as well as the impact of financial incentives, acknowledgment for good performance, and career chances on their decision to leave, according to the study question. The research will help the researcher to better understand the underlying elements that influence talent management, employee retention, and employee intent to quit. The research will be used by directors and managers of organizations and other businesses to better strategy creation and implementation. As a result, researcher comes up with the following study question:

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i. Is there any relationship between financial reward and employee's intention to leave their current places of work in Turkey?

ii. Does employee's recognition for the work has impact on their intention to leave their job?

iii. What is the relationship between career development and employee intention to leave their jobs?

*Question: "**Do the factors of talent management: financial rewards, recognition for work done and career opportunities significantly affect employee intention to leave?**"*

1.5 Purpose of the study

The main goal of this study is to find out how talent management affects employees (i.e. teachers) who wants to leave teaching for other jobs, so that these effects can be minimized and use to improve the quality of education in private universities in the country.

1.6 General Objectives

The general objective of this research add more insight on the Impact of Talent Management on Employee Intent to leave among employees of private Universities in Istanbul Turkey.

Specific Objectives

iv. To determine the relationship between financial reward and employees intention to leave their current places of work in Turkey.

v. To determine the relationship between recognition for the work done and employee intention to leave their current places.

vi. To determine the relationship for career development and employee intention to leave their current places of work.

1.7 Scope of the study: Geographical, Subject and Time.

Subject Scope: This study will add to the fields of talent management, employee performance, and employee plans to leave at private universities in Turkey. This research would help the organization, its staff, and other researchers. So, the information gathered from this study will help management make sure that talent management practices, as defined by policies, procedures, and processes, are fully understood. The results of this investigation will also add to

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the body of knowledge we already have. The study will look at how Talent management affects whether or not an employee wants to leave.

Geographical scope: The study will examine the impact of talent management on employee intent to quit their jobs among the private universities in Istanbul Turkey.

Time scope: It will be between January and June 2022.

1.8 Significance of the Study

After investing time, effort, and money in service development programmers, most firms want to see long-term outcomes. The absence of long-term commitment of customer service professionals, on the other side, is a common reason of failure. Employee dedication is a critical determinant of a company's success (Oladapo, 2014). Employee commitment is strongly tied to the company's performance since customer service agents have a relationship or connection with the firm's clients. The outcomes of this study will improve an organization's understanding and awareness of talent management and how it influences employee intent to leave. This research will serve as a reference for businesses, particularly those in the service industry, on how to manage personnel. It also aids in talent management and employee retention decision-making, and for organizations that do not yet have talent management, it provides new options for talent retention.

Organizations need to manage their talent, especially in the present business environment, which is characterized by a slowing economy and tough competition. Because devoted employees are unlikely to be lost to competitors during the downturn.

    I.   It will serve as a foundation for future study in the fields of talent management, employee retention, and employee intent to leave. The research will enhance the researcher's ability to detect the underlying talent management issues that impact employees' decisions to quit their current workplace. In the current job market, characterized by a sluggish economy and intense competition, talent management is crucial for firms. Because loyal employees are unlikely to defect to competitors during a recession, companies must invest in them. The findings of this study will have a substantial impact on talent management and employee intention to leave.

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II.   It will help organizations who still struggle to increase their ability to produce, promote, and retain talent to meet present and future business demands to recognizing the linked nature of talent management, which effects the retention of talented individuals.

III.   It will enhance Directors and managers of organizations and other businesses will benefit from the research and improve their talent management strategy design and implementation to improve staff retention. The result will aid policymakers and organizational beneficiaries by giving statistics on talent management, employee retention, and employee intent to quit, which may be used not only in private universities but also in organizations in Turkey.

CHAPTER TWO

LITRITURE REVIEW

This chapter reviews the literature on academic staff's intentions to leave the teaching profession in favor of other alternatives. Investigations from developed countries and developing countries are included in the evaluations, along with studies on the impact of teacher turnover on student achievement. The researcher combines the findings from other studies to identify a gap in the field's understanding, which is what this study aims to fill the gap.

2.1 Background of the study

The research is based on Hertzberg's theory. According to Hertzberg's (ibid) theory of motivation and hygiene factors, each individual has two sets of needs: motivation and hygiene theory needs. Teachers, according to the researcher, will stay in their jobs as long as their requirements are met and they are motivated. Failure to address their requirements would result in compulsory dismissal, resulting in teacher turnover.

The theory, on the other hand, assumes that people have no loyalty to any organization and that as soon as their needs are no longer met, they will look for other jobs. This is not true in the real world, where it can be hard to find work. The theory focuses on the needs of the individual instead of the needs of the organization. It doesn't take into account that sometimes a person's services aren't worth more money and a better replacement would be a welcome change. In the context of this study, it is important to find out if teachers are likely to quit as soon as their needs are not met.

Expectancy theory by Vroom (1964) claims that teachers are likely to abandon their jobs if their expectations aren't met. Employees who feel their needs and expectations haven't been met are less committed, dissatisfied, and eventually leave their jobs.

2.2 Talent Management

Over the last decade, the significance of talent management as a strategic factor of a company has grown in the business world. (Jafari & Hamed Khanmohamadi, 2016). Talent Management has a significant impact on an organization's performance by lowering hiring costs; it also boosts a firm's productivity, profitability, and production (Collings & Mellahi, 2009).

Developing particular strategies for attracting and retaining personnel, as well as assessing future needs through talent audits, are the purpose of the talent management process. When an organization implements Talent Management, great chances for competitive advantage arise. (Schuler, 2011). Indeed, an organization's capacity to retain, engage, and grow individuals determines its industry position. Thus, Talent Management is a determinant in determining whether a company succeeds or fails (Arocas & Morley, 2015). Scholars have struggled to connect Human Resource Management with Talent Management in modern times, owing partly to widespread misunderstandings about the two concepts (Luna-Arocas & Morley, 2015).

In the other hand, "Human Resource Management widely views all employees as an intangible asset, regardless of their skills, competencies, or experience. On the other hand, Talent Management targets specific groups of employees based on their abilities and productivity." (Jenkins, 2009; Schiemann, 2014). Human Resource Management has a relatively limited vision and scope of productivity because it is focused on individuals, whereas Talent Management has a broader vision and scope of productivity since it is focused on organizational goals and expected outcomes (Sheehan & Anderson, 2015). Another distinction is in terms of employee determination; Talent Management places a premium on essential employees and very talented individuals. Key employees are individuals who regularly astound their managers with their performance level, demonstration of favored behaviors, and adherence to the organization's code of conduct (Morgan and Jardin 2010). This research focuses on three talent management practices: financial rewards, recognition for the work done, and career development opportunities. There has been little to no empirical research on the impact of these three factors on the employee intention to leave. This research will try to answer that by assessing employees of many private universities.

2.2.1 Financial Rewards

Pay level has a more vital link with intention to depart than other dimensions such as affective commitment (A'yuninnisa & Saptoto, 2015). This finding implies that remuneration is more relevant in determining the turnover intention in terms of employees desiring to leave the firm and seek another opportunity. Additionally, the study noted that pay level was marginally and negatively correlated with turnover intention, with pay level satisfaction being the most significant factor other than pay raise satisfaction (A'yuninnisa & Saptoto, 2015).

This demonstrates that exceptionally content employees with their salary level are the most content and are less likely to look for another employment chance to leave their current employment role. In other words, this study demonstrated that pay level has an inverse relationship with employee intention to leave and that turnover intention may be decreased by increasing the pay structure's level (A'yuninnisa & Saptoto, 2015).

This further indicates that if an employee is dissatisfied with the compensation they receive for their work because it is insufficient to keep up with economic conditions, it will decide whether they continue with the company. Cash incentives have a substantial inverse correlation with employee turnover across all age groups. Even though age groups vary, it is critical to have the appropriate incentive schemes to attract employees who have no intention of quitting their current position. Additionally, the authors noted that a well-balanced mix of incentive types is more critical, and it varies by age group. On the other hand, it must be attainable in light of the individual objectives assigned to each employee.

This concludes that the type of incentive system is entirely dependent on the employees' age groups, and businesses should tailor the appropriate incentive scheme to their employees' age groups and business environment (Musa, Ahmed, & Bala, 2014).

2.2.2 Recognition for work done

Recognition for the work done can significantly increase employee morale. According to many managers, when employees are dissatisfied, the turnover rate increases. They primarily use simple recognition procedures to slow the pace of turnover. It is demonstrated that acknowledgment has a beneficial effect on employee performance. The term "recognition" is frequently used to refer to official programs such as employee of the year. Employers in various countries use recognition programs such as long service awards or loyalty awards to recognize employees who have worked for them for many years. This strategy increases employee retention in industries with a high turnover rate, thus reducing the employee intention to leave (Dessler, 2020).   Modern firms frequently incorporate recognition programs into their plans to achieve recognition as the "best place to work" in their field (Mosley, 2016). It goes on to explain that a firm can get better results in both business and culture by developing a solid recognition program that is aligned with its values, and that having a strong culture is critical for reducing staff turnover and retaining top talent (Mosley, 2016).

2.2.3 Career Development Opportunities

A career is described as a series of work experiences during a person's lifetime (Arthur, 2008). Graen, Chun, Dharwadkar, Grewal, and Wakabayashi pioneered the notion of career progression (1997). The term "development" refers to the process of continuing skill acquisition and application, while "career development" refers to a continuing process of planning and directing action toward personal work and life goals (Simonsen, 1997). Kraimer, Seibert, Wayne, Liden, & Bravo perceived career opportunity was defined as the notion that an employee's current position matches his or her career aspirations and interests within the firm.

Their concept of perceived career opportunity is distinct from the concept of organizational development support, which refers to the programs and opportunities given by the organization to assist employees in their growth. When provided work and their visions align with their career interests and aspirations, employees can perceive a career growth opportunity (CGO) (Kraimer, Seibert, Wayne, Liden, & Bravo, 2011). Giving opportunities such as degrees, courses, and workshops can significantly boost the morale of those employees who are passionate about their career. In such a work environment, their level intention to leave the organization must be lower.

2.2.4 Employee intention to leave

Turnover intention refers to the probability of an employee leaving the organization in the near future and is also considered to be the best indication of turnover behavior (Ghadi, 2017). According to one of the earlier researches, turnover intention is characterized as a behavioral intention that is influenced by various factors such as organizational policies, labor market variables, and employee views (Gaertner & Nollen, 1992). According to one of the latest studies, turnover intention refers to employees' feelings about leaving the firm (Nadeem, Khan, Imtiaz, & Iftikhar, 2019). Today's corporate environment is dynamic; it is also characterized by complexity, unpredictability, and uncertainty.

As a result of these developments, it is critical to understand how to retain and recruit exceptional people who are willing to invest in their knowledge and skills in order to improve an organization's productivity and performance (Stevens, 2008). This is where Talent management is becoming a critical tool for firms to respond to these developments, as they want to reduce turnover intentions and minimize the costs associated with employing new employees and those associated with lower organizational efficiency (Jenkins, 2009). Social Exchange Theory (SET) substantiates this study's

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assumptions, stating that when employees obtain emotional and economic resources (Career development opportunities and financial reward) from their business, they feel obligated to reciprocate in like and repay the firm. On the contrary, if the employees mentioned above do not obtain adequate resources, their desire to leave the firm will increase (Oehley & Theron, 2010).

2.3 Academic staffs in developed countries who want to quit teaching profession for other careers.

Even in developed countries like the US and UK, there are employees or academic staff who want to leave the teaching field. According to a number of research carried out by academics in these countries. Ingersoll (2001) focuses on theories that advocate for teacher turnover as a result of increasing student numbers and aging teachers. It is hypothesized that evaluating school organization traits and conditions can shed light on teacher turnover.

The researcher claims improving organizational aspects such as pay, administration support, student discipline, and teacher input in decision-making will reduce teacher turnover. The above theoretical expositions of turnover variables seem to support school organizational considerations in staff turnover.

According to Smithers and Robson (2003) "conducted study in the United Kingdom on the elements that influence teachers' intentions to leave the field, and they discovered five relevant elements. Workload, new challenge, school environment, salary, and personal situations are all on the list. Salary has the smallest impact on teachers' decisions to leave the profession, whereas workload has the greatest impact." According to their findings, only 88 of every 100 people who started teacher training and were expected to finish in 1998 did so, and only 53 of those 100 people were anticipated to stay in the classroom after three years in England. Johnson, (2002) conducted a similar study and found comparable findings.

Stress, heavy workload, bureaucracy, and behavioral concerns are among the reasons provided for leaving the teaching profession, according to research conducted by Weston, (2013) in the same country. The preponderance of teachers in England who leave the profession are either in their early careers (within 45 years) or in their late 50s, according to the study.

According to "Gold Haber, Gross, and Player (2007) on their study of how to measure the number of teachers in a school's staff. Research says that the main reasons teachers leave their jobs are

problems with administration, students' behavior, classroom control, large classes, extracurricular duties, parents who don't help, and a stressful environment."

It was discovered that approximately one out of every three teachers who rated their workload as unmanageable do leave the teaching profession. Torres (2014) also discovered that workload is one of the most factors that influenced teachers' decision to leave the teaching in Washington, DC. According to the findings of numerous studies conducted in industrialized nations, the environmental variables, rather than monetary compensation, are the primary contributors to teacher turnover.

2.4 Academic staffs in developing countries who want to quit teaching occupation for other jobs.

According to Ozigi (1995) claims that "the first thing a leader should think about is having good relationships with staff and feeling personally secure. This is because an administrator of a school shouldn't feel insecure, because that could cause them to make mistakes and become too controlling, which is bad for administration. The researcher thinks that school staff can be kept by making them feel happy and committed to the school so they don't want to leave. This can be done by creating a happy environment and building relationships that make them feel happy and committed to the school."

Strengthening talent management, justice, and fair play, establishing clear channels of communication with staff, encouraging staff participation in the decision-making process, welcoming and encouraging initiative and originality of staff enthusiasm and energy, providing opportunities for professional growth, establishing a basis for promotion, and giving praise and recognition when deserved are all things that can be done to win the support of employees and encourage them to stay in the institution.

According to World Bank, (2007), teachers leave the teaching profession due to economic factors because teachers make rational economic decisions about their career and seek better work where they can be paid well. This suggests that the only way to retain teachers is to increase their salaries, as this is the only way to prevent teachers from quitting the teaching occupation.

According Ntim (2013). in his findings a study that "investigated the imbalance between the demand for teachers and the supply of teachers in sub-Saharan Africa, compensation was cited by

sixty percent of respondents as one of the causes that led them to abandon the teaching profession." However, according to the findings of a survey that was carried out by Education International in six different African nations, ordinary level secondary school teachers in Nigeria earned a monthly salary of 95 dollars in the United States currency during the fiscal years 2005 and 2006. (Sinyolo, 2007)". Furthermore, the author claims that their salaries are lower than those of teachers in Uganda and Kenya, two other East African countries. Teachers in Nigeria and Gambia had the lowest pay of the six nations studied (Sinyolo, 2007).

Secondary teachers abandoning their teaching profession is on the rise in Sub-Saharan Africa, with rates ranging from 5% to 30% in various countries; the reasons given are economic decisions regarding their careers and the desire to seek better paid positions where they are available. Furthermore, the issue of secondary school teachers leaving the profession is linked to geographic location, where living conditions are exceedingly low, or where the environment is unpleasant, or where linguistic barriers exist.

According to the findings of a study that Koech et al. (2014) conducted in Kenya on the institutional factors that influence teachers turnover in public secondary schools, secondary teachers leave the teaching profession due to issues associated with heavy workloads, poor payment, recognition of teachers' qualifications, and inclusion of teachers' ideas in management decision making. According to this study's findings, nearly half of the people polled believe that excessive amounts of work are a primary cause of teacher turnover.

According to the findings of another study conducted in Kenya on the topic of analyzing the factors that influence teacher turnover in public high schools in the district of Limuru, educational level, salary, heavy workload, and an inadequate promotion system are the primary contributors to the high rate of teacher turnover in secondary schools (Waititu, 2010). The primary reason for teachers leaving their jobs is money, and 96 percent of those who took part in this survey agreed that incomes in the teaching profession are significantly lower than those in other professions with comparable levels of education and experience (Waititu, 2010).

A study by Waga, et al (2014) did a study on hygiene and motivation factors that influence job satisfaction and dissatisfaction among teachers in public primary schools. It identified factors that

influenced job satisfaction such like job security, good transport, recognition, recognition and good medical security service, and cordial working relation with colleagues.

According to Ngimbudzi, (2009), In most under developed counties like Nigeria, "there is a great challenge on retaining teachers. The situation of low salaries leads to the most secondary school teachers leaving their profession in search for other, which have high salaries."

Ngimbudzi (2009) said that teachers were dissatisfied with job characteristics such as pay, fringe benefits, bonuses, promotion opportunities, promotion processes and procedures, in-services training, professional growth and appreciation.

If you want to have an idea of what teachers make, you should know that the Government's current structure for secondary teachers' salaries is as follows: a diploma teacher receives 432,500/= per month, under TGTS C1; a graduate teacher receives 589,000/= per month, under TGTS D1. The purpose of this information is to give you an idea of what teachers' salaries are like. According to the findings of these observations, teachers are not able to earn enough money to cover their day-to-day living expenses with their wages, and as a result, many leave the teaching profession.

According to research conducted by Mohamed (2013) in the Mkinga District on the factors that motivate secondary school teachers, it was found that teachers' motivation is affected to a large extent by factors such as poor working conditions, low salaries, delays in promotions, unfavorable policies on secondary school education, and community negative perceptions towards teaching. Mohamed (2013) suggests that the government should continue putting more effort into improving working conditions by building more houses for teachers, reviewing policies on secondary education, providing special packages to teachers in rural and difficult areas, increasing teacher salaries, and encouraging community members to provide support and care for teachers. In order to get an answer to the question "Are our teachers competent and motivated to teach?" Haki Elimu (2011) performed research in six different regions of Tanzania, including Coast, Mbeya, Singida, Dodoma, and Kigoma and Mtwara. The findings indicate that bad working conditions were pervasive in the vast majority of public schools, and low incomes are likely to blame for the high turnover rate among instructors. This suggests that teachers' pay in secondary schools continue to be disappointing for teachers in those schools.

According to the findings of a study that Jonathan and colleagues (2013) conducted on predictors of intention to leave public secondary school teaching jobs in Nigeria, high levels of intrinsic (ability utilization, achievement activity, authority, creativity, independence, and moral values) and extrinsic (advancement, company policy, compensation, and recognition) satisfaction indicate that secondary school teachers have a strong intention of leaving their teaching jobs.

According to URT (2008 a), "the majority of instructors who are assigned to serve in rural areas do not report to their working stations, and those who are already in the villages struggle to leave the surroundings." Because of this, there is a severe lack of educators in areas that are difficult to reach as well as in remote locations. The experience of the researcher, who worked as a secondary school teacher in Nigeria, showed that the conditions in which secondary school teachers were expected to do their jobs were not conducive. In the majority of these secondary schools, there are not enough suitable houses for teachers to live in the area, there is no electricity, there is no clean water, there is no health center, there is no dependable transport from rural to an urban center, and there are not enough offices for teachers to give them the privacy they need to carry out their responsibilities, such as marking exercise books, administering tests, and counseling students. This situation discourages teachers from doing their jobs effectively. The lessons learned through experience have shown that the atmosphere in which teachers are required to work does not motivate them to do so as had workers.

According to Omari (2013), in some regions, teachers are subjected to harsh treatment, including being flogged by councilors, paramilitary police, and parents, as evidenced in the following testimony. Other instances include being caned by police officers on the orders of administrators, and being beaten by councilors. "A teacher has been brought to shame. What kind of lessons can they give? Because of this, the District Commissioner for Bukoba Rural at the time, Albert Mnali, publicly humiliated teachers in 2009 by canning them in front of the community (Mwanahalisi 14 February, 2011). Nevertheless, the incident indicates that educators are not shielded from the risk of being embarrassed or harmed. According to Mwananchi (22 January 2012), a teacher who was living in a school store gave the community the notion that teaching is a dangerous career.

• According to Mwananchi (17/2/2012), eight students sexually assaulted their teacher.

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• The living conditions, sanitation, and pay of teachers are a subject of humiliation. (Nigeria Daima 03/ 01/2013, P.13).

• According to Mwananchi on June 12th, 2012, teachers are leaving schools because they are afraid of being molested by students. In addition to this, according to Nipashe (9/9/2013), "Students ganged up cane their teacher."

However, Omari (2013:105) observed that in all of these instances described above where teachers have been criticized, there were no occasions where the ministry which publicly handled them in favor of teachers and the teaching profession. This is because there were no examples of teachers being smeared. It would appear that the public relations units inside the Ministry of Education and Vocational Training are not making any efforts to protect the profession of teaching. It was necessary for the Nigeria Teachers Union to acquire legal representation on their behalf. Because of this predicament, the vast majority of educators decide to pursue other careers instead of remaining in the teaching field.

Female teacher being sexually harassed and molested by students, her house being attacked, being requested for sex demands openly, and being treated like these are reasons why teachers want to quit. 52 instructors left the teaching profession in Lagos state municipality, Dar-es-Salaam, from 2008 to 2014. (Lagos education official) (2014).

A study has revealed that 68% of respondents agreed that there is poor teaching environment in a district in Dar es Salaam, Tanzania and 85% said there is inadequate salary payment. Bennell and Mukyanuzi (2005) conducted a study on "Is there a Teacher Motivation Crisis in Nigeria?".

If urgent action isn't taken, teaching could be in danger. Kavenuke (2013) studied what keeps good teachers teaching. Investing sufficiently in education and using budgets wisely will help improve teachers' working circumstances.

2.5 Analysis of Academic Staffs intent to leave Teaching for other employment options:

According to Ingersoll (2001), Johnson (2002), Smithers, A., and Robson (2003), Goldhaba et al. (2007), and Torres (2001), the amount of work that teachers have to do is the primary factor that leads teachers in industrialized countries to leave the teaching profession (2014). Nevertheless,

secondary school teachers' perceptions of their salaries are a factor in whether or not they want to remain in the teaching profession (Johnson, (2002), Smithers and Robinson) (2003). According to Sinyolo, poor salaries are a major factor in the high teacher turnover rate in developing countries (2007),

In Nigeria, salary and working environment seem to be among major factors that influence intention of teachers to leave the teaching profession Ngimbudzi, (2009), Mohamed (2013), Kavenuka (2013), Hakielimu, 2011, Omari, (2013). There is a need to know the influencing factors for teachers leaving the teaching profession for other opportunities and to review retention practices in education of human resource management. Bennell and Mukyanuzi (2005) and Jonathan et.al, (2013) for other reasons why more than half of teachers leave the profession.

2.6 The Impact of Teachers Turnover on Students Success

Many researchers and policymakers believe that teacher turnover is detrimental to student learning. There are a variety of processes via which teacher turnover might negatively impact student progress. According to Ronfeldit et al. (2010), institutional memory is being lost, and resources are being focused on the hiring process rather than teaching and learning procedures. Additionally, teacher turnover affects the average performance of other teachers in the classroom, which affects student results.

According to Ingersoll (2002:4), turnover affects the school's performance and efficiency since the university as an institution has production processes that require substantial interaction among instructors and is thus prone to suffer when turnover is high. As a result, turnover wreaks havoc on school cohesion and performance. Perhaps the most major effect of educator turnover is a teacher shortage. It is difficult to fill the vacancies left by professors who quit the profession, according to Duffrin (1999:4). Ingersoll (2002) links the teacher shortage to turnover, claiming that around 90% of newly hired teachers in the United States are just replacements for previous departures. An increasing body of evidence suggests that teachers who improve student achievement are at least as likely, if not more likely, to remain in the classroom than their less effective counterparts (Boyd et al, 2010)

Ronfeldt et al. (2010) conducted research on the "Application for transfer" data that was collected from New York schools' teaching staff. Those teachers who were able to make better achievement gains for their students and those who had more experience were less likely to request for transfer. This decreased interest in moving was observed even among instructors working in schools with poorer academic achievement. In a similar manner, Hanushek and colleagues (2010) discovered that students who dropped out of a particular school in Texas were, on average, less successful than their classmates who remained there. In contrast to the widespread belief, the relative effectiveness of students who remained in their schools as opposed to those who left was actually highest in schools with a larger percentage of low-achieving and black kids.

In spite of this, the findings had significant limitations, and this is even taking into account the fact that the effects of new hiring were simulated rather than seen. To be more specific, the findings are based on the assumption that the only way in which teacher turnover may have a negative or positive impact on student accomplishment is through a change in the overall efficacy of the school's staff as a whole.

Teachers leave schools, for example, and new relationships and collaborations arise. Bryk & Schneider (2002) suggest that the strength of connections or trust between teachers and students is related to students' accomplishment. Turnover disturbs the establishment or maintenance of these relationships, which may affect students' achievement.

2.7 The actions that were performed in order to solve the issue are as follows:

As a result of the impact of teacher turnover, a number of actions have needed to be implemented in order to manage teacher turnover in a variety of countries. The use of aggressive recruitment drives, lowering qualifications for admittance into the teaching sector, and availability of all allowances as incentives are among the strategies that have been implemented. However, it appears that the primary focus of these policies is on encouraging more people to pursue careers in teaching. As a result, a holistic approach is required to successfully handle the high turnover rate of teachers. Therefore, it is necessary to address the major causes of employee turnover.

In the United States of America, the teacher turnover rate has been increasing, which has led to a subsequent shortage of teachers. As a result, many school systems have been forced to resort to reducing their standards in order to fill teaching openings. According to the analysis, some areas of education will be more severely impacted by teacher shortages than others. In particular, special education, mathematics, and science teachers have traditionally been singled out as professions that experience a high turnover rate and are among those that are most likely to be affected by a teacher shortage (Boe el al, 1997). This issue has been given more and more recognition as a serious societal concern, and it has gotten extensive coverage in the national media. Additionally, it has been the object of a growing number of reform and policy measures (for example, increasing the minimum wage) (National Commission on Teaching 1997).

There has been a strong emphasis on increasing the supply of teachers as a solution to school staffing issues. In the last few years, a variety of programs have been introduced to attract new teachers. These include initiatives aimed at luring professionals, particularly those with backgrounds in math and science, to make mid-career shifts into teaching; alternative certification programs that allow recent college graduates to delay formal education training in order to obtain an emergency teaching license and begin working as teachers immediately after receiving their degree; and many more. In addition, Peace Corps-style initiatives like Teach for America aim to attract the brightest and best to understaffed educational institutions. Research on teacher shortages and turnover has been boosted by school personnel issues. A lack of accurate data on the supply and demand for teachers, as well as the quality and standards in which they are educated, has made it impossible to research these issues at the outset.

Even in nations where the government has made steps to combat teacher turnover, such as Nigeria, a high number of teachers continue to quit their positions despite the fact that additional teachers are being hired to fill the void. Finding the reason of teacher turnover and figuring out a means to keep them in the field is the greatest answer.

2.8 Research gap

Many studies have been done on teacher turnover, but they only looked at teachers who worked in elementary and secondary schools, not private universities, as this study aims to do. Only academic personnel at a small number of private universities in Istanbul were interviewed for this study,

which did not include any other types of instructors or educational levels. Unlike other studies, this one does not cover other forms of turnover including retirement, sick leave, or death. While other studies have utilized a cross-sectional design or a correlational study, this one used a different approach and was conducted in an entirely different setting than those studies. Furthermore, no effect on academic staff intention to quit was discovered in any of these studies of talent management (financial reward, recognition of job done, and career development). To fill in this knowledge gap, a new study examined the responses of these teachers to a survey asking about the factors contributing to their intent to quite.

CHARPTER THREE

METHODOLOGY

This chapter describes the research. It covered research design, data collection instruments, data sources, data validity and reliability, data processing and analysis, study limits, and ethics.

3.1 Research design

Following the completion of data collection, we interpreted the results using reliability testing and descriptive analysis. Both multiple linear regression and the Pearson correlation were utilized in this study. Researchers that are interested in the prediction potential of a set of variables can benefit from using linear regression, which is a useful tool for evaluating theories about the relationships among observables. Linear regression is also helpful for researchers (Salkind, 2007). This test was appropriate since it examines the relationship between two variables, one of which is independent and the other of which is dependent.

3.2 Participants and Procedure

There was a total of 55 participants; adults (56.4% male, 43.6%% female) with the average age of 35.47 years old along with a standard deviation of 6.32. Participants were asked to read an informed consent form before agreeing to participate. The eligibility criteria for this study included the requirement that participants be at least 18 years of age or older. Most of the participants belong to the job position of Associate Professor (approx. 31%) while the others were Lecturer (25.5%) and Professor (23.6%). The mean working hour of the participants were 8.75 hours with a standard deviation of 1.907.
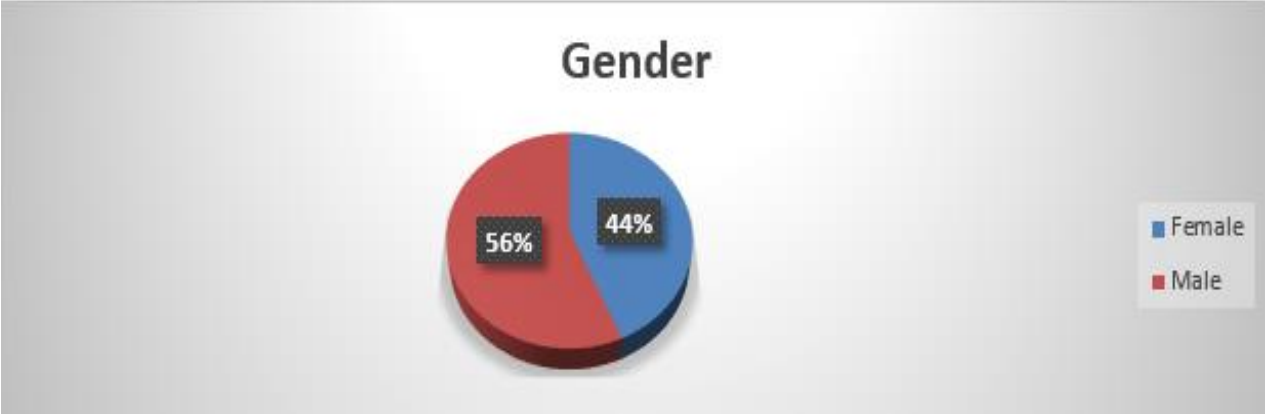
Figure 1. Respondents' percentages based on gender.
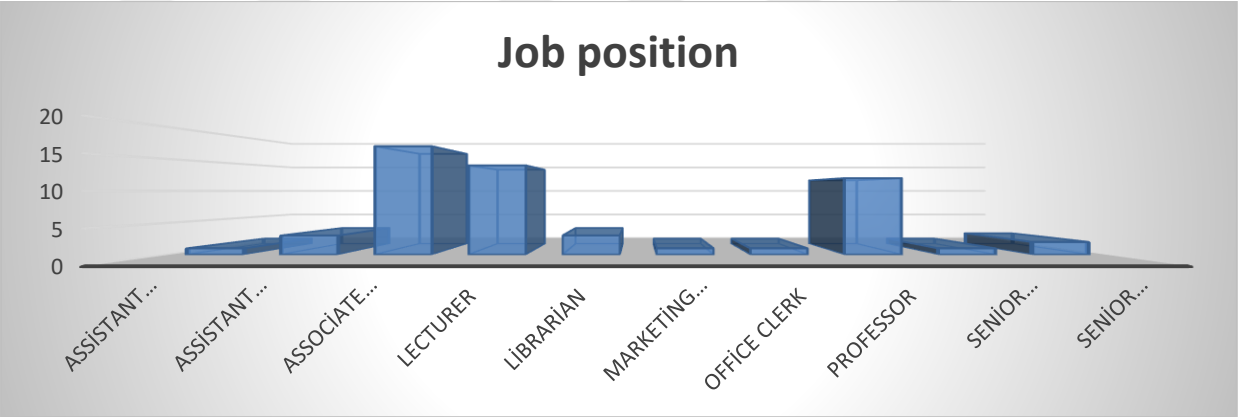
Figure 2. Respondents' frequency based on job positions.

Data was gathered and processed using the Google survey form, an online survey platform. Participants were asked to fill out a brief survey asking how often they face various level of financial and career opportunities from their organizations and how much intention they on average have to leave their organizations. The options for the participants to answer consisted of scale questions inquiring about the factors: Financial rewards (*i.e., Do you think you are paid fairly for the work that you do?*), Recognition for work done (*i.e., How often the top performer gets recognized publicly by the higher-ups?*) and Career opportunity (*i.e., How often the top performer gets recognized publicly by the higher-ups?*) along with scaled options for answers: Strongly agree, somewhat agree, neutral, somewhat disagree, strongly disagree. Any information obtained in this study that can be identified with the participant will remain confidential and disclosed only with their permission or as required by law. Their identity will be kept confidential by only the completed data being released, forgoing any names attached to the data.

3.3 Measures of reliability

A standard method for examining the reliability of individual constructs in research is called Cronbach's alpha. The larger Cronbach's α value ensured the internal consistency among the constructs. Here, the Cronbach's α value for financial rewards was 0.834, for recognition for work done was 0.698, for career opportunity was 0.829 and for employee intention to leave was 0.934 which are in the acceptable range (>0.60). The result means that the constructs used in the research are reliable for further analysis.

3.4 Validity Test

Validity test indicates the degree to which a set of constructs accurately measures a variable. If a set of constructs measures what it claims to measure then that particular set of constructs is good at validity test. In this paper, the questionnaire needs to be tested its validity. As the selected variables cannot be measured directly, a set of indicators were developed that can measure the selected variables indirectly. As this is a questionnaire, construct validity test was performed to see the validity of these variables.

The responses were 55 in number and there were four variables. The responses were recorded through the 5-point Likert scale and further, then the responses were transformed to interval number system using MS excel. Each Variable had few specific questions, each being an indicator. As there were 55 responses, the critical co-efficient value of the correlation is r_c=0.266 at 0.05 significance level, Two Tailed. That means if each question's co-efficient of correlation for that variable is greater than the critical co-efficient value of correlation then the question will pass the validity test. In the Financial factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.898, 0.729, 0.800, 0.616, and 0.756 at 0.05 significance level which were greater than the critical correlation coefficient r_c=0.266. In the Work recognition factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.576, 0.839, 0.722, 0.656, and 0.549 at 0.05 significance level which were greater than the critical correlation coefficient r_c=0.266. In the Career Development Factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.678, 0.818, 0.756, 0.774, and 0.833 at 0.05 significance level which were greater than the critical correlation coefficient rc=0.266. Lastly in the intention to leave factor, the correlation coefficient value of the first, second, third, fourth, fifth

questions were 0.880, 0.870, 0.880, 0.915, 0.917, and 0.827 at 0.05 significance level which were greater than the critical correlation coefficient rc=0.266.

Finally, It can be seen that the questions were able to pass the validity test.

Table 1. Correlations of each question with their sum**.**

		Sum_Financial_factor
1. Do you think you are paid fairly for the work that you do?	Pearson Correlation	.898[**]
	Sig. (2-tailed)	.000
	N	55
2. Do you think you are frequently rewarded for doing better than others?	Pearson Correlation	.729[**]
	Sig. (2-tailed)	.000
	N	55
3. Are the financial benefits provided by the organization satisfying?	Pearson Correlation	.800[**]
	Sig. (2-tailed)	.000
	N	55
4. Do you think your organization's reward strategy is fair for everyone?	Pearson Correlation	.616[**]
	Sig. (2-tailed)	.000
	N	55
	Pearson Correlation	.756[**]
	Sig. (2-tailed)	.000

5. How much is the PayScale competitive according to the market?	N		55
Sum_Financial factor	Pearson Correlation		1
	Sig. (2-tailed)		.000
	N		55

According to **Table 1.** It is reported that in the Financial factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.898, 0.729, 0.800, 0.616, and 0.756 at 0.05 significance level which were greater than the critical correlation coefficient $r_c=0.266$.

Table 2. Correlations of each question with their sum.

		Sum_Recognition_Factor
1. Is your work valued by the higher-ups?	Pearson Correlation	.576**
	Sig. (2-tailed)	.000
	N	55
2. How often the top performer gets recognized publicly by the higher-ups?	Pearson Correlation	.839**
	Sig. (2-tailed)	.000
	N	55
3. Are your better performance gets recognized financially?	Pearson Correlation	.722**
	Sig. (2-tailed)	.000
	N	55
	Pearson Correlation	.656**

4. Do you feel that you are respected and recognized for putting extra work?	Sig. (2-tailed)	.000
	N	55
5. Do you think that the formal recognition program of your organization is effective?	Pearson Correlation	.549[**]
	Sig. (2-tailed)	.000
	N	55
Sum_Recognition_Factor	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	55

According to **Table 2.** It shows that in the Work recognition factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.576, 0.839, 0.722, 0.656, and 0.549 at 0.05 significance level which were greater than the critical correlation coefficient $r_c=0.266$.

Table 3. Correlations of each question with their sum.

		Career _Factor
1. Does your organization offer ample career development opportunities?	Pearson Correlation	.678[**]
	Sig. (2-tailed)	.000
	N	55
2. Do you get support for growth such as being offered formal degrees, courses or workshops?	Pearson Correlation	.818[**]
	Sig. (2-tailed)	.000
	N	55
	Pearson Correlation	.756[**]
	Sig. (2-tailed)	.000

3. Do you frequently get assigned to rewarding yet challenging work, assignments or special tasks?	N	55
4. Do you think the opportunity to be promoted is fair to the entire organization?	Pearson Correlation	.774**
	Sig. (2-tailed)	.000
	N	55
5. Do you often get mentored by one of your higher-ups?	Pearson Correlation	.833**
	Sig. (2-tailed)	.000
	N	55
Career _Factor	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	55

According to **Table 3.** It is reported that in the Career Development Factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.678, 0.818, 0.756, 0.774, and 0.833 at 0.05 significance level which were greater than the critical correlation coefficient rc=0.266.

Table 4. Correlations of each question with their sum.

		Sum Intention
1. Do you frequently think of leaving your job?	Pearson Correlation	.880**
	Sig. (2-tailed)	.000
	N	55
	Pearson Correlation	.870**

2. Is your current job able to satisfy your personal needs?	Sig. (2-tailed)	.000
	N	55
3. Are you often frustrated when not given the opportunity at work to achieve your personal work-related goals?	Pearson Correlation	.880**
	Sig. (2-tailed)	.000
	N	55
4. Do you often dream about getting another job that will better suit your personal needs?	Pearson Correlation	.915**
	Sig. (2-tailed)	.000
	N	55
5. Would you accept another job at the same compensation level should it be offered to you?	Pearson Correlation	.898**
	Sig. (2-tailed)	.000
	N	55
6. Do you often look forward to another day at work?	Pearson Correlation	.827**
	Sig. (2-tailed)	.000
	N	55
Sum Intention	Pearson Correlation	1
	Sig. (2-tailed)	.000
	N	55

According to **Table 4.** It shows that in the intention to leave factor, the correlation coefficient value of the first, second, third, fourth, fifth questions were 0.880, 0.870, 0.880, 0.915, 0.917, and 0.827 at 0.05 significance level which were greater than the critical correlation coefficient rc=0.266.

3.5 Analytical method

The research question will be investigated, and theories will be put to the test. Inferential statistics are utilized in the process of making decisions about the population based on information gathered from a sample. In order to arrive at certain findings based on statistics, broad statements or hypotheses regarding the probability distribution of the population are formulated. Testing a hypothesis is the formal statistical method that determines the likelihood or probability that a hypothesis is correct (B. Frey, 2018). The following hypotheses, together with the framework, are presented as follows:

INDEPENDENT VARIABLE IV	H_1	DEPENDANT VARIABLE DV
Talent Management • *Financial rewards* • *Recognition for Workdone* • *Career Development*		**Employee Retention and Intent To Leave** • *Academic Staffs*

$$H_{1a} \neq H_{1b} \neq H_{1c}$$
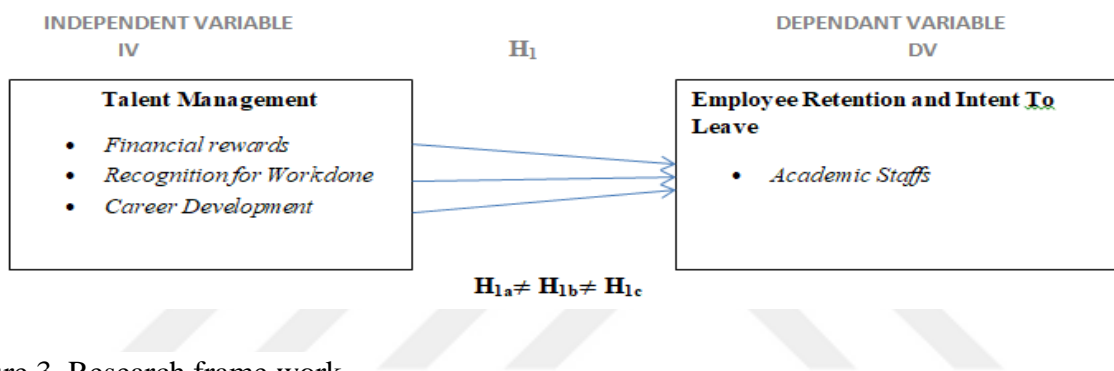
Figure 3. Research frame work

H0: *Talent management factors (i.e., financial rewards, recognition for work done and career opportunities) do not significantly affect on and are not related with employee intention to leave.*

H1: *Talent management factors (I.e., financial rewards, recognition for work done and career opportunities) significantly affect on and are related with employee intention to leave.*

This data was collected from an online survey. As the data were collected from Likert scale, the data was in ordinal format. To carry out further analysis, the ordinal data format was transformed to interval data using MSI in Excel. Successive Interval Method is a method by which the ordinal data can be transformed to Interval Data. In our case, as the data was ordinal it was needed to be changed to interval data to perform Pearson correlation and linear regression. After transforming the data, we used Multiple linear regression and Pearson correlation. Linear regression is a strong technique for testing theories regarding observed correlations and for determining a set of variables' predictive potential (Salkind, 2007). This test analyzes the independent and dependent variables' connection.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this Chapter Data was presented using figure, graphs based on the research objectives and the corresponding research questions, testing the hypothesis and for implication of the findings; to determine the impact of talent management on employee intent to leave.

4.1 Result

Before analyzing the data, we transformed the ordinal data of Likert scale into interval by using the Method of Successive Interval of Excel. After the transformation of data, we conduced descriptive analysis, frequency distribution, and finally, hypothesis testing.

4.2. Descriptive analysis

In table 1, the mean value of the First question is 3.0558, which is close to 3, meaning on average respondents were neutral to this question. The mean value of the second question is 1.8408, which is closer to 2, meaning on average respondents disagreed with the question. For the Third and Fourth questions, the mean value was 2.5405, and 2.0687 which are also closer to 2 meaning that on average respondents disagreed. Finally, the mean value of question five is 1.7593, which is closer to 2 meaning on average respondents disagreed. Also, the standard deviation of the questions is 1.17315, 0.80860, 0.75362, 0.60035, And 0.83287. The values are close to zero, hence it can be said that the deviation is very low in each sample.

Table 1. Item Statistics of Financial rewards

	Mean	Std. Deviation	N
1. Do you think you are paid fairly for the work that you do?	3.0558	1.17315	55
2. Do you think you are frequently rewarded for doing better than others?	1.8408	.80860	55

3. Are the financial benefits provided by the organization satisfying?	2.5405	.75362	55
4. Do you think your organization's reward strategy is fair for everyone?	2.0687	.60035	55
5. How much is the Pay Scale competitive according to the market?	1.7593	.83287	55

In table 2, The mean value of the first question is 2.2599, which is closer to 2, meaning most of the respondents disagreed. The mean value of the second question is 2.9469 which is closer 3 meaning on average respondents were neutral. The mean value of the fourth question is 2.4285 which is closer to 2 meaning on average respondents answered "disagree". For the Third and Fifth questions, the mean values are 2.5029 and 1.7761, meaning on average respondents answered "disagree" in the questionnaire. The standard deviation for these five questions is 0.66636, 0.87471, 0.72262, 0.87295, And 1.02691 which are close to zero meaning that deviation is low in each sample.

Table 2. Item Statistics for Recognition factor

	Mean	*Std. Deviation*	*N*
1. Is your work valued by the higher-ups?	2.2599	.66636	55
2. How often the top performer gets recognized publicly by the higher-ups?	2.9469	.87471	55
3. Are your better performance gets recognized financially?	2.5029	.72262	55
4. Do you feel that you are respected and recognized for putting extra work?	2.4285	.87295	55

5. Do you think that the formal recognition program of your organization is effective?	1.7761	1.02691	55

In table 3, the mean value of the first and second question is 3.0035, and 2.6102, which are closer to 3, meaning on average respondents were neutral. The mean value of the third and fourth question are 3.3597 and 2.7726 meaning on average respondents were in "disagree" The fifth question has the mean value of 3.2137, meaning on average respondents disagreed. The standard deviation of all five questions are 0.93688, 1.07294, 0.89564, 1.15328, and 1.07354 in sequence, which are in the same range and close to zero meaning there is hardly any deviation in each sample.

Table 3. Item Statistics for Career development

	Mean	*Std. Deviation*	*N*
1. Does your organization offer ample career development opportunities?	3.0035	.93688	55
2. Do you get support for growth such as being offered formal degrees, courses or workshops?	2.6102	1.07294	55
3. Do you frequently get assigned to rewarding yet challenging work, assignments or special tasks?	3.3597	.89564	55
4. Do you think the opportunity to be promoted is fair to the entire organization?	2.7726	1.15328	55
5. Do you often get mentored by one of your higher-ups?	3.2137	1.07354	55

In table 4, it can be seen that in the question one, three, four, five mean values were 3.6211, 3.6397, 3.7736, and 3.6600 in sequence which were closer to 4 meaning average respondents were in "disagree". It can be seen in the question two and six, the mean values were 2.9835, and 3.2780 which were closer to 3 meaning average respondents were neutral. The standard deviation of all six questions are 0.87228, 1.01857, 0.88061, 0.94243, 1.01931, and 0.63477, meaning there is low deviation in each sample.

Table 4. Item Statistics

	Mean	Std. Deviation	N
1. Do you frequently think of leaving your job?	3.6211	0.87228	55
2. Is your current job able to satisfy your personal needs?	2.9835	1.01857	55
3. Are you often frustrated when not given the opportunity at work to achieve your personal work-related goals?	3.6397	0.88061	55
4. Do you often dream about getting another job that will better suit your personal needs?	3.7736	0.94243	55
5. Would you accept another job at the same compensation level should it be offered to you?	3.6600	1.01931	55

| 6. Do you often look forward to another | 3.2780 | 0.63477 | 55 |
| day at work? | | | |

4.3. Assumption checking

There are several key assumptions (i.e., Normality of residuals, and Homogeneity of variance) that must be met for the results of our statistical test to be trustworthy. First, the residual scatter plot demonstrates that the homogeneity of variance is met as data points are randomly distributed. Then, the histogram of dependent variable (Employee intention to leave) has supported the assumption of normally distribution (Kolmogorov = 0.057, Shapiro – wilk = 0.70). Finally, the highest VIF value was 1.754 which is less than the threshold value 10; the lowest tolerance value is 0.634 which is the greater than the threshold value 0.1 indicating the absence of multicollinearity. The graph shows that most of the data tend to the central area, which provides a bell-shaped curve indicating the normality of the distribution.
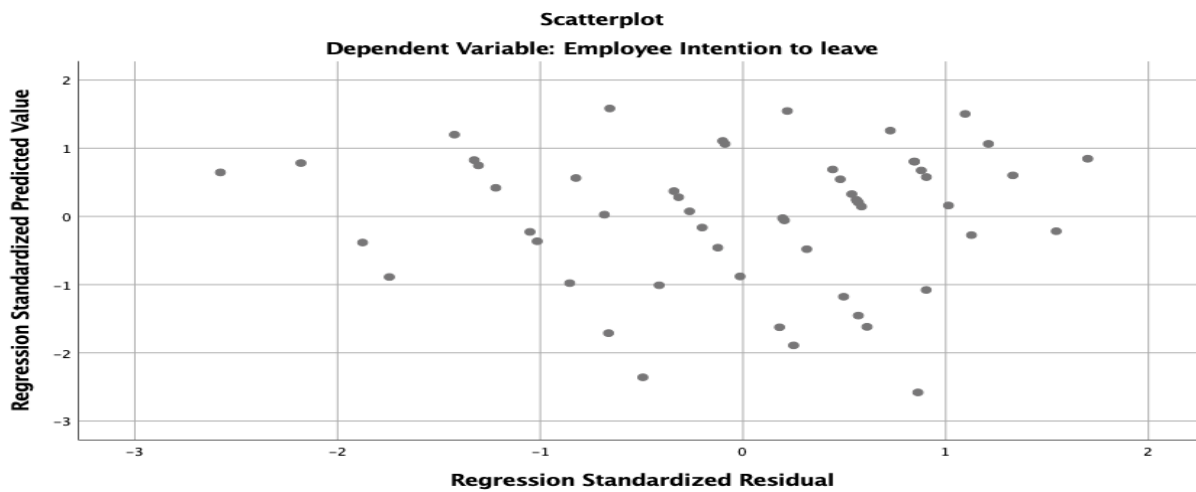
Figure 4. Scatter graph for homogeneity of variance
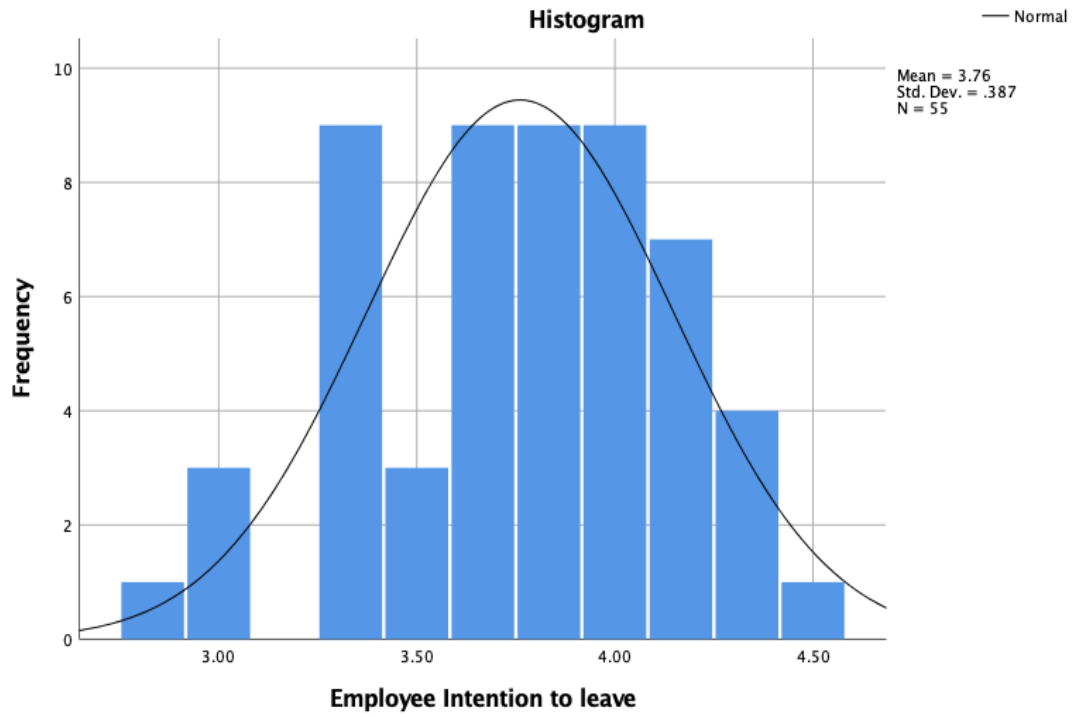
Figure 5. Histogram for normality

Figure 6. QQ plot for normality

4.4. Hypothesis testing (Correlation and Regression)

The table 5 shows that financial rewarding significantly related with the intention to live (p < 0.05) while the relationship is negative implying that if the financial rewarding increases, the intention to leave among the employee decreases.

Table 5. Correlation between Financial rewarding and Intention to leave

		Financial Factor	*Intention to leave*
Financial Factor	Pearson Correlation	1	-.248
	Sig. (2-tailed)		.011
	N	55	55
Intention to leave	Pearson Correlation	-.248	1
	Sig. (2-tailed)	.011	
	N	55	55

The table 6 shows that career opportunity rewarding significantly related with the intention to live (p < 0.05) while the relationship is negative implying that if the career opportunity rewarding increases, the intention to leave among the employee decreases.

Table 6. Correlation between Career opportunity and Intention to leave

		Career Development Opportunities	*Intention to leave*
Career Development Opportunities	Pearson Correlation	1	-.212
	Sig. (2-tailed)		.021

		55	55
	N		
Intention to leave	Pearson Correlation	-.212	1
	Sig. (2-tailed)	.021	
	N	55	55

The table 7 shows that recognition for work done is not significantly related with the intention to live (p > 0.05) while the relationship is negative and the Pearson correlation coefficient is too low

Table 7. Correlation between Recognition for work done and Intention to leave

		Recognition For Work Done	*Intention to leave*
Recognition For Work Done	Pearson Correlation	1	-.026
	Sig. (2-tailed)		.053
	N	55	55
Intention to leave	Pearson Correlation	-.026	1
	Sig. (2-tailed)	.053	
	N	55	55

The table of coefficients shows the result of the hypothesis. The p-values of financial rewarding and career opportunity are .010 and .017 (p < 0.05) implying that the effect of financial rewarding and career opportunity were statistically significant on the employee intention to leave,

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indicating the null hypothesis is rejected. But the null hypothesis cannot be rejected for the recognition for work (p > 0.05) implying the effect of recognition on employee intention to leave was not significant. Career opportunity Scale recording a higher beta value (beta = -.233, p < .0.05) implies that if the level of career opportunity increases by 1 unit within employee then the intention to leave any organization among employee decreases by 0.233 unit. Similarly, financial rewarding Scale (beta = -.148, p < .0.05) implies that if the level of financial rewarding increases by 1 unit within employee then the intention to leave any organization among employee decreases by 0.148 unit.

Table 8. Coefficients

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	4.048	.580	6.973	.000
	Financial Factor	-.148	.199	-4.242	.010
	Recognition For Work Done	-.005	.246	.428	.671
	Career Development Opportunities	-.233	.146	-6.595	.017

a Dependent Variable: Employee
Intention to leave

The model also produced an effect size R squared of .148, indicating around 14.8% of the variability in the dependent variable by the independent variable. According to Cohen, an R^2 of .02 is weak, .13 is moderate, and .26 is substantial. Thus, the R squared describes the small amount of effect.

Table 9. Model Summary

Model	R Square	Adjusted R Square	Std. Error of the Estimate
1	.148	.128	.59169

a Predictors: (Constant), Career Development Opportunities, Financial Factor, Recognition For Work Done

Here, it can be seen that the R^2 value is low. Because these factors (Financial, Recognition, Career Opportunities) don't have much effect on motivation to stay in the organization. There might be many more factors outside of these three in the context of job which may contribute more to the employee intention to leave. Besides, the population was employees of private universities, most of them which are scholars. Scholars might prefer other factors other than these three factors to decide whether to stay in the organization or not. This gives the researchers the option to do future research on this topic.

4.5. Limitations of research

. The potential biases and limitations can affect the findings of the result. This study was limited in the size of the sample collected for the analysis. The overall sample size was considerably low (n = 55) that may cause the absence of enough information to measure the significant effect. The scope of factors in assessing the talent management was not in-depth. There could've more factors to consider in assessing the talent management. Future research on this topic should focus on more factors of talent management.

CHARPTER FIVE

DISCUSSION OF FINDINGS

This chapter represents the last part of the study. It includes summary, conclusion and recommendation for action and for further studies.

5.1 Discussion of findings

The findings of this study indicate that there is a favorable association among Financial Rewards, Career development on employee intention to leave in the private universities of Istanbul.

According to the findings, the effect of financial rewarding and career opportunity were significant at reducing the employee intention to leave while recognition for the work done was not significant. Particularly if talent management methods are used in broadly, it is unlikely that talent will be lost or reduced. Employees will more likely to stay in the organization. According to this research findings, many organizations, regardless of industry or size, could benefit from increased formalization and integration of certain strategies that fall under the talent management domain, such as financial rewards, Career Development Opportunities. Higher ups play a critical role in this regard, particularly in terms of knowing what motivates individuals, ensuring access to career development opportunities, better financial rewarding system. Hence, an effective Implementation of Talent management will likely to make employees to stay in the organization.

5.2 Result discussion

The aim of the research was to assess the effect of three components of talent management and its effect on the employee intention to leave. To investigate this relationship between these variables, a hypothesis was formulated. Depending on the variables, Multiple Linear Regression model was best fit to rule out the hypothesis. Based on the findings, it was observed that the Financial Rewards and Career Development Opportunities are significant at affecting the employee intention to leave. Whereas, Recognition For the work done was not significant at affecting the employee intention to leave. Based on the results, it can be emphasized that the HR department should significantly focus on these two components of talent management in order to retain the talent of organization

CONCLUSION AND RECOMMENDATIONS

This research brought some significant findings on the effect of talent management on employee intention to leave. Financial Rewards and Career development opportunities were significant at reducing the employee intention to leave. Based on these findings, few strong recommendations should be followed in order to maximize the reduction of employee intention to leave. These recommendations were formulated based on the findings of this research and can substantially decrease the employee's intention to leave are given below:

- Financial Reward system should be incorporated and practiced in organization wide.
- Formal Evaluations such as giving Employee of the year with some financial compensation can significantly boost employee morale.
- Offers such as degrees, courses or workshops can develop the skills of employee thus increasing the likelihood of them staying in the organization.
- Career conscious Employees should be given challenging tasks with satisfying rewards.
- Informal Mentorship, guidance, and effective advices by a higher up on career development can help the career conscious employees thus decreasing their intention to leave.

Recommendation for Action

In relation to the findings the researcher recommends the following:

- The Private universities should provide a comprehensive Talent management scheme for education policy that would address the problem of teachers' motivation including teachers' salary, incentive packages, and conducive teaching environment so as to make sure that teachers' are retained in the teaching profession to avoid unnecessary waste of national spending as well as increasing the quality of educational output and outcomes.
- It should also recruit high quality teachers, who are willing and really love teaching profession. This will help in retaining teachers in the teaching profession hence improve students' academic performance.

Recommendation for Further Study

The study is concentrated on small geographical area in Turkey which Istanbul is one out of 81 provinces. Among which only few private universities were selected randomly. Therefore a general survey is recommended involving large geographic areas and large samples. On top of that the researcher recommends other researchers to work on other variables of this study a similar study could be carried out in private universities or secondary or even primary schools in other provinces to find out whether the findings would be similar or not and why.

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APPENDICES

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.834	.837	5

Item Statistics

	Mean	Std. Deviation	N
1. Do you think you are paid fairly for the work that you do?	2.71	1.133	55
2. Do you think you are frequently rewarded for doing better than others?	2.33	1.037	55
3. Are the financial benefits provided by the organization satisfying?	2.22	.762	55
4. Do you think your organization's reward strategy is fair for everyone?	2.35	.751	55
5. How much is the PayScale competitive according to the market?	2.47	.836	55

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.07	12.624	3.553	5

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.698	.706	5

Item Statistics

	Mean	Std. Deviation	N
1. Is your work valued by the higher-ups?	2.62	.850	55
2. How often the top performer gets recognized publicly by the higher-ups?	2.45	.878	55
3. Are your better performance gets recognized financially?	1.65	.799	55
4. Do you feel that you are respected and recognized for putting extra work?	2.53	.858	55
5. Do you think that the formal recognition program of your organization is effective?	2.22	.937	55

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
11.47	8.476	2.911	5

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.829	.830	5

Item Statistics

	Mean	Std. Deviation	N
1. Does your organization offer ample career development opportunities?	2.27	1.008	55
2. Do you get support for growth such as being offered formal degrees, courses or workshops?	2.27	.952	55
3. Do you frequently get assigned to rewarding yet challenging work, assignments or special tasks?	2.55	.939	55
4. Do you think the opportunity to be promoted is fair to the entire organization?	2.44	1.032	55
5. Do you often get mentored by one of your higher-ups ?	2.65	1.092	55

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.18	15.040	3.878	5

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary

		N	%
Cases	Valid	55	100.0
	Excluded[a]	0	.0
	Total	55	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.934	.936	6

Item Statistics

	Mean	Std. Deviation	N
1. Do you frequently think of leaving your job ?	4.13	.924	55
2. Is your current job able to satisfy your personal needs ?	3.62	.933	55
3. Are you often frustrated when not given the opportunity at work to achieve your personal work-related goals ?	4.15	.931	55

4. Do you often dream about getting another job that will better suit your personal needs ?	4.35	.966	55
5. Would you accept another job at the same compensation level should it be offered to you ?	4.31	1.069	55
EIL_6	3.82	.669	55

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24.36	23.088	4.805	6

Demographic Analysis (Participants)

Statistics

		Gender	Job Position
N	Valid	55	55
	Missing	0	0

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	24	43.6	43.6	43.6
	Male	31	56.4	56.4	100.0
	Total	55	100.0	100.0	

Job Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant professor	1	1.8	1.8	1.8
	Assistant Professor	3	5.5	5.5	7.3
	Associate Professor	17	30.9	30.9	38.2
	Lecturer	14	25.5	25.5	63.6
	Librarian	3	5.5	5.5	69.1
	Marketing Manager	1	1.8	1.8	70.9
	Office clerk	1	1.8	1.8	72.7
	Professor	12	21.8	21.8	94.5

				96.4
Senior lecturer	1	1.8	1.8	96.4
Senior Lecturer	2	3.6	3.6	100.0
Total	55	100.0	100.0	

Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	55	27	48	35.47	6.324
Working Hours	55	3	12	8.75	1.907
Financial Factor	55	1.40	4.40	2.4145	.71061
Recognition For Work Done	55	1.40	3.80	2.2945	.58227
Career Development Opportunities	55	1.40	4.20	2.4364	.77564
Intention to leave	55	1.50	5.00	4.0606	.80082
Valid N (listwise)	55				

Assumption test

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Employee Intention to leave	55	100.0%	0	0.0%	55	100.0%

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Employee Intention to leave	.120	55	.057	.961	55	.070

a. Lilliefors Significance Correction

Collinearity Coefficients[a]

Model	Tolerance
1	.634
	.570

		.864	

a.   Dependent   Variable:

Employee Intention to leave

Collinearity Diagnostics[a]

				Variance Proportions			
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Financial Factor	Recognition For Work Done	Career Development Opportunities
1	1	3.861	1.000	.00	.00	.00	.00
	2	.084	6.763	.00	.21	.01	.56
	3	.031	11.132	.99	.10	.12	.21
	4	.024	12.773	.00	.68	.87	.23

a. Dependent Variable: Employee Intention to leave

Correlation

Correlations

	Financial Factor	Intention to leave

			-.336
Financial Factor	Pearson Correlation	1	-.336
	Sig. (2-tailed)		.029
	N	55	55
Intention to leave	Pearson Correlation	-.336	1
	Sig. (2-tailed)	.029	
	N	55	55

Correlations

		Recognition For Work Done	Intention to leave
Recognition For Work Done	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.380
	N	55	55
Intention to leave	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.380	
	N	55	55

Intention to leave

		Career Development Opportunities	Intention to leave
Career Development Opportunities	Pearson Correlation	1	-.213
	Sig. (2-tailed)		.012
	N	55	55
Intention to leave	Pearson Correlation	-.213	1
	Sig. (2-tailed)	.012	
	N	55	55

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Career Development Opportunities , Financial Factor, Recognition For Work Done[b]	.	Enter

a. Dependent Variable: Employee Intention to leave

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.259[a]	.167	.012	.38483

a. Predictors: (Constant), Career Development Opportunities, Financial Factor, Recognition For Work Done

ANOVAᵃ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.545	3	.182	123.227	.009ᵇ
	Residual	17.553	51	.148		
	Total	30.098	54			

a. Dependent Variable: Employee Intention to leave

b. Predictors: (Constant), Career Development Opportunities, Financial Factor, Recognition For Work Done

Coefficientsᵃ

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	4.155	.255	16.326	.000
	Financial Factor	-.091	.093	-7.981	.003
	Recognition For Work Done	-.051	.119	.424	.217
	Career Development Opportunities	-.120	.073	-3.646	.011

a. Dependent Variable: Employee Intention to leave

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