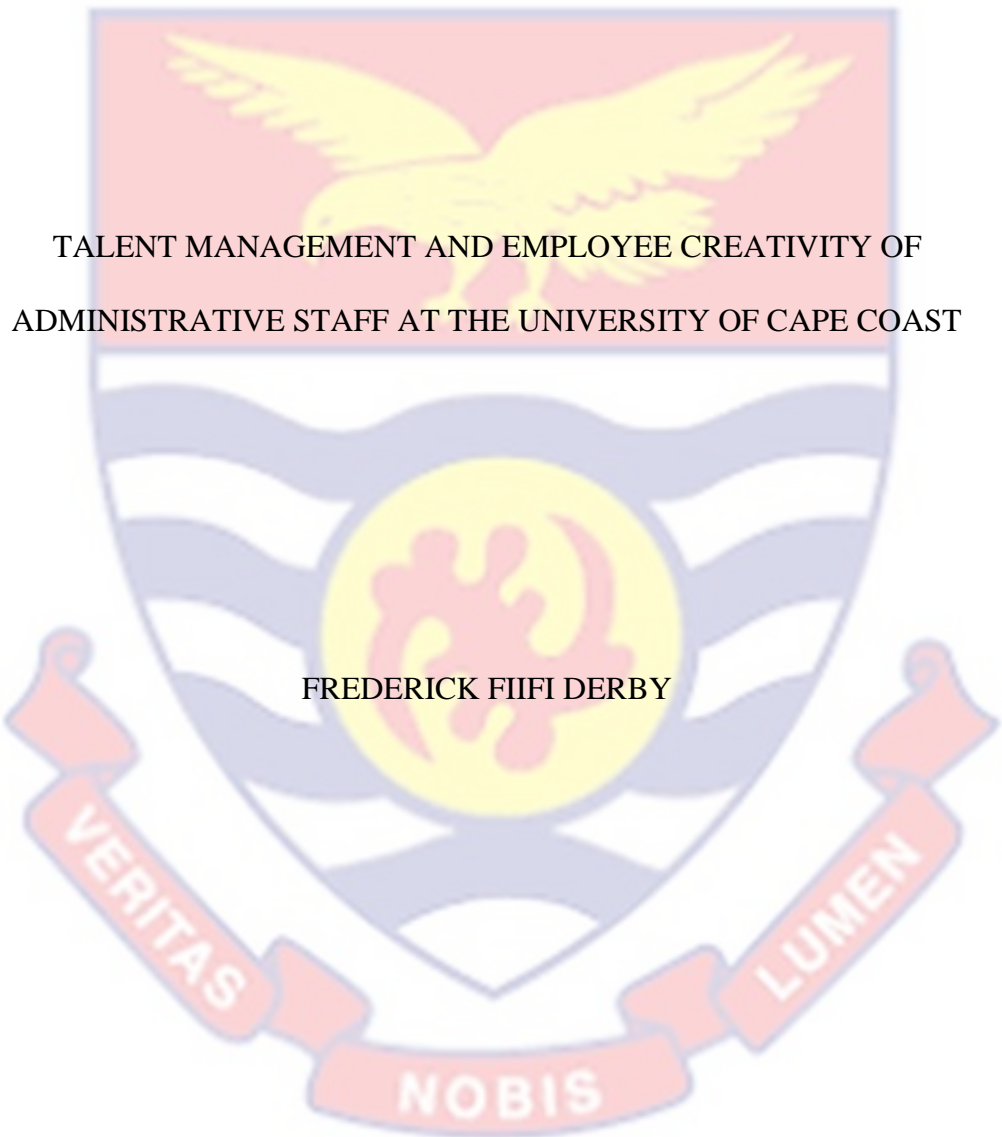


UNIVERSITY OF CAPE COAST



TALENT MANAGEMENT AND EMPLOYEE CREATIVITY OF  
ADMINISTRATIVE STAFF AT THE UNIVERSITY OF CAPE COAST

FREDERICK FIIFI DERBY

2022

UNIVERSITY OF CAPE COAST

TALENT MANAGEMENT AND EMPLOYEE CREATIVITY OF  
ADMINISTRATIVE STAFF AT THE UNIVERSITY OF CAPE COAST

BY

FREDERICK FIIFI DERBY

This thesis submitted to the Department of Management of the School of Business,  
College of Humanities and Legal Studies, University of Cape Coast, in partial  
fulfillment of the requirements for the award of Master of Commerce degree  
in Management

APRIL 2022

## DECLARATION

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature..... Date.....

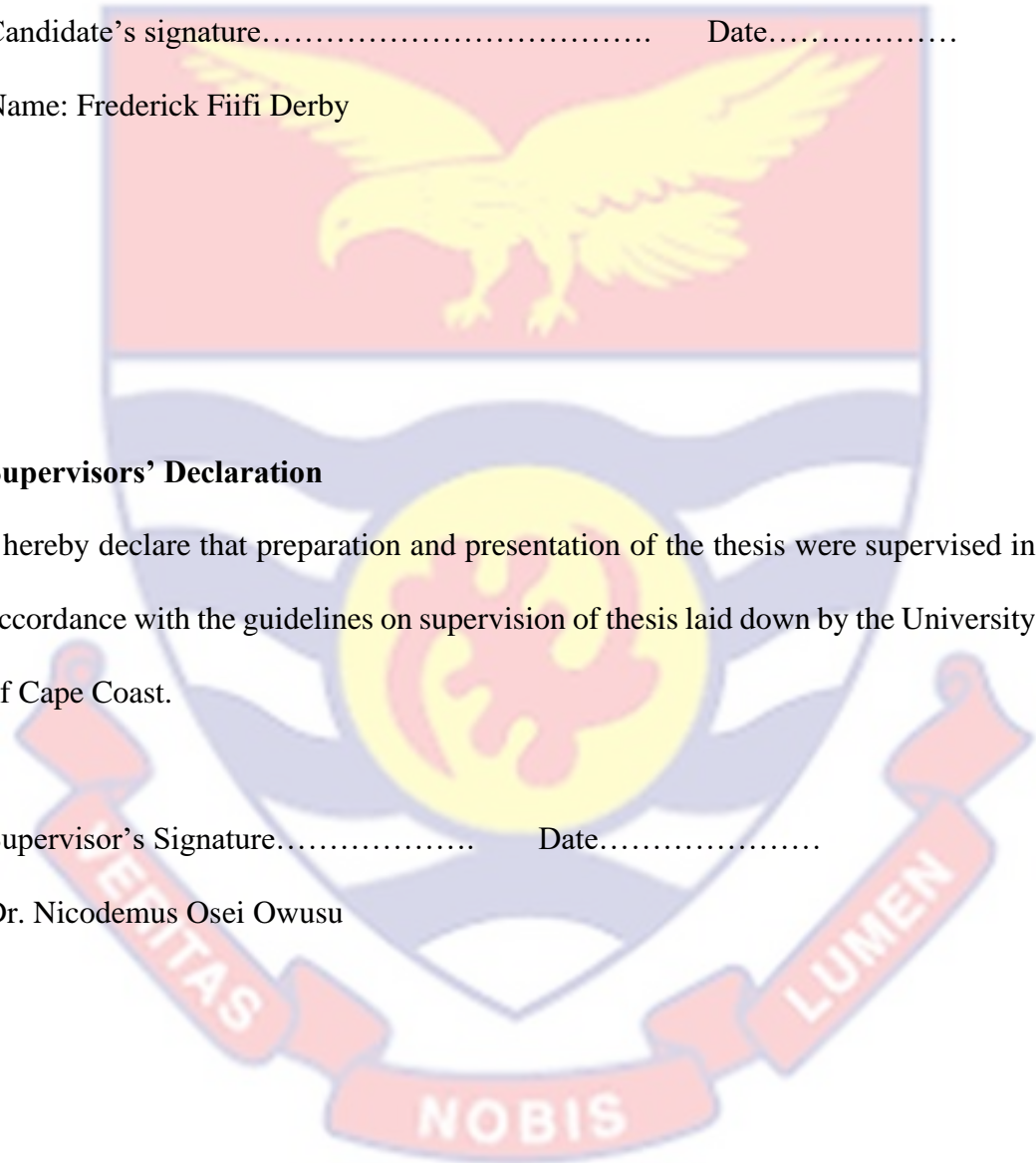
Name: Frederick Fiifi Derby

### Supervisors' Declaration

I hereby declare that preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Dr. Nicodemus Osei Owusu



## ABSTRACT

The aim of this study was to examine the influence of influence of talent management on employee creativity at the University of Cape Coast. There were four main specific objectives, among them were to examine the effect of talent attraction on employee creativity at the University of Cape Coast; assess the effect of talent development on employee creativity at the University of Cape Coast; establish the influence of the relationship between talent retention and employee creativity and determine the influence of the three dimensions of talent management on employee creativity at the University of Cape Coast. The study sought to draw evidence from 269 employees from the study area, however, only 249 were deemed usable for the study. It was a quantitative study with self-administered questionnaire as the main research instrument. The results from the survey were analysed with the help of the Statistical Package for the Social Sciences (SPSS v26.0). The independent constructs for talent management were: Talent Attraction, Talent Development and Talent Retention. The dependent construct was Employee Creativity. In a nutshell, the study results indicated that all the independent constructs (Talent Attraction, Talent Development and Talent Retention) had positive influence on Employee Creativity. The study therefore recommended that management of the University of Cape Coast should work on determining the skills that the institution requires to apply the recruitment and attracting strategies, using the internal employee referral programs widely to bring in new employees, and as well design a more practical hiring system and take into consideration the “quality of hire”.

## KEYWORDS

Talent Management

Talent Attraction

Talent Development

Talent Retention

Employee Creativity

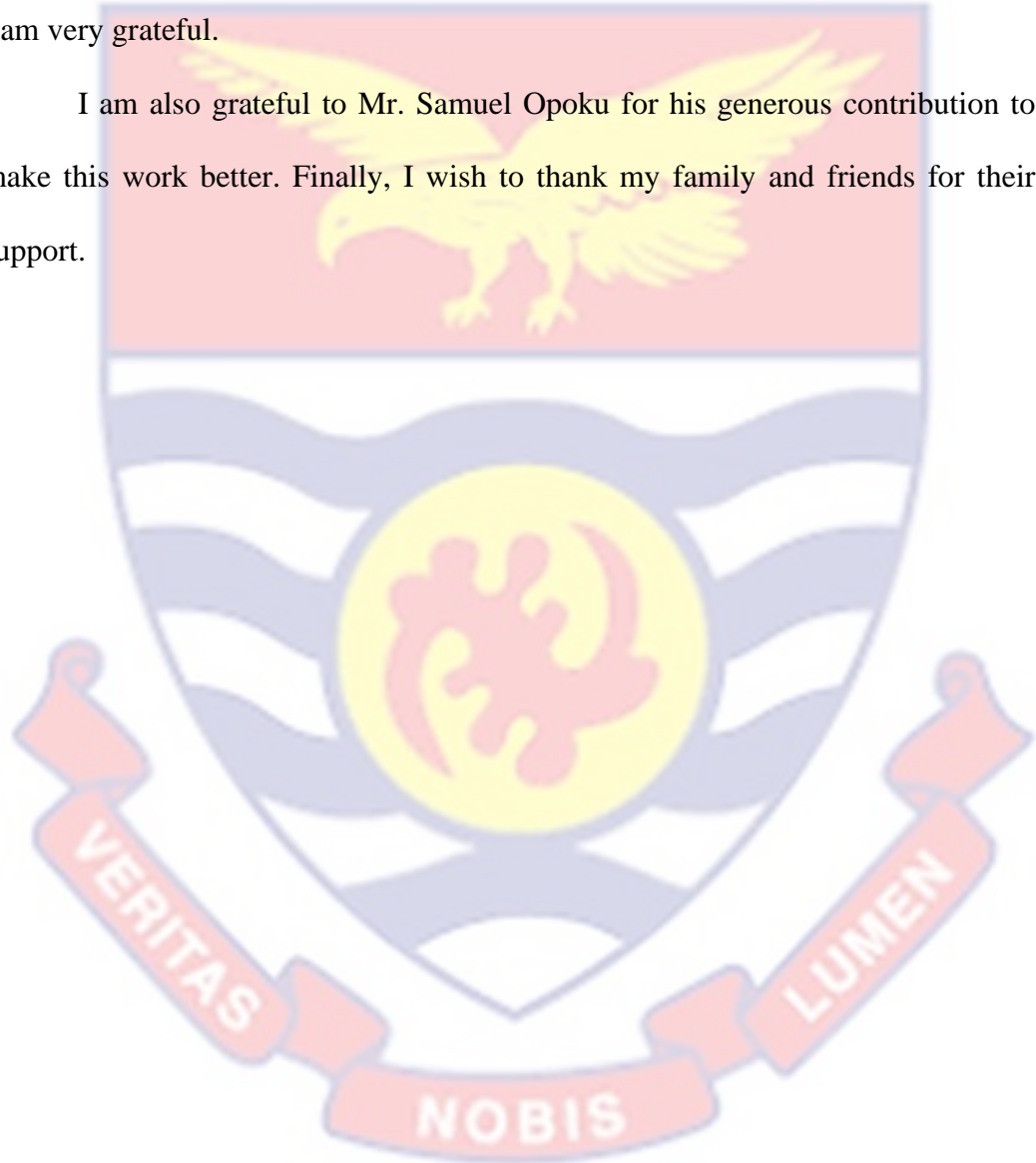


## ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my supervisor, Dr. Nicodemus Osei Owusu of the Department of Management, for his professional guidance, advice, encouragement and the goodwill with which he guided this work.

I am very grateful.

I am also grateful to Mr. Samuel Opoku for his generous contribution to make this work better. Finally, I wish to thank my family and friends for their support.





## DEDICATION

To my family



## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
<b>CHAPTER ONE: INTRODUCTION</b>	
Background to the Study	1
Statement of the Problem	5
Purpose of the Study	8
Research Objectives	8
Research Questions	8
Significance of the Study	9
Delimitation of the Study	10
Limitations of the Study	11
Organisation of the Study	11
<b>CHAPTER TWO: LITERATURE REVIEW</b>	
Introduction	13
Theories Underpinning the Study	13
Conceptual Review	17



Conceptual Framework	36
Chapter Summary	37
CHAPTER THREE: RESEARCH METHODS	
Introduction	39
Research Approach	39
Study Organisation	40
Data Collection Instrument	42
Pre-Test	43
Validity and Reliability	44
Results of the Cronbach Alpha in This Study	45
Data Collection Procedure	46
Data Processing and Analysis	46
Ethical Considerations	50
Chapter Summary	51
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	53
Response Rate	53
Socio-Demographic Characteristics of Respondents	54
Findings of the Main Study Objectives	57
Chapter Summary	77
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	78

Summary of the Study	78
Key Findings	79
Conclusions	81
Recommendation	83
Suggestions for Further Research	84
REFERENCE	85
APPENDICES	104



## LIST OF TABLES

Table		Page
1	Reliability of Scales and Cronbach Alpha of Study Variables	45
2	Response Rate	54
3	Background Information of Respondents	55
4	Correlation between Talent Attraction and Employee Creativity	59
5	ANOVA <sup>a</sup>	60
6	T-value on Talent Attraction and Employee Creativity	61
7	Model Summary	61
8	Correlation between Talent Development and Employee Creativity	63
9	ANOVA <sup>a</sup>	64
10	T-Value on Talent Development and Employee Creativity	65
11	Model Summary	66
12	Correlation between Talent Retention and Employee Creativity	69
13	ANOVA <sup>a</sup>	70
14	T-Value on Talent Retention and Employee Creativity	71
15	Model Summary	72
16	Model Summary	74
17	ANOVA <sup>a</sup>	75
18	Coefficients <sup>a</sup>	75

## LIST OF FIGURES

Figure		Page
1	Conceptual framework	37



## CHAPTER ONE

### INTRODUCTION

Organisations have moved their attention from boosting efficiency and differentiating their products and services to focusing on their intangible resources, especially, their human capital, as workers are the most valuable resource and asset in any organisation. Organisations that manage their human resources more effectively and efficiently are more likely to achieve their goals and objectives, as well as having long-term organisational growth and performance. Any organisation's growth and success are dependent on placing the right employees with the right skills in the right place at the right time, where talented employees are viewed as the primary resources that lead to sustainable competitive advantages and outstanding performance.

#### **Background to the Study**

It doesn't take a lot of thought in this day and age to realize that the methods through which businesses get a competitive edge have changed throughout time. (Koch & Windsperger, 2017). Those that have a competitive edge that allows them to stand out among competitors are the most successful. People and how they are managed are significantly more crucial now than they were previously. Although several elements such as product and process technologies, protected or controlled markets, financial resources, and economies of scale are traditional sources of competitive advantage, their contribution to organizational performance has been less clear in recent years (Zameer, Wang & Yasmeen, 2020). As a result, a number of competitive success determinants are no longer as relevant as they once were.



Indeed, due to a scarcity of trained workers, economic growth, and significant employee turnover, one of the most pressing concerns confronting businesses today is attracting and retaining bright people. (Lathitha, 2012). As a result, many businesses' top focus has been to figure out how to nurture talent, which is the fundamental difference in human capital management. In general, talent refers to a person's talents, talents, or artistic ability in a particular profession. It also refers to individuals with high potential, limited knowledge and competence, or the ability to successfully alter and reform an organization (Cerna & Chou, 2019). Such individuals are frequently in high demand in the market, and their contributions to the company's strategic or competitive posture bring immediate value. The notion of talent management arose with the growth of corporate human resource and training. It was first introduced in 1990, when human resource responsibilities switched from basic administrative processing to more complicated configuration and machine-based planning roles.

Personnel management and training, as well as competent appraisal of current industrial and commercial sectors, were primarily the responsibility of HR departments at the time. During this period of probation, public sector firms learned that human resources management was crucial in hiring and training workers in order to prepare them for a competitive environment and optimize their talents. Human resource departments were crucial in developing suitable remuneration packages, which included incentives, recognition, and paid time off, as well as health benefits (Kaleem, 2019). These perks serve as a focal point for communication on employee health and satisfaction.



Talent management which involves positioning the right people in the right jobs (Dahshan, Keshk & Dorgham, 2018), guarantees that people within the business are able to put their skills to the greatest possible use in order to accomplish the business's goals. Talent management has received significant research attention over recent years (Michael, 2019; McDonnell, Collings, Mellah & Schuler, 2017; Thunnissen, Boselie & Fruytier, 2013; Vaiman, Scullion & Collings, 2012). Despite the various discrepancies in the area, academics generally agree that it is connected to how firms leverage their most valuable assets in this context, brilliant workers (Raman, Chadee, Roxas & Michailova, 2013). Several important companies are confronted with the challenge of maintaining their talented employees in the global markets (Tarique & Schuler, 2010).

People all across the globe are competing for the same pool of talent due to a scarcity of talent, guaranteeing that the intellectual talent market continues to grow in terms of words, operations, and profitability. The head of football, which is considered as the key to modifying and managing organizational demands, takes a long time to establish in all successful companies that mix technology and causes, but individuals can't easily replicate them (Kaleem, 2019; Sternad, 2019). It changes the way businesses are organized and extracts the best performance from workers by allocating resources and technology. Aside from that, advancement in talent management is critical in the development and discovery of new brilliant individuals in the labor market.

The goal of talent management is to cultivate and retain qualified employees. It improves opportunities for employees at all levels of a firm.

However, improving an organization's performance isn't enough; genuine success is determined by the hearts and minds of its employees. Talent management solutions enable people to engage both their hearts and minds in their job and to become completely devoted to it (Jindal, Shaikh & Shashank, 2017). Because feelings and emotions are more strongly related to the mind and heart of individuals, they impact individual behavior. As a consequence, talent management assists companies in putting their employees at rest and meeting their job requirements. As a result, they contribute to the growth and development of the company. According to researchers, talent management allows businesses to function more efficiently.

Human capital and skill of this kind can give a competitive edge to public sector enterprises (Kryscynski, Coff & Campbell, 2021; Torres, Ferraz & Santos-Rodrigues, 2018). In this context, talent development initiatives have a significant influence on locating, hiring, and retaining talented workers, as well as taking efforts to put them to work for the companies' long-term success in a competitive climate. The need of the hour is to integrate all of the organization's departments in order to establish long-term competitive advantages and performance through innovation based on personnel's functional abilities. In response to this, the human capital theory was developed, which emphasizes the value added that an organization's investment in people generates. The notion goes on to say that investing in people pays off in terms of creativity for both the person and the corporation as a whole (Hatak & Zhou, 2021; Ju, 2019).

In Ghana, it has been reported that the country faces the challenge of shortage of talent (Ayentimi, Burgess & Dayaram, 2018; Nana, 2013). Hiring, keeping, and motivating professional talent are among these issues. This is due to the fact that available workers' skill sets do not match the advanced, more complicated abilities that firms seek (Buhler, 2008). This scarcity has given rise to talent management becoming not only a very well-liked process but also the slogan among managers who are in either private or public organisations. Nonetheless, it is still basic and the understanding of it is still elusive thereby setting the right direction for practitioners very challenging.

As a result, while many businesses have implemented talent management processes to better manage talented human capital that might be a source of competitive advantage, the question of how talented individuals can contribute to businesses has become a cause of conflict. Talent management is an intriguing subject that requires more exploration, which is why the researcher chose to undertake study in this area. It is necessary to investigate how it might affect the creativity of creative employees who are capable of improving the quality of public service delivery in Ghanaian higher institutions.

### **Statement of the Problem**

In this current globalized world, a liberal extent of crushing component has been put on relationship to recruit, develop, retain and manage talented employees (Majhanovich, 2020). The basic explanation is that all through the number of years, an organisation's ability to gain competitive advantage has been reformed coming from the understanding that human capital is a key determinant of competitive

advantage of organisations over time. In essence, talent management is based on the idea that people run organizations; they are the ones who create value by using firm assets to create goods and services that consumers desire (Pandita & Ray, 2018). In this way, it is right to say that the more creative and talented employees of the organization, the better it will perform. However, because bright applicants in the global job skills market have a luxury of choice, maintaining high gifted personnel has become one of the issues facing many public and private organizations (Selin, Westermark & Abdul, 2020; Too & Kwasira, 2017; Kissoonduth, 2017).

In today's competitive business world, the rising relevance of people management has necessitated an emphasis on talent management as a competitive advantage for firms. The purpose of talent management is to attract, develop, and employ the best brains in order to create outstanding business outcomes (Sumelius, Smale & Yamao, 2020; Auerswald, 2019 Pyhälammii, 2019). Jestic (2019) agrees, stating that performance is more dependent on precise exploitation of human capital than on physical capital, and that by utilizing human capital, organizations will be able to grow and do better in an increasingly uncertain future, rather than waiting for future uncertainties or challenges before attempting to solve them (Fuerlinger, 2020; Akinsanmi, 2020).

Regardless of this requirement, many firms have experienced personnel shortages, which have impacted most businesses regardless of industry (Gupta, 2019; Hopkins & Sohal, 2019). This shortage has made the management of talent more challenging to all organisations as they compete for the same pool of talents



(Boštjančič & Slana 2018; Dahshan Keshk & Dorgham, 2018). According to Lund and Tyson (2018), globalization has allowed bright people to sell their knowledge or talents outside of one location, region, or nation, and to hunt for positions in companies all around the world. Consequently, experts are worried about the chance of remarkable generally speaking rivalry for limits and in this way make thoroughly considered how talent is recruited, retained, developed and managed. Thus, despite the fact that it has been more than a decade, academics and professionals are still seeking for solutions to issues about talent management and the procedures that go along with it.

However, there is a paucity of empirical evidence in Africa that verifies the best practice and strategy for talent management. The majority of research into the link between talent management techniques and employee innovation has taken place in other industrialized nations. The few ones in the developing countries (such as, Baharin & Hanafi (2018); Hafez, AbouelNeel & Elsaid, 2017; Abdullahi, 2008; Lyria, 2014; Ahmadi, Ahmadi & Abbaspalangi, 2009; Chikumbi, 2011; Ntonga, 2007) have focused mainly on private sectors which were on the relationship between talent management and employee retention. In Ghana, for example, the review of the past studies revealed that apart from the few ones that have been conducted by Oppong (2012; 2013; 2014, 2015 and 2016) not many studies have been done on talent management and its relationship with employee retention. All these studies neglect the essence and relevance of the employee in context as to how creative the employee may be when their talent is developed and managed.

The dearth of research in this field might be due to the fact that most researchers do not distinguish between talent management and employee creativity, which is questioned in this study. As a result, the higher education sector still has a major knowledge gap on the relationship between talent management and employee creativity. This study was done in response to this gap, with the goal of contributing to the filling of the current gap as well as providing a better understanding of the notion via empirical data.

### **Purpose of the Study**

The purpose of the study was to examine the influence of talent management on employee creativity at the University of Cape Coast.

### **Research Objectives**

The following research objectives are considered:

- 1) To examine the effect of talent attraction on employee creativity at the University of Cape Coast,
- 2) To assess the effect of talent development on employee creativity at the University of Cape Coast,
- 3) To establish the influence of the relationship between talent retention and employee creativity, and
- 4) To determine the influence of talent management on employee creativity at the University of Cape Coast.

### **Research Questions**

The following research questions are considered to give the study direction:

- 1) What is the effect of talent attraction on employee creativity at the University of Cape Coast?



- 2) What is the effect of talent development on employee creativity at the University of Cape Coast?
- 3) What is the effect of talent retention on employee creativity at the University of Cape Coast?
- 4) What is the combined effect of talent management on employee creativity at the University of Cape Coast?

### **Significance of the Study**

As per Johnson (2012) the days when readymade, all around prepared and socially satisfactory employees who accept business accomplishment as programmed and automatic is no more. Today adjusting ability to business methodology by guaranteeing that representatives know about where the business is going, how the business will arrive, the manner in which the employees can add to what the business is attempting to achieve and the stuff for the employees to have the option to use their talents have become the thing to address (McDonnell, 2011). Therefore, successful talent management is a vital ingredient in accomplishing organisational superiority and is a driving force for improving on employees creativity which would result in effective employee and organizational performance.

The study findings can help the educational sectors and Ministry of education as a whole in understanding the significance of talent management and its effect on employee creativity and innovation in terms of the quality of service. The study will also assist educational companies in understanding various talent management methods such as talent acquisition, talent retention, and talent

development, which will aid them in improving employee innovation and, as a result, overall organizational success.

Furthermore, the discoveries of the study have the potentials to educate not only the top administration of the Ministry but as well, it is useful to most open areas in the nation just as other African nations especially individuals from the Economies of West Africa Community that are culturally, economically and politically like the Ministry on which measurements of talent management have a superior relationship with its creativity. At last, on the theoretical grounds, the study will be vital to academicians and researchers who might want to seek after the subject further considering the uncommon absence of nearby information in this specific field. They can utilize this study as a venturing stone to expand upon the investigation and improve commitments to the field.

### **Delimitation of the Study**

The study covered the influence of talent management on employee creativity at the University of Cape Coast. The study specifically focuses on examining the dimensions of talent management and its' influence on creativity among the staff of the university. In terms of content, there are countless number of issues that could have been looked at in terms of talent management as human resource practice and employee creativity. However, this study delimited itself to how the dimensions of talent management contributes to the creativity and development of administrative staff t the University of Cape Coast in Ghana by way of investigating into the processes of talent management, talent management

dimensions, employee creativity and degree of influence of the dimensions of talent management of employee creativity.

### **Limitations of the Study**

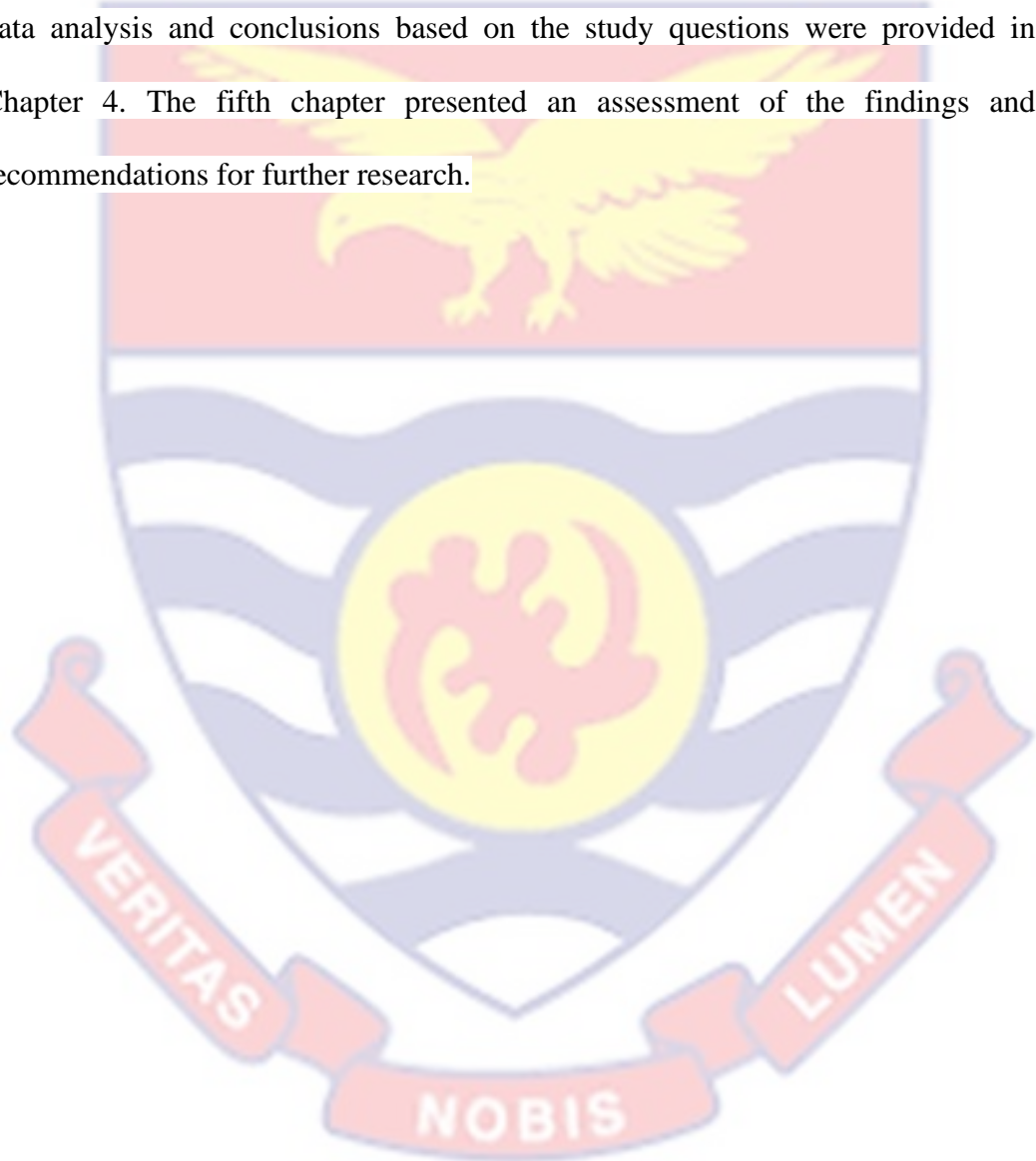
This study researched the influence of talent management on employee creativity at the University of Cape Coast with the views from sampled respondents, which is a small representation of all the employees in the educational sector. This may limit the inferences that can be drawn from this study as their views may not be applied to all the employees in the universities in Ghana.

Also with hindsight, a mixed method (that is, both qualitative and quantitative methods) could have been adopted with more interviews conducted, which would have provided an in-depth understanding of issues. Besides, using the qualitative method would have added to the weight of materials relating to talent management and employee creativity. Although this would have proved extremely time consuming, an interview with the others in higher positions, like the senior employees, would also have been useful. This would have helped to understand the rationale behind the elements of talent management and employee creativity and know the links between these elements and employees' performance and how they could be improved.

### **Organisation of the Study**

There were five chapters in the research. The first chapter looked at the study's history, issue statement, research aims, research questions, and importance, as well as the study's constraints, scope, and organization. The second chapter looked at the literature on talent management and employee creativity. It used

material from books and other research on the issue to study the characteristics of talent management and their impact on employee creativity. The methodology for the study was explained in Chapter 3, which covered population size, sample size, and sampling strategies, as well as data gathering and analytic methodologies. The data analysis and conclusions based on the study questions were provided in Chapter 4. The fifth chapter presented an assessment of the findings and recommendations for further research.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter serves as the basis for the development of the study. The purpose of this chapter was to review the relevant literature on talent management and employee creativity. In general, the review of the literature on the subject matter indicates that the area to be covered on talent management is extensive and as such a more careful search was therefore needed. In the light of this, based on the research objectives there are four main areas that have been considered for this review. Amongst them are the dependent variable employee creativity and the independent variables of talent attraction, talent development, and talent retention which are considered as the dimensions of talent management in this study. This chapter therefore dealt with the theoretical review which served as the theoretical foundation of the study, the empirical review, the conceptual review and the empirical framework which put the study into context.

#### Theories Underpinning the Study

This study is underpinned by two major theories namely the Human Capital Theory and the Social Exchange Theory. These two theories were selected because they provide the link between talent management related concepts and employee outcomes such as commitment, performance and creativity.

#### The Human Capital Theory

Schultz (1961) proposed the Human Capital Theory, which Gary S. Becker elaborated on in his work on the economics of employer-provided training (1962,



1964). Subramony, Segers, Chadwick and Shyamsunder (2018) defined Human capital as an organization's knowledge, skills, and talents that have economic worth. The Organisation for Economic Cooperation and Development (OECD) defines human capital as the information, skills, talents, and attributes that people possess that enable them to produce personal, social, and economic well-being.

It is defined by Singh, Mittal, Sengupta, and Pradhan (2019) as knowledge that is required and gained by employees and improves their capacities in executing tasks of economic value. Becker compares human capital to physical production assets such as factories and machinery. He therefore states that investments can be made in employees through management, education and empowerment and the productivity of the investment depends in part on the rate of return on the investment. Bassi and McMurrer (2016) proffer that, the human capital theory propounded by Becker has shown strength and continues to be the major theory used for appreciating human capital investments from both the individual's and firm's perspective.

The human capital theory is relevant to this study because it looks at an employee's resource as talents, knowledge, skills, competencies, experience and attitudes that employee possess to facilitate the realisation of the objectives of the organisation. These talents, skills, competencies, knowledge amongst others can only be improved through management of the employee. Through talent management, organisations will enhance their human capital base for higher employee creativity. The theory states that people are worth investing in as a form of capital. As a consequence, according to Kurdi and Alshurideh (2020),



employees' originality and performance, as well as the outcomes obtained, may be regarded a return on investment in attracting, developing, and retaining their particular potential.

Based on the human capital theory, the idea of investing in employees has gained great attention because organisations' greatest assets are their human resource base and they (organisations) reap what they sow in their human resource in terms of improved creativity within an organisation. Organisations that have a dream to outperform their competitors can only realise it with personnel who have the requisite talent, skills, knowledge and abilities. This can be achieved through talent management as an investment.

### **Social Exchange Theory**

This theory was proposed by Blau (1964) to explain that the psychological contract that exists between the employee and his or her employer. This is vitally important in determining behaviour demonstrated by employees within the organisation. The theory is founded on an agreement of implicit nature between the employer and the employee, an agreement in a study of organisational behaviour which is known as psychological contract (Hadi, Alnoor, Ismail, Eneizan & Makhamreh, 2019). This theory is founded on the assumption that workplace relationships entail the exchange of two types of resources, namely economic and social resources, according to Ahmed, Khuwaja, Brohi, Othman, and Bin (2018). According to the notion, economic resources include money and material items, but social resources include love, respect, and support.

In reality the social exchange theory emphasizes the reciprocity rule. This happens when the employer supports the employees in a way like recruiting, training, developing and retaining talented employees, and the employees will in return reciprocate the good deed of the organisation in ways of been creative and improving on their performance in the organisation. The employees feel as if they owe the organisation for what it did to them, and hence they make effort to remain committed to it. Programs meant for attracting, developing and retaining employees and that which achieves reciprocity in the employee fosters a good level of creativity and performance to the organisation by the employee (Hadi & Ahmed, 2018). Therefore, providing employee with attracting and developing opportunities to improve their talent is a form of communication to them that the employer has their interest at heart, minds about well-being, and in reciprocation, and the same employees remain devoted to the organisation.

As Hadi and Ahmed (2018) argues, this principle is of vital importance in enhancing effective employee creativity as it not only helps determine but also helps maintain creative employees. In the context of this theory, employees seek to maximize the benefits that they get from the organisation when they are entering into associations with the organisation (Morgan, 2017). The social exchange theory presupposes that based on the policies, procedures, and other enactments by the employer, the employees tend to attract and develop their talent in accordance to these enactments (Mannion, Blenkinsopp, Powell, McHale, Millar, Snowden & Davies, 2018). Moreover, the theory assumes that these perceptions by the employees towards their employer could be resulting from formally formed

relations between the employee and the employer (Cropanzano, Anthony, Daniels & Hall, 2017). The social exchange theory therefore makes creates the atmosphere for employers to attract, train and develop and retain talented employees within the organisation.

## **Conceptual Review**

### **Talent**

Talent has been viewed differently by many researchers and has also been identified in so many ways in various organizations. The definition of talent, according to Krishnan and Scullion (2017), varies, ranging from concentrating on specific individuals in an organization with a defined set of traits that characterize talent to the concept of needs statements. Tansley, Turner, Foster, Harris, Stewart, Sempik, and Williams (2007), for example, mentioned Gagné's definition of talent: "talent indicates the superior mastery of systematically cultivated abilities and knowledge in at least one sphere of human effort."

The term talent, according to Silzer and Dowell (2010), refers to a person's worth or innate talents. They go on to say that talent may be applied to three different components in organizations: an individual's knowledge, skills, and talents, a specific person, and a group. In certain organizations, talent may also refer to the whole workforce. In addition, according to CIPD study, talent is defined as "those individuals who may make a difference to organizational performance either via their immediate contribution or, in the longer term, by displaying the greatest levels of potential" (CIPD, Talent Management: an overview, 2013). Others, such as Santhoshkumar and Rajasekar (2012), describe 'critical talent' as a person who

possesses a highly developed competence and a deep understanding of not only work but also how to make things happen inside an organization.

According to Burkus and Osula (2011), there are certain common misconceptions regarding talent, which people believe is natural, that it can be bought, and that it can also be detected and cultivated at a young age. According to Dweck (1999), the psychologist who invented the word "mentality," there are two categories of people: those with a fixed mindset and those with a growth mindset. People with a fixed mindset feel that their potential is unchangeable, thus they don't try to improve it. People with a growth mentality, on the other hand, strive to improve their skills via practice and hard effort. Great individuals, according to Dweck (1999), all have a development attitude. As a result, ideas differ on whether talent is fixed or developable. Sakineh, Ali, Kamaladdin, and Nader (2012), on the other hand, suggest that it is our language that leads us to assume that talent is fixed, whereas in reality talent can be cultivated and it is conscious training that distinguishes the best from the others.

According to Tansley (2011), people might have five distinct perceptions on talent: Individual strengths may be nearly everything a person is excellent at, and talent may be defined as a mix of high performance against high potentials, talent as high potentials, talent as high performance, and talent as individual strengths. We don't have a consistent vocabulary for talking about talent since we have so many varied perspectives on what constitutes a talented individual. Stuart-Kotze and Dunn (2008) demonstrate their beliefs by stressing action, which is observable and quantifiable, and define talent as the capacity to do something well.



Capability refers to future performance, whereas ability refers to current performance.

### **Talent Management**

The lack of clarity on the definition, scope, and ultimate aims of talent management, according to Cappelli and Keller (2014), is concerning. Talent management may be divided into three categories, according on their viewpoints. The fundamental concept of talent management is a collection of basic human resource practices, roles, activities, or specialized areas, such as recruiting, selection, development, and career and succession planning. The concept of talent pools, which refers to a set of processes for ensuring an adequate flow of workers into roles, is the second part of talent management. The third approach to talent management focuses on talent as a whole, regardless of organizational borders or individual job titles. All three viewpoints do not contribute any understanding of how to manage talent, thus they do not make the definition of the ideas crucial to writers (Meyers, Van Woerkom & Dries, 2013).

Meyer, Becker, and Vandenberghe (2004) presented a succinct definition of talent management, indicating that it is an active management method used by companies to discover, collect, use, develop, expand, and nurture employee potential for the benefit of the work team and the business as a whole. According to Mohammed, Hafeez-Baig, and Gururajan (2018), talent management is the execution of integrated strategies and procedures that improve procedures for recruiting, developing, maintaining, and employing individuals who possess the necessary skills and aptitude to satisfy corporate goals.

It is notable that there is no one, unambiguous description of the talent management process, and no attempt has been made to develop one. Lewis and Heckman's assertion that there is no one consistent or clear definition of talent management is used by Pandita and Ray (2018). As a result, a fourth stream was created, which "emphasizes the identification of critical positions with the ability to differently affect the firm's competitive advantage." The consequence is that scholars are having difficulty defining talent management in a single way. Many various viewpoints on talent management are reflected in the available definitions, producing confusion among practitioners. Most definitions of talent management, on the other hand, "note the necessity to find, select, and develop the proper people in order to guarantee that they achieve their potential and thereby contribute positively to organizational performance" (Pandita & Ray, 2018).

While it's difficult to give a clear description of Talent Management since there are so many definitions and terminologies used by writers, O'Connor and Crowley-Henry (2019) found that the definitions tend to fall into three categories. The initial set of definitions for Talent Management focuses on the notion of talent pools. These authors define talent management as a series of activities aimed at guaranteeing that an adequate flow of talented and capable personnel is available to meet the organization's demands (Chakraborty & Biswas, 2019; Collings, Mellahi & Cascio, 2019; Ford, 2017). People Management operations are carried out in this scenario with the specific purpose of recruiting, developing, and retaining people in order to create a large enough talent pool to fill current and future needs. This is similar to succession planning or workforce management



methods, which guarantee that personnel transition from job to job as a consequence of organizational need, production needs, staff turnover, organizational development, or cutbacks.

The second set of definitions focuses on talent as a whole. This strategy necessitates the classification of people into groups based on their worth (talent level) to the company. It is suggested that skilled personnel be handled according to their levels of performance. To keep their skills, highly skilled individuals are sought out, employed, and rewarded differently (Nguyen, 2020; Michael, 2019; Gajda, 2017). One technique classifies employees as "A," "B," or "C Players" (to designate top, competent, and lowest performers, respectively) and encourages A players to improve, B players to stay, and C players to improve or be fired based on their performance levels (Al Awadhi, 2018; Gallardo-Gallardo & Thunnissen, 2019).

Talent Management is defined as a collection of HR department procedures or functions, such as recruiting, selection, development, and performance evaluation, in the third category of definitions (Payanta, Karjaya & Miller, 2020; Claus, 2019; Tafti, Mahmoudsalehi, & Amiri, 2017). These writers championed Talent Management as a set of integrated HR procedures that must be linked with corporate strategy in order for human capital to satisfy organizational goals. This component of aligning Talent Management with organizational objectives is included in Hartley's (2004) definition: "Talent Management is the process of recruiting, onboarding, and developing, as well as the strategies connected with those activities in companies." This definition overlooks the reality that talent

management has progressed from a one-time administrative activity to a continual organizational activity with a strategic focal point that drives organizational outcomes (Rotolo, Church, Adler, Smither, Colquitt, Shull & Foster, 2018).

The aforementioned definitions show that talent management is nothing more than the use of an integrated set of HRM activities with the goal of attracting, retaining, motivating, and developing the talented individuals a business need now and in the future. In light of this, it's crucial to remember that the notion not only recognizes the importance of outsiders, but also takes into account existing talent within an organization. In certain ways, all three categories of Talent Management definitions argue for the use of various HR procedures and line management duties that are connected with organizational strategies that must be implemented in order to improve employee retention.

### **Dimensions of Talent management**

Talent recruitment, competence mapping, learning and development, and career management were all predictors of talent management in this study (Pandita & Ray, 2018). According to the researchers, each of these procedures must be tailored to the business's strategic needs and must be integrated with one another. Because such areas are frequently unmet needs in many businesses, the personnel strategy must be in line with the organization's business plan to be effective (Baporikar, 2017).

### **Talent Attraction**

Talent attraction includes recruitment and selection, employer branding, employee value proposition, and employer of choice, according to Ahmad, Khan,

and Haque (2020). Organizations must use a variety of ways or tactics to pick the perfect talent that matches the culture and values of the firm. Recruiting individuals from the talent pool, which is a group of workers with distinct personalities who are generally employees with the potential to become senior executives, is frequently the first responsibility of talent management strategy (Boštjančič & Slana, 2018). Internal sources of talented people can be internal or external, but internal sources are the greatest approach to establish a talent pool since they are those individuals who already know how business processes function and can be absorbed into a new role right away, boosting the workforce's self-esteem (van Zyl, Mathafena & Ras, 2017).

On the other hand, if far-reaching changes are to be effected so as to bring organizational cultural changes, then external sources are the best (Bolander, Werr, & Asplund, 2017). Employer branding is another way of attracting good employees to the organization. It involves developing better image for the organizations and in the absence of a good brand image, attracting the correct talents cannot be easy (Hofmann, Schnittka, Johnen & Kottemann, 2019). Employee value proposition, according to Jha, Potnuru, Sareen, and Shaju (2019), is defined as a potential employee's assessment of the value of a firm aiming to attract him. Employees evaluate the value offer based on the job's difficulty, the work environment, training possibilities, flexibility, and the company's reputation. The premise is that a potential employee is inspired to apply for a job at a certain company because of the job and company's features, such as image, selection process, fair compensation, training and career advancement, and work life (Karanja,

Namusonge, & Kireru, 2018). This means that the information offered to candidates throughout the recruiting process, including rewards, is crucial since candidates draw assumptions about specific job elements based on the facts offered to them.

Furthermore, remuneration draws employees in a variety of ways. Employee perks like as training and career advancement, in addition to money, play an important role in attracting talent (Aziz, Adnan, Afthanorhan, Foziah, Ishak & Rashid, 2019). Furthermore, an organization's capacity to blend work and family life makes it more desirable to certain applicants, because some people have strong family identities and will seek out an organization that supports their lives outside of work (Latukha & Veselova, 2019). Individuals with strong self-efficacy were more attracted to employment that paid well, according to a research by Liu, Wang, Liao, and Shi (2014). Individuals with a high demand for accomplishment were also more drawn to professions that recognized individual success, according to Schlechter, Hung, and Bussin (2014).

Furthermore, Schlechter, Thompson, and Bussin (2015) discovered a positive association between job-organization attractiveness and organizational features (such as compensation, perks, and type of employment). These findings revealed that organizational characteristics may be used to predict applicant interest. A talent search matrix is essential for selecting the best capable workers for the organization's development since it exhibits various combinations of qualitative and quantitative components of a potential employee. In order to recruit the necessary pool of talent, organizations must understand the features (e.g., rewards and inducements) that potential candidates seek and value (Elegbe, 2016).



## **Talent Development**

This is development of aspect of Talent Management that is of great interest to employers. Learning and development have become one of the major tools used in most organizations to enhance the skills of their employees. According to Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020), this begins with identifying the persons who require learning and development, as well as the amount of learning and development necessary and the time frame for learning. The effectiveness of this activity is frequently determined by how well an organization's senior management listens to its employees' improvement requirements and communicates those requirements back to them in a clear and instructive manner.

In many firms throughout the world, learning and development has now become a substantial personnel management program. Learning and development is a strategic procedure for many firms, since it reduces leadership shortages for critical jobs and allows top people to improve on the skills required for future responsibilities. Learning and development is a daily fight at other firms, where it is viewed as an administrative exercise rather than a competitive asset (Moldoveanu & Narayandas 2019). Employees are at the heart of organizations that conduct successful learning and development. This means they identify the employees who require training and development, as well as the quantity of training and development necessary and the time limit in which to do it (Imms, Granlund, Wilson, Steenbergen, Rosenbaum & Gordon, 2017). It has been stated that the recruitment and development of talented employees is critical to the achievement of corporate goals. Better coaching, leadership development, in-house



development, and suitable learning and development methodologies are some of these learning and development variables (Holt, Hall & Gilley, 2018).

Learning and Development (L&D) is a timeless and useful resource for improving employee abilities, increasing motivation, and increasing productivity and engagement. It's especially useful when the learning activities are related to the employees' developmental goals, which are determined as part of the performance management process. Learning is essential for organizations to train not just their workers, but also their consumers and channel partners (Shankar, 2018). As a result, learning and development is a method for ensuring that people with the appropriate qualifications and expertise are accessible and taught (Ibrahim, Boerhannoeddin & Bakare, 2017).

### **Talent Retention**

Retention refers to an organization's voluntary effort to establish an environment that keeps people engaged over time. Talent retention is still a major problem for many firms today, and although finding qualified individuals for the position is critical, retention is even more vital (Nyanjom, 2013; Ibidunn, Osibanjo, Adeniji, Salau & Falola, 2015; Mihalcea, 2017). Because the expenses of acquiring new good personnel are significant, talent churn is detrimental to a company's productivity (Al Mamun & Hasan, 2017). Direct costs, like as turnover, replacement, and transition costs, are among these expenses, as are indirect costs, such as lost productivity, lowered performance levels, unneeded overtime, and bad morale (Thiriku & Were, 2016). Employee retention is an example of talent management, which is the use of a coordinated set of operations to ensure that a

company recruits, retains, and develops exceptional individuals to meet its current and future needs.

The real reason for employee retention is to prevent the business from losing talented and skilled personnel, which might have a negative impact on productivity and service delivery. To avoid this issue, firms must ensure that appropriate personnel retention strategies are in place to keep their employees. Pay, work performance, training, career growth, commitment, conflict with supervisors, lack of group cohesiveness, recruiting and selection, promotion, and over marketing are all areas where lack of commitment and unhappiness can arise (Osaro, 2016). Employees are more likely to dedicate themselves to a company that offers an appealing, competitive benefits package that includes components such as life insurance, disability insurance, and flexible hours (Lyria, Namusonge & Karanja, 2017).

Given the aforementioned, a wage provided to an employee must be considered as both a one-time payment and a series of payments in order to function as a retention incentive. High turnover concerns may be addressed by adopting a proactive approach to developing a successful staff retention program. True employee retention necessitates investment of time, effort, and resources (Anitha, 2016). Employee retention appears to be influenced by the environment of well-defined company goals and objectives, according to empirical research. Career possibilities, work environment, work-life balance, organizational justice, existing leave policy, and organization image, according to Kang and Sung (2019), are the elements that have a direct influence on retention.

Ganji and Rao (2017) identified seven factors that can improve employee retention in a study: compensation and appreciation for completed work; challenging work; opportunities to be promoted and learn; invitational atmosphere within the organization; positive relationships with coworkers; a healthy balance between professional and personal life; and good communication. A set of workplace norms and practices may be regarded as boosting employee engagement, according to some study. Employee retention is also influenced by personal premises such as loyalty, trust, dedication, and identification and attachment with the business, according to Bricci, Fragata, and Antunes (2016), Dechawatanapaisal (2018), and Yao, Qiu, and Wei (2019). Pay, leadership style, career opportunities, skill training and development, physical working conditions, and the balance of work and home life all have an indirect influence on workplace characteristics (Kundu & Lata, 2017).

### **Employee Creativity**

Art and design, economics, HRD, business, organizational development, and education, as well as psychology and sociology (behavioral, biological, clinical, cognitive, developmental, historical, psychometric, and social perspectives), have all performed substantial study on creativity. Creativity has been proven to contribute to organizational innovation, effectiveness, and survival. It is described as the generation of innovative and beneficial ideas by a person (Kaufman, 2016) or a group of persons working together (Carter, 2015; Glăveanu, 2018; Kwall, 2020). Walia (2019) defined creativity as “the combination between talent, procedure, and the environment that results in a product that is both original

and useful.” Individuals working together in a complex social system create significant and helpful new products, services, ideas, procedures, and processes, according to Corazza (2016).

Jain & Jain (2016) regard an employee's capacity to be creative as a crucial component of human capital, which entails people developing new ideas of novelty and utility that benefit both people and their particular organizations, based on the following definitions. “A process of becoming sensitive to problems, deficiencies, gaps in knowledge, missing elements, and disharmonies; identifying the difficulty; making guesses, searching for solutions; or formulating hypotheses about the deficiencies: testing hypotheses, and finally communicating the results,” Torrance (1966) defined creativity. Thus, employee creativity involves developing novel ideas and solutions to tackle challenges, providing tangible and measurable performance that contributes to an organisation’s development (Liu, 2013; Ng & Feldman, 2012).

As per Rashidi and Shararay (2008), all things considered in terms of creativity, answers for the given issues are scored on the mix of four viewpoints including "fluency (the capacity of framing a connection among thought and articulation); originality (the capacity of surprising intuition and on the as opposed to regular propensity); flexibility (the capacity of deduction in various approaches to tackle another issue); and elaboration (the capacity of thoughtfulness regarding the subtleties during a movement)." With the exception of flexibility, the Torrance Test of Creative Thinking (TTCT) used the three creativity metrics mentioned above (Perry, 2014). The TTCT's first release in a long time was based on Guilford's



unconventional thinking task, which calculated the four creative metrics listed above: fluency, originality, elaboration, and flexibility (Kim, 2010).

Nerubasska and Maksymchuk (2020) believed creativity isn't equivalent to dissimilar reasoning since innovativeness requires extra attributes, like affectability to issues, distinguishing the troublesome, looking for an answer, and conveying the outcomes. As per Othman and Khalil (2018), disparate reasoning was sufficiently not to gauge innovativeness' broadness. Thus, the TTCT most recent 1984 rendition professes to evaluate dissimilar reasoning and inventiveness (as referred to in Perry, 2014). Given that, Othman and Khalil (2018) noticed that the TTCT (1984 release) was upgraded with the expulsion of the adaptability measurement since it was emphatically associated with familiarity (Perry, 2014).

Regardless of the assorted meaning of inventiveness, a few sorts of examination support the way that association's enormous reliant on imagination have added to keeping up authoritative development, make due in a profoundly serious market, fulfill the needs of clients and improve hierarchical profitability (Antonakis, Bendahan, Jacquart, & Lalive, 2014; Liu, 2013). Imagination researchers are of the view that the capacity of a representative to be inventive is consistently subject to the disposition of the worker that goes about as a component of both the individual and the circumstance or setting (Root-Bernstein & Root-Bernstein, 2021; Olszewski-Kubilius, 2018; Tirri, Cho, Ahn & Campbell, 2017). Accordingly, for this examination, representative imagination was characterized and conceptualized in the lodging business as "making important and valuable groundbreaking thoughts, items, and administrations by people cooperating in a



mind-boggling social framework that are both novel and helpful to improve current execution."

## **Empirical Review**

### **Talent Attraction and employee creativity**

Alias, Noor, and Hassan (2014) conducted research on the mediating influence of employee engagement on the link between talent management practices (Talent Attraction) and employee retention in Malaysian information and technology (IT) firms. Their study looked at the links between talent management strategies (managerial assistance, employee career development, and incentives and recognitions), employee engagement, and employee retention in Malaysian IT companies. A quantitative investigation was carried out. A self-administered questionnaire was used as the study tool. This study employed a convenience sampling strategy. A total of 581 people completed legitimate questionnaires, resulting in a 77 percent response rate for the study.

For additional study and practice, Mensah (2015) looked at the "coalesced framework" of talent Attraction and employee performance. The goal of this study is to present a conceptual framework that explains how talent attraction leads to various aspects of employee performance. By merging principles from Talent Management and employee performance, a literature-based analysis was used. This divided talent management into three categories: talent acquisition, development, and retention. The findings revealed that while implementing a Talent Management system improves employee performance, the link between Talent Attraction and employee performance is mediated by a Talent Attraction output.

### **Talent Development and employee creativity**

Talent development, employee performance, and employee creativity at selected commercial banks in Asaba, Delta State, Nigeria were investigated by Nzewi, Chiekezie, and Ogbeta (2015). The study examined the relationship between talent development and employee performance and employee creativity in selected commercial banks in Asaba, Delta State, in light of some commercial banks' tendency to attract and hire top talents, train and develop a pool of intellectual capabilities without appearing to retain key performers. The survey was designed in a descriptive manner. A 5-point Likert scale structured questionnaire was used to collect data from Guaranteed Trust Bank, Plc and First Bank of Nigeria, Plc employees. The Pearson Product Moment Correlation coefficient was used to evaluate the hypothesis. The data was analyzed using the regression approach. There was a link between talent development and employee performance and inventiveness, according to the data. According to the findings talent development has a considerable impact on employee performance and innovation. The authors argued that in order to retain top personnel, banks and other business organizations should improve job content and provide prospects for advancement. Furthermore, skilled individuals are productive resources capable of increasing an organization's value and competitiveness.

SPSS version 20.0 was used to analyze the data collected. Employee engagement is positively correlated with talent development practices (managerial assistance, employee career development, and incentives and recognitions), according to the findings of a Pearson correlation study. Employee engagement was

also found to have a good relationship with employee retention. Employee engagement mediated the relationship between talent development practice (employee career development and rewards and recognition) and employee retention individually, according to the results of hierarchical regression analysis on determining the mediating effect of a mediator (employee engagement).

### **Talent retention and employee creativity**

Talent retention: an innovative technique for promoting creativity in architectural design businesses was investigated by Othman and Khalil (2018). The goal of their research was to look at the function of talent retention as a new way to boost creativity in architectural design businesses (ADFs). A combined qualitative and quantitative technique is meant to fulfill three objectives in order to attain the above-mentioned goal. To begin, research the ideas of creative industries, motivation, demotivation, talent management (TM), talents utilization (TU), lean thinking (LT), and lean innovation in the literature (LI). Second, presenting and analyzing five case studies to investigate the combination of TM, LT, and LI in a real-world setting in order to overcome creative constraints.

Finally, analyzing the findings of a survey questionnaire filled out by a representative sample of Egyptian ADFs to assess their view and use of TM as a creative facilitator. Lack of motivation in ADFs, as well as demotivation and a lack of TU in ADFs and the Architecture, Engineering, and Construction (AEC) business, were among the five hurdles to innovation. Six demotivating elements were eradicated with the help of TM. LT was used to remove the seventh component. TU was obtained in the AEC sector using LI with five factors. LTM

may be used to obtain TU in ADFs. Two other impediments, however, have been found and will be investigated further. Egyptian ADFs failed increasing creativity with TM solely. Hence, a LTM framework was required.

Masri and Abubakr (2019) looked at how research institutes handle talent retention employee recognition, and performance. Their study aims to give insight into talent management and employee recognition factors in order to determine if these management techniques are in some manner applied at Qatar's research institutions. It also attempted to investigate the relationship between these two conceptions and employee performance, as well as to provide a method to change present practices, if any, in order to increase job performance. The study's sample included 180 full-time employees who were chosen at random and polled using an online tailored questionnaire. According to the findings of the empirical study, talent retention and employee recognition may have a substantial impact on employee performance while also contributing to corporate success and positioning. Employee recognition and talent management are connected characteristics that impact employee performance, according to this study. Employee performance and talent retention are viewed as strategic instruments for achieving strategic goals and improving employee and organizational performance. The study ended with a series of suggestions for practitioners and researchers in Qatar and beyond. The study's findings highlighted the significance of controlling employee recognition in affecting workplace performance. Individuals' needs for recognition, esteem, and social standing seem to be a higher order need regardless of time and circumstance.



### **Talent Management and employee creativity**

Relationships between Talent management and Organizational Performance: The Role of Climate for Creativity was investigated by Ingram (2016). The study's goal was to look at the impact of the creative atmosphere in mediating the link between talent development and organizational performance. Structural equation modeling was used to evaluate a model that linked talent management, organizational performance, and the atmosphere for innovation. This was based on data from 326 significant Polish companies. It also allows for the confirmation of two possibilities. Talent management is a three-dimensional construct (dimensions: attraction, development, and retention), but the atmosphere for innovation and organizational performance are both unidimensional constructions, according to the findings. The atmosphere for innovation appears to influence the linkages between the aspects of talent management and organizational performance, according to the findings. According to the findings, firms should focus on building an acceptable atmosphere that supports individual innovation in order to achieve high performance through talent management.

Talent Management Practices, Employee Engagement, and Employee Creativity were investigated by Jehangir and Khan (2018). The study's major goal was to look at the effect of talent management on employee innovation. Additionally, the mediation impact of employee engagement was used to highlight other outcomes. The primary data was collected using structured questionnaires based on prior research. The data was obtained from officer level personnel (N=80) working in non-governmental organizations (NGO) in various sectors using the



non-probability convenience sampling methodology. To evaluate the theoretical model, descriptive statistics, correlation analysis, and regression analysis were used. To determine the influence of mediation on both the independent and dependent variables, the bootstrapping approach was used. Talent management has a considerable influence on employee creativity, according to the findings. Employee creativity was influenced significantly by the characteristics of talent management (i.e. talent acquisition, talent development, and talent retention). Furthermore, the findings revealed that employee engagement is a mediator between talent management and employee innovation.

### **Conceptual Framework**

A conceptual framework can be considered as the diagrammatic presentation of variables, illustrating the association between the independent variable, moderating variable and the dependent variables. Against this background, the conceptual framework that employed in this study looks at the connection between the independent and the dependent variables. The conceptual framework below demonstrates the assumed association between the independent variable (talent management) and the dependent variable (employee creativity). The independent variables of talent management include: talent attraction, talent development, and talent retention.

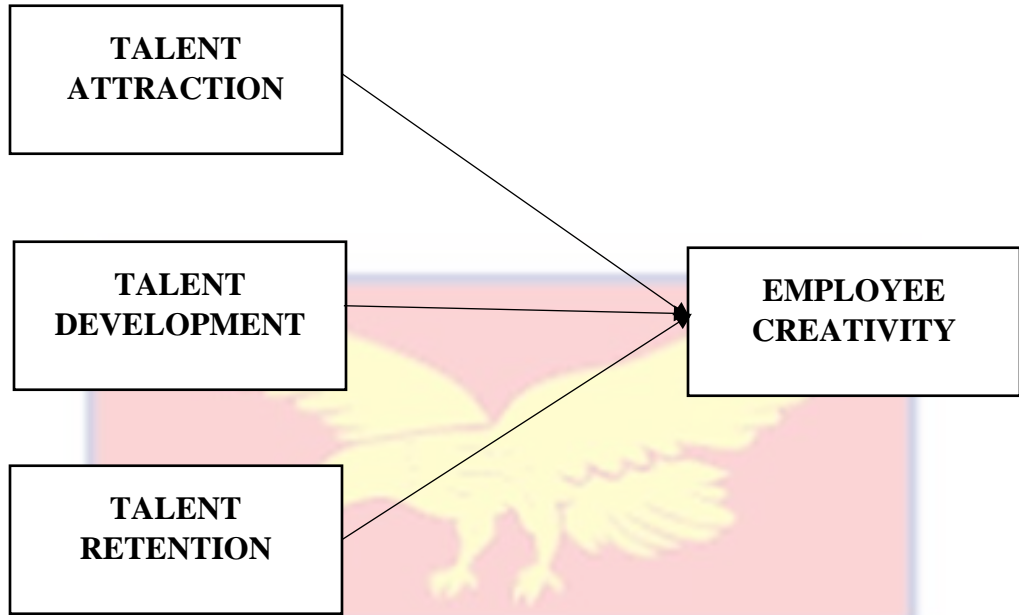


Figure 1: Conceptual framework

Source: Authors' Construct, Fiifi (2021)

### Chapter Summary

This chapter has focused on the literature review and from the review it has become obvious that talent is unquestionably an individual's property. As a result, people who are the owners of the talent and have managed to develop it through various means such as education and training do have anticipation of what they are supposed to obtain out of their efforts and other job-related activities within their workplace. If individual's needs are not cared for, the likelihood is that their motivation will go down and consequently not achieve their potential. The researcher has addressed many hypotheses that underpin this study in order to explain employee retention and talent management. Human capital theory, resource-based view, social exchange theory, person-environment theory, and Adams equity theory are some of these theories. Following that, the current study has discussed retention issues and talent management in relation to talent attraction,

career management, competencies mapping, and learning and development, all of which are independent variables in the conceptual framework, with retention serving as the dependent variable.



## CHAPTER THREE

### RESEARCH METHODS

#### Introduction

The goal of this research is to see how talent management affects employee creativity. This chapter discusses the study's methodological approach. It includes the research methodology, research design, the study area's background, the population, the sampling technique, the data collecting tools, data collecting techniques, data processing and analysis, as well as a chapter summary.

#### Research Approach

According to Yates (2004), there are three basic techniques to doing research: quantitative, qualitative, and mixed. The epistemological grounding of a quantitative theme, according to Sekaran and Bougie (2016), is that there are defined and measurable social realities. The quantitative research technique was used in this study because of the nature of the study aim, particular objectives, hypotheses, and the type of the main data to be gathered and analyzed. According to Creswell (2014), the quantitative approach entails gathering numerical data and analyzing it using mathematically based approaches to explain occurrences.

This method usually starts with data collecting based on a theory, and then uses descriptive or inferential statistics to analyze the results (Tashakkori & Teddlie, 2010). Generalizations from testing of statistical hypotheses lead to general inferences about population features, and quantitative approaches are typically regarded as deductive in nature. Quantitative approaches are sometimes described as presuming the existence of a single “truth” that is independent of human experience (Lincoln, Lynham & Guba, 2011). It was also discovered that

quantitative research findings may be predictive, explanatory, and confirmatory (Williams, 2007 as cited in Bernard & Bernard, 2012).

### **Research Design**

The procedural framework within which a study or research is done is referred to as research methodology (Anabila, 2010). The study adopted a descriptive and explanatory survey research design in investigating the influence of talent management on employee creativity. This is because the researcher intends to describe logical data and information of staff at the University of Cape Coast, factually and accurately and attempted to discover the influence of the variables with each other (Kumar, 2019). A descriptive survey research approach allows the researcher to examine the items in their natural state, without altering them in any way. The approach also allowed the researcher to generate descriptive statistics that aided in the explanation of talent management factors. More importantly, surveys do not meddle in or regulate naturally occurring phenomena (Arnold & Randall, 2010). Further, the use of this design helped in the assessment of employee's view of how talent management should be done to effectively influence their creativity and performance to measure these magnitudes in other companies (Kotler, Koshy, & Jha, 2013).

### **Study Organisation**

The University of Cape Coast is one of the public collegiate research universities in Ghana located in the colonial city of Cape Coast. The university is located on a hill overlooking the Atlantic Ocean, making it one of the rare sea front universities in the world. The government of Ghana established the university in



1962, after recognizing the gap and need for highly skilled and qualified human resources to man the educational sector. The university at its establishment was equipped and mandated to train graduate teachers for teacher training colleges and technical institutions. Currently, the university has added other disciplines to its core mandate including the training of doctors and other allied health professions, as well as, administrators, physicists, agriculturalists, education planners.

The university is five kilometers west of Cape Coast, and operates on two campuses, the Northern campus and the Southern campus. The University is organized into five (5) Colleges headed by Provosts, namely: College of Health and Allied Sciences, College of Agricultural and Natural Sciences; College of Humanities and Legal Studies, College of Distance Education, and eighteen (18) Faculties/Schools headed by Deans. The University also has eleven (11) Directorates.

The staff populace in the University has been at an increasing rate since the services produced are continually of benefit to many stake holders. This had called for the establishment of other departments and schools to aid in rendering their services, however, the number is not enough. This had led to extra obligations among staff within the University to meet the set target by the school within the usual time periods. This further had led to management in setting up policies and practices to attract the increasing rate of skilled employees within the University.

## **Population**

A population is a well-defined individuals or objects in a group known to have similar traits that are identified by criteria determined by the researcher (Banerjee & Chaudhury, 2010). The target population were senior administrative staff working in the University of Cape Coast regardless of their religion, language and other socio-demographic background. Both male and female with permanent employment at the university were included. According to the Directorate of Human Resource of the University of Cape Coast (2020), the administrative staff of the university are nine hundred and twenty-three (923).

## **Sample and Sampling Procedure**

The sample size is determined by the number of observations. A sample size is required for any empirical study in which the purpose is to draw conclusions about a population from a sample. The sample size was determined using the Krejcie and Morgan (1970) sample determination table, which yielded 269 senior administrative staff members at the University of Cape Coast. Probability sampling and non-probability sampling are the two sorts of sampling procedures in general. The sample method used in this experiment was basic random sampling. This backs up Oakshott's (1998) claim that everyone in the target population has an equal chance of being picked. This approach was used to ensure that the population sample was free of bias.

## **Data Collection Instrument**

The research instrument that will be used for data collection will be a questionnaire. This is very useful in social science research (O'Brien & Toms,

2010). A questionnaire is a group of questions that has been established for the purpose of gathering information from respondents (Malhotra, Birks & Wills, 2013). Closed-ended questions will be utilized to extract the information needed to answer the research questions and meet the study's goals. Closed-ended inquiries will demand the respondent to pick from a collection of options and to consider each option independently of the others. It will also utilize a Likert scale, which is more appropriate for evaluating behavior, attitude, or other phenomena of interest on a continuous scale (Leedy & Ormrod, 2010).

According to Groves, Fowler, Couper, Lepkowski, Singer, and Tourangeau (2011), questionnaires have different benefits over interview techniques. Questionnaires, for example, are less costly and easier to conduct than personal interviews. Groves et al (2011) Postal surveys, for example, are particularly effective in generating information in a short period of time at a cheap cost to the researcher.

### **Pre-Test**

Validity and reliability indicate how best the instrument used in the study best measures the parameters it is meant to measure, and it is the measure of accuracy in terms of results attained in the study (Cook & Campbell, 1979). In this study, a pre-test of the research questionnaire was done at the university community in the University of Education, Winneba. This institution was selected for the pretesting because it has similar structure employees like the one university community in the University of Cape Coast. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. In

other words, this was to help in assessing the clarity of our questions to the respondents and to elicit their understanding regarding answering questions. Questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

### **Validity and Reliability**

In research, validity simply refers to how well instruments (questionnaires or planned interview schedules) assess what they are supposed to assess. To put it another way, validity refers to how well the chosen instrument assesses the study goals (Bowling, 2009).

Several methodologies were used to validate and refine the content of the questionnaire in the context of this investigation. To address face validity, the researcher evaluated the questionnaires and made the necessary modifications before handing them over to the University of Cape Coast's administrative personnel. The necessity of peer review was also crucial.

The questionnaire's content validity was further increased by having it reviewed by qualified professionals in the subject before it was distributed to the respondents. All efforts and opinions of experts were taken into account while deciding whether or not to include or exclude particular elements from the questionnaire. Many domains and sub-domains will be recreated with minor language and language changes to improve clarity and ensure that the instrument is completely applicable.

In terms of dependability, it may be defined as the degree to which the use of a scale gives consistent results when several measurements are made (Kent,



2007). It is achieved when keeping results at a consistent level despite changing of time and place (Bowling, 2009). Cronbach's alpha test, which assesses the degree to which personal items are inter-correlated and how they correlate with overall scale findings, is used to establish internal consistency (Pilot & Beck, 2008). Intra-observation (one observation at a time) and inter-observation dependability relate to the same conclusions or actions (more than one observer) in terms of observation (Pilot & Becker, 2008).

The Cronbach's coefficient alpha ( $\alpha$ ) was used to measure the reliability of the questionnaire items in this study. Cronbach's alpha values varied from 0 to 1. It's worth noting that the closer the value of  $\alpha$  is to 1, the more reliable it is.

**Results of the Cronbach Alpha in This Study**

Cronbach's alpha was utilized to determine the dependability of the acquired data, as previously indicated. Cronbach's alpha for all indicators is shown in Table 1.

**Table 1: Reliability of Scales and Cronbach Alpha of Study Variables**

<b>Variable</b>	<b>Items Retained</b>	<b>Cronbach's Alpha</b>
Talent Attraction	8	0.757
Talent Development	11	0.701
Talent Retention	8	0.809
Employee Creativity	10	0.834

Source: Field Survey, Fiifi (2021)

Table 1 above provided the values of Cronbach's alpha for all the variables. Cronbach's alpha values seem to range between 0.701 and 0.834, according to the table. All of these numbers were much higher than the minimum of 0.70. In this scenario, the measurements can be determined to have an adequate level of dependability.

### **Data Collection Procedure**

A copy of introductory letter was obtained from the department which was sent together with the questionnaires. The questionnaires were distributed to the administrative staffs at the University of Cape Coast. The questionnaire was given to each of the study's participants personally by the researcher. This was to ensure that all questionnaires issued to the correspondents were received. On the average, the questionnaires were distributed and collected within four weeks.

### **Data Processing and Analysis**

Editing, cleansing, and categorization of data were among the activities carried out. Data editing and cleaning is the process of examining acquired data for omissions and mistakes and correcting them as soon as feasible. The grouping of acquired data into classes or groups with common features is known as data classification. After that, similar data was collated and additional analysis was carried out. The tabulated data was then subjected to quantitative analysis.

Descriptive statistics were used for the analysis of the collected data which included parameters such as measures of central tendencies and the measure of dispersion. Inferential data analysis techniques such as correlation analysis and regression analysis were used to analyse the collected data. The Product-Moment

Correlation Coefficient was used to examine the influence of talent attraction, talent development and talent retention and employee creativity and regression analysis were used to ascertain the number of variations in the employee creativity which could be associated with changes in the degree of the influence of talent attraction, talent development and talent retention on employee creativity. Other tests were done in analysis of variance (ANOVA) and t-test were undertaken.

Linear regression was used to ascertain the influence of talent attraction, talent development and talent retention on employee creativity. The model treated employee creativity as the dependent variable while independent variables are dimensions of the influence of talent attraction, talent development and talent retention on employee creativity. A regression equation describes how the mean value of a response variable relates to specific values of the predictor variable (Kessler et al., 2004). The study used regression analysis to test the statistical significance of the independent variables on the dependent variable. The regression equation used to analyse the relationship between variables under study was expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

Where; Y = Employee Creativity

$\beta_0$  = the constant or the coefficient of intercept

X1 = Talent attraction

X2 = Talent development

X3 = Talent retention

$\varepsilon$  = Error term

$\beta_1, \dots, \beta_3$  = Corresponding coefficients for the respective independent variables

The correlation was utilized to describe the degree of association between the dependent and independent variables, in this example, the impact of employee creativity on talent acquisition, development, and retention. Tables were used to present the findings. The quantitative information gathered was grouped according to the study questions. The Statistical Package for Social Sciences (SPSS) Version 26 was used to analyze the data and show the findings. The responses were received from the respondents and then initially tabulated according to five Likert-Scale(options) contained in the questionnaire. These scales were 1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree.

### **Measurement of Key Variables**

To assess the research variables, the researchers first defined the indicators/parameters of each independent variable before using an ordinal/Likert scale to quantify them. Talent attraction, which encompasses policies and strategies for recruiting and selecting talented persons, is one of them (Schuler et al., 2011). Employee job security, talent search matrix, employee training and career progression, work-life balance, and social networking were all used to measure talent attraction, which was measured by the presence of communication and implementation of employer branding, good working conditions and fair wages, employee job security, talent search matrix, employee training and career progression, and work-life balance.



The study used talent development as an independent variable. It refers to instructional activities conducted within a business in order to improve employee satisfaction, performance, or creativity. It refers to all of the University's educational and personnel development activities in the framework of this research. Existence of in-house development programs, availability of line manager coaching, existence of appropriate learning and development strategies, existence of E-learning, availability of training need identification, and existence of a leadership development program were all used to assess talent development. In the study, talent retention was an independent variable. It was described as an organization's endeavor to maintain a working environment that encourages present employees to stay with the firm (Snell, 2007). Leadership style, competitive salary, recruiting strategy, flexible working hours, and non-monetary benefits were all factors in determining talent retention.

The researcher reviewed prior studies to obtain appropriate questionnaires on employee creativity (Ma & Jiang, 2018; Soda et al., 2017; Rastgoo, 2017; Zhou & George, 2001) that suited the study based on the research objectives.

### **Data Processing and Analysis**

To understand how each of the independent factors effects the dependent variable, a multiple regression analysis was performed. The significance of the regression coefficient was determined using a T-test based on the t-distribution (Kothari, 2004). The researcher used a test of significance to see if the data were significant at a certain confidence level (Mugenda & Mugenda, 2003). At the 95 percent confidence level, the T-test of significance was employed to see if the

changes in the independent variables (talent attraction, talent development, and talent retention) were statistically significant. ANOVA was a set of computations that supplied information about the degrees of variability within a regression model and served as the foundation for a test of significance.

The ANOVA method may be used to investigate any number of hypothesized or asserted factors that influence the dependent variable. To investigate the significance of the combined effects of the variables of talent recruiting, talent development, and talent retention on employee creativity, an ANOVA for regression was performed. ANOVA, unlike other parametric tests like t-tests, is particularly robust to numerous deviations from parametric analytical assumptions. ANOVA violates the parametric assumption that the residues have a normal distribution and that the variations in each group are the same (Cooper & Schindler, 2006). An F-statistic is used in ANOVA to assess if the expected values of a quantitative variable differ among several pre-defined groups. The F statistics tend to be greater when the null hypotheses of independence are wrong (Sawilowsky, 2002). Since the F statistic is large when P values are less than 0.05, the null hypothesis of independence must be rejected because it is untrue (Murkowski & Murkowski, 1990).

### **Ethical Considerations**

According to Patten and Newhart (2017), as quoted by Bless and Higson-Smith (2000), important ethical considerations must be considered in every research project. These primary ethical difficulties, according to them, include voluntary involvement, right to privacy, anonymity, and information secrecy. As a

result, every effort was made to ensure that all of these ethical concerns were addressed. For example, with voluntary participations, each respondent was free to choose whether or not to join in the data gathering activity. Furthermore, any concerns of right to privacy were addressed by enabling respondents to complete the surveys on their own time, and ambiguous questions were addressed adequately through their preferred medium.

Furthermore, respondents were prohibited from submitting particular information about themselves on the questionnaire, such as names, phone numbers, and personal addresses, in order to maintain their anonymity. Respondents were also assured that their personal information will not be shared with the public or used for any purpose other than this research. Finally, the study ensured data privacy by assuring participants that any information they provided would be kept confidential. They were also assured that the information they provided would not be used against them or made public. They were also given assurances that none of the information they submitted would be used against them or made public. In conclusion, the study confirmed that all main ethical problems were handled effectively.

### **Chapter Summary**

This chapter went over the research methodologies used to attain the study's goal in great detail. The chapter covered a variety of topics, including research methodology, research design, demographic, study area, sampling technique, data collecting instrument, data collecting technique, ethical issues, and data processing and analysis. Because of the study's research aims, a quantitative methodology and

descriptive research methodology were used. In addition, the data collected through the distribution of structured questionnaires was analyzed using descriptive statistical methods in order to provide the results and comments.





## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

The main research objective of the study, to examine *the influence of talent management on employee creativity* at the University of Cape Coast. Based on this main research objective, specific objectives were used to achieve the study goal. In line with these original research objectives and the method used, this chapter provides the findings and discussions which reflect on the specific objectives as outlined in Chapter one. The demographic profile of the respondents is presented in the first part. The descriptive and inferential (correlation) statistics results are presented in the second portion of the chapter in line with the study's particular goals. Finally, each discovery is followed by a lengthy explanation.

#### Response Rate

In this study, the population size was nine hundred and twenty-three (923) senior administrative staff and due to the large number of the population, two hundred and sixty-nine (269) was used for the sample size by the help of the Krejcie and Morgan (1970) sample determination table. This implies that 269 questionnaires were distributed, and all 269 were completed and returned to the researcher. However, per critical examination of the returned questionnaires, 249 were deemed usable for the study, which represents a response rate of 92.6%. This means the usable questionnaires for the analysis of the study were two hundred and forty-nine (249) as shown in Table 2.

**Table 2: Response Rate**

Questionnaire	Count	Percentage (%)
Returned and Usable	249	92.6
Returned but Unusable	20	7.4
<b>Total</b>	<b>269</b>	<b>100</b>

Source: Field Data, Fiifi (2021)

### **Socio-Demographic Characteristics of Respondents**

In order to understand the demographic characteristics of the respondents, the study deemed it fit to find out the demographic data of the respondents. The demographic characteristics of respondents were in relation to gender, age, level of education of the senior administrative officers in the university, and employees' years of work in the organisation. Table 3 presents demographic statistics on the frequencies and percentages of responses to gender received from the respondents. The results obtained in relation to socio-demographic characteristics of the respondents are shown in Table 3.

**Table 3: Background Information of Respondents**

Variable	Frequency	Percentage (%)
<b>Gender</b>		
Male	144	57.8
Female	105	42.2
<b>Age</b>		
Below 30years	15	6.0
31-40years	119	47.8
41-50years	99	39.8
51years and above	16	6.4
<b>Level of Education</b>		
Diploma	42	16.9
1 <sup>st</sup> Degree	110	44.2
Professional	13	5.2
2 <sup>nd</sup> Degree	84	33.8
<b>Level of Experience</b>		
1-5 years	32	12.9
6-10 years	120	48.2
11-15 years	30	12.0
16 years and above	67	26.9
<b>TOTAL</b>	<b>249</b>	<b>100.0</b>

Source: Field Survey, Fiifi (2021)

In this study, there were obviously more male participants than female participants, as seen in Table 3. Males made up more than half of the responders

(57.8%), with females accounting for the remaining 42.2 percent. This implies that a lot of males appeared to have been employed as senior administrative staff at the University of Cape Coast, Cape Coast, Ghana. However, with respect to gender inequality in terms of employment in the country, it is surprising. Respondents were also assured that their personal information will not be shared with the public or used for any purpose other than this research. Finally, the study ensured data privacy by assuring participants that any information they provided would be kept confidential. They were also assured that the information they provided would not be used against them or made public.

According to the age distribution of the respondents, the majority of them are between the ages of 30 and 40, accounting for 53.8 percent of the total. This higher percentage of lower-level employees gives the impression that there are more youthful senior administrators within the various departments at the University of Cape Coast. Again, the results reveal that the majority of respondents (47.8%) were between the ages of 31 and 40, implying that the majority of the respondents in the service are in their prime years and that the organization has a lot of potential for future growth. Furthermore, the majority of responders (39.8%) were between the ages of 41 and 50. The least age group was those between 51 years and beyond representing (6.4%) in the institution. The overall implication is that relatively a small percentage number of employees are matured and presumably experienced in their career in the institution.

With the educational levels of the senior administrative employees listed in the table, it was also discovered that 42 responders (16.9%) possessed a diploma.



In addition, 110 of them (44.2%) were discovered to be in this group, indicating the greatest percentage of employees at the institution. Furthermore, a sizable portion of the personnel held a second degree. There were 84 second-degree holders within this group, accounting for 33.8 percent of the total. Finally, 13 employees (5.2%) had received professional training. It is clear from the table that the majority of the institution's employees believe that education is critical to the country's development. The study results from the table highlight the significance that the organisation attaches to education as most workers in the company are qualitatively gifted with educational prowess.

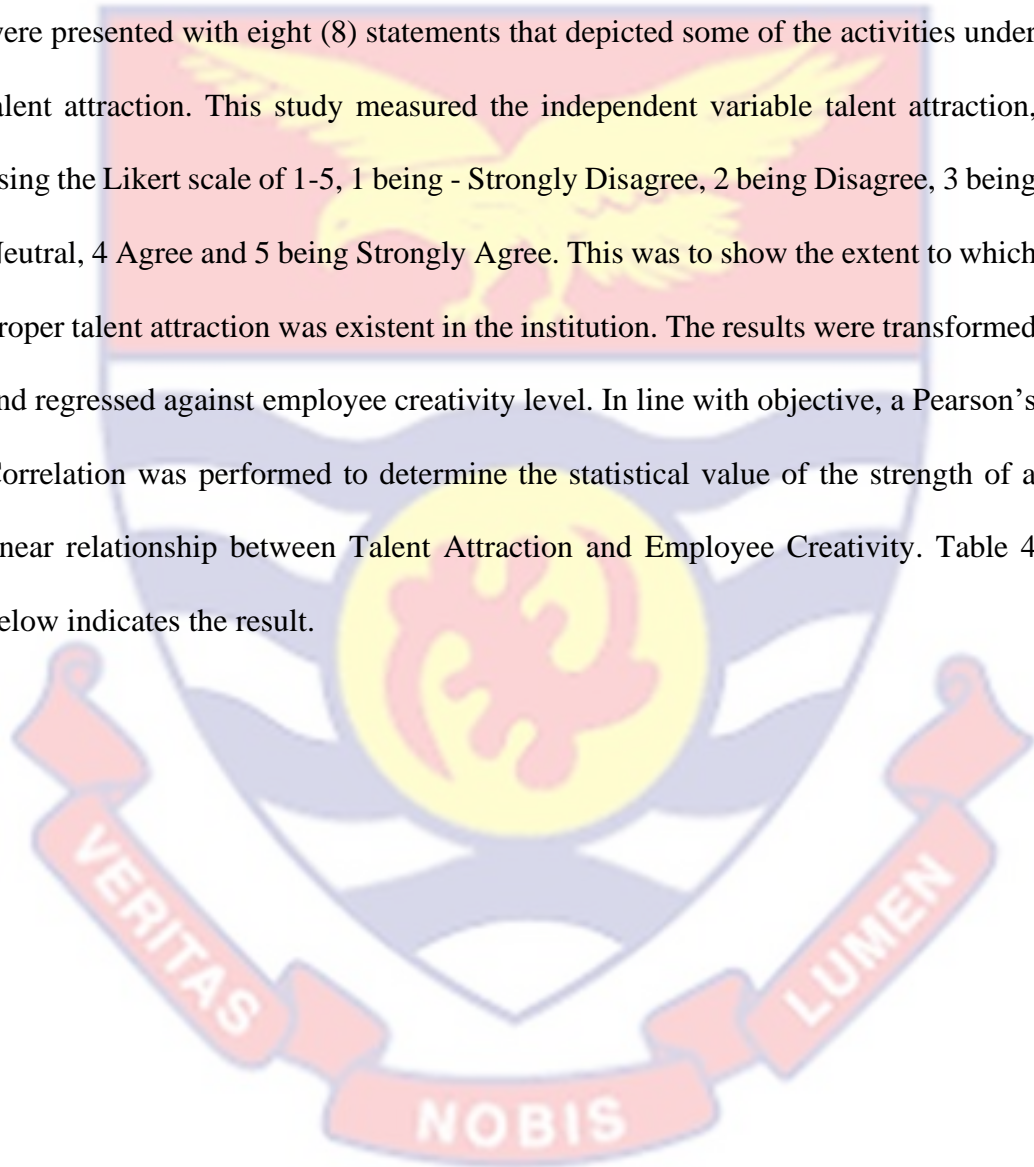
When it came to how long each employee had been with the company, it was discovered that the majority of them had between 6 and 10 years of experience as senior administrative employees at the University of Cape Coast. Within these years, (48.2%) had worked within them, while (12.9%) had worked within the years of 1 years and 5 years. This is followed by those who had worked between 11 and 15 years with a total number of (12.0%) while those who have worked between 16 and above years make up (26.9%).

### **Findings of the Main Study Objectives**

This section gives the findings and analyses based on the study's three main questions. The data is analyzed using both descriptive and inferential statistics. The research is descriptive in nature and uses a quantitative technique, as stated in the methodology section. The findings and analyses are organized chronologically according to the study's stated goals.

**Objective One: To examine the effect of talent attraction on employee creativity at the University of Cape Coast**

The first research objective sought to ascertain the effect of talent attraction on employee creativity at the University of Cape Coast. In this study, respondents were presented with eight (8) statements that depicted some of the activities under talent attraction. This study measured the independent variable talent attraction, using the Likert scale of 1-5, 1 being - Strongly Disagree, 2 being Disagree, 3 being Neutral, 4 Agree and 5 being Strongly Agree. This was to show the extent to which proper talent attraction was existent in the institution. The results were transformed and regressed against employee creativity level. In line with objective, a Pearson's Correlation was performed to determine the statistical value of the strength of a linear relationship between Talent Attraction and Employee Creativity. Table 4 below indicates the result.



**Table 4: Correlation between Talent Attraction and Employee Creativity**

		Employee Creativity	Talent Attraction
Employee Creativity	Pearson Correlation	1	.411**
	Sig. (2-tailed)		.000
	N	249	249
Talent Attraction	Pearson Correlation	.411**	1
	Sig. (2-tailed)	.000	
	N	249	249

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

Source: Field Survey, Fiifi (2021)

From the table 4 it can be noted that the value of Pearson correlations given in the table shows that the correlation coefficient is 0.411 and this demonstrates that Talent Attraction has a positive correlation with Employee Creativity. The results from Table 4 show the value of the R- Correlation Coefficient (Pearson Correlation Co-efficient). The R value represents the Pearson Correlation coefficient. The R-value of 0.411 indicates a large relationship between Talent Attraction and Employee Creativity.

Cohen (1992) recommends using the following recommendations to evaluate correlation coefficient magnitude:  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium, and  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  big. Employee Creativity and Talent Attraction as a component of Talent Management

show a considerable positive association, according to the findings. The t-test result, which likewise showed a significant outcome (t-value =4.276, N=249, p=0.000), confirms the positive relationship between the two variables (independent and dependent), as shown below.

**Table 5: ANOVA<sup>a</sup>**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	7.229	1	7.229	43.476	.000 <sup>b</sup>
	Residual	31.262	248	.166		
	Total	38.491	249			

a. Dependent Variable: EMPLOYEE CREATIVITY

b. Predictors: (Constant), TALENT ATTRACTION

Source: Field Survey, Fiifi (2021)

The results of the ANOVA from Table 5 indicate a statistically significant figure of p=.000, as held up by Fidell, Tabachnick, Mestre & Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. If such a condition is met, then the independent variable does a good job explaining the variation in the dependent variable. In this analysis, the  $\rho$ -value is well below .05 ( $\rho = .000$ ). Therefore, it can be concluded that the R and R<sup>2</sup> Between Talent and Employee Creativity is significant and therefore Talent Attraction can significantly influence Employee Creativity. However, the ANOVA fails to indicate the extent of the effect. Also, Table 6 indicates the magnitude of the impact of Talent Attraction on Employee Creativity at the University of Cape Coast.



**Table 6: T-value on the relationship between Talent Attraction and Employee Creativity**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.258	.294		4.276	.000
ATTRACTION	.461	.095	.411	4.874	.000

**a. Dependent Variable: EMPLOYEE CREATIVITY**

Source: Field Survey, Fiifi (2021)

In order to determine the extent to which Talent Attraction influences Employee Creativity, a simple linear regression was also carried out and the results had been depicted in Table 7 below.

**Table 7: Model Summary of Talent Attraction influence on Employee Creativity**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.411	.169	.165	.649

**a. Predictors: (Constant), Employee Creativity**

**b. Dependent Variable: Talent Attraction**

Source: Field Survey, Fiifi (2021)

According to Fidell, Tabachnick, Mestre, and Fidell (2013), a statistically significant figure of  $p=.000$  is required for social science research, and a significant level of less than or equal to  $.05$  is required. If this condition is fulfilled, the independent variable performs an excellent job of explaining the dependent variable's fluctuation. The  $t$ -value in this study is substantially below  $.05$  ( $=.000$ ). As

a result, the R and R<sup>2</sup> between Talent Attraction and Employee Creativity are considerable, implying that Talent Attraction has a considerable impact on Employee Creativity.

The T-Value table (table 6) in the SPSS output provides information that is helpful in comprehending the regression equation. The numerical value for the first row, labelled (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. The significant value  $p = 0.000$  for the constant is less than 0.05, while the significant value  $p = 0.000$  for the independent variable is less than 0.05. A significant value of 0.05, according to Pallant (2013), implies that the variable has a considerable influence on the dependent variable. As a result, it can be inferred that Employee Creativity is influenced by Talent Attraction. The table also reveals a Beta of .411, which implies a high influence of the independent variable on the dependent, according to Fidell, Tabachnick, Mestre, and Fidell (2013).

The implication of these results is that with the right Talent Attraction strategy employed by the management of the institution significantly improves the creativity of employees within the University of Cape Coast. The findings of this study confirm and are supported by loads of findings with respect to studies conducted in terms of Talent management. Alias, Noor and Hassan (2014) found that Talent Attraction is an important determinant of increased adaption of employee to new skills and ideas. The right talent attraction mechanism by organisations, in new research, was found to be better determinant of job satisfactions by the scholars (Mensah 2015; Ingram, 2016; Jehangir & Khan 2018).

**Objective Two: To assess the effect of talent development on employee creativity at the University of Cape Coast**

The second objective of the study was to assess the effect of talent development on employee creativity at the University of Cape Coast. This study measured the independent variable talent development using the Likert scale of 1-5, 1 being - Strongly Disagree, 2 being Disagree, 3 being Neutral, 4 Agree and 5 being Strongly Agree. This was to show the extent to which talent development was existent in the institution. The purpose was to establish whether Talent Development influences Employee Creativity in the institution. Data was collected on the various activities under Talent Development in the institution. Respondents were presented with eleven Talent Development statements. The results were transformed and regressed against Employee Creativity level. For the purpose of achieving the objective, the statistical value of the strength of a *linear* relationship between Talent Development and Employee Creativity was conducted by the use of a Pearson’s Correlation analysis. Table 8 below indicates the result.

**Table 8: Correlation between Talent Development and Employee Creativity**

		Employee Creativity	Talent Development
Employee Creativity	Pearson Correlation	1	.633**
	Sig. (2-tailed)		.000
	N	249	249

Talent	Pearson	.633**	1
Development	Correlation		
	Sig. (2-tailed)	.000	
	N	249	249

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

Source: Field Survey, Fiifi (2021)

From table 8, it can be realised that the value of Pearson correlations given in the table shows the correlation coefficient of 0.633 which is significant at 0.05. This demonstrates that Talent Development has a positive correlation with Employee Creativity. The Pearson Correlation coefficient (R-value of 0.633 indicates a large relationship between Talent Development and Employee Creativity. The results indicate a positive relationship between Talent Development and Employee Creativity at the University of Cape Coast. This positive connection between the two variables (independent and the dependent) is confirmed by the t-test result which also showed a significant outcome as it can be seen in table 9 below.

**Table 9: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.098	1	3.098	16.455	.000 <sup>b</sup>
	Residual	35.394	248	.188		
	Total	38.491	249			

a. Dependent Variable: EMPLOYEE CREATIVITY

b. Predictors: (Constant), TALENT DEVELOPMENT

Source: Field Survey, Fiifi (2021)



The results of the ANOVA form Table 9 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to  $.05$  is necessary for social science research. In this analysis, the  $p$ -value is well below  $.05$  ( $p = .000$ ). Therefore, it can be concluded that the  $R$  and  $R^2$  between Talent Development and Employee Creativity is significant. However, the ANOVA fails to indicate the extent of the effect. Table 10 indicates the magnitude of the impact of Talent Dvelopment on the adoption of new skills and ideas to improve performance of employees within the University of Cape Coast.

**Table 10: T-Value on the Relationship between Talent Development and Employee Creativity**

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	.591	.233		2.535	.012
DEVELOPMENT	.745	.075	.633	9.938	.000

**a. Dependent Variable: EMPLOYEE CREATIVITY**

Source: Field Survey, Fiifi (2021)

The table marked coefficients (table 10) in the SPSS output gives information that is helpful in comprehending the regression equation. The numerical value for the first row, labelled (constant), in the column marked unstandardized coefficient and sub-column B, is the value for the intercept (a) in the regression equation. Both the independent variable and the constant have a significant value of  $p=0.000$ , which is less than  $0.05$ . A significant value of  $0.05$ ,

according to Pallant (2015), implies that the independent variable has a considerable influence on the dependent variable. As a result, it can be inferred that Talent Development, a talent management factor, has a major influence on administrative staff creativity at the University of Cape Coast. The table also reveals a Beta of .633, indicating that the independent variable has a significant influence on the dependent.

**Table 11: Model Summary of Talent Development on Employee Creativity**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633	.400	.396	.757

**a. Predictors: (Constant), Talent Development**

**b. Dependent Variable: Employee Creativity**

Source: Field Survey, Fiifi (2021)

The result from Table 11 shows the R- Correlation Coefficient and the R-Square-Coefficient of Determination. The R Square value of .400 indicates that about 40.0% of the variation in the Employee Creativity at the University of Cape Coast is accounted for by Talent Development, the remaining variation in workplace innovation may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R-value of 0.633 indicates a large relationship between Talent Development and Employee Creativity. The results indicate a positive relationship between Talent Development and Employee Creativity at the University of Cape Coast. Table 8 assess the statistical significance of the regression model.

The results of the Table 10 (T-Value) indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). Therefore, it can be concluded that the R and  $R^2$  between Talent Development and the creativity of employee is significant. The table in the SPSS output labelled coefficients (table 8) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The significant value  $p= 0.000$  is less than 0.05 for both the independent variable and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the independent variable has a significant impact on the dependent variable. It can therefore be concluded that, Talent Development, a talent management dimension has a significant impact on the creativity of administrative staff at the University of Cape Coast. The table further shows a Beta of .633 which indicates a strong impact of the independent variable on the dependent.

The second research objective was to establish the extent to which Talent Development as a talent management dimension influences Employee Creativity at the University of Cape Coast. The use of Talent Development assistance in providing a positive influence on the creativity of employees is supported by most administrative staff at the University of Cape Coast. The respondents of the study believe the degree to which employees become more creative could be attributed to the existence of talent development strategies at the University of Cape Coast.

The findings of Humaid (2018), who looked into Talent Management and Organizational Performance: The Mediating Role of Employee Engagement: A Case Study, back up this study. In the Gaza Strip, the Palestinian Bank. The study discovered that the Bank of Palestine in the Gaza Strip has a modest level of Talent Development, indicating that the bank's management needs to focus more on personnel development. In the Bank of Palestine, there was a statistically significant link between Talent Development and both organizational performance and employee engagement. In Bank of Palestine, Talent Development has a substantial impact on both organizational performance and employee engagement, indicating the importance of developing the bank's most talented and competent personnel. Employees of the Bank of Palestine in Gaza were subjected to comprehensive training and development programs. However, there is a dearth of honest input for the purposes of improvement.

**Objective Three: To establish the influence of talent retention on employee creativity**

The third research objective sought to establish the influence of talent retention on employee creativity among senior administrative staff at the University of Cape Coast. Respondents were to determine the extent to which these talent retention activities were observed at the University of Cape Coast. The results were transformed and regressed against employee creativity level. Thus, in order to determine the statistical measure of the strength of a linear relationship between Talent Retention and Employee Creativity, correlation analysis was performed.



**Table 12: Correlation between Talent Retention and Employee Creativity**

		Employee Creativity	Talent Retention
Employee Creativity	Pearson	1	.372**
	Correlation		
	Sig. (2-tailed)		.000
	N	249	249
Talent Retention	Pearson	.372**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	249	249

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

Source: Field Survey, Fiifi (2021)

From table 12, it can be seen that the Pearson correlation coefficient value of ( $r = 0.372$   $N=249$ ,  $p < 0.000$ ) confirms that there is a positive linear correlation between the two variables (Employee Creativity and Talent Retention). Thus, it can be said that there is very strong evidence to believe that both variables are positively related. The Pearson Coefficient Correlation (R-value) of 0.372 indicates a good relationship between Talent Retention and Employee Creativity. Cohen (1988) recommends using the following recommendations to evaluate correlation coefficient magnitude:  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium, and  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  big. Employee Creativity and

Talent Retention have a considerable positive association, according to the findings. The t-test result, which likewise revealed a significant outcome (t-value =4.276, N=249, p=0.000), supported the positive relationship between the two variables (independent and dependent), as shown below.

**Table 13: ANOVA<sup>a</sup>**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	Regression	6.516	1	6.516	38.314	.000 <sup>b</sup>
	Residual	31.975	188	.170		
	Total	38.491	189			

a. Dependent Variable: EMPLOYEE CREATIVITY

b. Predictors: (Constant), TALENT RETENTION

Source: Field Survey, Fiifi (2021)

The results of the ANOVA form Table 13 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to  $.05$  is necessary for social science research. In this analysis, the  $p$ -value is well below  $.05$  ( $p = .000$ ). The table shows whether the model is statistically significant in interpreting the Employee Creativity among administrative staff in the University of Cape Coast. Therefore, it can be concluded that the  $R$  and  $R^2$  between Talent Retention and Employee Creativity of administrative staff within the cape coast metropolis, are significant. Table 14 indicates the magnitude of the impact of Talent Retention on Employee Creativity of the administrative staff at the University of Cape Coast.

**Table 14: T-Value on the Relationship between Talent Retention and Employee Creativity**

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.258	.294		4.276	.000
RETENTION	.461	.095	.372	4.874	.000

**a. Dependent Variable: EMPLOYEE CREATIVITY**

Source: Field Survey, Fiifi (2021)

From Table 14, the significant value  $p= 0.000$  is less than  $0.05$  for both the independent variable (Talent Retention) and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can therefore, be concluded that talent retention, a talent management dimension has a significant impact on employee creativity. The results further indicate a Beta of  $.372$  which is statistically significant since  $p=0.000$  and less than  $.05$ . The results show that without talent retention, the university of cape coast would have no system of retaining talent that have been acquired and developed by them established in employees. It is proper talent retention policies that facilitate support systems created in the institution which eventually impact positively the creativity of employees and further establish the conditions to keep these talents within the institution. In order to determine the extent of Talent Retentions influence on Employee Creativity, simple linear regression was also carried out and the results had been depicted in Table 15 below.

**Table 15: Model Summary of Talent Retention on Employee Creativity**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.372	.138	.133		.955

**a. Predictors: (Constant), Employee Creativity**

**b. Dependent Variable: Talent Retention**

Source: Field Survey, Fiifi (2021)

The Table 15 indicate an R Square value of .138 which showed that about 13.8% of the variation in Employee Creativity of senior administrative staff at the University of Cape Coast is accounted for by Talent Retention as a talent management dimension, the remaining variation in employee creativity may be due to other factors not captured in this study. The results of the T-Value in Table 11 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). The table shows whether the model is statistically significant in interpreting the Employee Creativity of senior administrative staff at the University of Cape Coast, Cape Coast. Therefore, it can be concluded that the R and  $R^2$  between Talent Retention and Employee Creativity of administrative staff at the University of Cape Coast are significant.

The third research objective was to establish the extent to which talent retention as a talent management dimension influences employee creativity among administrative staff at the University of Cape Coast. The use of an efficient talent retention system in providing a conducive working environment to create a positive



creativity of employees. The significant relation with talent retention and employee creativity to sustain the ability to retain their best employees to improve on the overall performance of the organisation. Furthermore, the existence of career opportunities such as the availability of mentors, succession planning, retirement preparation and job rotations had positive impacts on employees' retention. These findings are significant because from the employees' perspectives their desire is to align their skills and development in such a way as to have a successful career. The employers on the other hand want to integrate the same functions to ensure that the corporate talents are used to the fullest.

This study aligns with Chitalu (2011), who said that providing security, skill training, and growth chances is one of the most important aspects in retaining competent people. In addition, according to Nzewi, Chiekezie, and Ogbeta (2015), the correct skill training and career development adds to employee retention by making employees feel appreciated for their talents and providing opportunities to enhance their abilities.

**Objective Four: To determine the influence of talent management on employee creativity at the University of Cape Coast**

The final research objective sought to investigate the influence of the three dimensions of talent management on employee creativity at the University of Cape Coast. Respondents were to determine the extent to which these dimensions (attraction, development and retention) were observed and its influence on employee creativity at the University of Cape Coast. The results were transformed and regressed against the employee creativity level. In view of this Pearson's

Correlation analysis was performed with the aim of using the coefficient to determine the statistical value of the strength of a linear relationship between talent management and Employee Creativity. Accordingly, Table 16 below indicates the result.

**Table 16: Model Summary of Talent Attraction, Development and Retention on Employee Creativity**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785 <sup>a</sup>	.616	.613	.501

**a. Predictors: (Constant), ATTRACTION, DEVELOPMENT, RETENTION**

Source: Field Survey, Fiifi (2021)

Table 16 shows that the three dimensions of Talent management (Attraction, Development, and Retention) account for about 61.6 percent of the variation in Employee Creativity of senior administrative staff at the University of Cape Coast; the remaining variation in Employee Creativity may be due to other factors not captured in this study. The Pearson Correlation coefficient is represented by the R value. Employee Creativity and Talent Management (Attraction, Development, and Retention) have a strong link, as indicated by the R-value of 0.785. Cohen (1988) recommends using the following recommendations to evaluate correlation coefficient magnitude:  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.49$  medium, and  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  big. Employee Creativity and Talent Management have a substantial beneficial association, according to the findings. Table 17 evaluates the regression model's statistical significance.

**Table 17: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.647	1	59.647	237.393	.000 <sup>b</sup>
	Residual	37.186	248	.251		
	Total	96.833	249			

**a. Dependent Variable: EMPLOYEE CREATIVITY**

**b. Predictors: (Constant), ATTRACTION, DEVELOPMENT, RETENTION**

Source: Field Survey, Fiifi (2021)

The results of the ANOVA form Table 17 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick & Fidell (2013), a significant level of less than or equal to .05 is necessary for social science research. In this analysis, the  $p$ -value is well below .05 ( $p = .000$ ). The table shows whether the model is statistically significant in interpreting Employee Creativity of senior administrative staff at the University of Cape Coast. Therefore, it can be concluded that the R and  $R^2$  between Talent Management (Attraction, Development and Retention) and Employee Creativity at the University of Cape Coast are significant. Table 18 indicates the magnitude of the impact of Talent Management on Employee Creativity at the University of Cape Coast.

**Table 18: Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	.673	.154		4.355	.000
TALENT MANAGEMENT	.765	.050	.785	15.408	.000

**a. Dependent Variable: EMPLOYEE CREATIVITY**

Source: Field Survey, Fiifi (2021)

From Table 18, the significant value  $p=0.000$  is less than 0.05 for both the independent variable (Talent Management) and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can, therefore, be concluded that Talent Management (Attraction, Development, and Retention) has a significant impact on Employee Creativity. The results further indicate a Beta of .785 which is statistically significant since  $p=0.000$  and less than .05. The results show that without good and proper Talent management system, Employee Creativity among senior administrative staff in the university will be difficult. It is proper and good talent management practices and systems facilitate support systems created in the institution or organisation which eventually impact positively on the creativity of employees at the University of Cape Coast.

The last research objective was to establish the extent to which the combined effect of the dimensions of talent management (Talent Attraction, Talent Development and Talent Retention) influences Employee Creativity among administrative staff in the University of Cape Coast. The use of an effective and efficient Talent management mechanism in providing a conducive system in attraction, development and retention at the workplace for the creativity of employees is supported by most of the employees at the University of Cape Coast. The respondents of the study believe that the role of a proper talent management system in the organisation makes the workplace more innovative with high enthusiasm which increases the creativity and performance level of the employees. This agree with studies by Budu (2016) who pointed out that effective Talent



management systems and mechanisms by management of institutions or organisations are considered to be an industrious means of containing the adverse effect of high rate of employees' willingness to leave the organisation.

### **Chapter Summary**

The chapter has provided an analysis of the data with respect to the key objectives of the study. The chapter began with a provision of key descriptive characteristics to understand the nature of the respondents of this study. The first objective indicated that Talent Attraction had a positive significant effect on Employee Creativity among administrative staff of the University of Cape Coast. The second objective established that Talent Development at the University of Cape Coast had a positive effect on the Creativity of employees within the institution. The third objective showed that Talent Retention as a Talent management dimension had a significant impact on Employee Creativity at the University of Cape Coast. Finally, the study also showed a positive significant effect of the combined effect of the dimensions of Talent Management (Attraction, Development and Retention) on Employee Creativity at the University of Cape Coast.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

With reference to the findings identified in the previous chapter, this chapter presents a summary of the findings that emerged from the study and data analysis. It draws conclusions and makes recommendations on how best they can sustain and promote talent management in order to increase the creativity of employees at the University of Cape Coast. Finally, the suggestion for future research is also made.

#### Summary of the Study

The purpose of the study is to examine the influence of talent management on employee creativity at the University of Cape Coast, Cape Coast in the Central Region of Ghana. There were four main specific objectives, which the study aimed to achieve, and these included:

1. to examine the effect of talent attraction on employee creativity at the University of Cape Coast,
2. to assess the effect of talent development on employee creativity at the University of Cape Coast,
3. to establish the influence of the relationship between talent retention and employee creativity, and
4. to determine the influence of the three dimensions of talent management (attraction, development and retention) on employee creativity at the University of Cape Coast.

The findings were based on the opinions of 257 employees in the research area. The major research tool was a self-administered questionnaire. The questionnaire was split into subscales and contains numerous questions (items). Each question had a maximum and lowest score ranging from 5 to 1, with 5 being Strongly Agreed, 4 denoting Agreed, 3 denoting Neutral, 2 denoting Disagreed, and 1 denoting Strongly Disagreed.

### **Key Findings**

The Statistical Package for the Social Sciences (SPSS 26.0 edition) software was used to analyze the survey findings. The following is a summary of the primary findings as they pertain to the study's particular aims. The primary goal of the study was to see how Talent Attraction affected employee creativity at the University of Cape Coast's administrative personnel. The regression study revealed that there is a substantial and substantial positive link between Talent Attraction and Employee Creativity. The results showed a coefficient of determination of  $R = 0.411$  portraying a large relationship between Talent Attraction as a Talent management dimension and Employee Creativity. The significant value showed  $p = 0.000$  for the constant and  $p = 0.000$  for independent variable showed a significant impact on the dependent variable as per Pallant (2013) criterion.

The second objective of the study was to find out the effect of Talent Development on Employee Creativity among administrative staff at the University of Cape Coast. With this regression analysis was ran to determine the effect, the extent as well as the significance of the effect of Talent Development on Employee Creativity. The R-value of 0.633 per the regression analysis indicated a strong

positive effect of Talent Development on Employee Creativity. This was followed by assessing the statistical significance of the regression model. The  $p$  value was found to be well below .05 ( $p = .000$ ); followed by a Beta of .633 showing a strong impact of the independent variable on the dependent. On the bases of the analysis, it can be said that Talent Development had a strong and significant impact on Employee Creativity among administrative staff at the University of Cape Coast.

Moreover, the third research objective sought to determine the influence of Talent Retention on Employee Creativity among administrative staff at the University of Cape Coast. The study found out that there was a relationship between Talent Retention and Employee Creativity (R-value of 0.372). The researcher further examined the significant level as well as the magnitude of the impact. The ANOVA indicated a statistically significant figure of  $p=.000$  which is  $<0.05$  and a Beta of .372 providing a justification that the impact of Talent Retention on Employee Creativity is significant. It can, therefore, be concluded that Talent Retention has a positive and significant impact on Employee Creativity at the University of Cape Coast.

Finally, the fourth research objective sought to investigate the influence of the three dimensions of Talent management (Attraction, Development, and Retention) on Employee Creativity among administrative staff at the University of Cape Coast. The study found out that there was a relationship between Talent Management (Attraction, Development and Retention) and Employee Creativity (R-value of 0.785). The researcher further examined the significant level as well as the magnitude of the impact. The ANOVA indicated a statistically significant figure



of  $p=.000$  which is  $<0.05$  and a Beta of .785 providing a justification that the impact of Talent management (Attraction, Development and Retention) on Employee Creativity is significant. It can therefore, be concluded that the combined effect of the dimensions of Talent management (Attraction, Development and Retention) has a positive and significant impact on Employee Creativity at the University of Cape Coast.

### **Conclusions**

The aim of this study was to examine the influence of Talent management on Employee Creativity among administrative staff at the University of Cape Coast, Cape Coast in the Central Region of Ghana. Talent management dimensions were put into Talent Attraction, Talent Development, and Talent Retention. The primary goal of the study was to see how much Talent Attraction, as a component of Talent Management, impacts Employee Creativity among University of Cape Coast administrative employees. Employee Creativity and Talent Attraction as a talent management component were found to have a favorable and substantial association, according to the findings. This meant that the organization's correct methods for hiring or recruiting creative and competent workers contribute to innovation and, as a result, to a rise in workers' innovativeness and creativity at work. It was also concluded that the most effective form of talent attraction within the University of Cape Coast is to establish independent bodies within the institution to solicit for skilled and talented labor.

The study's second goal was to see how talent development affected employee creativity among administrative personnel at the University of Cape

Coast. Based on the data, it can be stated that Talent Development and Employee Creativity have a good and substantial association. The findings also led to the conclusion that employee skill development is critical to employee creativity at the University of Cape Coast. This is because when talented and skilled employees are attracted into the organisation, it might be of no essence unless they are nurtured and groomed into their full potential through either mentorship or other development strategies. This hence increases the overall contribution of various employees to the performance of the institution.

The study's final goal was to see how talent retention affected employee creativity among administrative personnel at the University of Cape Coast. The findings revealed a strong positive and substantial association between Talent Retention as a talent management factor and Employee Creativity. It was also shown that the retention of talented and skilled individuals has a significant impact on overall employee performance. This is because employees in institutions where talented and skilled employees are retained, the smooth running and longevity of the organisation is assured. This implied that the frequent adoption in retention systems produced an improved an innovative workplace and hence contributing to the creativity of administrative staff at the University of Cape Coast.

The final research objective was to ascertain the extent to which the combined effect of talent management (Attraction, Development and Retention) influences Employee Creativity among administrative staff at the University of Cape Coast. The findings led to the conclusion that talent management (attraction, development, and retention) and employee creativity have a favorable and

substantial link. However, the study concluded that talent management dimensions combined within the University were not found in the constructive organisational or institutional systems. The University mostly focused on the development of talented and skilled employees within the university community. However, had a very low existence of the talent attraction process and the retention of these potentials. It was also concluded that the adoption of all the three dimensions of Talent management (Attraction, Development and Retention) increases the creativity in the workplace environment.

### **Recommendation**

The study's findings support the importance of talent management in increasing and sustaining the efficacy of workers' creativity and innovation inside the organization. It is recommended to the University of Cape Coast's management concentrate on boosting the use of talent management aspects such as Attraction, Development, and Retention. These are effective Talent management dimensions which should be looked at, these speeds up the rate of creating an innovative workplace and hence increase in employee creativity within an organisation. It is therefore recommended that the University of Cape Coast's management work on determining the skills that the institution requires in order to apply recruitment and attracting strategies, such as utilizing internal employee referral programs to bring in new employees, and designing a more practical hiring system that considers "quality of hire."

It is also recommended that, the institution's management invest in training and developing its personnel in order to maintain a competitive edge, as well as

providing honest feedback to employees for developmental reasons and transferring expertise from specialists to less expert employees. In terms of talent retention, it is recommended that, the University of Cape Coast's management treat employees as partners in their work and help them achieve job satisfaction in order to increase the likelihood of employees staying in the same position for a long period. Also, tracking and resolving the reasons why employees, particularly strong performers, leave their positions, as well as building a culture that encourages people to stay with the institution.

### **Suggestions for Further Research**

This study was based on quantitative analysis, as a result, the employees were not able to describe the situation and explain in detail the reasons behind the answers that were given. In view of this soon, the mixed method (that is, both qualitative and quantitative) methods should be used. This will help the study results to reach a definite conclusion as both methods will complement each other's weaknesses. This study was carried out in only one tertiary institution in Ghana. Further studies can also engage in a comparative study across other tertiary institutions in Ghana to assess the influence of talent management on Employee Creativity. Again, subsequent researchers can explore more variables to measure the impact as this study made use of only three talent management variables; Attraction, Development and Retention.



## REFERENCE

- Aziz, M., Adnan, A., Afthanorhan, A., Foziah, H., Ishak, S., & Rashid, N. (2019). The influence of employer value proposition in talent demand towards talent shortage in the Malaysian Islamic banking institutions: A SEM approach. *Management Science Letters*, 9(6), 843-850.
- Abdullahi, S. A. (2008). Talent Management in Nigeria. *Bayero University Nigeria*.
- Ahmad, A., Khan, M. N., & Haque, M. A. (2020). Employer branding aids in enhancing employee attraction and retention. *Journal of Asia-Pacific Business*, 21(1), 27-38.
- Ahmad, S., Islam, T., Sadiq, M., & Kaleem, A. (2021). Promoting green behavior through ethical leadership: a model of green human resource management and environmental knowledge. *Leadership & Organization Development Journal*.
- Ahmed, A., Khuwaja, F. M., Brohi, N. A., Othman, I., & Bin, L. (2018). Organizational factors and organizational performance: A resource-based view and social exchange theory viewpoint. *International Journal of Academic Research in Business and Social Sciences*, 8(3), 579-599.
- Akinsanmi, O. I. (2020). *Human Capital, Specificity, and Value: Making Space for New Perspectives*. The University of Wisconsin-Madison.

- Al Awadhi, K. M. A. K. (2018). *The Implementation of Talent Management Practices in UAE Organizations* (Doctoral dissertation, The British University in Dubai (BUiD)).
- Alias, N. E., Noor, N., & Hassan, R. (2014). Examining the mediating effect of employee engagement on the relationship between talent management practices and employee retention in the Information and Technology (IT) organizations in Malaysia. *Journal of Human Resources Management and Labor Studies*, 2(2), 227-242.
- Anabila, P. B. (2010). *Customer Relationship Management (CRM); A Study of Ghana's Banking Industry* (Doctoral dissertation, University of Ghana).
- Ayentimi, D. T., Burgess, J., & Dayaram, K. (2018). Skilled labour shortage: a qualitative study of Ghana's training and apprenticeship system. *Human Resource Development International*, 21(5), 406-424.
- Baharin, N. L., & Hanafi, W. N. W. (2018). Effects of Talent Management on Employee Retention: A Case Study of Hospitality Industry. *Global Business & Management Research*, 10(3).
- Banerjee, A., & Chaudhury, S. (2010). Statistics without tears: Populations and samples. *Industrial psychiatry journal*, 19(1), 60.
- Baporikar, N. (2017). Global perspective on talent management: The South African experience. In *Effective talent management strategies for organizational success* (pp. 283-300). IGI Global.

- Bernhard, J. M., Ostermann, D. R., Williams, D. S., & Blanks, J. K. (2006). Comparison of two methods to identify live benthic foraminifera: A test between Rose Bengal and CellTracker Green with implications for stable isotope paleoreconstructions. *Paleoceanography*, 21(4).
- Blau, P. M. (1964). Social exchange theory. Retrieved September, 3(2007), 62.
- Blok, L., Creswell, J., Stevens, R., Brouwer, M., Ramis, O., Weil, O., ... & Bakker, M. I. (2014). A pragmatic approach to measuring, monitoring and evaluating interventions for improved tuberculosis case detection. *International health*, 6(3), 181-188.
- Bolander, P., Werr, A., & Asplund, K. (2017). The practice of talent management: a framework and typology. *Personnel Review*.
- Boštjančič, E., & Slana, Z. (2018). The role of talent management comparing medium-sized and large companies—major challenges in attracting and retaining talented employees. *Frontiers in psychology*, 9, 1750.
- Boštjančič, E., & Slana, Z. (2018). The role of talent management comparing medium-sized and large companies—major challenges in attracting and retaining talented employees. *Frontiers in psychology*, 9, 1750.
- Burkus, D., & Osula, B. (2011). Faulty intel in the war for talent: Replacing the assumptions of talent management with evidence-based strategies. *Journal of Business Studies Quarterly*, 3(2), 1.
- Bussin, M. (2014). *Remuneration and talent management*. eBook Partnership.

- Cappelli, P., & Keller, J. R. (2014). Talent management: Conceptual approaches and practical challenges. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 1(1), 305-331.
- Chakraborty, D., & Biswas, W. (2019). Evaluating the impact of human resource planning programs in addressing the strategic goal of the firm. *Journal of advances in management research*.
- Chikumbi, C. N. L. (2011). An investigation of talent management and staff retention at the bank of Zambia. *Unpublished thesis (Dept of Business Administration). Nelson Mandela Metropolitan University*.
- Chitsaz-Isfahani, A., & Boustani, H. R. (2014). Effects of talent management on employees retention: The mediate effect of organizational trust. *International Journal of Academic Research in Economics and Management Sciences*, 3(5), 114.
- Chou, M. H. (2019). Immigration Policies and the Global Competition for Talent. By Lucie Cerna.
- Claus, L. (2019). HR disruption—Time already to reinvent talent management. *BRQ Business Research Quarterly*, 22(3), 207-215.
- Coakley, T. M., & Buehler, C. (2008). Toward a theory of cultural competence in transcultural parenting: The role of cultural receptivity. *Journal of Public Child Welfare*, 2(4), 401-425.



- Collina, M., Corazza, G., Golnarian, S., Hossein, B., Salehi, M. J., Khalaj, B. H., & Katz, M. D. PIMRC 2012-Workshop-NRN2012: Second Workshop on Network Coding in Wireless Relay Networks 2012.
- Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. *Human resource management review*, 19(4), 304-313.
- Collings, D. G., Mellahi, K., & Cascio, W. F. (2019). Global talent management and performance in multinational enterprises: A multilevel perspective. *Journal of management*, 45(2), 540-566.
- Cropanzano, R., Anthony, E. L., Daniels, S. R., & Hall, A. V. (2017). Social exchange theory: A critical review with theoretical remedies. *Academy of Management Annals*, 11(1), 479-516.
- Dahshan, M., Keshk, L., & Dorgham, L. S. (2018). Talent management and its effect on organization performance among nurses at shebin el-kom hospitals. *International Journal of Nursing*, 5(2), 108-123.
- Dahshan, M., Keshk, L., & Dorgham, L. S. (2018). Talent management and its effect on organization performance among nurses at shebin el-kom hospitals. *International Journal of Nursing*, 5(2), 108-123.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97-140.

- Dong, Y., Li, J., Shi, L., Wang, X., Guo, Z., & Liu, W. (2014). Underwater superoleophobic graphene oxide coated meshes for the separation of oil and water. *Chemical Communications*, 50(42), 5586-5589.
- Duan, W., Tang, X., Li, Y., Cheng, X., & Zhang, H. (2020). Perceived organizational support and employee creativity: The mediation role of calling. *Creativity Research Journal*, 32(4), 403-411.
- Elegbe, J. A. (2016). *Talent management in the developing world: Adopting a global perspective*. Routledge.
- Farndale, E., Morley, M. J., & Valverde, M. (2019). Talent management: Quo vadis?.
- Florens, L., Liu, X., Wang, Y., Yang, S., Schwartz, O., Peglar, M., ... & Wu, Y. (2004). Proteomics approach reveals novel proteins on the surface of malaria-infected erythrocytes. *Molecular and biochemical parasitology*, 135(1), 1-11.
- Ford, D. G. (2017). Talent management and its relationship to successful veteran transition into the civilian workplace: Practical integration strategies for the HRD professional. *Advances in Developing Human Resources*, 19(1), 36-53.
- Fuerlinger, G. (2020). *The Impact of Human and Social Capital on University Startup Performance: Evidence from European and US Entrepreneurship Ecosystems* (Doctoral dissertation, Wien).

- Gajda, D. (2017). Talent management in the context of mindful organizing and organizational mindfulness. *Journal of Positive Management*, 8(3), 42-57.
- Gallardo-Gallardo, E. (2018). The meaning of talent in the world of work. *Global Talent Management*, 33-58.
- Gallardo-Gallardo, E., Thunnissen, M., & Scullion, H. (2020). Talent management: Context matters.
- Ganji, S., & Rao, Y. V. (2017). Employee Retention in an Organization. *International Journal of Engineering and Management Research (IJEMR)*, 7(5), 57-65.
- González-Masip, J., Martín-de Castro, G., & Hernández, A. (2019). Inter-organisational knowledge spillovers: attracting talent in science and technology parks and corporate social responsibility practices. *Journal of Knowledge Management*.
- Groves, R. M., Fowler Jr, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2011). *Survey methodology* (Vol. 561). John Wiley & Sons.
- Hadi, A. A., Alnoor, A., Ismail, E., Eneizan, B., & Makhmreh, H. Z. (2019). Psychological contract and organizational misbehavior: Exploring the moderating and mediating effects of organizational health and psychological contract breach in Iraqi oil tanks company. *Cogent Business & Management*, 6(1), 1683123.

- Hadi, N. U., & Ahmed, S. (2018). Role of employer branding dimensions on employee retention: Evidence from educational sector. *Administrative Sciences*, 8(3), 44.
- Hafez, E., AbouelNeel, R., & Elsaid, E. (2017). An exploratory study on how talent management affects employee retention and job satisfaction for personnel administration in Ain Shams University Egypt. *Journal of Management and Strategy*, 8(4), 1.
- Hamzei-Moghaddam, A., & Syfaldiny, R. (2013). Farhad Iranmanesh, Hamid Bakhsgi, Abbas Akbaripoor. *Journal of conservative dentistry*, 16(2), 126-130.
- Hartley, D. (2004). Tools for talent. *T AND D*, 58(4), 20-22.
- Hatak, I., & Zhou, H. (2021). Health as human capital in entrepreneurship: individual, extension, and substitution effects on entrepreneurial success. *Entrepreneurship Theory and Practice*, 45(1), 18-42.
- Henderson, R., Jaffe, A. B., & Trajtenberg, M. (1998). Universities as a source of commercial technology: a detailed analysis of university patenting, 1965–1988. *Review of Economics and statistics*, 80(1), 119-127.
- Hofmann, J., Schnittka, O., Johnen, M., & Kottemann, P. (2019). Talent or popularity: What drives market value and brand image for human brands?. *Journal of Business Research*.



- Holt, S., Hall, A., & Gilley, A. (2018). Essential components of leadership development programs. *Journal of Managerial Issues*, 30(2), 214-153.
- Hopkins, J., & Sohal, A. (2019). An investigation into talent shortages in the Australian procurement profession. *Higher Education, Skills and Work-Based Learning*.
- Ibidunn, S., Osibanjo, A. O., Adeniji, A. A., Salau, O. P., & Falola, H. O. (2015). Talent retention and organizational performance: A competitive positioning in Nigerian banking sector. *Periodica Polytechnica Social and Management Sciences*, 24(1), 1-13.
- Ingram, T., & Glod, W. (2016). Talent management in healthcare organizations-qualitative research results. *Procedia Economics and Finance*, 39, 339-346.
- Jain, R., & Jain, C. (2016). Employee creativity: A conceptual framework. *Management and Labour Studies*, 41(4), 294-313.
- Jhangir, M. (2018). Talent Management Practices, Employees Engagement and Employees Creativity. *City University Research Journal*, 8(2).
- Jestice, C. J. (2019). *Examining the Critical Success Factors of Rapid Acquisition: A Human Capital Perspective*. AIR FORCE INSTITUTE OF TECHNOLOGY WRIGHT-PATTERSON AFB OH WRIGHT-PATTERSON AFB United States.

- Jha, N., Potnuru, R. K. G., Sareen, P., & Shaju, S. (2019). Employee voice, engagement and organizational effectiveness: a mediated model. *European Journal of Training and Development*.
- Jindal, P., Shaikh, M., & Shashank, G. (2017). Employee engagement; tool of talent retention: Study of a pharmaceutical company. *SDMIMD Journal of Management*, 8(2), 7-16.
- Karanja, K., Namusonge, G. S., & Kireru, C. (2018). Role of talent acquisition processes on competitive advantage of telecommunication firms in Nairobi City County, Kenya. *IJASSH*.
- Kim, T. Y., Hon, A. H., & Lee, D. R. (2010). Proactive personality and employee creativity: The effects of job creativity requirement and supervisor support for creativity. *Creativity research journal*, 22(1), 37-45.
- Kissoonduth, K. (2017). Talent Management: Attracting and retaining academic staff at selected public higher education institutions. *Pretoria: Department of Public Administration, University of Unisa*.
- Koch, T., & Windsperger, J. (2017). Seeing through the network: Competitive advantage in the digital economy. *Journal of Organization Design*, 6(1), 1-30.
- Krishnan, T. N., & Scullion, H. (2017). Talent management and dynamic view of talent in small and medium enterprises. *Human Resource Management Review*, 27(3), 431-441.

- Kumar, P., Kumar, A., & Sindhu, J. (2019). Design and development of novel focal adhesion kinase (FAK) inhibitors using Monte Carlo method with index of ideality of correlation to validate QSAR. *SAR and QSAR in Environmental Research*, 30(2), 63-80.
- Kundu, S. C., & Lata, K. (2017). Effects of supportive work environment on employee retention. *International Journal of Organizational Analysis*.
- Kurdi, B., & Alshurideh, M. (2020). Employee retention and organizational performance: Evidence from banking industry. *Management Science Letters*, 10(16), 3981-3990.
- Latukha, M., & Veselova, A. (2019). Talent management, absorptive capacity, and firm performance: Does it work in China and Russia?. *Human Resource Management*, 58(5), 503-519.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research* (Vol. 108). Saddle River, NJ: Pearson Custom.
- Liu, C. H. (2013). The processes of social capital and employee creativity: Empirical evidence from intraorganizational networks. *The International Journal of Human Resource Management*, 24(20), 3886-3902.
- Lund, S., & Tyson, L. (2018). Globalization is not in retreat: Digital technology and the future of trade. *Foreign Aff.*, 97, 130.

- Lyria, R. K., Namusonge, G. S., & Karanja, K. (2017). The effect of talent attraction on organizational performance of firms listed in the Nairobi Securities Exchange. *Journal of Human Resource and Leadership, 1*(3), 18-30.
- Mannion, R., Blenkinsopp, J., Powell, M., McHale, J., Millar, R., Snowden, N., & Davies, H. (2018). Summary of key publications from the empirical and theoretical literature on whistleblowing and speaking up. In *Understanding the knowledge gaps in whistleblowing and speaking up in health care: narrative reviews of the research literature and formal inquiries, a legal analysis and stakeholder interviews*. NIHR Journals Library.
- Masri, N. E., & Abubakr, S. U. L. I. M. A. N. (2019). Talent management, employee recognition and performance in the research institutions. *Studies in Business & Economics, 14*(1).
- McDonnell, A., Hickey, C., & Gunnigle, P. (2011). Global talent management: Exploring talent identification in the multinational enterprise. *European Journal of International Management, 5*(2), 174-193.
- Mensah, J. K. (2015). A “coalesced framework” of talent management and employee performance. *International Journal of Productivity and Performance Management*.
- Mohammed, A. A., Hafeez-Baig, A., & Gururajan, R. (2018). Talent management as a core source of innovation and social development in higher education. In *Innovations in Higher Education-Cases on Transforming and Advancing Practice* (pp. 1-31). London: IntechOpen.



- Moldoveanu, M., & Narayandas, D. (2019). The future of leadership development. *Harvard Business Review*, 97(2), 40-48.
- Morgan, K. (1970). Sample size determination using Krejcie and Morgan table. *Kenya Projects Organization (KENPRO)*.
- Nerubasska, A., & Maksymchuk, B. (2020). The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. *Postmodern Openings/Deschideri Postmoderne*, 11(2).
- Nerubasska, A., & Maksymchuk, B. (2020). The Demarkation of Creativity, Talent and Genius in Humans: a Systemic Aspect. *Postmodern Openings*, 11 (2), 240-255.
- NGUYEN, T. L. (2020). Determinants of Talent Retention in Textile and Garment Companies in Binh Duong Province. *The Journal of Asian Finance, Economics, and Business*, 7(6), 475-484.
- Ntonga, S. (2010). *The impact of talent management practices on business performance* (Doctoral dissertation, University of Pretoria).
- Nzewi, H., Chiekezie, O., & Ogbeta, M. (2015). Talent management and employee performance in selected commercial banks in Asaba, Delta State, Nigeria. *European journal of business and social sciences*, 4(09).
- O'Connor, E. P., & Crowley-Henry, M. (2019). Exploring the relationship between exclusive talent management, perceived organizational justice and

employee engagement: Bridging the literature. *Journal of Business Ethics*, 156(4), 903-917.

Oakshott, L. (2012). *Essential quantitative methods: For business, management and finance*. Macmillan International Higher Education.

Oppong, N. Y. (2013). National managerial talent development in Ghanaian gold mining industry: comparing Western and indigenous approaches. *Developing Country Studies*, 3(8), 105-115.

Oppong, N. Y. (2013). Talent management: A Buddle of Hurdles. *Public Police and Administration Research Paper*, 3(8), 45-47.

Oppong, N. Y. (2013). Talent management: A bundle of hurdles. *Public Policy and Administrative Research*, 3(8), 63-73.

Oppong, N. Y. (2017). Exploring the importance of human resource activities-strategies alignments: Interactive brainstorming groups approach. *Cogent Business & Management*, 4(1), 1273081.

Oppong, N. Y. (2017). Mastering Talent Management: The Uncertainties, Lack of Clarity and Misunderstandings. In *Effective Talent Management Strategies for Organizational Success* (pp. 31-46). IGI Global.

Osaro, C. (2016). Talent attraction and employee retention in oil firms in Rivers State. *International Journal of Novel Research in Humanity and Social Sciences*, 3(2), 75-84.

- Othman, A. A. E., & Khalil, M. H. M. (2018). Lean talent management: a novel approach for increasing creativity in architectural design firms. *Engineering, Construction and Architectural Management*.
- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*.
- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*.
- Pandita, D., & Ray, S. (2018). Talent management and employee engagement—a meta-analysis of their impact on talent retention. *Industrial and Commercial Training*.
- Payanta, L. R., Karjaya, L. P., & Miller, M. (2020). How Talent Management (Potential and Competencies Test) Result Influences Performance Appraisal in 2019 For Administrator/Manager Position (Echelon III) Government Employee, West Nusa Tenggara Province. *Kresna Social Science and Humanities Research, 1*, 1-33.
- Raman, R., Chadee, D., Roxas, B., & Michailova, S. (2013). Effects of partnership quality, talent management, and global mindset on performance of offshore IT service providers in India. *Journal of International Management, 19*(4), 333-346.

- Rotolo, C. T., Church, A. H., Adler, S., Smither, J. W., Colquitt, A. L., Shull, A. C., ... & Foster, G. (2018). Putting an end to bad talent management: A call to action for the field of industrial and organizational psychology. *Industrial and Organizational Psychology, 11*(2), 176-219.
- Santhoshkumar, R., & Rajasekar, N. (2012). Talent Measure Sculpt for Effective Talent Management: A Practical Revise. *IUP Journal of Management Research, 11*(1).
- Schlechter, A., Thompson, N. C., & Bussin, M. (2015). Attractiveness of non-financial rewards for prospective knowledge workers. *Employee Relations.*
- Schultz, T. W. (1961). Investment in human capital: reply. *The american economic review, 51*(5), 1035-1039.
- Subramony, M., Segers, J., Chadwick, C., & Shyamsunder, A. (2018). Leadership development practice bundles and organizational performance: The mediating role of human capital and social capital. *Journal of business research, 83*, 120-129.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*. John Wiley & Sons.
- Selin, J., Westermarck, M., & Abdul, S. (2020). Attracting and Retaining Millennials in the ICT sector.
- Shankar, S. R., & Kuppusamy, S. (2018). Impact of talent management practices on employee retention-an empirical study in select IT companies with



special reference to Chennai. *International Journal of Enterprise Network Management*, 9(3-4), 205-216.

Silzer, R., & Dowell, B. E. (2010). Strategic talent management matters. *Strategy-driven talent management: A leadership imperative*, 3-72.

Singh, S. K., Mittal, S., Sengupta, A., & Pradhan, R. K. (2019). A dual-pathway model of knowledge exchange: linking human and psychosocial capital with prosocial knowledge effectiveness. *Journal of Knowledge Management*.

SOPIAH, S., KURNIAWAN, D. T., NORA, E., & NARMADITYA, B. S. (2020). Does Talent Management Affect Employee Performance?: The Moderating Role of Work Engagement. *The Journal of Asian Finance, Economics, and Business*, 7(7), 335-341.

Stuart-Kotze, R., & Dunn, C. (2008). *Who Are Your Best People?: How to find, measure and manage your top talent*. Pearson education.

Tafti, M. M., Mahmoudsalehi, M., & Amiri, M. (2017). Critical success factors, challenges and obstacles in talent management. *Industrial and Commercial Training*.

Tansley, C. (2011). What do we mean by the term “talent” in talent management?. *Industrial and commercial training*.

Tansley, C., Turner, P., Foster, C., Harris, L., Stewart, J., Sempik, A., & Williams, H. (2007). *Talent: Strategy, management, measurement*. CIPD.

- Tarique, I., & Schuler, R. S. (2010). Global talent management: Literature review, integrative framework, and suggestions for further research. *Journal of world business, 45*(2), 122-133.
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *Sage handbook of mixed methods in social & behavioral research*. sage.
- Thiriku, M., & Were, S. (2016). Effect of talent management strategies on employee retention among private firms in Kenya: A case of Data Centre Ltd–Kenya. *International Academic Journal of Human Resource and Business Administration, 2*(2), 145-157.
- Too, R., & Kwasira, D. J. (2017). Evaluation of Employee Retention Practices to Generation Y at Cooperative Bank in the County of Nairobi, Kenya. *European Journal of Business and Management, 9* (11), 43, 53.
- van Zyl, E. S., Mathafena, R. B., & Ras, J. (2017). The development of a talent management framework for the private sector. *SA Journal of Human Resource Management, 15*(1), 1-19.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational psychologist, 47*(4), 302-314.
- Zameer, H., Wang, Y., & Yasmeen, H. (2020). Reinforcing green competitive advantage through green production, creativity and green brand image: implications for cleaner production in China. *Journal of cleaner production, 247*, 119119.

Zameer, H., Wang, Y., & Yasmeen, H. (2020). Reinforcing green competitive advantage through green production, creativity and green brand image: implications for cleaner production in China. *Journal of cleaner production*, 247, 119119.



APPENDICES  
APPENDIX A: INTRODUCTORY LETTER

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT

**Telephone:** 03321 32440/32444 Ext. 219/220  
**Direct:** 03321 37870  
**Telegrams:** University, Cape Coast  
**Telex:** 2552, UCC, GH.

UNIVERSITY POST OFFICE  
CAPE COAST, GHANA



Dear Sir/Madam,

**INTRODUCTORY LETTER FOR FREDERICK FIIFI DERBY**

The bearer of this letter, FREDERICK FIIFI DERBY is an MCOM (Management) student of the Department of Management, School of Business. He is writing his thesis on **“THE INFLUENCE OF TALENT MANAGEMENT ON EMPLOYEE CREATIVITY AT THE UNIVERSITY OF CAPE COAST”**.

We would be grateful if you could assist him with the filling of the questionnaires and any other information that he may need to complete his work.

We appreciate your co-operation.

Yours faithfully,

*Signed*

N.O.O.

**HEAD**



**APPENDIX B: QUESTIONNAIRE**

**UNIVERSITY OF CAPE COAST**

**SCHOOL OF BUSINESS**

**DEPARTMENT OF MANAGEMENT**

Dear Respondent,

I am a student of University of Cape Coast, offering Master of Commerce (Management) programme at the School of Business, Department of Management.

This questionnaire is designed to ascertain information for my research work on the topic: “**THE INFLUENCE OF TALENT MANAGEMENT ON EMPLOYEE CREATIVITY AT THE UNIVERSITY OF CAPE COAST**”. This research is in partial fulfilment of the requirement for the award of a Master of Commerce Degree in Management at the University of Cape Coast.

All the answers you provide will be treated with the utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

Thank you

Frederick Fiifi Derby

## SECTION A

### SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS

To answer a question, either tick [] or write short notes on the space provided where necessary.

#### 1. Gender:

- a. Male []
- b. Female []

#### 2. Age:

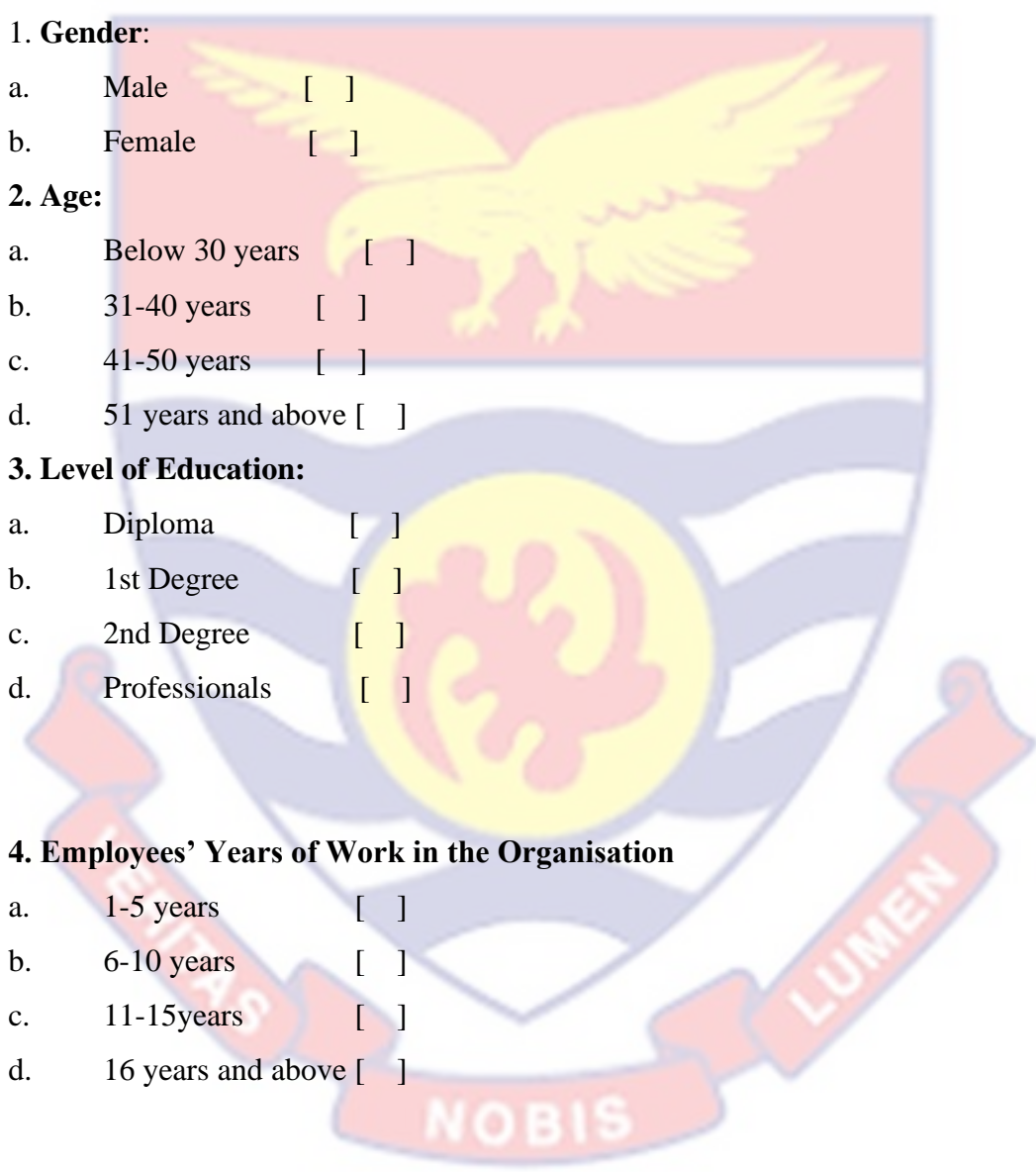
- a. Below 30 years []
- b. 31-40 years []
- c. 41-50 years []
- d. 51 years and above []

#### 3. Level of Education:

- a. Diploma []
- b. 1st Degree []
- c. 2nd Degree []
- d. Professionals []

#### 4. Employees' Years of Work in the Organisation

- a. 1-5 years []
- b. 6-10 years []
- c. 11-15years []
- d. 16 years and above []



**SECTION B**

**QUESTIONNAIRES ON THE INFLUENCE OF TALENT  
MANAGEMENT ON EMPLOYEE CREATIVITY AT THE UNIVERSITY  
OF CAPE COAST**

In a 5-point Likert scale, where 1 – Strongly Disagree, 4 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree, rate the following statements on the basis of how talent is being attracted into the organization.

**SECTION B: TALENT ATTRACTION ON EMPLOYEE CREATIVITY**

<b>NO.</b>	<b>STATEMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>1</b>	The institution is actively involved in communication and implementation of strategies to enhance our image.					
<b>2</b>	This institutions’ good working conditions and fair wages have enabled it to attract and retain the right talents					
<b>3</b>	The way this institution select people based on qualification and skills has increased the retention of employees					
<b>4</b>	The institution strives to build a good brand image to attract and retain talented employees					
<b>5</b>	This institution assures employees job security which helps to attract and retain the right talent.					
<b>6</b>	In this institution, the support for employee training and career progression has enhanced employee retention					

7	Work-life balance as well as social networking facilities in this institution is a motivating factor to our employees' retention.					
8	Good organizational climate is often assured and that explains why the right talents are retained					

In a 5-point Likert scale, where 1 – Strongly Disagree, 4 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree, rate the following statements on the basis of how talent is being groomed and developed into the organisation.

**SECTION C: TALENT DEVELOPMENT ON EMPLOYEE CREATIVITY**

NO.	STATEMENT	1	2	3	4	5
1	In this institution, appropriate L&D strategies have been put in place which enhances employee retention					
2	In this institution, employees are continuously acquiring new knowledge and skills, and mastering new ways of doing things causing retention					
3	In this institution in-house development programme is commonly used and this increases retention					
4	There is Coaching by the line managers in this institution which leads to high retention					
5	In this institution we take Leadership skills development very seriously causing high retention rate					

6	In this institution we value business skill Development which positively affect retention					
7	We believe E – learning is of great importance in our institution and that has enhanced retention					
8	In this institution, the emphasised on Teamwork skills Development has caused high retention rates					

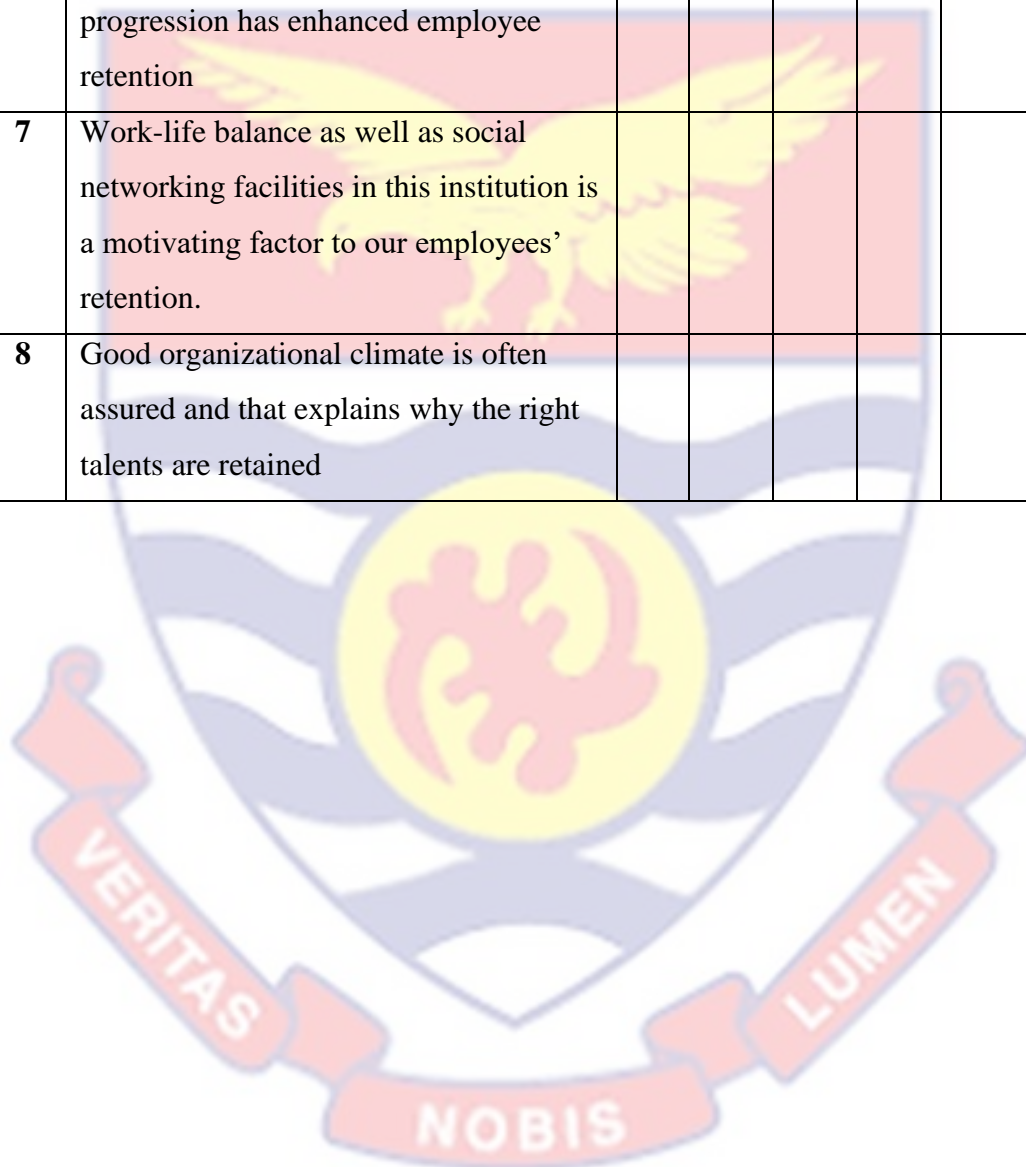
In a 5-point Likert scale, where 1 – Strongly Disagree, 4 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree, rate the following statements on the basis of how talent is being retained into the organization.

**SECTION D: TALENT RETENTION ON EMPLOYEE CREATIVITY**

NO.	STATEMENT	1	2	3	4	5
1	The institution is actively involved in communication and implementation of strategies to enhance our image.					
2	This Institutions’ good working conditions and fair wages have enabled it to attract and retain the right talents					
3	The way this institution select people based on qualification and skills has increased the retention of employees					
4	This institution strives to build a good brand image to attract and retain talented employees					



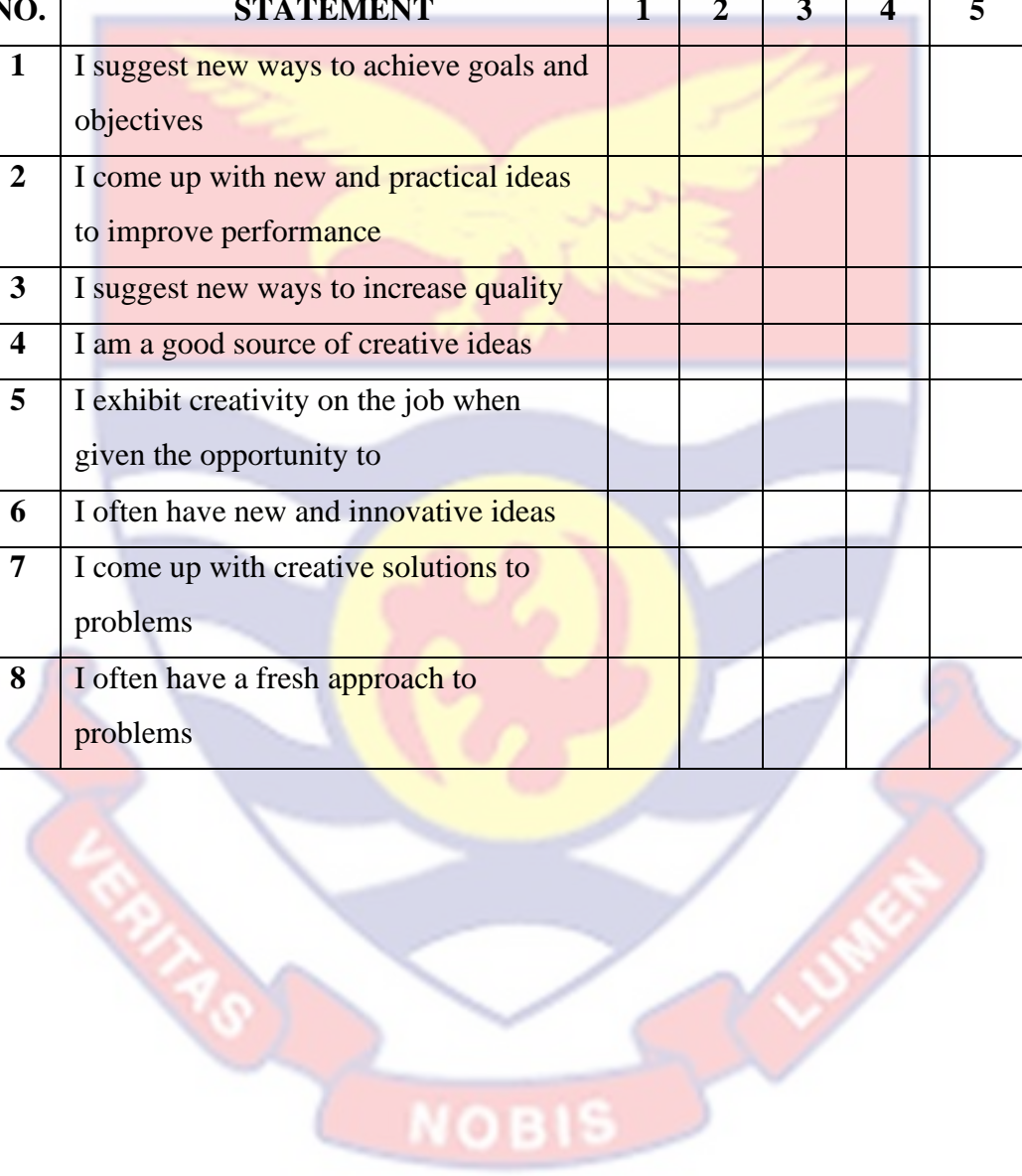
5	This institution assures employees job security which helps to attract and retain the right talent.					
6	In this institution, the support for employee training and career progression has enhanced employee retention					
7	Work-life balance as well as social networking facilities in this institution is a motivating factor to our employees' retention.					
8	Good organizational climate is often assured and that explains why the right talents are retained					



**SECTION E: EMPLOYEE CREATIVITY**

In a 5-point Likert scale, where 1 – Strongly Disagree, 4 – Disagree, 3 – Neutral, 4 – Agree and 5 – Strongly Agree, rate the following statements on the basis of how creative employees are within the organisation.

NO.	STATEMENT	1	2	3	4	5
1	I suggest new ways to achieve goals and objectives					
2	I come up with new and practical ideas to improve performance					
3	I suggest new ways to increase quality					
4	I am a good source of creative ideas					
5	I exhibit creativity on the job when given the opportunity to					
6	I often have new and innovative ideas					
7	I come up with creative solutions to problems					
8	I often have a fresh approach to problems					



**THANK YOU**