

**A STUDY ON TALENT MANAGEMENT AMONG COLLEGE TEACHERS WITH  
SPECIAL REFERENCE TO TEACHERS IN ST. TERESA'S COLLEGE**

**Dissertation**

**Submitted by**

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**Under the guidance of**

**Ms. DIVYA TOMY KATTIKARAN**

**In partial fulfillment of the requirement for the Degree of  
MASTER OF COMMERCE**



**ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM  
COLLEGE WITH POTENTIAL FOR EXCELLENCE**

**Nationally Re-Accredited with A++ Grade**

**Affiliated to**

**Mahatma Gandhi University**

**Kottayam-686560**

**March-2**

**ST. TERESA'S COLLEGE, ERNAKULAM (AUTONOMOUS)**

**COLLEGE WITH POTENTIAL FOR EXCELLENCE**

**Nationally Re-Accredited with A++ Grade**



**CERTIFICATE**

This is to certify that the project titled "A STUDY ON TALENT MANAGEMENT AMONG COLLEGE TEACHERS WITH SPECIAL REFERENCE TO TEACHERS IN ST. TERESA'S COLLEGE" submitted to Mahatma Gandhi University in partial fulfillment of the requirement for the award of Degree of Master in Commerce is a record of the original work done by **Ms. Daniya Shafeek**, under my supervision and guidance during the academic year 2024-25.

**Project Guide**

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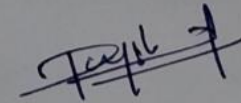
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### **DECLARATION**

I, Ms. Daniya Shafeek, final year M.com student, Department of Commerce (SF), St. Teresa's College (Autonomous) do hereby declare that the project report entitled "A STUDY ON TALENT MANAGEMENT WITH SPECIAL REFERENCE TO TEACHERS IN ST. TERESA'S COLLEGE" submitted to Mahatma Gandhi University is a Bonafide record of the work done under the supervision and guidance of Ms. Divya Tomy Kattikaran, Assistant Professor of Department of Commerce (SF), St. Teresa's College (Autonomous) and this work has not previously formed the basis for the award of any academic qualification, fellowship, or other similar title of any other university or board.

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**DATE: 25/4/2025**



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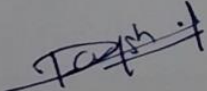
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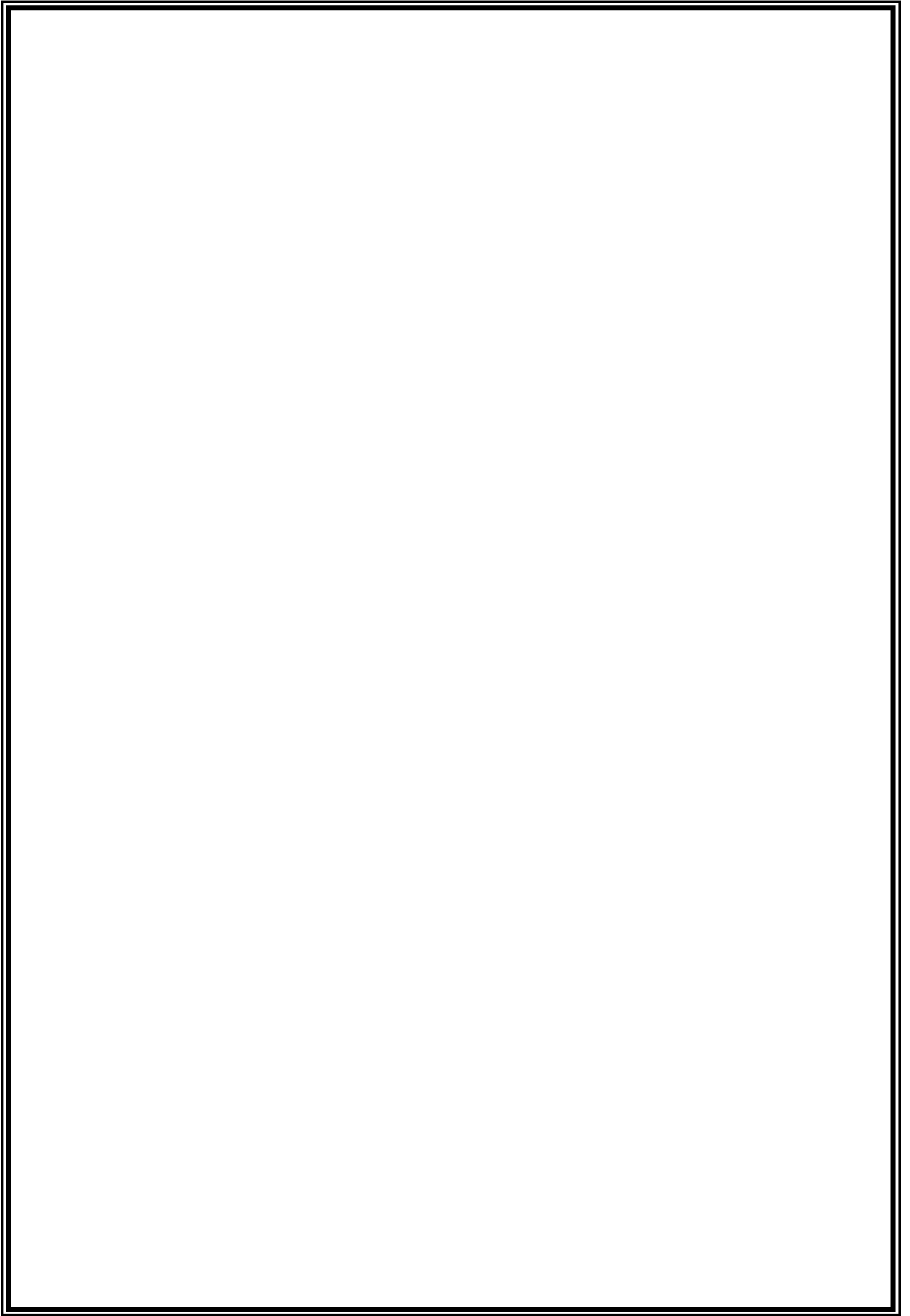
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**DANIYA SHAFEEK**



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**CHAPTER-1**  
**INTRODUCTION**

## **1.1 INTRODUCTION**

Knowledgeable workforce organization is critical to the success of higher education organizations in today's progressively globalized educational environment. Professors are detailed to educational institutions' efforts to provide high-quality instruction and create a positive learning environment. In addition to schooling, academic teachers promote contribution by students, improvement, and academic achievement. To guarantee student sensation and build an outstanding learning atmosphere, skilled educators have to be employed, competent, and maintained.

To increase an organization's human capital, a set of ideas and systems known as "talent management" are used. It indicates to higher learning programs that aim to draw experienced teachers, provide opportunities for progress, and use retention schemes to improve job satisfaction. Nevertheless, many universities resist to manage their faculty groups, which directs to poor student performance and high employee turnover. Interesting, increasing, and preserving top talent is an art and science that adds to an organization's success. Filling jobs is not as important as nurturing each person's unique capabilities and likely, supporting them with the company's mission, and guaranteeing they succeed in a growth-oriented ecosystem. Launching a vital, participating employees that adapts to changing business situations and developments the company is the fundamental goal of talent management. It is essential for releasing creativity, improving yield, and generating an environment where talent succeeds rather than just persists.

Colleges like St. Teresa's College, which places a high value on exceptional instruction, must comprehend and put into practice capable recruiting techniques. Effective talent management techniques guarantee that workers are not only competent but also continuously developing to satisfy the evolving demands of their line of work. Recruitment, professional development opportunities, mentorship programs, performance reviews, and retention tactics are a few examples of these practices, all of which contribute to raising the standard of education that students receive overall. With a particular emphasis on St. Teresa's College, this study investigates talent management for college instructors. In a time when quality education is of the utmost importance, attracting, training, and keeping qualified teachers depends heavily on efficient talent management. This study intends to investigate the effects of the tactics used at St. Teresa's College on student achievement and faculty satisfaction, emphasizing the value of creating a positive atmosphere for educators in order to improve the quality of education as a whole.

## **1.2 STATEMENT OF THE PROBLEM**

The project titled 'A study on talent management among college teachers with special reference to teachers in St. Teresa's college is done to understand the workforce management of teachers in St. Teresa's college, Ernakulam. Also, it gains insights into how to optimize human resources and enhance organizational effectiveness.

### **1.3 SCOPE OF THE PROBLEM**

The study will focus primarily on the teaching staff at St. Teresa's College. Data will be collected through surveys, interviews, and performance assessments, with an emphasis on understanding both the institutional approach to talent management and individual teacher experiences. This study will be limited to the college's faculty members, with specific attention to factors such as faculty retention, professional growth, and the alignment of talent management practices with institutional objectives.

### **1.4 OBJECTIVES OF THE STUDY**

1. To examine the existing talent management practices at St. Teresa's College.
2. To assess the impact of these practices on the teachers' professional development, motivation, and job satisfaction.
3. To identify challenges faced by the institution in managing teaching talent effectively.
4. To provide recommendations for improving talent management strategies in the college.

### **1.5 RESEARCH METHODOLOGY**

Research methodology is the systematic approach to finding solutions to the research problem. It constitutes the research method, selection criterion of research method used in context of research study and explanation of using a particular method or technique so that research results are capable of being evaluated either by researcher himself or by others. Why research study has been undertaken, how the research problem has been formulated, why data have been used and a best of similar other questions are usually answered when we talk of research methodology concerning a research problem or study. The main aim of any type of research is discovering hidden truth that may facilitate understanding a problem in use.

#### **1.5.1 RESEARCH DESIGN**

The research is for academic purposes. There is research design adopted is 'exploratory design'

#### **1.5.2 SAMPLE DESIGN AND SIZE**

Sample design is a definite plan to determine before any data is obtained for a sample from a given population.

- c) the research is done on 150 respondents
- d) convenience sample method is used for selecting sample
- e) the location of the study restricted to St. Teresa's college

### **1.5.3 DATA COLLECTION METHODS**

Primary data

The primary data was collected from respondents through the use of structured questionnaire

Secondary data

Internet, various sites, journals

### **1.5.4 RESEARCH INSTRUMENTS FOR DATA COLLECTION AND ANALYSIS**

#### **DATA COLLECTION**

Primary data was collected through questionnaire by distributing questionnaires among customers

#### **DATA PRESENTATION**

The data are presented through tables, charts and diagrams

#### **DATA ANALYSIS**

Data analysis is done by using percentage analysis

### **1.6 LIMITATIONS OF THE STUDY**

1. The results may not be entirely generalizable to other colleges or universities, particularly those in different geographic locations, educational systems, or cultural contexts, because the study is restricted to St. Teresa's College.
2. The study will concentrate on St. Teresa's College instructors, and the sample size may be restricted based on how many faculty members are willing to take part in surveys or interviews.
3. Surveys, interviews, and faculty members' self-reported data will all be used in this study, so there may be some bias in the results. The data may not always be true.
4. The methods of data collection, including surveys, interviews, and secondary data may be subject to constraints.
5. Factors outside the scope of the study, such as changes in national education policies, economic conditions, or technological advancements, may also influence talent management practices at St. Teresa's College.

## **1.7 CHAPTER OUTLINE**

We have segregated our project into 5 chapters. Each part of the study has a significant role in the completion of the study. Here is the chapter segregation followed for the study

### **1.7.1 Introduction**

This chapter explains the research topic, its significance, and context of the study. It sets the space for the entire project by detailing the importance of talent management in higher education institutions, particularly among college teachers. The chapter will also outline the objectives, research questions, scope, and significance of the study.

### **1.7.2 literature review**

This chapter reviews existing literature on talent management in higher education, with a focus on best practices, challenges, and theoretical frameworks. Research on academic institution retention, job satisfaction, motivation, and faculty development is also examined. In addition to highlighting gaps in the current body of research that the study aims to fill, the chapter attempts to lay the groundwork for understanding the current state of talent management.

### **1.7.3 theoretical framework**

In order to address the research questions, the research design, methodology, data collection techniques, and analytical tools are described in this chapter. It gives a thorough explanation of the methodology used for data collection, including surveys, interviews, and secondary data sources, as well as the justification for the choices made.

### **1.7.4 Data analysis and interpretation**

The findings of the data analysis are shown in this chapter. It offers a thorough analysis of the information gathered from questionnaires, interviews, and other sources. The results are examined and interpreted in light of the study's goals.

### **1.7.5 findings, recommendations and conclusion**

The results of the research are evaluated and contrasted in this chapter with the reviews of the literature that are already available in Chapter 2. The results' ramifications are thoroughly examined, including how St. Teresa's College's personnel management procedures compare to or deviate from industry best practices. Based on the results and discussion, this chapter also provides useful and doable suggestions.



**CHAPTER-2**  
**REVIEW OF LITERATURE**

## **REVIEW OF LITERATURE**

### **Taruna, 2001**

Through the study, 'Talent Management', she stated that building a strong pool of talent is central to organizations wellbeing. The author pointed out that better talent management does not come from having better HR processes or a better HR department. He stated that it comes mostly from having leaders and managers at all levels who embrace a talent mindset. He also stated that all managers are accountable for strengthening their talent pool. In this context the author narrates that a talent mindset needs bold actions to build a talent pool whenever the organization needs.

### **Dang et al, 2020**

Through the study 'Talent conceptualization and talent management approaches in the Vietnamese Banking Sector', the authors focused mainly on qualitative research method. They found that a combination of organized soft skills, learning ability, flexibility, technology adaptability, integrity and risk management skills contributes to talent identification. The authors have discussed that talent in the private banking sector, which has implemented efficient TM programs, is identified by not only results (high performance), but also competency (high potential). However, in the public and foreign banking sectors, as well as in those private banks where TM practices have not been well undertaken, talent is mostly identified by results

### **Sharma, 2017**

Through the study, 'Descriptive Research on Talent Management in the Education Sector', Education is a necessity not a luxury, it is an important aspect of a civilized life. He stated that seeing the future without education is like preparing for a battle without a weapon. The author highlighted that the context of globalization and development in technology, education is undergoing unprecedented changes. In the study the author has in addition to questions of access and equity, institutions of education are called upon to cut costs, improve quality and compete in an environment of cross-border educational provision. It was found that academic administrators have to respond to these challenges and steer the course of their institutions to provide world class education and training to their students.

### **Lee & Town, 2020**

The study 'An integrated talent management model for the Public Service: The case of the Western Cape Provincial Government', conducted an empirical investigation in the Western Cape Provincial Government with the purpose to ascertain the status of talent management policies and practices. Their findings revealed that human resource practices in general and talent management functions in particular are not adequately aligned and coordinated. Through the study, the author in order to address this situation, by proposing an integrated

talent management model (ITMM) for the Public Service. Their case study revealed that the absence of an integrated talent management model contributes to various HR-related challenges currently experienced by provincial departments. These include uncoordinated and unaligned practices, a silo-mentality between various directorates and departments, skills gaps, tedious paper-based administrative systems, and inadequate supply and retention of competent and talented staff in key positions.

### **Singh et al, 2017**

Through the study, ‘Occupational Stress on Employees in Information Technology Organizations’, they have focused mainly on Information Technology organizations various strategies like meditation, participation in programs for reducing stress among employees would be adopted. However, the identifying hidden talent of employees is not implemented properly by the managers. So, talent management along with other strategies should be approved in an organization. Through the study it is observed that, maximum number of employees in IT organizations have occupational stress. The study stated that the facts related to occupational stress among IT employees are pertaining to family problems, insecurity of job, low monetary compensation, ill health etc. They have concluded that the maximum number of respondents are facing physical and mental problems like high blood pressure, exhaustion, monotonous work, body pain, back pain, depression and sleep disturbances.

### **Amri & Safari Olyaei, 2017**

The study, ‘Talent Management among IT Employees’, is focused mainly to explore the hidden talent of the Information Technology (IT) employee’s, and also attempted to discover the most appreciated talent areas by management. The study is an exploratory survey in nature. The study focused on the areas of talent, innovative talent, and the majority of employees opined that they are appreciated by the management members for their management skills. The study clearly mentioned that Creativity talent is the most appreciated talent area of management. Through this study respondents argued that Technological skills or talent is largely appreciated by management and also employees responded that skills of leadership or talent in leadership is the main talent area which is appreciated by their management.

### **Bhanupriya, 2015**

The study, ‘Linkage between talent management practices & business performance in its sector of India’ highlights that an unhappy and insecure employee is worse than your biggest competitor. The objective of the study is to find out linkage between talent management practices and business performance. The study mainly pointed out that talent management practices help to increase critical success factors like encouraging innovation and creativity, employee satisfaction, customer satisfaction, to gain market share, expanding product range, increase competitiveness to attract new customers, change management, risk management,

diversity management, quality management, product or process design. The study concluded that employee retention has a direct impact on profitability and success of the firm.

### **Jose, 2019**

The study 'Innovation in Recruitment and Talent Acquisition: a Study on Technologies and Strategies Adopted for Talent Management in It Sector. International Journal of Marketing & Human Resource Management' mainly highlighted the role of innovation in recruiting and talent acquisition. The study also focused on the various Technologies and strategies adopted for talent management in the IT sector. Apart from this, the study also examined the use of the latest technology by the HR department in IT Companies for recruiting the right person in the right place. The objectives of the study involve evaluating the use of the latest technologies by the HR department in IT companies for recruiting.

### **Harshita & Bhanupriya, 2018**

The study, 'Talent retention challenges in the IT sector of India' mainly focused on the areas of challenges faced by IT firms to retain talent. The study highlighted that the IT sector is faced with great challenges in retaining talent. The study showed that commitment of top management helps in retaining talent in the organization's study remarked that the main causes of leaving a job by talented employees are unattainable high talent, lack of good salary/monetary benefits, lack of promotional opportunities, off hours shift, health issues, high stress level etc. The study concluded that the success of companies depends on managing the talent of people.

### **Vishnoi & Rajan, 2020**

The study 'Enterprise Bargaining: How to Mortise Talent' stated more emphasis on employee engagement' has been considered as the important criteria in human resources in all the organizations. Their findings suggested that both men and women employees in (IT and Education Sector) have a significant gender difference while selecting a work profession. The study pointed out that work had an adverse effect on both men and women, as it affects their health and even work discussion. The spillover of work into family life showed that both men and women did not have enough time to spend with their families and moreover work pressures affected quality of family life.

### **Fang Lee Cook, (2004).**

Through the study named 'Strategy for Talent Management' he has focused mainly on the talent management strategy of organizations in the service sector. The author has stated that many services organizations are now realizing the advantages of a diverse workplace. In this context, the author has pointed out that, as more and more organizations are going global in their market expansions either physically or virtually, there is a necessity to employ diverse

talents to understand the various niches of the market and management should give an opportunity to their employees to show their hidden talents in this regard. The author has stated that, in every service rendering organization, the management should have such a talent management strategy or programs which enhance the talent of the employees.

**Douglas J. Novona, (2005).**

Through the study, 'Confirmation of a Successful Talent Management' the author has highlighted the factors which are responsible for the success of talent management activities. In this context, the author has stated that talent management activities can seem intimidating and difficult to handle for managers and human resources in the organizations. However, while discussing 'talent' the author has referred to the most valuable function in the organization. In the opinion of the author, organizations do not survive without people and when the management people of the organization think and plan for the development of these products of value; things can be complex and appear multiple. For the successful talent management system of any organization, the author has suggested five points implementing the plan.

**P. Chatterjee. (2013).**

Through the study, 'Selection of Materials Using Compromise Ranking and Outranking Methods' the author has highlighted the problems for valuing employee's talent. The author has critically stated that, in spite of leading contributions made by the employees, only a few organizations have taken initiative to show their value and contribution in the annual report of the organization. It is observed that, several studies have been made so far regarding the valuation of human resources, but in any study, no talented human resource has been considered as an asset of organization. In the opinion of the author

the problems of valuing employee's talents are;

- i. Like other physical assets, human resources cannot be owned by the organization.
- ii. Human resources are not recognized by the Income Tax department.
- iii. Some qualities of human resource cannot be measured into monetary terms such as leadership quality, praise, honesty, sincerity, motivation, mood, sentiment, loyalty, etc.; and
- iv. No assurance of certain benefits given by human resources in the future time period.

**Amiri, M. and Nobakht, A. (2016).**

Through the study 'Performance Management: An empirical Study of selected manufacturing organizations in Pune' It was found that performance management is an essential way to improve the effectiveness of organization and achievement of organizational goals. However, the effect of talent management among HR professionals and managers is more essential for improving the circumstances of the organization for achieving the goals.

**Amiri, M. and Chavan, B. (2016).**

Through the study, 'A Study of Socio-Economic Changes in Newly Industrialized Areas in Pune District', It could be said, however, the computerization of higher education and higher educational institutions changed the way of teaching as well as learning of students and finding a better solution for identifying the skills of students. Here also the role of talent management among teachers and students can play an important role in identifying their hidden talent and skills for changing the condition.

**L. A. Berger and Dorothy Berger. (2008).**

Through the study 'Creating a Talent Management program for Organizational Excellence', Authors have presented a talent management model based on the practice of high performing organizations. It consists of three linked elements, i.e. a creed, strategy, and system. The presented model requires that the principles of the organization's creed are embedded into both its talent management strategy and in its talent management system by incorporating its doctrines into selection criteria, competency definitions, performance appraisal system for driving organizational success and also discussed on the integrating succession planning and career planning of employees.

**Chattopadhyay. P. (2013).**

Through the study 'Return on Talent: The Underpinned Aspect of Innovation', Author has stated that, it may be underscored that the return on talent is a calculable measure both- in quantitative and qualitative terms. In the opinion of the author, in typical organizational situations, this concept can be questioned, though it must be said in the organization, especially those belonging to the same ranks may create problems related to camaraderie. The author has further stated that, development of the right attitudes and enduring managers and people with required powers can bring forth results several times higher than the expenditure that may be incurred in finding talents, harnessing them and deploying them not only for the purposes of today but also tomorrow.

**Amiri, M. (2015).**

According to the study 'Talent Management: A Case Study of IT Organizations.', it is also increasingly recognized that wasted unused or hidden talent can literally shrink a person's brain. The author has raised the question that, how can a person develop more talent given the complexity of the brain to recognize such hidden or unused talent and the rigidity of some workplace to value unique capabilities of its workers

**Anat Arkin, (2006).**

Through the study 'Hidden Talents- Employers need to Consider Diversity and Talent Management together', author has stated that, step into any high street bank, chain store or another customer-facing business and the chances are that the people who serve you, will reflect all the rich diversity of the 21st century. The author has further stated that, enter these same company's headquarters and take the lift up to their executive suites and you are likely to find yourself in a mid- 20th century time warp.

**Amiri, M. (2016).**

Through the study ‘A study of marketing strategy adopted by edible oil wholesalers in Pune city’, he has concluded that, for attracting customers, edible oil wholesalers have adopted various marketing strategies such as giving a free gift, advertising. But lack of talent management among wholesalers caused various challenges and problems. So, talent management is vital for edible oil wholesalers.

**K. R. Manjunath and K. Jalaja, (2013).**

Through the study, ‘Talent Acquisition and Talent Management’ authors have stated that, what is important for the organization is not to acquire quality human resources, but it is important for them to realize optimal value for them which requires them to develop such strategies to appraise-develop-retain the intellectual resources for creating long term sustainable competitive positions in the competitive or highly fragmented market conditions. Acquiring the right talent and sustaining them for the long term would always ensure them with all the advantages of realizing strategic turnaround to the operations.

**J. Bersin, (2006).**

In the study ‘Development and Implementation of a Talent Management Strategy’, the paper author has discussed the critical issues. These issues are – i) Talent management requires integration and communication between existing HR and Research and Development activities. ii) Competency management, misunderstanding and difficult parts of training and HR have become critical and iii) Vendor claims, there is no complete ‘Talent management software solution yet. On these issues, the author has discussed critically in the study paper.

**Sunita Chugh, (2006).**

The study ‘Talent Management among IT employees’ is based on the survey. Through the study, the author has attempted to explore the use of strategic Human Resource Management as a context for talent management practices in high performing work organizations. Following a multiple case embedded research design, the author has investigated how the talent management system has been successfully implemented at five high performing well-known organizations in the National Capital Region of India. The study paper also contains literature review, which highlights some testable propositions which are literal replication from the case studies support. Mapping of the Talent management system is attempted in the case studies. The author has discussed the core issues emerging in the case let and the linkage with high-performance work practices in this study paper. Implications drawing on the logical domain of talent management in HR practice and research are further addressed by the author.

**Tobias. C. (2007).**

In the study ‘Talent retention strategy in high performing work organizations’, the organizations should aim to hire, develop and retain motivated capability people, who have the “Can do” (i.e. ability or capability) and the “Will do” (motivational) factors that are relevant to the job. This study is based on the survey. Through the study, the author has observed that the greatest cause of job dissatisfaction is the underutilization of management talent. In the opinion of the author, talent has egoistic needs, which must be met, if they are to

be fulfilled; and this forms the key content of talent management in high performing work organizations.

**Rath. T. (2011)**

In the study 'The executive guide to integrated talent management', integrated talent management is an approach to building organization capability and engagement by integrating talent acquisition; development and deployment across traditional HR silos. Authors have further opined that this process keeps all the aspects of talent management aligned with business objectives and goals. Through this book, authors have presented strategic and tactical guidelines for training and development professionals seeking to play key roles in the process.

**L. Overton, titled, (2008).**

Through the study 'Hidden Skills: Employees' Perspective on untapped potential', the article author has explained employee's perspectives regarding their untapped potential. The author has observed that employees were not only using e-learning provided as a part of their job but also using it to develop skills outside of their work. The study is based on a survey of 1950 employees. The author has found that 57 percent of employees were engaging with activities out of work that their employers could use but they are not currently doing so. The author has also found that, if employees' untapped skills were used at work, they would feel more motivated, more empowered at work and would stay at their present company for a longer period of time. The author has concluded that tapping into hidden skills would also directly impact on the business and it would increase efficiency.

**K. Donnells, (2008).**

In the study 'Occupational Stress on Employees in Information Technology Organizations', the author has focused on the relationship of hidden talents and training programs. While expanding this relation, the author has stated that effective training is the key to unlocking the talents of employees and ensuring employees meet the day to day business objectives. In the opinion of the author, harnessing the hidden skills of potential employees, employers can transfer not only their business but also maximize their employee's full potential.

**R. Shukla. (2009).**

This book 'Talent management: Process of developing and integrating skilled workers' pertaining to talent management highlights that, how organizations can identify and get the most out of high potential people; by developing, improving and promoting them to important positions. Through this book author has highlighted on a system for integrating human resources building blocks and conditions of human resources, which are essential for any organizations' development and excellence, also focused on how to link employee assessment process to career planning and improvement. In the opinion of the author, it is the fall of simple, efficient, easy to follow methods for assessing, planning and improving highly talented people to meet the organization's current and future requirements.

**M. Goldsmith and Louis Carter. (2009)**

The study 'Best practices in talent management: how the world's leading corporations manage, develop, and retain top talent', have highlighted the most up to date thinking, tools,



models, instruments and case studies which are important with a view to identify, lead and manage talent within the organization. Through the study, authors have provided a vast amount of thought-provoking ideas, tools, and models for formulating and implementing talent management strategies. Authors have also provided the case studies for planning and implementing effective talent succession management strategy in the organization.

**J. Smilansky. (2007).**

The study 'The Systematic Management of Executive Talent. Hydrogen', has discussed the systematic and strategic process of talent management of executives, Author has opined that, the real turning point for a business is when the management realizes that if the managerial population does not reflect the client base and cannot understand the consumer and therefore, they cannot provide them with the good service that the client wants. This book is based on the interviews of senior HR professionals in 20 leading organizations of the UK. The author has defined talent management as an integrated set of corporate initiatives aimed at improving the caliber, availability, and flexibility utilization of exceptionally capable (high potential) employees who can have a disproportionate impact on business performance. The author has concluded that, while most organizations now see talent management as a priority, there is still widespread reluctance to conduct an objective assessment of senior executive's capability and make sure only the most talented individuals occupy key corporate roles.

**CONCLUSION:**

The importance of talent management should not be neglected by the management of the organization. Management should always remember that talent management strategy will help to improve performance of an organization, through better identifying, sourcing, developing, rewarding, motivating and retaining the talent that keeps the organizations ahead of competitors. Through the reviews of topic related literature, it is concluded that the majority of studies have been done with a very limited purpose, that is focusing only on the significance of talent management in the organization. There are many studies, in which the term talent management has not been viewed as a core competence and therefore, organizational culture has overlooked and lopsided.

**CHAPTER- 3**  
**THEORETICAL FRAMEWORK**

## **TALENT MANAGEMENT**

Businesses realize that their most worthy asset is their employees in today's rapidly transforming business setting. Talent management has appeared as an important strategic approach for inviting, developing, retaining, and augmenting human capital to drive organizational achievement. This multitiered subject covers a wide range of practices targeted at confirming that the right people are in the right roles, with the required skills and enthusiasm to succeed. At its core, talent management is a positive approach to personnel planning that point out the importance of supporting human resources with the organization's overall objectives. It starts with successful talent procurement, in which organizations seek to identify and employ top talent who share their values and mission. Employees are supported once involved through coordinated onboarding processes that help them integrate flawlessly into the organizational principles.

Permanent learning and qualified growth are vital components of talent management, as businesses invest in their employee's growth to increase commitment and performance. Performance administration systems provide continuing feedback and assessment, confirming that employees understand their contributions and areas for enhancement. Moreover, talent management includes succession planning, which facilitates organizations prepare for future leadership needs by detecting and acquiring prospective leaders from inside. This tactical insight not only reduces the risks associated with talent deficiencies, but also builds a strong channel of capable human being ready to take on key roles. As the workforce increased more diverse and global, efficient talent management concentrate on inclusively confirming that diverse perceptions are characterized and appreciated. Organizations that value diversity are commonly more advanced and better placed to meet the needs of a distinct customer base.

In review, talent management is vital for organizations that want to succeed in a competitive setting. Companies can increase efficiency, foster novelty, and create a workplace background that attracts and maintains top talent, resulting in long-term success.

## **FEATURES OF TALENT MANAGEMENT**

- Strategic coordination: it ensures that talent management practices are aligned with the organizational goals.
- Holistic strategy: this addresses the entire employee lifecycle, from recruitment to retirement.
- Talent gathering: it ensures attraction and selection of top candidates.
- Onboarding and integration: it is the structured process for acclimating new employees.
- Learning and development: trains and mentor employees to promote continuous growth.
- Performance administration: it involves establishing clear anticipations and conducting consistent working assessments.
- Worker commitment: it promotes a convinced working setting and inspiration.
- Succession planning: it indicates making individuals with great potential for future leadership ranks.
- Diversity and attachment: Persuade a distinct workforce with inclusive systems.
- Data-driven decision making: talent management uses analytics to assess and improve talent policies.
- Workforce planning: it forecasts talent requirements to ensure organizational readiness.
- Flexible talent solutions: responds to changing needs, such as remote and interim employees.

## **DIFFERENCE BETWEEN TALENT MANAGEMENT AND PERFORMANCE MANAGEMENT**

| ASPECT         | TALENT MANAGEMENT   | PERFORMANCE MANAGEMENT                                      |
|----------------|---|---|
| Definition     | A deliberate method to inviting, improving and maintaining talent.                  | A process of evaluating and improving employee performance. |
| focus          | Developing and retaining talent in the workforce.                                   | Assessment of individual performance in short-term.         |
| scope          | Includes the entire employee lifecycle like recruitment, development and retention. | Concerned with setting goals, feedback and evaluations.     |
| Key components | Employment, initial orientation, instruction and successor planning.                | Performance review, goal setting and feedback.              |
| objectives     | Create a strong talent pathway and improve organizational capacity.                 | Enhance individual performance and attain group goals.      |
| Time frame     | Ongoing and futuristic.   | Regular and periodic evaluations.                           |

### **RISK ASSOCIATED WITH TALENT MANAGEMENT.**

Talent management is one of the important factors for organizational success, but it carries a few risks. A few of them are given below:

- High employee turnover: Incapable talent administration can lead to greater dissatisfaction among workforce members leading to a destruction of institutional capability and higher recruitment funds.
- Talent Gaps: Deficient knowledge and growth can result in gaps in talents, which make it challenging for the firm to achieve its strategic goals.
- Scarcity of cultural diversity and inclusion: Failure to conduct inclusive talent administration methods can result in an identical workforce, decreasing creativity and improvement.
- Compliance risk: failure to follow employment legislation and rules during the recruitment, hiring and managing workers can result in legal ramifications and reputation damage.
- Weak succession planning: without an effective succession plan, organizations can lose their key talent without a clean replacement strategy which affects its long-term viability.

- Staff engagement problems: if talent management is a failure in addressing employee's needs and aspirations, it results in low morale and reduction of productivity.
- Expense of talent acquisition: poor recruitment strategies can result in higher cost when hiring wrong candidates, which can be time consuming and resource intensive.
- Resistance to change: Employees may deny the application of new talent management policies which will affect organizational development.
- Inadequate performance evaluation: employee disappointment and mistrust can be caused due to inadequate and biased performance evaluation.
- Technological risks: using technology for talent management can uncover organizations to data secrecy concerns and cybersecurity hazards.

## **MODES OF TALENT MANAGEMENT**

- Recruitment and selection: recruitment involves labeling job roles, advertising the vacancy, and inviting potential applicants. Selection is the technique of choosing the finest applicant from the group of applicants.
- Onboarding: it is the method of incorporating new workers into an organization. It boosts various activities such as finishing paperwork, setting up workspaces and providing induction to help new employees understand the organizational traditions.
- Training and development: it refers to the constructed process of enhancing an employee's skills, intelligence and performance inside the organization.
- Performance management: it is pointed at progressing employee performance by establishing clear prospects, providing constant feedback.
- Succession planning: it is the method of identifying vital roles in a company and the core skills associated with the roles.
- Employee engagement: it is the emotional and cognitive bond that employees forge with their work, peers and organizational mission. It is important for productivity and retention of employees.
- Diversity and inclusion: it refers to the intentional inclusion of individuals with a wide variety of characteristics, backgrounds and experiences.
- Talent analysis: it is the analysis of employee data, facilitated by the use of statistics and tech, with the purpose of making better decisions.
- Career development: it is an ongoing process by which individuals progress through a series of stages, each of which is characterized by a relatively unique set of issues.
- Workforce planning: it is the strategic alignment of business goals with people strategy. It involves reducing labor costs, responding to changing customer needs etc.

## **TEACHERS SATISFACTION ON TALENT MANAGEMENT**

Teachers' satisfaction with talent management practices is critical to creating a positive educational economy and enhancing student outcomes. When schools prioritize professional development opportunities, teachers feel valued and supported as they advance, which boosts morale and motivation. Effective onboarding processes help new teachers adjust smoothly, while transparent performance evaluations provide constructive feedback that promotes professional development. Moreover, recognition for accomplishments and clear paths for advancement can significantly improve job satisfaction. Supportive leadership, a collaborative work environment, and participation in decision-making all help educators feel more associated and committed. Lastly, when talent management practices are combined with teacher's needs and aspirations, it leads to increased satisfaction and lower turnover rates.

Moreover, it is also important for creating a positive college culture and improving student results. When institutions execute a perfect professional development program, teachers are likely to feel equipped and authorized, which improves their teaching abilities and confidence. Efficient onboarding is also significant because it guarantees that new educators get the supervision and assets they require to succeed in their positions. Creating a sense of belonging from the starting. Furthermore, regular and constructive performance assessment helps the professors know their strengths and weak points, creating an environment of continuous learning. Acknowledgement of achievements whether through formal awards or informal praise, can improve the teacher's morale.

Clear career paths also promote job satisfaction, encouraging teachers to work hard in their roles and contribute to the school community at large. Encouraging leadership is important when top faculties are approachable and actively engage with teachers, they create trust and collaboration. Opportunities for collaboration, such as professional learning communities, boast the sharing of best methods and create a sense of ownership among employees.

## **FACTORS CONTRIBUTING TO TALENT MANAGEMENT**

- Clean organizational goals: when an organization combines talent management strategies with the overall goals of the firm, business objectives are supported by talent efforts.
- Administration responsibility: strong support from leaders are required. Leaders must prioritize talent management and should actively participate in the process to improve employee value and development
- Strong recruitment process: effective talent management strategies that attract suitable candidates are important. This includes a variety of recruitment channels.
- Holistic orientation: a well-planned onboarding process allows new candidates to adjust quickly resulting in lower employee turnover
- Permanent training and development: providing employees with continuous training and development enables them to adapt to the changing conditions and improve their skills. This includes seminars, online education and mentoring initiatives.
- Performance administration system: regular criticism and performance assessment leads to employee development and clarify expectations.
- Growth in career opportunities: clean paths for progress and career growth motivate employees to stay and invest in the company.

**CHAPTER-4**  
**DATA ANALYSIS AND INTERPRETATION**

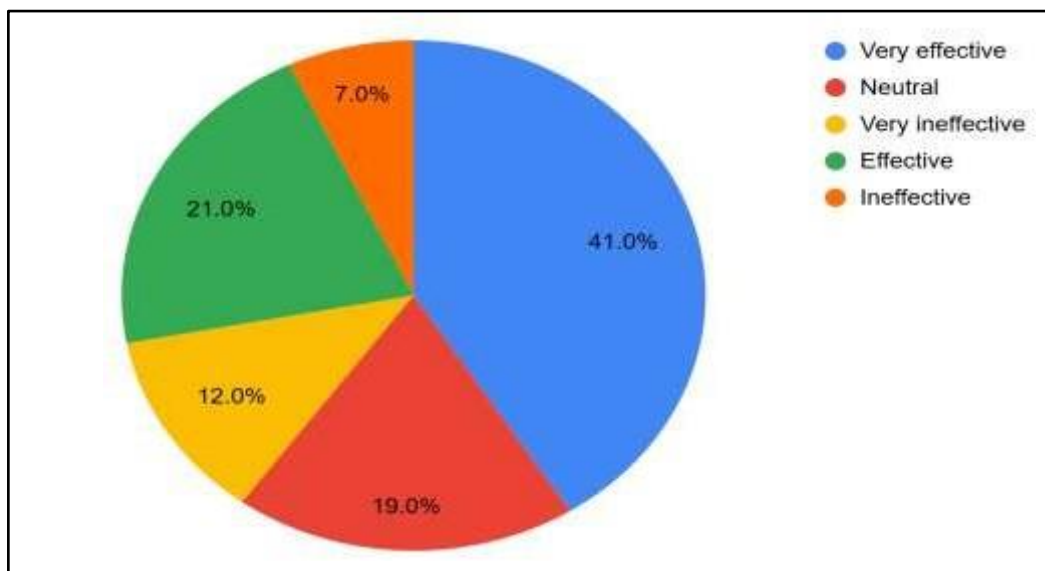
## EFFECTIVENESS OF TALENT MANAGEMENT PRACTICES AT ST. TERESA'S COLLEGE

Table 4.1 showing effectiveness of talent management practices at St. Teresa's college.

| Attributes       | No of respondents | Percentage |
|------------------|-------------------|------------|
| Very effective   | 41                | 41         |
| Effective        | 21                | 21         |
| Neutral          | 19                | 19         |
| Ineffective      | 7                 | 7          |
| Very ineffective | 12                | 12         |
| Total            | 100               | 100        |

(Source: Primary data)

Figure 4.1 showing effectiveness of talent management practices at St. Teresa's college.



(Source: Primary data)



## **INTERPRETATION**

A total of 62% of those surveyed rates the talent management procedures as very effective or effective, indicating a generally positive acceptance. 31% of respondents are dissatisfied with the practices, with 19% neutral and 12% very ineffective. The relatively high level of respondents 12% who believe the practices are ineffective should be performed seriously, as it indicates that there are areas in which practices could be improved or given more attention. In conclusion, while the majority of respondents believe talent management practices are effective, a sizable proportion believe they are ineffective or extremely ineffective, indicating that there is room for improvement.

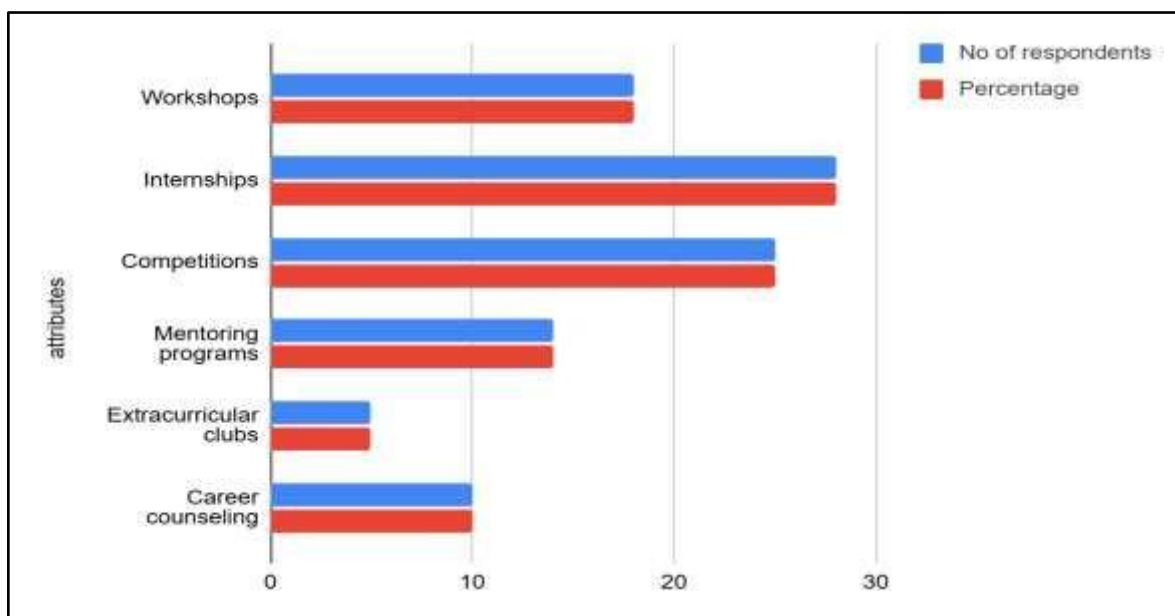
## THE CURRENT TALENT MANAGEMENT PRACTICES FOR TEACHERS AT ST. TERESA'S COLLEGE

Table 4.2 showing current talent management practices for teachers at St. Teresa's college

| Attributes            | No of respondents | Percentage |
|-----------------------|-------------------|------------|
| Workshops             | 18                | 18         |
| Internships           | 28                | 28         |
| Competitions          | 25                | 25         |
| Mentoring programs    | 14                | 14         |
| Extracurricular clubs | 5                 | 5          |
| Career counseling     | 10                | 10         |
| Total                 | 100               | 100        |

(Source: Primary data)

Figure 4.2 showing current talent management practices for teachers at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The data focuses that internships 28% and competitions 25% are the most widely adopted talent management practices for teachers, reflecting a preference for hands-on, experiential learning opportunities. Workshops follow closely, with 18% of respondents indicating their use, showing a strong focus on professional development. Mentoring programs are utilized by 14%, suggesting a moderate emphasis on personalized guidance. Career counseling is employed by 10%, indicating some attention to long-term career development. although extracurricular clubs are the least favored practice, with only 5% of teachers participating. This distribution suggests that while practical and competitive learning experiences are prioritized, career counseling and extracurricular activities play a lesser role in talent management for teachers.

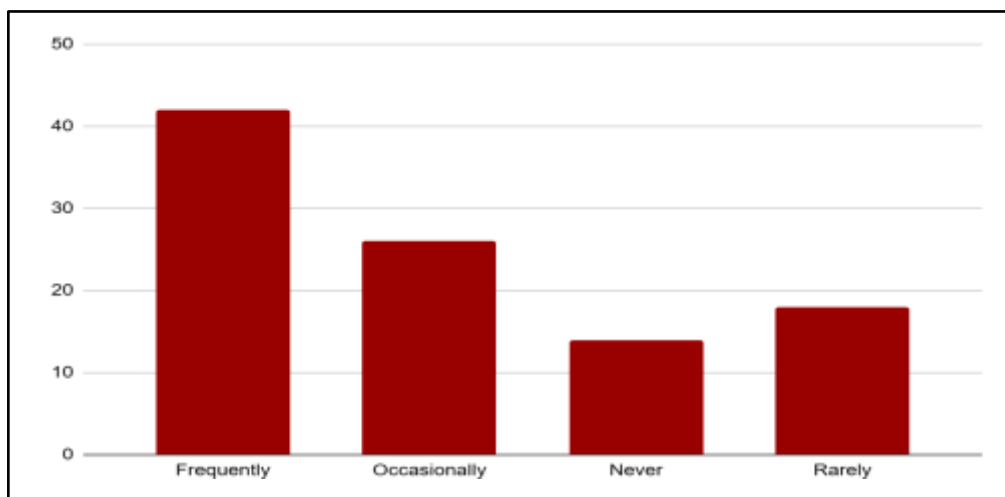
## FACULTY ENGAGEMENT IN ASSESSING AND GUIDING TEACHER TALENT DEVELOPMENT AT ST. TERESA'S COLLEGE

Table 4.3 showing faculty engagement in assessing and guiding teacher talent development at St. Teresa's college

| Particulars  | Respondents | Percentage |
|--------------|-------------|------------|
| Frequently   | 42          | 42         |
| Occasionally | 26          | 26         |
| Rarely       | 18          | 18         |
| Never        | 14          | 14         |
| Total        | 100         | 100        |

(Source: Primary data)

Figure 4.3 showing faculty engagement in assessing and guiding teacher talent development at St. Teresa's college



(Source: Primary data)

## INTERPRETATION

The majority of teachers 68% report frequent or occasional engagement, specifying that faculty at St. Teresa's College assist teacher talent development. Though, 18% of teachers report only occasional engagement, while 14% report no engagement at all, recommending

that faculty involvement could be enlarged to ensure that all teachers receive sufficient support for their professional development. This data suggests that, while some teachers benefit from regular guidance, there is room for improvement, particularly among those who rarely or never participate in developmental activities.

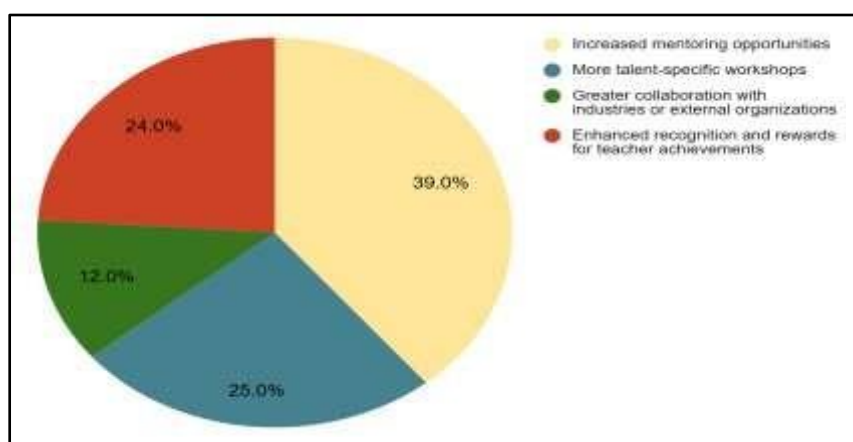
## IMPROVEMENT IN TALENT MANAGEMENT FOR TEACHER DEVELOPMENT AT ST. TERESA'S COLLEGE

Table 4.4 showing improvement in talent management for teacher development at  
St. Teresa's college

| Attributes  | No.of respondents | Percentage |
|---|-------------------|------------|
| Increased mentoring opportunities                               | 39                | 39         |
| More talent-specific workshops                                  | 25                | 25         |
| Greater collaboration with industries or external organizations | 12                | 12         |
| Enhanced recognition and rewards for teacher achievements       | 24                | 24         |
| Total   | 100               | 100        |

(Source: Primary data)

Figure 4.4 showing improvement in talent management for teacher development at  
St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The data indicates that increased mentoring opportunities are the most preferred improvement for the growth of teachers at St. Teresa's College, with 39% highlighting their importance. 25% of respondents support more talent-specific workshops to improve professional skills, while 24% advocate for increased recognition and rewards to recognize teachers' accomplishments. A smaller percentage, 12%, advocates for increased collaboration alongside industries or external organizations to widen teachers' exposure alongside opportunities. This indicates an overwhelming need for personalized support, continuing education, and recognition in developing teachers at the college level

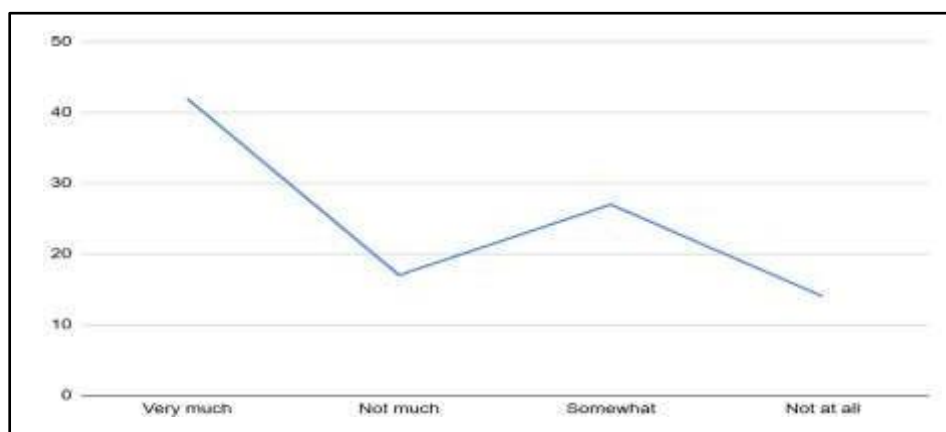
## ASSESSMENT OF THE IMPACT OF TALENT MANAGEMENT IN PREPARING TEACHERS FOR FUTURE CAREERS AT ST. TERESA'S COLLEGE

Table 4.5 showing assessment of the impact of talent management in preparing teachers for future careers at St. Teresa's college

| Attributes | No. of respondents | Percentage |
|------------|--------------------|------------|
| Very much  | 42                 | 42         |
| Somewhat   | 27                 | 27         |
| Not much   | 17                 | 17         |
| Not at all | 14                 | 14         |
| Total      | 100                | 100        |

(Source: Primary data)

Figure 4.5 showing assessment of the impact of talent management in preparing teachers for future careers at St. Teresa's college



(Source: Primary data)

### INTERPRETATION

As per the data, 42% of respondents believe that talent management has strong impact in preparing teachers for their future careers, while 27% consider it as somewhat effective, 17% says it has only little impact and 14% says it has no impact at all. Most of the respondents view talent management positively.



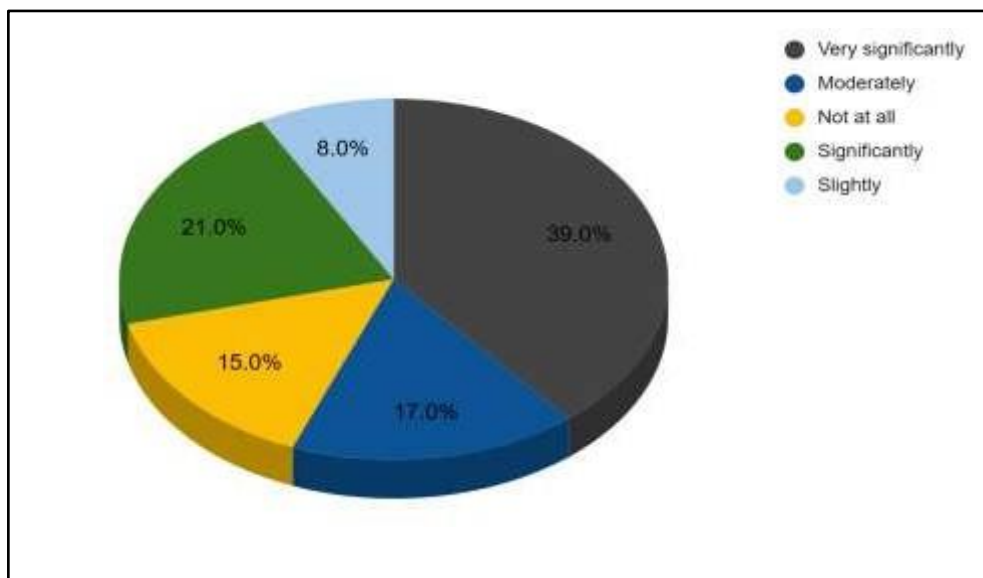
## IMPACT OF TALENT MANAGEMENT PRACTICES ON PROFESSIONAL DEVELOPMENT AT ST. TERESA’S COLLEGE

Table 4.6 showing impact of talent management practices on professional development at St. Teresa’s college

| Attributes         | No. of respondents | Percentage |
|--------------------|--------------------|------------|
| Very significantly | 39                 | 39         |
| Moderately         | 17                 | 17         |
| Not at all         | 15                 | 15         |
| Significantly      | 21                 | 21         |
| Slightly           | 8                  | 8          |
| Total              | 100                | 100        |

(Source: Primary data)

Figure 4.6 showing impact of talent management practices on professional development at St. Teresa’s college



(Source: Primary data)

## **INTERPRETATION**

According to the data, a major 39% of respondents believed the practices contributed significantly to their growth, indicating a favorable view of talent management initiatives. 21% rated the effect as significant, implying that while helpful, the methods may not be as strongly influential. 17% reported a moderate effect, indicating a more neutral response to their professional development. A smaller group, 8%, reported a minor impact, indicating little influence from the practices. 15% of respondents believed that the practices had no bearing on their development, indicating the gap between the projects and the development of their careers.

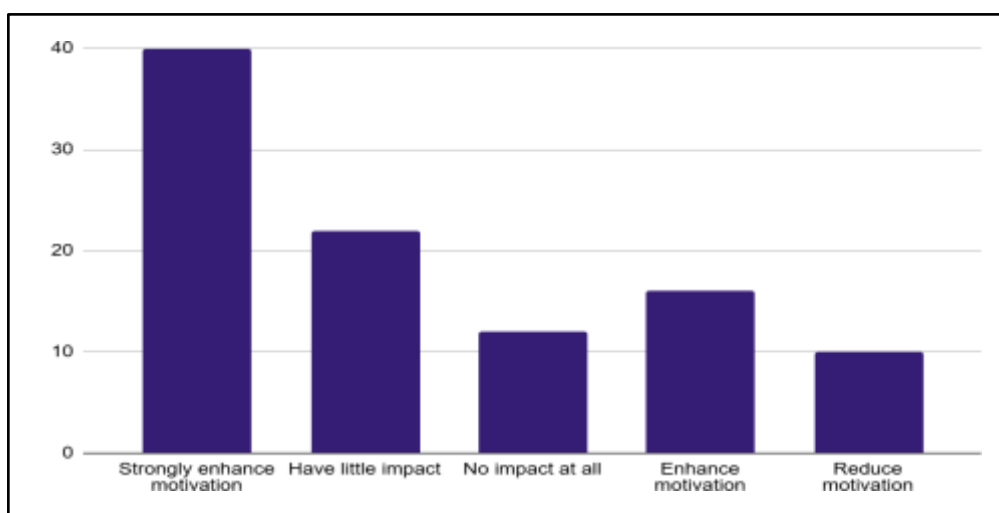
## EFFECT OF TALENT MANAGEMENT PRACTICES ON TEACHING MOTIVATION AND STUDENT ENGAGEMENT AT ST. TERESA’S COLLEGE

Table 4.7 showing the effect of talent management practices on teaching motivation and student engagement at St. Teresa’s college

| Attributes                  | No.of respondents | Percentage |
|-----------------------------|-------------------|------------|
| Strongly enhance motivation | 40                | 40         |
| Enhance motivation          | 16                | 16         |
| Have little impact          | 22                | 22         |
| Reduce motivation           | 10                | 10         |
| No impact at all            | 12                | 12         |
| Total                       | 100               | 100        |

(Source: Primary data)

Figure 4.7 showing the effect of talent management practices on teaching motivation and student engagement at St. Teresa’s college



(Source: Primary data)

## **INTERPRETATION**

The data shows that 40% respondents felt that talent management practices greatly boosted their motivation to teach and interact with students. 16% acknowledged a moderate increase in motivation, suggesting a positive but less significant impact. 22% felt the practices had little to no effect, indicating a neutral or minimal influence on their motivation and engagement. 10% reported a decrease in motivation, pointing to a small group who feel that the initiatives negatively affected.

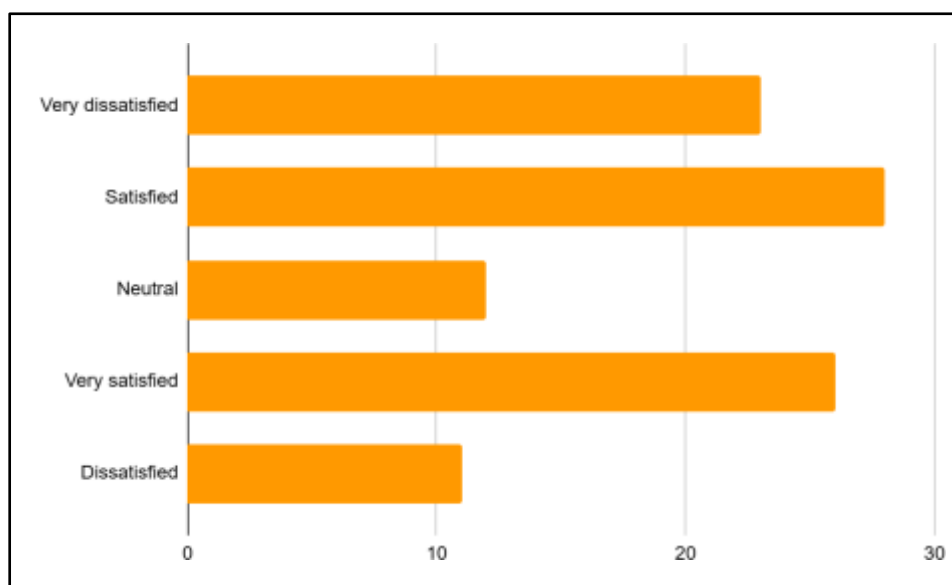
## SATISFACTION WITH OPPORTUNITIES FOR TEACHING SKILL DEVELOPMENT AT ST. TERESA'S COLLEGE

Table 4.8 showing satisfaction with opportunities for teaching skill development at St. Teresa's college

| Attributes        | No. of respondents | Percentage |
|-------------------|--------------------|------------|
| Very dissatisfied | 23                 | 23         |
| Satisfied         | 28                 | 28         |
| Neutral           | 12                 | 12         |
| Very satisfied    | 26                 | 26         |
| Dissatisfied      | 11                 | 11         |
| Total             | 100                | 100        |

(Source: Primary data)

Figure 4.8 showing satisfaction with opportunities for teaching skill development at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The findings indicate that 28% of participants express satisfaction with their opportunities, reflecting a positive outcome. 26% report being highly satisfied, indicating strong approval of the development prospects. However, 23% are extremely dissatisfied, pointing to a significant portion of respondents who feel the initiatives do not meet expectations. 12% maintain a neutral stance, suggesting indifference or uncertainty regarding the opportunities. Lastly, 11% are dissatisfied.

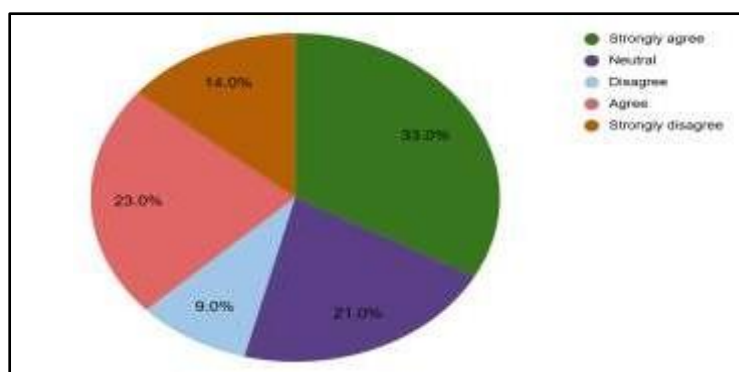
## IMPACT OF TALENT MANAGEMENT PRACTICES AT ST. TERESA'S COLLEGE ON CREATING POSITIVE WORK ENVIRONMENT FOR TEACHERS

Table 4.9 showing impact of talent management practices at St. Teresa's college on creating positive work environment for teachers

| Attributes        | No.of respondents | Percentage |
|-------------------|-------------------|------------|
| Strongly agree    | 33                | 33         |
| Neutral           | 21                | 21         |
| Disagree          | 9                 | 9          |
| Agree             | 23                | 23         |
| Strongly disagree | 14                | 14         |
| Total             | 100               | 100        |

(Source: Primary data)

Figure 4.9 showing impact of talent management practices at St. Teresa's college on creating positive work environment for teachers



(Source: Primary data)

### INTERPRETATION

According to the data, 33% of respondents strongly agree with talent management practices on creating a positive work environment, 23% agree and 21% are of neutral opinion. The rest 23% disagree by saying that talent management practices do not create a positive work environment.

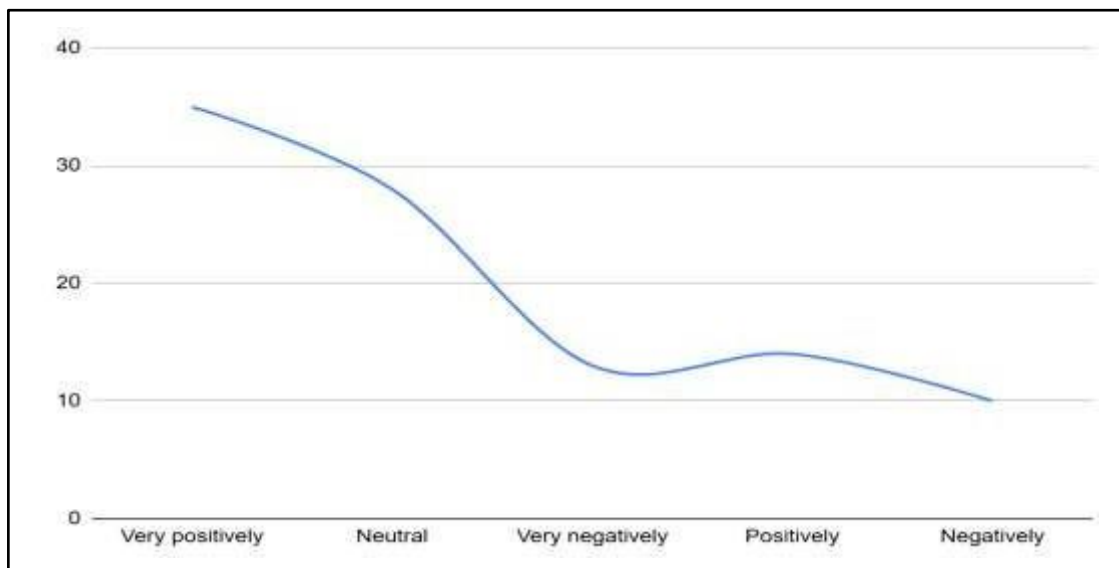
## IMPACT OF TALENT MANAGEMENT PRACTICES ON OVERALL JOB SATISFACTION AT ST. TERESA'S COLLEGE

Table 4.10 showing impact of talent management practices on overall job satisfaction at St. Teresa's college

| Attributes      | No.of respondents | Percentage |
|-----------------|-------------------|------------|
| Very positively | 35                | 35         |
| Neutral         | 28                | 28         |
| Very negatively | 13                | 13         |
| Positively      | 14                | 14         |
| Negatively      | 10                | 10         |
| Total           | 100               | 100        |

(Source: Primary data)

Figure 4.10 showing impact of talent management practices on overall job satisfaction at St. Teresa's college



(Source: Primary data)



## **INTERPRETATION**

The result reveals that 35% of respondents believes that these practices greatly enhanced their job satisfaction, showing strong approval of the initiatives. 14% reported a positive effect, suggesting a moderate but beneficial influence on their job satisfaction. 28% were neutral, implying that the practices did not have a noticeable impact. 13% felt that initiatives had a significant negative effect, reflecting dissatisfaction with the talent management strategies. Finally, 10% considered the practices to have a negative impact, also signaling discontent.

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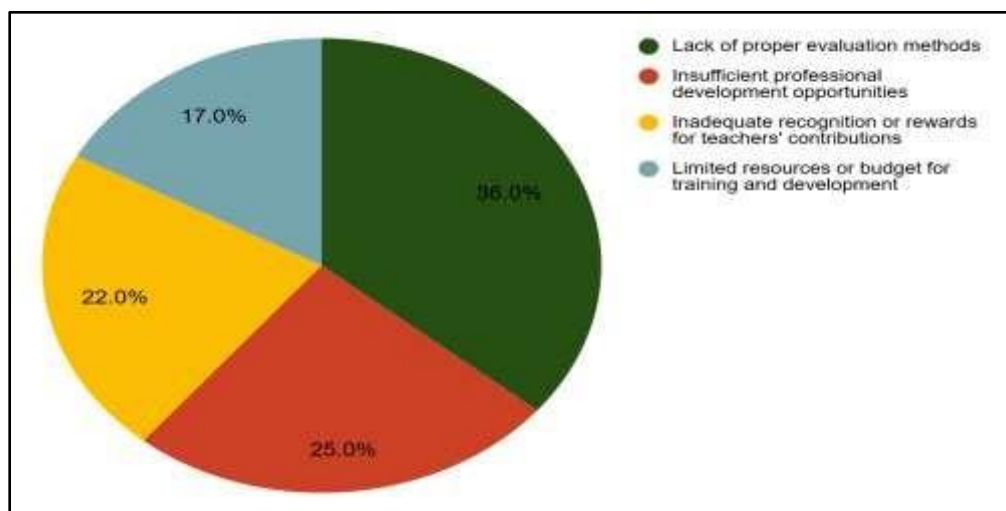
## CHALLENGES IN IDENTIFYING AND NURTURING TEACHING TALENT AT ST. TERESA'S COLLEGE

Table 4.11 showing challenges in identifying and nurturing teaching talent at St. Teresa's college

| Attributes  | No. of respondents | Percentage |
|---|--------------------|------------|
| Lack of proper evaluation methods                             | 36                 | 36         |
| Insufficient professional development opportunities           | 25                 | 25         |
| Inadequate recognition or rewards for teacher's contributions | 22                 | 22         |
| Limited resources or budget for training and development      | 17                 | 17         |
| Total   | 100                | 100        |

(Source: Primary data)

Figure 4.11 showing challenges in identifying and nurturing teaching talent at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The data highlights the several significant challenges in identifying and developing teaching talent at St. Teresa's College. The most important barrier is lack of proper evaluation methods, which 36% of respondents find concerning. Then it is followed by a lack of professional development opportunities 25% and inadequate recognition or rewards for teachers' contributions 22%. Furthermore, limited training resources or budgets 17% impede efforts to effectively develop teaching talent. Addressing these issues has the potential to improve the support and growth of college educators.

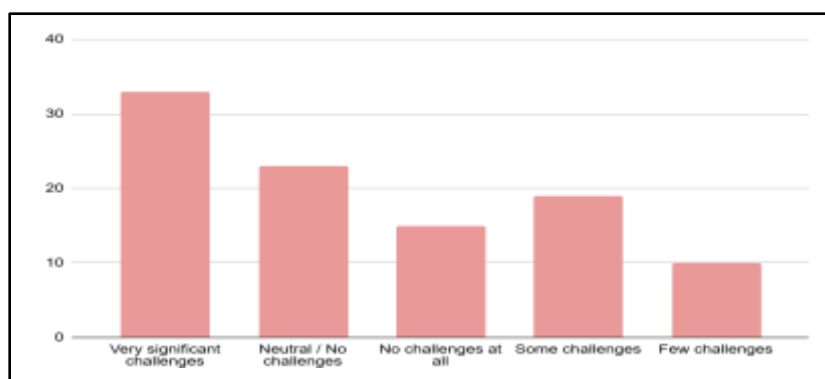
## CHALLENGES IN ALIGNING TEACHER'S SKILLS WITH COLLEGE NEEDS AT ST. TERESA'S COLLEGE

Table 4.12 showing challenges in aligning teacher's skills with college needs at St. Teresa's college

| Attributes                  | No. of respondents | Percentage |
|-----------------------------|--------------------|------------|
| Very significant challenges | 33                 | 33         |
| Neutral/ No challenges      | 23                 | 23         |
| No challenges at all        | 15                 | 15         |
| Some challenges             | 19                 | 19         |
| Few challenges              | 10                 | 10         |
| Total                       | 100                | 100        |

(Source: Primary data)

Figure 4.12 showing challenges in aligning teacher's skills with college needs at St. Teresa's college



(Source: Primary data)

## INTERPRETATION

The data reveals the various levels of difficulty in aligning teachers' skills with the needs of St. Teresa's College. A significant proportion of respondents 33% see significant challenges in this alignment. Meanwhile, 19% acknowledge some challenges, with 10% reporting few challenges. Although, 23% of respondents are neutral while 15% say there are none at all.

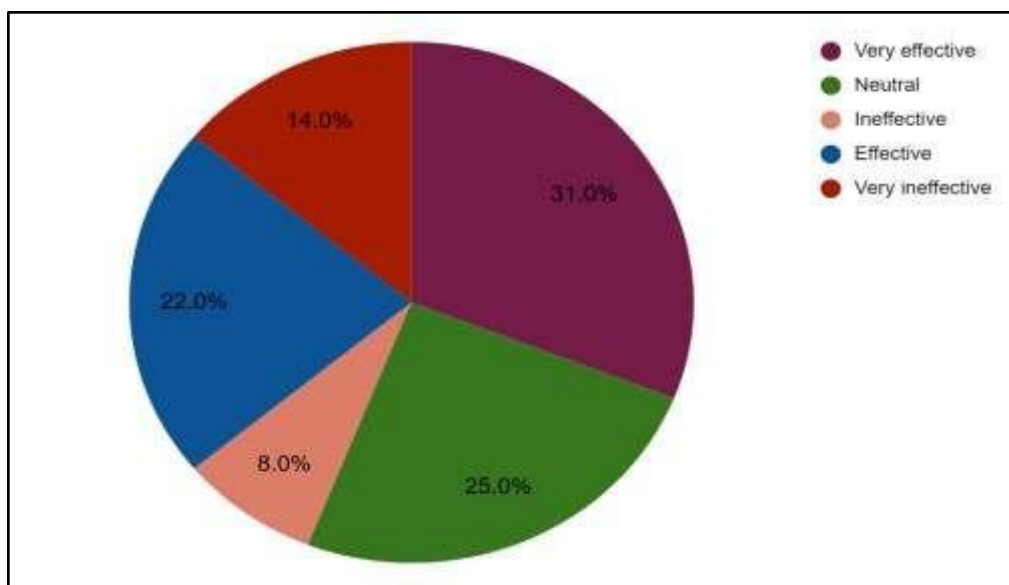
## EFFECTIVENESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT AT ST. TERESA'S COLLEGE

Table 4.13 showing effectiveness of continuous professional development at St. Teresa's college

| Attributes       | No. of respondents | Percentage |
|------------------|--------------------|------------|
| Very effective   | 31                 | 31         |
| Neutral          | 25                 | 25         |
| Ineffective      | 8                  | 8          |
| Effective        | 22                 | 22         |
| Very ineffective | 14                 | 14         |
| Total            | 100                | 100        |

(Source: Primary data)

Figure 4.13 showing effectiveness of continuous professional development at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The data reveals a variety of viewpoints on the effectiveness of St. Teresa's College's continuous professional development. According to the data, 31% of respondents believe that continuous professional development is given very effectively, while 22% believe it is effective, showing a positive experience for many teachers. Although, 25% of respondents are neutral, suggesting a lack of strong opinion or a vague impact. Also, 22% of respondents believe that it is either ineffective 8% or very ineffective 14%, indicating concerns about the quality or applicability of the programs. These findings specify that, while some teachers benefit from continuous professional development, there is a need to avoid the gaps to ensure more compatible and impactful professional development for all staff.

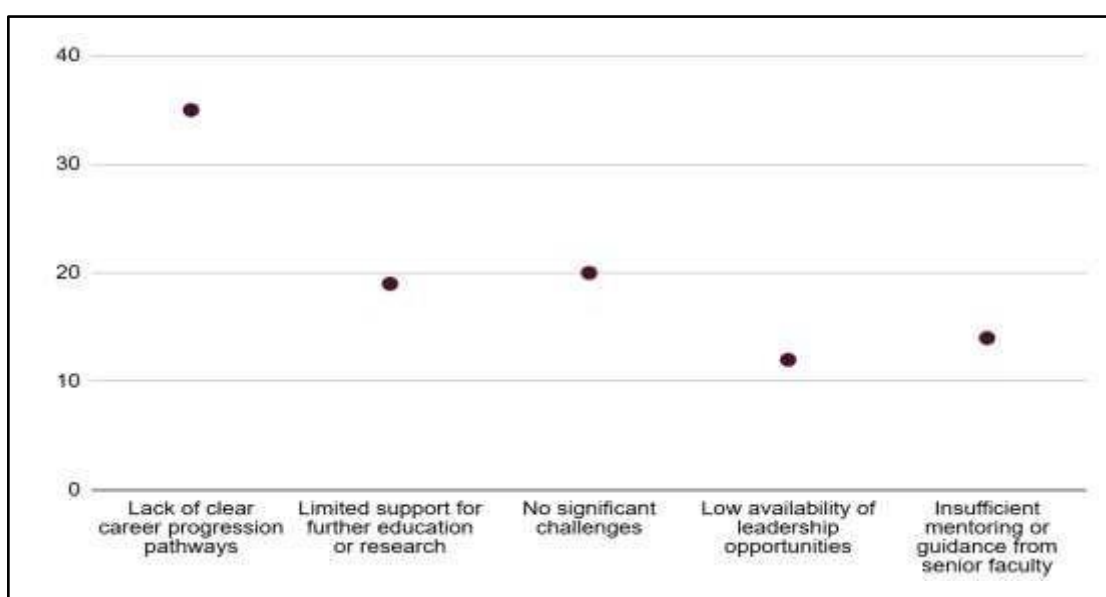
## CHALLENGES IN CAREER ADVANCEMENT AND PROGRESSION AT ST. TERESA'S COLLEGE

Table 4.14 showing challenges in career advancement and progression at St. Teresa's college

| Attributes   | No. of respondents | percentage |
|--|--------------------|------------|
| Lack of clear career progression pathways              | 35                 | 35         |
| Limited support for further education or research      | 19                 | 19         |
| No significant challenges                              | 20                 | 20         |
| Low availability of leadership opportunities           | 12                 | 12         |
| Insufficient mentoring or guidance from senior faculty | 14                 | 14         |
| Total  | 100                | 100        |

(Source: Primary data)

Figure 4.14 showing challenges in career advancement and progression at St.Teresa's college



(Source: Primary data)

## **INTERPRETATION**

The data put forward a number of obstacles that teachers face in terms of career advancement at St. Teresa's College. The most highlighting concern, expressed by 35% of respondents, is a lack of clear career progression paths. 19% report insufficient opted for continued education or research, while 14% report insufficient mentoring or guidance from senior faculty. Apart from that, 12% believe there are not enough leadership opportunities. In a positive way, 20% of respondents believe there are no significant barriers to career advancement. These findings suggest that, while some teachers face significant challenges, others may believe that their career advancement is less hampered.



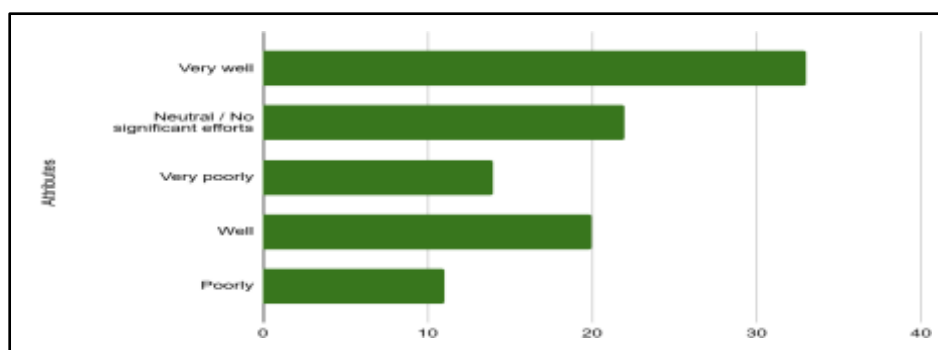
## STRATEGIES FOR RETAINING SKILLED AND TALENTED TEACHERS AT ST. TERESA'S COLLEGE

Table 4.15 showing strategies for retaining skilled and talented teachers at St. Teresa's college

| Attributes                      | No.of respondents | Percentage |
|---------------------------------|-------------------|------------|
| Very well                       | 33                | 33         |
| Neutral/ No significant efforts | 22                | 22         |
| Very poorly                     | 14                | 14         |
| Well                            | 20                | 20         |
| Poorly                          | 11                | 11         |
| Total                           | 100               | 100        |

(Source: Primary data)

Figure 4.15 showing strategies for retaining skilled and talented teachers at St. Teresa's college



(Source: Primary data)

## INTERPRETATION

The data shows a variety of perspectives on how well St. Teresa's College retains skilled and talented teachers. 33% of respondents believe the institution does an excellent job of dealing with this issue, while 20% believe it does not. However, 22% are neutral or believe there are no significant efforts to retain teachers. On the other side, 14% of respondents think it is done very poorly, while 11% think it is done poorly.

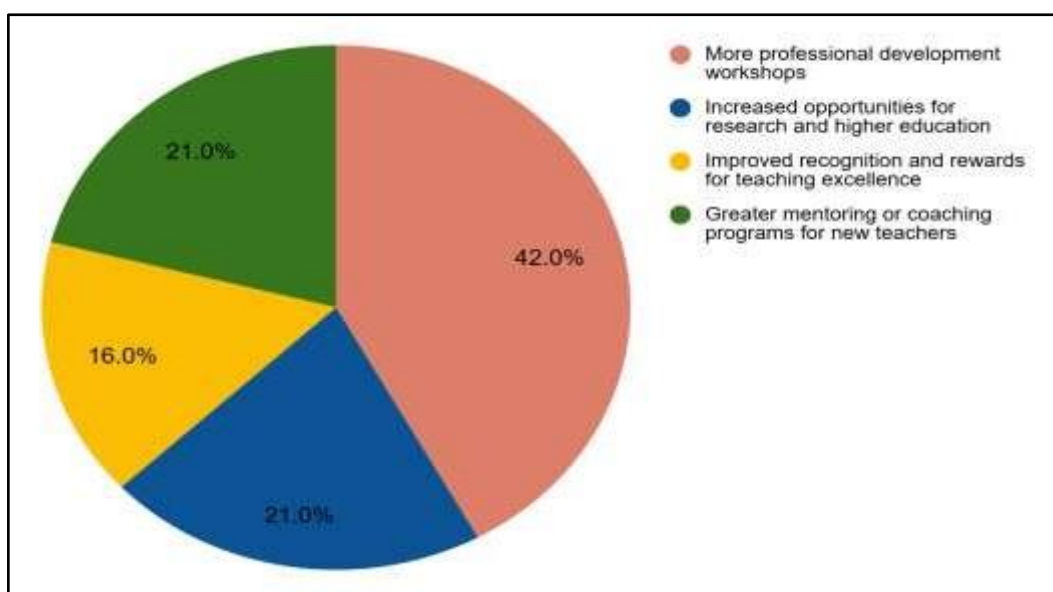
## INITIATIVES TO SUPPORT TEACHING TALENT AT ST. TERESA'S COLLEGE

Table 4.16 showing initiatives to support teaching talent at St. Teresa's college

| Attributes  | No. of respondents | Percentage |
|---|--------------------|------------|
| More professional development                             | 42                 | 42         |
| Increased opportunities for research and higher education | 21                 | 21         |
| Improved recognition and rewards for teaching excellence  | 16                 | 16         |
| Greater mentoring or coaching programs for new teachers   | 21                 | 21         |
| Total   | 100                | 100        |

(Source: Primary data)

Figure 4.16 showing initiatives to support teaching talent at St. Teresa's college



( Source: Primary data)

## **INTERPRETATION**

The data suggests initiatives to support teaching talent at St. Teresa's College. The majority of respondents 42% pointed out the need for additional professional development opportunities. Also, 21% highlights the importance of expanded opportunities for research and higher education, while another 21% supported improved mentoring or coaching programs for new teachers. Finally, 16% of respondents chose for improved recognition and rewards for teaching excellence, highlighting the importance of recognizing exceptional teaching efforts. These findings indicate a desire for growth, support, and recognition for teachers.

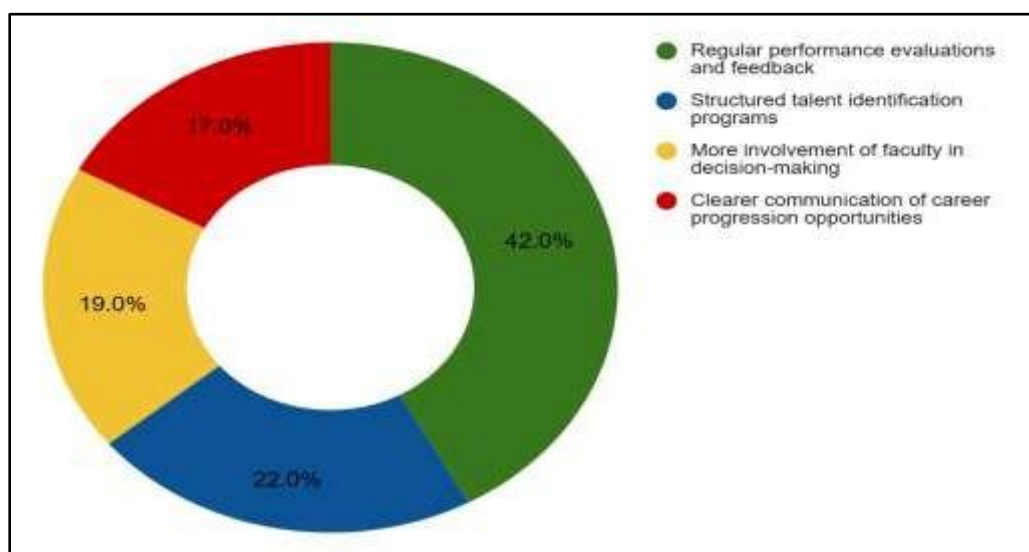
## EFFECTIVE STRATEGIES FOR IDENTIFYING AND NURTURING TEACHING TALENT AT ST. TERESA'S COLLEGE

Table 4.17 showing effective strategies for identifying and nurturing teaching talent at St. Teresa's college

| Attributes  | No. of respondents | Percentage |
|---|--------------------|------------|
| Regular performance evaluations and feedback              | 42                 | 42         |
| Structured talent identification programs                 | 22                 | 22         |
| More involvement of faculty in decision-making            | 19                 | 19         |
| Clearer communication of career progression opportunities | 17                 | 17         |
| Total   | 100                | 100        |

(Source: Primary data)

Figure 4.17 showing effective strategies for identifying and nurturing teaching talent at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

Using respondent feedback, the table outlines effective strategies for identifying and nurturing teaching talent at St. Teresa's College. The majority 42% believed that regular performance evaluations and feedback were essential for identifying and developing talent. Furthermore, 22% suggested implementing structured talent identification programs to systematically identify potential teachers. Next 19% highlighted the importance of involving faculty more in decision-making processes to improve their development, while 17% pointed out the need for clearer communication about career advancement opportunities. These strategies try to find a more supportive and growth-oriented environment for teachers.

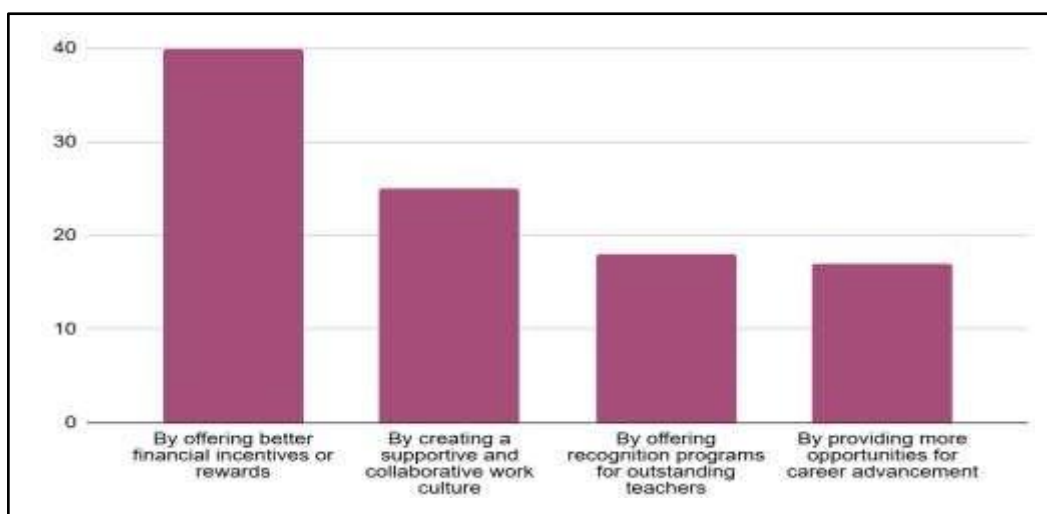
## STRATEGIES TO INCREASE TEACHER ENGAGEMENT IN TALENT MANAGEMENT AT ST. TERESAS'S COLLEGE

Table 4.18 showing strategies to increase teacher engagement in talent management at St. Teresa s's college

| Attributes  | No. of respondents | Percentage |
|---|--------------------|------------|
| By offering better financial incentives or rewards        | 40                 | 40         |
| By creating a supportive and collaborative work culture   | 25                 | 25         |
| By offering recognition programs for outstanding teachers | 18                 | 18         |
| By providing more opportunities for career advancement    | 17                 | 17         |
| Total   | 100                | 100        |

(Source: Primary data)

Figure 4.18 showing strategies to increase teacher engagement in talent management at St. Teresa's college



(Source: Primary data)

## **INTERPRETATION**

Using respondent feedback, the table presents strategies for increasing teacher engagement in talent management at St. Teresa's College. A large number of respondents (40%) opted for better financial incentives or rewards as a key motivator. 25% of respondents pointed out the importance of cultivating a supportive and collaborative work environment in order to boast active participation. Recognition programs for outstanding teachers were opted by 18% of respondents as an effective strategy, while 17% suggested providing more opportunities for career advancement. These strategies seek to create a more rewarding, supportive, and growth-oriented environment for teachers.

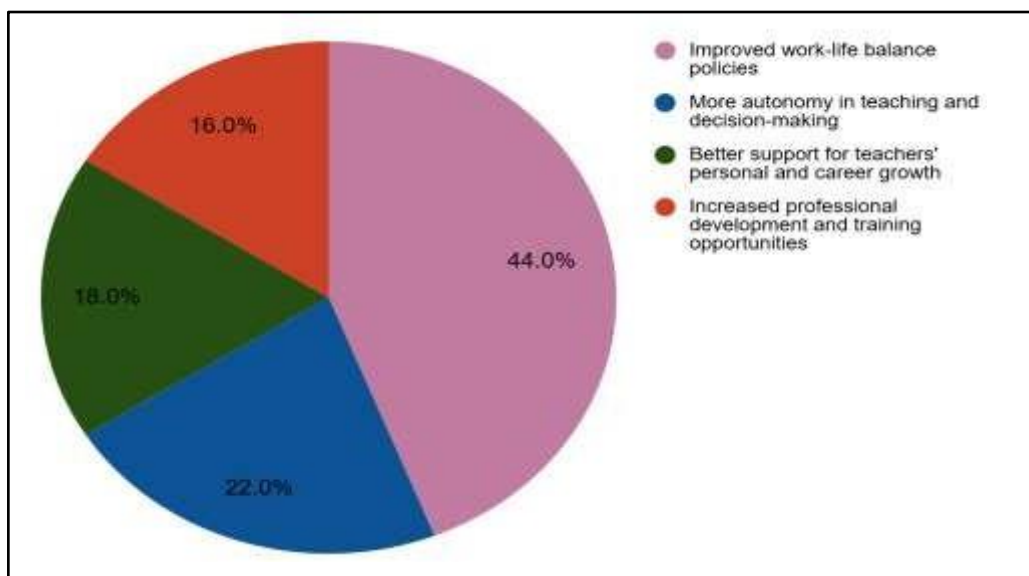
## OPTIMIZING TALENT MANAGEMENT TO ENHANCE TEACHER SATISFACTION AT ST. TERESA'S COLLEGE

Table 4.19 showing optimizing talent management to enhance teacher satisfaction at St. Teresa's college

| Attributes  | No. of respondents | Percentage |
|---|--------------------|------------|
| Improved work-life balance policies                           | 44                 | 44         |
| More autonomy in teaching and decision-making                 | 22                 | 22         |
| Better support for teacher's personal and career growth       | 18                 | 18         |
| Increased professional development and training opportunities | 16                 | 16         |
| Total   | 100                | 100        |

(Source: Primary data)

Figure 4.19 showing optimizing talent management to enhance teacher satisfaction at St. Teresa's college



(Source: Primary data)



## **INTERPRETATION**

The survey results show that optimizing talent management at St. Teresa's College can significantly improve teacher satisfaction via a variety of measures. Improved work-life balance is the first priority for teachers, according to 44% of respondents. Also, 22% of teachers prefer greater autonomy in their teaching and decision-making processes, which could authorize them and increase job satisfaction. 18% of respondents conveyed support for personal and career growth, expressing that teachers value opportunities for development beyond their professional skills. Finally, 16% of teachers think that more professional development and training opportunities are key factors for their job satisfaction.

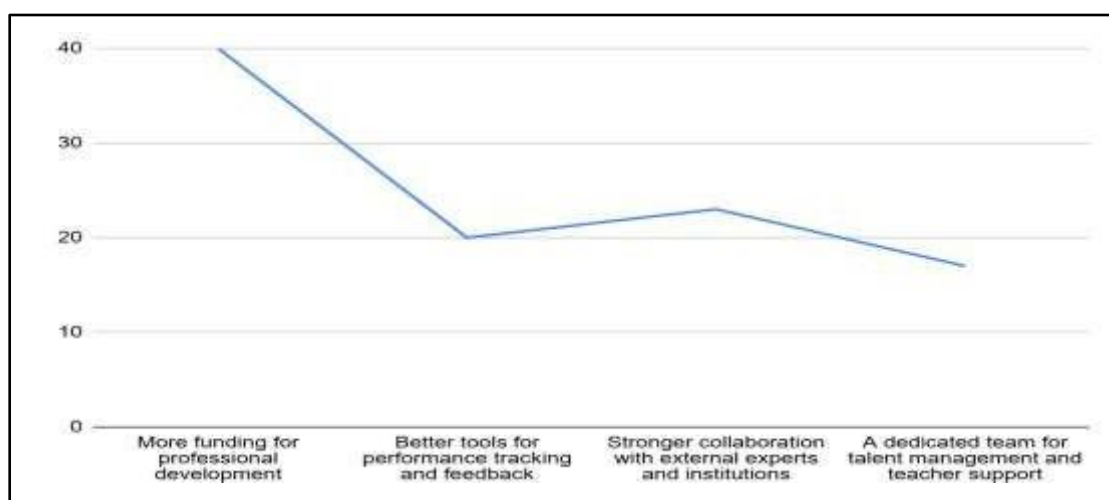
## STRATEGIES FOR IMPROVING TALENT MANAGEMENT SUPPORT FOR TEACHING STAFF AT ST. TERESA’S COLLEGE

Table 4.20 showing strategies for improving talent management support for teaching staff at St. Teresa’s college

| Attributes  | No.of respondents | Percentage |
|---|-------------------|------------|
| More funding for professional development                     | 40                | 40         |
| Better tools for performance tracking and feedback            | 20                | 20         |
| Stronger collaboration with external experts and institutions | 23                | 23         |
| A dedicated team for talent management and teacher support    | 17                | 17         |
| Total   | 100               | 100        |

(Source: Primary data)

Figure 4.20 showing strategies for improving talent management support for teaching staff at St. Teresa’s college



(Source: Primary data)

## **INTERPRETATION**

According to the data, it suggests several strategies for improving talent management support for teaching staff at St. Teresa's college. The highest priority is increased funding for professional development, with 40% of respondents indicating its importance for enhancing their effectiveness. Additionally, 23% of teachers advocate for stronger collaboration with external experts and institutions, which could offer valuable resources and insights. A focus on better tools for performance tracking and feedback is highlighted by 20% of respondents, suggesting that clear, actionable feedback would help improve teaching practices. Finally, 17% of teachers recommend establishing a dedicated team for talent management and teacher support to ensure ongoing attention to their needs and professional growth.

**CHAPTER-5**  
**FINDINGS, SUGGESTIONS AND CONCLUSION**

## 5.1 FINDINGS

- 62% of respondents find talent management practices effective, while 31% are dissatisfied, including 12% who consider them very ineffective because St. Teresa's college has limited talent management opportunities.
- Internships (28%) and competitions (25%) are the most favored practices, highlighting hands-on learning. Workshops (18%) follow with mentoring (14%) and career counselling (10%) and extra-curricular clubs (5%).
- 68% of teachers engage in talent management, but 32% either engage occasionally or not at all. They may be unaware of talent enhancement programs.
- 39% teachers want more mentoring, 25% prefer talent-specific workshops, and 24% seek better recognition. 12% support more collaboration with external organizations.
- 42% find talent management practices impactful, 27% view them moderately effective, 17% see little impact, and 14% find them ineffective.
- 39% respondents felt talent management practices significantly helped their growth, while 15% saw no impact, showing varied effectiveness.
- 40% of respondents felt talent management practices significantly boosted their motivation to teach, while 10% felt it reduced motivation.
- 28% respondents are pleased with opportunities, while 23% are extremely dissatisfied.
- 33% of respondents strongly agree that talent management practices create a positive work environment, while 23% agree and 14% strongly disagree.
- 35% of respondents reported a significant positive impact on job satisfaction, while 13% felt a significant negative impact.
- 36% see lack of evaluation methods, 25% highlight limited professional development and 22% inadequate recognition.
- 33% respondents see significant challenges in aligning teacher's skills with the college's needs, while 15% believe there are no challenges.

- 31% find continuous professional development very effective, while 22% see it as ineffective or very ineffective.
- 35% of respondents cite a lack of career progression paths as a major barrier, 20% believe there are no significant obstacles.
- 33% respondents believe St. Teresa's college excels in retaining teachers, while 25% think retention efforts are poor or very poor.
- 42% respondents seek more professional development, 21% want expanded research opportunities and 16% call for better recognition.
- 42% respondents favor performance evaluation, 22% support talent identification programs, 19% highlight the need for more faculty involvement in decision making.
- 40% respondents favor better financial incentives, 25% emphasize a supportive work environment, 18% suggest recognition programs to increase teacher engagement.
- 44% respondents prioritize work-life balance, 22% seek more autonomy and 18% value personal and career growth to enhance teacher satisfaction.
- 40% prioritize funding for professional development, 23% support collaboration with external experts and 20% want better performance tracking tools for teaching improvement.

## **5.2 SUGGESTIONS**

- Majority of the respondents prefer internships and competitions. St. Teresa's college should integrate workshops, mentoring and career counselling with internships and competitions.
- Build a better system for evaluating and involving teachers.
- St. Teresa's college should create a comprehensive professional growth program.

- The college should offer a flexible and growth-oriented work environment.

### **5.3 CONCLUSION**

The study on talent management at St. Teresa's college presents generally positive feedback towards the fruitfulness of current practices, even if there are significant areas for improvement. Teachers encourage hands-on learning opportunities like internships and competitions, but there is an urge for more targeted support in mentoring, workshops, and career recognition. Many teachers feel that current practices have a positive impact on their motivation and growth, however some reported limited or no effect.

The study also highlights several challenges in the existing system, including the lack of proper evaluation methods, limited professional development opportunities, and insufficient recognition. These issues obstruct the compiling of a teacher's skills with the needs of the institution and limit overall professional growth. Moreover, work-life balance, autonomy, and better recognition were recognized as key factors affecting teacher's satisfaction and engagement.

To address these issues, it is recommended that St. Teresa's college promotes its talent management practices by focusing on more personalized mentoring, professional development, and recognition programs. Compiling a teacher's skills with the college's goals and improving career progression opportunities will be essential for promoting an encouraging and motivating environment. By addressing these areas, the college can improve teacher retention and create a more positive work environment overall.

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## **ANNEXURE**

## QUESTIONNAIRE

### **A study on talent management among college teachers with special reference to teachers in St. Teresa's college**

Dear respondent, I am DANIYA SHAFEEK, student of MCOM FINANCE studying in St. Teresas college. As part of my curriculum, I am doing a project on “**A study on talent management among college teachers with special reference to teachers in St. Teresa's college**”. I kindly request you to spend a few times filling up the questionnaire that I provide. Whatever the response you provide, I will keep confidential and use only for the purpose of study.

1. How effective do you think the current talent management practices are in identifying and nurturing teachers' talents at St. Teresa's College?

Very effective ☐

Effective ☐

Neutral ☐

Ineffective ☐

Very ineffective ☐

2. What specific talent development programs or activities are currently available for teachers at St. Teresa's College?

Workshops ☐

Internships ☐

Competitions ☐

Mentoring programs ☐

Extracurricular clubs ☐

Career counselling ☐

Others (Please specify )

3. How often do faculty members at St. Teresa's College engages with teachers to assess or guide their talents and skills development?

Frequently ☐

Occasionally ☐

Rarely ☐

Never ☐

4. In your opinion, what are the key areas where St. Teresa's College could improve its talent management practices to better support teacher growth and development?

Increased mentoring opportunities ☐

More talent-specific workshops ☐

Greater collaboration with industries or external organizations ☐

Enhanced recognition and rewards for teacher achievements ☐

Others (Please specify \_\_\_\_\_ )

5. To what extent do you feel that the current talent management practices at St. Teresa's College helps teachers prepare for their future careers?

Very much ☐

Somewhat ☐

Not much ☐

Not at all ☐

6. To what extent do you feel that the current talent management practices at St. Teresa's College contribute to your professional development?

Very significantly ☐

Significantly ☐

Moderately ☐

Slightly ☐

Not at all ☐

7. How do the talent management practices at St. Teresa's College impact your motivation to teach and engage with students?

Strongly enhance motivation ☐

Enhance motivation ☐

Have little impact ☐

Reduce motivation ☐

No impact at all ☐

8. How satisfied are you with the opportunities provided by St. Teresa's College to develop your teaching skills and expertise through talent management initiatives?

Very satisfied ☐

Satisfied ☐

Neutral ☐

Dissatisfied ☐

Very dissatisfied ☐

9. Do you believe that the college's talent management practices help create a positive and supportive work environment for teachers?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

10. In your opinion, how have the talent management practices at St. Teresa's College influenced your overall job satisfaction as a teacher?

Very positively ☐

Positively ☐

Neutral ☐

Negatively ☐

Very negatively ☐

11. What do you consider to be the biggest challenge in identifying and nurturing teaching talent at St. Teresa's College?

Lack of proper evaluation methods ☐

Insufficient professional development opportunities ☐

Inadequate recognition or rewards for teachers' contributions ☐

Limited resources or budget for training and development ☐

Other (please specify \_\_\_\_\_ )

12. To what extent do you think the current talent management practices at St. Teresa's College face challenges in matching teachers' skills and expertise with the college's needs?

Very significant challenges ☐

Some challenges ☐

Neutral / No challenges ☐

Few challenges ☐

No challenges at all ☐

13. How effectively do you think St. Teresa's College provides opportunities for continuous professional development and growth for teachers?

Very effectively ☐

Effectively ☐

Neutral ☐

Ineffectively ☐

Very ineffectively ☐

14. What challenges do you face as a teacher at St. Teresa's College in terms of career advancement and progression opportunities?

Lack of clear career progression pathways ☐

Limited support for further education or research ☐

Insufficient mentoring or guidance from senior faculty ☐

Low availability of leadership opportunities ☐

No significant challenges ☐

15. In your opinion, how does the institution address the challenge of retaining skilled and talented teachers?

Very well ☐



Well ☐

Neutral / No significant efforts ☐

Poorly ☐

Very poorly ☐

16. What additional initiatives or programs do you believe St. Teresa's College should implement to better support the development of teaching talent?

More professional development workshops ☐

Increased opportunities for research and higher education ☐

Greater mentoring or coaching programs for new teachers ☐

Improved recognition and rewards for teaching excellence ☐

Others (please specify \_\_\_\_\_ )

17. In your opinion, how can the college improve its methods for identifying and nurturing teaching talent effectively?

Regular performance evaluations and feedback ☐

Structured talent identification programs ☐

Clearer communication of career progression opportunities ☐

More involvement of faculty in decision-making ☐

Others (please specify \_\_\_\_\_ )

18. How can the college enhance motivation among teachers to engage more actively in talent management initiatives?

By offering better financial incentives or rewards ☐

By creating a supportive and collaborative work culture ☐

By providing more opportunities for career advancement ☐

By offering recognition programs for outstanding teachers ☐

Others (please specify \_\_\_\_\_ )

19. What changes do you think are necessary in the current talent management practices to improve teachers' job satisfaction at St. Teresa's College?

Improved work-life balance policies ☐

More autonomy in teaching and decision-making ☐

Increased professional development and training opportunities ☐

Better support for teachers' personal and career growth ☐

Others (please specify \_\_\_\_\_ )

20. What kind of support or resources would you recommend the college invest in to improve the overall effectiveness of talent management for teaching staff?

More funding for professional development ☐

Stronger collaboration with external experts and institutions ☐

Better tools for performance tracking and feedback ☐

A dedicated team for talent management and teacher support ☐

Others (please specify \_\_\_\_\_ )