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THE RELATIONSHIP BETWEEN TALENT MANAGEMENT AND TURNOVER INTENTIONS OF TEACHERS IN BOTSWANA

Abstract:

Since independence, the Botswana education has developed very much, however, the National Commission on Education in Botswana has shown that Teachers are still experiencing some problems which can lead to them quitting the teaching profession. The main objective of this research was to determine the relationship between talent management and teacher's intention to quit in Botswana.

A quantitative research approach was followed with data collected from secondary school teachers in Botswana (N=299). A Talent Management Measure and Intention to Quit scale was administered. The data was analysed using SPSS.

The results showed that talent management practices are poorly applied for teachers in the sample. Workforce planning, Performance and Talent Retention practices were the most problematic. Teachers perceived that most of the talent management practices are important with Talent Commitment the most important. Significant gaps exist between the current versus the importance of talent management practices

Currently there seem to be limited empirical research studies on talent management in Botswana. Furthermore not much research has been done to determine the relationship between talent management and turnover intentions of teachers in Botswana. The results of this research will assist the Department of Education to detect the talent management problems among teachers in order to prevent future turnover.

Keywords:

Talent Management, Teachers, Turnover Intentions

JEL Classification: J24

Introduction

Since independence, the Botswana education has developed very much, however, the National Commission on Education in Botswana has shown that Teachers are still experiencing some problems. What is more at issue is the feeling on the part of teachers that they are badly treated by comparison with other groups of public servants (Report of the National Commission on Education in Botswana, 2008). The Botswana commission on Education has reviewed various kinds of evidence that the teacher in Botswana today is poorly regarded, indeed less well so than in the before and just after independence. As educational opportunities increase, more and more people in the community come to have as good an education as their former teachers. But there is a belief that the deterioration of the position of the teacher in Botswana has gone beyond acceptable limits, and needs to be addressed and reversed.

During the colonial period, Britain did very little to develop education in the country, most people were illiterate they could not read and write. Literacy levels and the number of highly educated and skilled Batswana have now risen. Primary school enrolment rose from 66100 in 1966 to 330,775 at the beginning of 2009. Secondary school enrolment rose from 1900 in 1966 to 171,986. The University of Botswana which was established in 1982 in 2010 had an enrolment of about 15,000 students. Since 1966 the educational system in Botswana has been expanding rapidly (Report of the National Commission on Education in Botswana, 2008).

The main problem facing the nations' educational system now and in the near future is how to match quantity with quality. The educational system must be in a position to cope with the needs of the country. Thus the products or graduates of the education system must be fully equipped with the knowledge and skills necessary for development. This means also that those who teach in schools, colleges and universities must be thoroughly prepared for the tasks ahead of them in their teaching profession. Development requires improving the operating efficiency of the educational system and thus teachers at all levels must be professionals (Ngongola & Gatsha, 2011). Talent Management in the developing world explores how the policies, systems and procedures that have been successful within national boundaries are inadequate to meet the value propositions of completely different and diverse people in different countries, cultures, legal and socio-economic environments (Kaye & Smith, 2012; Tymon, Stumpf & Doh, 2010).

Using the perspective of the developing world, the shift of paradigm and practice that is required if organizations are to develop a sustainable talent management strategy in these countries .A global approach to talent management assures competitiveness and sustainability of success in the international environment but change will not happen until line and HR managers see its urgency and criticality (Tarique & Schuler, 2010;). It is perhaps a truism to state that only a person who is content with his work will do it well. Individuals must have confidence in the importance of what they are doing if they are to perform successfully at their job. If other people do not respect the work of the teacher, teachers themselves will not take pride in their profession and

pleasure in their work, resulting to the suffering of children (Report of the National Commission on Education in Botswana, 2008).

Against the preceding background the main objective of this research was to determine the relationship between talent management and turnover intentions of secondary school teachers in Botswana. More specifically this study addressed the following research questions:

- What are teachers' perceptions of the current application of Talent Management Practice in the Education Sector?
- What are teachers' perceptions of the importance of Talent Management Practices?
- Is there a significant gap between the current versus the importance of Talent Management Practices?
- What is the relationship between current application of Talent Management Practices and intention to quit?

Literature Review

Talent Management

Talent Management, as a practice, emerged in the 1990s as a way to shift responsibility of employees from exclusively the human resources department to all managers throughout the organization. Moreover the aging population, a ticking demographic time bomb, combined with greater demand for skilled workers and leaders make talent Management a top priority for organizations for decades to come (Tymon *et al.*, 2010).

The term "talent" had its origin in ancient societies as a measure of weight or value. Since then, it has been used to describe skill, abilities, wealth, riche, abundance, aptitude, attitude, disposition powers and gifts bestowed upon humans, a special innate gift which God has given a person, a creative or artistic nature, mental characteristics connected with mathematics, general intelligence or mental power, or being skilled in an art (Meyers, Woerkom & Dries, 2013). Iles, Preece and Chuai, (2010) refer to talent as a skill or aptitude, or to someone's intellect, achievement or interest, as an expression and even when referring to the ability of a group of people. The indiscriminate use of the word "talent" for any virtuous human thing is confusing, especially when one seeks to bring discipline and success to the practices for creating and managing talent (Joubert, 2007).

Talent Management, often referred to as Human Capital Management, is the process of recruiting, managing, assessing developing and maintaining an organizations most important resource its people (Shukla, 2009). Shukla (2009) further defines talent management as the end process of planning, recruiting, developing, managing and compensating employees throughout the organization. Getting the right people with the right skills into the right jobs, a common definition of talent management is the basic people management challenge in organizations. While the focus of talent management tends to be on management and executive positions, the issues apply to all jobs that are hard to fill.

Talent Management is not just about systems and processes but what you do with these and how you implement them so that you achieve a talent mind-set across the organization (Barkhuizen, Welby-Cooke, Stanz & Schutte, 2014). A talent mind-set implies that line managers will recognize their responsibility to manage talent effectively, just as they are expected to manage other resources (Barkhuizen & Stanz, 2010). Directors or Chief executives will review talent as critically as they review the organization's finances (Barkhuizen, 2014).

Retaining Teachers

Improved conditions of service are crucial to retaining educators in the profession, from the moment the educator begins teaching, employment conditions must be in place to ensure that they grow into the profession (Barkhuizen & Strauss, 2011). Among the issues analyzed in the report in this regard are the following: induction; career pathing; remuneration/material incentives; post and salary structure; pay progression and performance management; and professional assessment. A new performance related appraisal system linked to the IQMS has been established. The system will reward teachers that perform well within the public sector whilst keeping them in schools."

In addition, Musaaazi (2005) emphasises that teacher retention should be a major goal to drive towards. This involves working on improving teacher job satisfaction. Until recently, job mobility has been easy because of the human resources needed for running the fast growing economy. This has tended to pull teachers out of the classrooms into places with better terms of service. By retaining teachers and improving on their service delivery through pre and in-service, they will teach more effectively.

A study among Southern African countries (i.e. Botswana, Namibia, Zimbabwe and Namibia) showed the following findings relating to the talent management of teachers (Mulkeen, Chapman, DeJaeghere, Leu, 2007):

- Recruitment of teacher and principals does not happen in a systematic way that will draw a sufficient number of potential teachers of the profession and meet the growing demand of the secondary school leavers need to be considered, as do mechanisms for mentoring current teachers to become principals.
- Simple strategies can be implemented to improve the conditions of service for teachers that may result in a more motivated, qualified, and satisfied teacher corps. These strategies include: creating learning communities among teachers to discuss teaching and learning issues; having experienced teachers mentor newer teachers; and improving the classroom environment, such as providing adequate curriculum materials and books to all schools.
- Mechanisms for recruiting teachers to become principals or head teachers are unsystematic and not necessarily based on professional criteria. Review of policies on the selection of principals and the establishment of professional criteria would help ensure better quality school leadership.

- In-service professional development serves to train, motivate, and retain teachers in the profession. Opportunities for in-service professional should be increased, including the use of distance learning mechanisms that are seen as desirable by all stakeholders (Mulkeen *et al.*,2007).

Management of schools should therefore develop a value proposition that will attract, motivate and retain talented employees (Rowley & Jackson, 2011). In this regard Subba Rao (2008) listed a comprehensive list of factors that aid to the effective retention of school teachers which include amongst others competitive pay package, benefits programmers and social security benefits, continuous training and development programmes, career planning, employ measures to satisfy esteem needs and self-actualization needs of employees in addition to other needs and develop the organization and its business in order to meet employees' growing demands and goals.

Researchers consistently find a significant relationship between Talent Management and turnover intentions of employees in public sector organisations such as teaching (see Du Plessis, Barkhuizen, Stanz & Schutte, 2015; Mpofu & Barkhuizen, 2013; Theron, Barkhuizen & Du Plessis, 2014). Talent Practices that were mostly related to turnover intentions included Management Commitment, poor workforce planning and staffing, poor performance management and a lack of talent

In the light of the preceding the following hypothesis are set:

H 1: There is a significant negative relationship between talent management practices and intention to quit.

Research Method

A quantitative cross-sectional research approach was followed with data collected through surveys.

Sample

Secondary School Teachers were identified as the major units of analysis for this study. The sampling techniques utilised in the study resulted in a diverse group of respondents. Three hundred and fifty (350) questionnaires were sent out in five Secondary Schools in Gaborone Botswana. Two Hundred and ninety-nine (299) responses were received, 85.4% response rate, only fifty-one (51) were not useable, giving a final response rate of 14.6%. The demographic characteristics of the respondents are reported in Table 1 below. Most of the respondents in this sample were female (67.2%), Setswana speaking (93.3%) and aged between 30 to 39 years old (45.5%). Respondents primarily hold a bachelor's degree (47.8%), were employed between 0-6 years (51.2%) in their current position and had 6 to 10 years of working experience (41.5%). Most of the respondents only had one chance for promotion (45.8%) and worked between 31 to 40 hours in a work week (79.6%).

Measuring Instruments

An adapted version of the Human Capital Index was used to assess the respondents' perceptions of Talent Management practices in local government institutions. The HCI consist of 27 items and measure six Talent Management Practices: Workforce Planning, Staffing, Talent Acquisition, Talent Development, Performance Management and Talent Retention. This measure uses a dual scale. Respondents are first requested to evaluate the current application of talent management practices in the organisation on a five-point Likert scale ranging from Poor (1) to Excellent (5). Second the respondents are required to indicate the importance of the Talent Management practices on a five-point scale ranging from Not (1) to Critical (5). Acceptable reliabilities were found for the measure in various South African studies (Barkhuizen, 2014; Mpofu & Barkhuizen, 2013).

The second questionnaire focused on the respondents' intention to leave the organisation and consisted of three items, with responses measured on a six-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). In a previous study in South Africa, Du Plessis *et al.* (2015) obtained acceptable Cronbach's alpha internal consistencies of 0.883 when applying Cohen's (1993) intention to quit scale. The intention to leave measure in the present study was similar to the three-item intention to quit scale developed by Cohen, with slight variations.

Research Procedure

Permission was requested from Permanent Secretary Ministry of Education in Botswana through letter of request which was granted to the student by the University. The written approval by the Department of Education was granted. A formal standardized type of questionnaire was developed and distributed to the employees, i.e. teachers of secondary education. The employees were randomly selected from the departments. Questionnaires were hand delivered to Supervisors and Head of Departments of each department in-order to give them to their employees. The researcher and supervisors reached an agreement that the researcher will collect the questionnaires within a week from the date of distribution. The questionnaires were collected from the supervisors. Ethical clearance was obtained prior to the commencement of the study.

Statistical analysis

Statistical analysis was carried out using the SPSS Program (SPSS, 2014). The reliability and validity of the measuring instruments were determined by means of Cronbach alpha coefficients, as well as exploratory factor analysis. Pearson product-moment correlation coefficient was used to specify the relationship between barriers-to-change and work engagement. A cut-off point of 0,30 (medium effect, Cohen, 1988) was set for the practical significance of correlation coefficients.

Results

Factor and Reliability Analyses

Talent Management-Current: An exploratory factor analysis using the Principle Component Factoring extraction method was performed. The initial results showed that the items load onto six factors. However closer inspection of the pattern matrix shows that the items load onto one factor. The Principal Component factor analyses were performed again specifying one factor. Three items were deleted because of problematic loadings. The factor was labelled current perceptions of Talent Management Practices and explained 45.767% of the variance. The items show acceptable factor loadings.

Talent Management-Importance: An exploratory factor analysis using the Principle Component Factoring extraction method was performed on the 26 items of the Talent Management Practices – Importance Perceptions. The Principle Component Factor Analysis initially resulted in six factors. However a closer inspection of the pattern matrix indicated the items primarily loaded onto one factor. The factor explained 42.817% of the variance.

Intention to Quit: Exploratory factor analyses using the principal component method was conducted on the 3-item measure. The results showed one underlying factor which explained 77.070% of the variance. The factor was labelled *Intention to Quit*.

The descriptive statistics as well as the reliabilities of the measurements are reported in Table 1 below.

Table 1: Descriptive Statistics and Reliabilities of the Measurements

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alpha
Talent Management – Current	2.5276	.65172	.588	-.649	.941
Sub-Scales					
Workforce Planning	1.8789	.89228	1.119	.164	.904
Talent Acquisition	2.4103	.88720	1.616	.869	.853
Talent Commitment	3.1831	.77186	.055	-1.416	.823
Talent Development	2.7525	.76976	.035	-.140	.694
Performance Management	2.5075	.70216	.056	-.632	.792
Talent Retention	2.4331	.82948	-.277	-1.170	.876
Talent Management - Importance	3.5268	.59996	-.215	-1.288	.938
Sub-Scales					
Workforce Planning	3.1304	1.16537	-.679	-1.117	.934
Talent Acquisition	3.3512	.82815	-.217	-1.612	.699
Talent Commitment	4.0713	.56174	-1.310	1.940	.567

Talent Development	3.4194	.61722	-.185	-1.118	.658
Performance Management	3.5766	.57122	.010	-1.509	.794
Talent Retention	3.6120	.59110	-.119	-1.044	.789
Intention to Quit	4.6299	.64949	.134	-1.860	0.822

The results in Table 1 show that talent management is poorly applied among teachers. The most problematic practices included Workforce Planning, Talent Acquisition, Talent Retention and Performance Management. The respondents viewed Talent Commitment as important. Respondents in this sample showed a high intention to quit their jobs.

Next the results of the gap analyses between the current and the importance of talent management practices are reported. Table 3 illustrates the gaps between the current versus the importance of talent management practices for teachers in Botswana. From Table 2 it is clear that significant gaps exist between all the talent management practices in terms of its current application and importance. The largest gaps were observed between workforce planning and talent retention practices.

Table 2: Gap Analyses – Current versus Importance of Talent Management Practices

	Current	Importance	Gap Analyses	p
Talent Management	2.5276	3.5268	-0.9992	.000
Workforce Planning	1.8789	3.1304	-1.25147	.000
Talent Acquisition	2.4103	3.3512	-0.94094	.000
Talent Commitment	3.1831	4.0713	-0.88819	.000
Talent Development	2.7525	3.4194	-0.66689	.000
Performance Management	2.5075	3.5766	-1.06907	.000
Talent Retention	2.4331	3.612	-1.17889	.000

Testing of Hypotheses

Pearson correlations were performed to test for the relationships between Talent Management and Turnover Intentions of teachers. The results of the correlation analyses in Table 3 show that there is a significant negative relationship between the respondents' current perceptions of Talent Management practices and their intention to quit. The effect is small.

Table 3: Correlations analysis between Talent Management and Intention to Quit

		Talent Management	Intention to Quit
Talent Management	Pearson Correlation	1	-.152**
	Sig. (2-tailed)		.008
	N	299	299
Intention to quit	Pearson Correlation	-.152**	1
	Sig. (2-tailed)	.008	
	N	299	299

Next a correlation analyses was performed to determine the relationship between the talent management dimensions and intention to quit. The results are reported in Table 4 below.

Table 4: Correlation analysis between Talent Management Practices and Intention to Quit

	Workforce Planning	Talent Acquisition	Talent Commitment	Talent Development	Performance Management	Talent Retention	Intention to Quit
Workforce Planning	1	-	-	-	-	-	-
Talent Acquisition	.848**	1	-	-	-	-	-
Talent Commitment	.260**	.473**	1	-	-	-	-
Talent Development	.361**	.684**	.749**	1	-	-	-
Performance Management	.353**	.479**	.574**	.773**	1	-	-
Talent Retention	.512**	.510**	.716**	.687**	.747**	1	-
Intention to quit	-.374**	-.306**	-.359**	-.311**	-.448**	-.447**	1

The results in Table 4 show that all talent management practices are practically significantly related to intention to quit. All are medium effects. Based on the results in Tables 3 and 4 Hypothesis 1 is accepted.

Discussion

The main objective of this research was to determine the relationship between talent management and turnover intentions of secondary school teachers in Botswana. As with previous studies in public sector organisations our study showed that talent management practices are poorly applied among teachers (Barkhuizen, 2014). Our results in particular pointed out poor workforce planning, talent acquisition, performance management and retention strategies. These results are concerning as Botswana schools are continuously expected to enrol more learners in the future (Botswana Teachers Manual, 2006). No school system will be able to survive without talented school teachers who need to provide quality teaching to the population.

Our results furthermore showed that teachers regarded management commitment as the most important practices. Therefore school management need to adopt the appropriate talent mind-set (Welby-Cooke, 2010) that will value school teachers and motivate and retain them (Joel, 2011). The results of our study also showed that talent management practices are significant predictors of the turnover intentions of teachers. The poor application of talent management practices among teachers in this study will enhance their turnover intentions.

This research made important theoretical and practical contributions. To the best of the authors' knowledge this is the first study to investigate talent management among teachers in Botswana. Consequently the results of this study enhance the limited knowledge that currently exist on talent management of teachers in Southern Africa and the potential outcomes thereof. From a practical perspective this research highlighted the problematic practices relating to the talent management of teachers and where corrective measures should be taken.

This research had some limitations. First the sample only included teachers which mean that the results cannot be generalised to other population groups. Secondly a cross-sectional research was followed which limited the researchers in terms of making cause and effect inferences over the long term.

For future research it is recommended that a mixed method research approach be followed to gather more data and insight on the poor application of talent management among teachers. This sample size should also be expanded to gain a holistic perspective on talent management in the teaching profession. Finally this study can be expanded to include more outcome variables such as motivation, employee engagement, employee performance and service delivery.

In conclusion this research addressed the contemporary topic of talent management among school teachers in Botswana and the consequences thereof for the individual, school and broader community if mismanaged. School management are therefore encouraged to revisit the current application of its talent management practices and develop appropriate policies to address the turnover intentions of school teachers resulting from poor talent management.

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