



TALENT MANAGEMENT AND SUSTAINABILITY OF PUBLIC SECONDARY SCHOOLS IN LAGOS STATE

Beyioku, Joseph Bankole

Department of Educational Management
Oto/Ijanikin, Lagos State, Nigeria

Olaleye, Emmanuel Olumuyiwa

Department of Educational Technology
Oto/Ijanikin, Lagos State, Nigeria

Taiwo, Opeoluwa

Department of Educational Leadership and Policy Analysis
University of Wisconsin-Madison

&

Oladejo, Muhideen Adewale

Department of Educational Management
Oto/Ijanikin, Lagos State, Nigeria

Abstract

It has been observed that the goals and objectives of sustainable organizations seems difficult to achieve without a pool of qualified and competent employees who possesses the wherewithal to drive the organization. This study therefore investigated the relationship between talent management and sustainability of secondary schools in Lagos State, Nigeria. The study was guided by three research hypotheses and it involved the use of descriptive correlational research design. The population of the study was all the secondary school teachers while the sample which was selected using the multi-stage sampling approach was 378 participants. The data for the study was collected using a self-designed and structured questionnaire titled "Talent Management and Sustainability of schools Questionnaire" and was designed on modified Likert-type rating scale. The instrument was subjected to face and content validity by two experts in instrument construction. The reliability was assured by administering 50 copies of the questionnaire on teachers who did not participate in the main study once. The data collected was subjected to Cronbach Alpha reliability technique and a coefficient of .78 proved the instrument was reliable. The hypotheses were tested using the Pearson-Product Moment Correlation statistics at .05 level of significance and the findings indicated that the explanatory variables significantly relate to sustainability of schools. Based on these findings, it was recommended among others that; there is the need for organizations to employ competent employees in order to achieve sustainability of schools, organisations should make adequate effort to retain the best staff who can help institutions achieve sustainability.

Keywords: Talent, Sustainability, Attraction, Retention, Development

Background to the Study

The adoption of sustainable development goal is seen as a basis for ameliorating the shortcomings of millennium development goals and the inclusion of quality education will aid the achievement of other sustainable goals because a well educated work force strives to contribute meaningfully to the growth and development of the economy. Therefore, sustainability of schools can help to ensure provision of quality education, increase the production of quality and competent manpower, aid the realization of the goals and objectives of the school and education system as well as achieving economic growth and development of the country. According to Adegami and Adesanmi (2018), a well-educated work force does not only free



themselves from the shackle of poverty, but, are empowered to function effectively anywhere they find themselves, as well as, live a more healthy and sustainable lives. This therefore highlights the need to examine sustainable issues in the school system.

Sustainability is acknowledged as a crucial issue of the 21st century by stakeholders. It has been observed that the goals and objectives of sustainable organizations cannot be achieved without a pool of qualified and competent employees who possesses the wherewithal to drive the organization. In support of this notion, Mujtaba and Mubarik (2002 as cited in Mehran, AbuBakar, Ahmed, Muhammad & Faryal, 2023), stated that the achievement of sustainability objectives is dependent on the quality of the work force. This implies that there is a relationship between employee competence and sustainability. Therefore, talent management may be seen as an efficient strategy for addressing the challenges of sustainability. Sustainability of schools is important for nations who strive to attain development because the education sector plays a significant role in enhancing the growth and development of every economy. Sustainable schools ensure that the school policies align with the overall objectives of the education system, ensure the attainment of the goals of the school, ensures improvement in learners academic performance, produces quality manpower who can compete globally, ensures professional development of teachers, attract and retain competent teachers in order to guarantee continued existence of the school. This implies that sustainability of schools may be achieved through effective talent management.

According to Aytaç (2015 as cited by Abiwu & Martins, 2022), talent management focuses on determining employees' strengths and weaknesses, which helps an organisation in developing strategies to compete with its rivals. Talent management is defined as a process deemed to attract, develop, place, retain and integrate highly qualified workforce. It can also be seen as a create a high-performance, sustainable organization that meets its strategic and operational set of integrated organizational human resource processes designed to attract, develop, motivate and retain productive, and engaged employees. The goal of talent management is to goals and objectives. It is normally a competency-based approach to managing human capital in an organization. It includes integrated systems, strategy alignment with business goals, and measuring success in terms of business outcomes and more recently; a focus on evidence-based talent decision-making using talent measurements and analytics (Madan & Bhatnagar 2018).

According to Hananiya (2024), talent management is a key component of a successful organisation. For future plans of action and institutional leadership, organisations must manage and tap into the talent pool of employees who can support the realization of the objectives of the organisation. Obviously, the school as a social institution is people-centered and the talent of the staff members who carry out pedagogical activities as well as non-teaching and other auxiliary tasks is a vital resource in the school industry. The attainment of school goals and objectives is determined by the efficient allocation and utilization of school resources which may not be attained if the talent is mismanaged. Therefore, the school system seems to require concerted efforts towards sourcing, developing, and retaining talent for organisational success. The rate at which talented personnel are exiting the teaching work at all levels of education in Nigeria calls for concern. To support this, Baporikar and Smith (2019) asserted that educational institutions are losing their talented and highly skilled labour to other lucrative sectors of the economy. This explains a situation where workers are grossly demoralised and embittered because of the ill treatment or poor attitude of the leaders towards teachers and the education sector. This affects teacher motivation and aids industrial actions in a bid to make government yield to their terms and conditions. However, those individuals that feel cheated, discouraged and tired of always fighting for their rights through industrial actions exit the teaching force for other lucrative sectors. Over the years the ill treatment of teachers and poor management of the education sector has also sent wrong signals to new entrants who only use the education system as a stepping stone to other lucrative sectors. This further reduces the quality of personnel in the education sector that possess the right skills and competencies needed to provide quality education and achieve the goals of education in Nigeria. It is therefore expedient for the government to revitalise the education system by adopting a talent management strategy that would ameliorate and restore the hope of the already aggrieved talents that are on the verge of joining the "Japa Syndrome". The question therefore would be; will schools be sustainable if the management is able to attract talents and when those talents within the system are willing to stay in the education sector? This necessitates discussion on talent attraction, retention and development in the education system.

In the school system therefore, talent management is the role of educational managers and it involves attraction, retention and development of teachers. They are charged with the responsibility of attracting the best hands, ensuring a culture that retains those that make the pedagogical processes thrive and flourish as well



as design a framework that ensures the continuous professional development of the human element in schools. This is because human capital is a vital asset of educational institutions; hence, there is a need for massive investment in talent. It is paramount for the management at every level of education to incorporate the individuals' goals into the schools. To this end, the human resource units of all educational institutions should hire teachers based on competence and passion and develop personnel development policies and reward systems that promote conducive environment that can attract and retain talents (Gulbahar & Kosar, 2020). Talent attraction according to Emergent Africa (2023), refers to the process where organizations employ competent and qualified individuals to handle the organisation's productive effort. Obviously, sustainability is reshaping the corporate landscape and changing how organisations operate and make decisions. Therefore, integrating environmental, social, and governance (ESG) considerations into business strategies and operations is imperative for building a regenerative and just economy. Sustainability is also critical for successfully attracting talent and it is pertinent to wonder reasons some schools attract the most talented teachers while others do not. It appears that those schools that attract the best brains always stand out among their peers. It is evident that a high-caliber workforce produces evident results and attracts learners from every part of the world because they are sure of acquiring quality education. It then seems that the secret of those sustainable schools lies in their attraction strategies.

Talent retention is very important after attracting a competent and qualified workforce and it involves creating an environment where employees feel valued and engaged and see opportunities for personal and professional growth. Retaining top talent seems essential for maintaining the momentum of sustainability initiatives within an organisation. In order to retain employees, organisations should focus on offering career development opportunities that align with individual goals and the company's sustainability objectives. This could include leadership training, mentorship programs, and roles in sustainability projects, providing avenues for career progression while contributing to the organisation's sustainable practices. Similarly, fostering a sense of purpose and connection to the company's sustainability goals, competitive compensation packages, including fair wages and benefits, intangible factors like recognition, work-life balance, and supportive work culture play a significant role in talent retention. In addition, regularly soliciting and acting on employee feedback can help identify areas for improvement, enhancing job satisfaction and loyalty. When employees understand how their work contributes to larger sustainability objectives, they are more likely to feel engaged and committed to their roles (Emergent Africa, 2023; Bhatnagar, 2007). From the review of studies, no study within the reach of the researchers has examined the relationship between talent management and sustainability of schools in Lagos State, Nigeria. This study therefore intends to fill that gap to investigate whether talent attraction, retention and development significantly relate to sustainability of schools.

Statement of the Problem

The main aim of modern societies is the achievement of sustainable development which can be achieved through the provision of sustainable education and sustainable schools. Sustainable schools are visionary schools that function as a community, promote democratic and human rights, builds culture and the environment and shapes active and creative citizens who are environmentally conscious. Therefore, it is very important for students to be educated in a sustainable and healthy environment that creates a culture of continuous development, learning and growth. Sustainable schools offer opportunities for all to develop a team spirit in the effort to take part in the learning environment, in the operation of schools and in the organization of local societies. It therefore appears that sustainable schools must be handled by competent and qualified employees in order to produce skilled individuals and qualified citizens in the society. Thus, the need for talent management in order to attain sustainability of schools. Talent management involves the strategic and proactive identification, development and deployment of high-performance key employees with a high potential. The training and development as well as retention of talented workers within the organization is one of the most important challenges for organisations in their way to success. The inability of firms' to address sustainability issues may be due to the challenge of not having the right people with the right and proficient skills which may lead to non achievement of the goals of the organization, high employee turnover, absenteeism, skipping of classes, poorly motivated employees, waste of resources among others. Thus, the need for talent management may become imperative in sustaining the entrepreneurial spirit in an organization. This study therefore examined the connection between talent management and sustainability of schools in Lagos State, Nigeria.



Purpose of the Study

The main purpose of this study is to examine the connection between talent management and sustainability of Lagos State Senior Secondary schools. Specifically the study sought to:

1. investigate the relationship between talent attraction and sustainability of schools.
2. examine the relationship between talent retention and sustainability of schools.
3. determine whether talent development relates to sustainability of schools.

Research Hypotheses

The following research hypotheses guided the study.

1. There is no significant relationship between talent attraction and sustainability of schools.
2. Talent retention and sustainability of schools are not significantly related.
3. Talent development is not significantly related to sustainability of schools.

Methodology

The descriptive correlation research design was used in this study. The population was all teachers in public secondary schools in Lagos State, Nigeria. The selection of sample size for the study was determined using the Taro Yamane formula and it was found that 378 participants were sufficient to participate in the study. The proportionate stratified random sampling technique was used to determine the number of teachers that were qualified to participate in the study. Thereafter, the simple random sampling technique was used to select the actual participants of the study. The data for the study was collected using a self-designed and structured questionnaire titled "Talent Management and Sustainability of schools Questionnaire". The instrument had one section which sought information on the stated research hypotheses and was designed on modified Likert-type rating scale with four response options which include Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The instrument was subjected to face and content validity by two experts in instrument construction. The reliability was assured by administering 50 copies of the questionnaire on teachers who did not participate in the main study once. The data collected was subjected to Cronbach Alpha reliability technique and a coefficient of .78 proved the instrument was reliable. The instrument was administered by the researchers with the help of four trained research assistants and all the copies administered were retrieved representing a 100% return rate. The hypotheses were tested using the Pearson-Product Moment Correlation statistics at .05 level of significance with the aid of IBM-SPSS Version 23.

Results

Results obtained from the analyzed data are as presented below.

H₀₁: There is no significant relationship between talent attraction and sustainability of schools.

Table 1

Talent Attraction and Sustainability of Schools								
Variable	N	Mean	SD	df	r	p	Rmk	Decision
Talent Attraction	378	8.21	3.12	376	.79	.001	Sig	Reject H ₀₁
Sustainability of Schools		4.11	1.78					

Sig @ P<0.05

Information on Table 1 reveals a test of Pearson Product-Moment Correlation statistics which was run to determine the relationship between talent attraction and sustainability of schools in Public secondary schools in Lagos State. The result of the analysis revealed that a strong, positive and significant relationship exist between talent attraction and sustainability of Public secondary schools in Lagos State ($r(378)=.79$; $df=376$; $P<.05$). Therefore, the null hypothesis which stated that there is no significant relationship between talent attraction and sustainability of schools was rejected. Thus, there is a significant relationship between talent attraction and sustainability of schools in Lagos State.

H₀₂: Talent retention and sustainability of schools are not significantly related.



Table 2
Talent Retention and Sustainability of Schools

Variable	N	Mean	SD	df	r	P	Rmk	Decision
Talent Retention	378	10.01	4.15	376	.71	.001	Sig	Reject Ho ₂
Sustainability of Schools		4.11	1.78					
Sig @ P<0.05								

Information on Table 1 reveals a test of Pearson Product-Moment Correlation statistics which was run to determine the relationship between talent retention and sustainability of schools in Public secondary schools in Lagos State. The result of the analysis revealed that a strong, positive and significant relationship exist between talent retention and sustainability of Public secondary schools in Lagos State ($r(378)=.79$; $df=376$; $P<.05$). Therefore, the null hypothesis which stated that there is no significant relationship between talent retention and sustainability of schools was rejected. Thus, there is a significant relationship between talent retention and sustainability of schools in Lagos State.

H₀₃: Talent development is not significantly related to sustainability of schools.

Table 2
Talent Development and Sustainability of Schools

Variable	N	Mean	SD	df	r	P	Rmk	Decision
Talent Development	378	10.01	4.15	376	.71	.001	Sig	Reject Ho ₂
Sustainability of Schools		4.11	1.78					
Sig @ P<0.05								

Information on Table 1 reveals a test of Pearson Product-Moment Correlation statistics which was run to determine the relationship between talent development and sustainability of schools in Public secondary schools in Lagos State. The result of the analysis revealed that a strong, positive and significant relationship exist between talent development and sustainability of Public secondary schools in Lagos State ($r(378)=.79$; $df=376$; $P<.05$). Therefore, the null hypothesis which stated that there is no significant relationship between talent development and sustainability of schools was rejected. Thus, there is a significant relationship between talent development and sustainability of schools in Lagos State.

Summary of Findings

The following are the summary of findings of the study.

- A strong, positive and significant relationship exist between talent attraction and sustainability of Public secondary schools in Lagos State.
- A strong, positive and significant relationship exist between talent retention and sustainability of Public secondary schools in Lagos State.
- A strong, positive and significant relationship exist between talent development and sustainability of Public secondary schools in Lagos State.

Discussion of Findings

The result of the first hypothesis showed that a strong, positive and significant relationship exist between talent attraction and sustainability of Public secondary schools in Lagos State. This is in agreement with the findings of Ansar and Baloch (2018); Muma, L. A., Joseph, K., Hellen, W. S. & Wiliter, R. (2023) where it was found that a significant relationship exists between talent attraction and sustainability of schools. It also supports the findings by Mujtaba and Mubarik (2021); Eghbal, Hoveida, Seyadat, Samavatyan and



Yarmohammadian (2017) who confirmed that a significant relationship exists between talent attraction and sustainability of schools. Similarly, it agrees with the findings of Thunnissen (2016) who confirmed that a significant relationship exists between talent attraction and sustainability of schools. However, it negates the findings of a study by Al Aina and Atan (2020) where it was established that no significant relationship exist between talent attraction and sustainability of schools.

The research hypothesis two revealed that a strong, positive and significant relationship exist between talent retention and sustainability of Public secondary schools in Lagos State. This is in agreement with the findings of Balogun (2018) who found that a significant relationship exists between talent retention and sustainability of schools. It also supports the findings by Audu (2017) who confirmed that a significant relationship exists between talent retention and sustainability of schools. However, it negates the findings of Akerele (2023) who confirmed that no significant relationship exists between talent retention and sustainability of schools.

The findings of research hypothesis three revealed that a strong, positive and significant relationship exist between talent development and sustainability of Public secondary schools in Lagos State. This is in agreement with the findings of Kusi, Opoku-Danso and Afum (2020) who found that a significant relationship exists between talent development and sustainability of schools. It also supports the findings by Daniel and Johnson (2021) who confirmed that a significant relationship exists between talent development and sustainability of schools. However, it negates the findings of Levenson (2011) who confirmed that no significant relationship exists between talent development and sustainability of schools.

Conclusion and Recommendations

Given the current dynamic business environment, organizations need to adapt quickly to maintain competitive advantage and grow sustainably. Sustainability performance indicators include student enrolment, total workforce, staff turnover, employees' training hours, employee and customer satisfaction practices. This implies that the achievement of sustainability is hinged on talent management skills of organizations. The goal of talent management is to create a high-performance, sustainable organization that meets its strategic and operational goals and objectives. It is normally a competency-based approach to managing human capital in an organization. It includes integrated systems, strategy alignment with business goals, and measuring success in terms of business outcomes and more recently; a focus on evidence-based talent decision-making using talent measurements and analytics (Madan & Bhatnagar 2018). Talent management goes beyond traditional people management, focusing on the skills and competencies people bring to an organization. The primary goals of talent management are to ensure that the organization has the skills it needs where it needs them and when it needs them to execute its business strategy.

Organizations know that they must have the best talent in order to succeed in the hyper-competitive and increasingly complex global economy. Along with the understanding of the need to hire, develop, and train talented people, organizations are in era where the environment and the society are being threatened by the activities of business. More importantly is the natural resources depletion and environmental degradation, including desertification, drought, land degradation, freshwater scarcity and air, water and land pollution all add to the list of challenges humanity faces. Overcoming the above challenges calls for talent management (TM)' practice. Through talent management, an organization would be able to attract, retain, and manage a workforce that will help in minimizing the negative impact business activities has on the environment. Thus, the need for the following recommendations for effective sustainability of schools in Lagos State, Nigeria.

- There is the need for organizations to employ competent employees in order to achieve sustainability of schools.
- Organisations should make adequate effort to retain the best staff who can help institutions achieve sustainability.
- Institutions need to design policies for regular training and development of employees so that competent staff are retained for improved sustainable performance in institutions.

References

Abiwu, L., & Martins, I.(2022). Talent developmentas a source of sustainable competitive advantage for higher education institutions during the COVID-19pandemic. *SA Journal of Human Resource Management*, 20(0), 1-10. <https://doi.org/10.4102/sajhrm.v20i0.1777>



- Abiwu, L. (2021). Intangible outcomes of talent management practices in selected South African higher education institutions (Doctoral dissertation).
- Adegbami, A. & Adesanmi, O. (2018). Nigeria's educational system and sustainable development goals' attainment: 'A wild goose chase'. Retrieved 6th February, 2025 from https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.researchgate.net/profile/Adeleke-Adegbami-2/publication/329140179_
- Al Aina, R., & Atan, T. (2020). The Impact of Implementing Talent Management Practices on Sustainable Organizational Performance. *Sustainability*, 12(20), 83-72.
- Ansar, N., & Baloch, A. (2018). Talent and talent management: definition and issues. *IBT Journal of Business Studies (JBS)*, 1(2).
- Baporikar, N., & Smith, A. (2019). Talent Management in Higher Education Institution. *International Journal of Applied Management Sciences and Engineering*, 6(2), 36-57. <https://doi.org/10.4018/ijamse.2019070103>
- Bhatnagar, J. (2007). Talent management strategy of employee engagement in Indian ITES employees: Key to retention. *Employee Relations*, 29(6), 640-663. <https://doi.org/10.1108/01425450710826122>
- Eghbal, F., Hoveida, R., Seyadat, S. A. S., Samavatyan, H., & Yarmohammadian, M. H. (2017). The effect of talent management process on the research performance of faculty members with the mediating role of organizational justice. *Φopcaum*, 11(2,).
- Emergent Africa (2023). A talent strategy for sustainability: Ensuring long-term success. Retrieved 6th February, 2025 from <https://www.linkedin.com/pulse/talent-strategy-sustainability-ensuring-long-term-success-r88me>.
- Gülbahar, Ç. A., & Koşar, D. (2020). Analysing the views of private School administrators about talent management. *Journal of Qualitative Research in Education*, 8(3), 1-29. <https://doi.org/10.14689/issn.2148-2624.1.8c.3s.10m>
- Hananiya, P. (2024). Talent Management in Education. Retrieved Jan 29 2025 from <https://www.researchgate.net/publication/386209625>
- Levenson, A. (2011). Using targeted analytics to improve talent decisions. *People and Strategy*, 34(2), 34-4.
- Mehran, K. T., AbuBakar, A., Ahmed, S. A., Muhammad, H. & Faryal, M. T. (2023). Impact of talent management on organizational sustainable performance: a moderating role of process innovation. *Educational Administration: Theory and Practice*, 30(5), 3375-3390.
- Mujtaba, M., & Mubarik, M. S. (2022). Talent management and organizational sustainability: role of sustainable behaviour. *International Journal of Organizational Analysis*, 30(2), 389-407.
- Muma, L. A., Joseph, K., Hellen, W. S. & Wiliter, R. (2023). Talent attraction practice and sustainable organizational performance in chartered universities in Kenya. *International Journal of Economics, Commerce and Management*, 11(10), 51-64.
- Thunnissen, M. (2016). Talent management: For what, how and how well? An empirical exploration of talent management in practice. *Employee Relations*.