

# THE EFFECTIVENESS OF TALENT MANAGEMENT AMONG SCHOOL TEACHERS AT RANIPET

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## Abstract

*Education is one of the most important services rendered across the globe. Teachers are the instrument to render this service to the students. This study, conducted among schools in Ranipet, Vellore District with the Sample Size of 106. The main aim is to analyse the need and effectiveness of talent management. The need for talent management among teachers were to review the content and purpose of the work. Further, teachers manage their talent through the feedback system from the students. The outcome of talent management improves the behaviour of the students and helps in enhancing student-teacher interaction during the class.*

**Keywords:** Teachers, Students, Talent Management, Outcome, Need, Education and Service.

## Introduction

Education is one of the most important services rendered across the globe. Education was one service that had no competitive edge as the demand was always more than supply. But these days the situation has gone upside down. With an increase in the number of private bodies and changing degrees of quality after the intervention of technology, it has largely drawn competition into this sector. Teachers are the members who form the major part of this service as they are in direct contact with the recipients of service. Education at the school level is the major determinant of how a child behaves and moves with the society.

The two major human components of the education system are the learners and the educators. Education shall be provided at its best only when there are able learners and efficient educators. This is where human resource management comes in. Talent management, one of the major determinants of human resource management, plays a major role in evaluating, sharpening and balancing the efficiency of the teachers bringing to surface the best possible education system.

This project shall serve as an eye opener as to how important talent management is and the impact it has on the educating community whilst showing how it can improve the quality of education.

### 1.1 Statement of the Problem

The biggest challenge when it comes to talent management, especially among teachers, is that most of the people who belong to the educational fraternity have little to zero knowledge about talent management let alone the different ways in which talents, skills and abilities have to be managed. The reviews revealed that management of talents can be through proper recruitment, selection, managing through rewards, retention and measuring the outcome through the performance of students. Hence, this study identifies the gap by finding out the effectiveness of Talent Management among School Teachers at Ranipet and its association with the demographic profile.

### 1.2 Objectives of the Study

- To measure the effectiveness of talent management towards the outcome of the students at Ranipet.
- To find out the influence of demographic profile over the effectiveness of the talent management.

### 1.3 Hypothesis of the study

- There is no influence between the experience of teachers and the effectiveness of the Talent Management.

## 2. REVIEW OF LITERATURE

- **Theisen, 2019** views that at a global level, companies are short of talent by 50-100x. Companies need to build their own training capabilities. Educating and building the staff is important. Governments also need to start thinking about the education system – curriculums at schools, universities need to be looked at. India has the advantage of being the outsourcing hub and therefore having the technical talent which is at a much larger scale than others. There is a huge opportunity for India to fill the global talent gap and that might be a great opportunity for business itself being the hub of digital enabling of global companies.
- **Bahl, 2019** points out that the talent rich and talent poor at the same time. Talent rich because they have a lot of tech and design talent. But the stuff that they have worked on are not the cutting-edge digital transformation stuff. The really cutting-edge work is actually being done by the startup community. So, this study finding the route where old tech talent is going to start-up or start something on their own, and then comes out digitally qualified and trained. So, there is a large pool, but then it is a narrow pipe that comes out digitally savvy and trained.
- **Neeraj Tandon, 2018** expresses that workforce optimisation ranked third among the top four HR priorities. This is a clear testimony to the role and importance of talent analytics in workforce planning, going forward. Commenting on the study findings, Neeraj Tandon, Practice Lead – Workforce Analytics and Planning, Asia Pacific, Willis Towers Watson said, “The difference between decisions made on gut feel and based on knowledge is access to data and knowing what to do with it”. Organisations are increasingly recognising the value of big data and data analysis in predicting and dealing with constant change and complexity. From an HR and talent management context, this difference could have far reaching implications.

## 3. METHODOLOGY OF THE STUDY

This study has adopted a questionnaire method for collection of Primary Data. A well structured questionnaire was distributed among the teachers of different schools in Ranipet. The study was carried out among the respondents of Ranipet, Vellore District. Teachers who belonged to three different schools were covered under this survey. The study has utilised various sources like books, journals, newspapers and websites for collection of secondary data. Sample size consists of 106. The sampling techniques used in this study are simple random and convenient sampling. The study has applied various statistical tools like Percentage Analysis, Chi-square and ANOVA to analyse the data collected.

### 3.1 PILOT STUDY REPORT

A preliminary investigation was done through the collection of data from 35 respondents of three schools of Ranipet. At the initial stage the Cronbach's Alpha method was applied to the segments in the Likert's five point scale. In order to identify the existence of variance the initial analysis revealed all the statements possess a Cronbach's Alpha value greater than 0.75 i.e. 0.821 (82%).

#### 4. DATA ANALYSIS AND INTERPRETATION

##### DEMOGRAPHIC PROFILE

Table No- 4.1

##### GENDER OF THE RESPONDENTS

Gender	Frequency	Percent	Cumulative Percent
Male	24	22.6	22.6
Female	82	77.4	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table reveals that 22.6% of the respondents are male and 77.4% of the respondents are female. The maximum number of respondents is female teachers.

Table No- 4.2

##### MARITAL STATUS

Marital Status	Frequency	Percent	Cumulative Percent
Married	79	74.5	74.5
Unmarried	27	25.5	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is inferred from the above table that 74.5% of the respondents are married and the remaining 25.5% of the respondents are unmarried.

Table No- 4.3

##### AGE OF THE RESPONDENTS

Age (in years)	Frequency	Percent	Cumulative Percent
22-30	25	23.6	23.6
31-40	31	29.2	52.8
41-50	32	30.2	83.0
51-60	17	16.0	99.1

Above 61	1	.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table depicts the classification of respondents based on their age. This denotes that 23.6% of the respondents belong to the age group of 22-30 years, 29.2% of the respondents are in the age group of 31-40 years and 30.2% of the respondents are in between the age group of 41-50 years. Followed by 16% of the respondents age is in between 51-60 years and 0.9% of the respondents are above 61 years.

**Table No- 4.4**

**EXPERIENCE OF THE RESPONDENTS**

<b>Experience (in years)</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
0-5	19	17.9	17.9
6-10	37	34.9	52.8
11-15	20	18.9	71.7
16-20	11	10.4	82.1
21-30	14	13.2	95.3
More Than 31	5	4.7	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table represents that 17.9% of the respondents has less than 5 years of experience, 34.9% of the respondents have experience of 6-10 years and 18.9% of the respondents experience are in between 11-15 years. Followed by 10.4% of the respondents experience are in between 16 -20 years, 13.2% of the respondents experience are in between 21-30 years and 4.7% of the respondents experience are more than 31 years. The maximum number of respondents holds an experience of between 6 to 10 years.

**Table No- 4.5**

**TYPE OF SCHOOL THEY ARE WORKING**

<b>ype</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Government	20	18.9	18.9
Private	40	37.7	56.6
Govt. Aided	46	43.4	100.0

<b>Total</b>	<b>106</b>	<b>100.0</b>	
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Source: Primary Data

The above table shows that 18.9% of the respondents belong to Government School, 37.7% of the respondents are working in the Private School and 43.4% of the respondents are working in Government-Aided School. The maximum number of respondents i.e. the Teachers are working in the Government-Aided School.

**Table No- 4.6**

**AREA OF SPECIALIZATION**

<b>Specialization</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Language	37	34.9	34.9
Mathematics	11	10.4	45.3
Science	24	22.6	67.9
Social Studies	11	10.4	78.3
Commerce	6	5.7	84.0
Economics	5	4.7	88.7
Others	12	11.3	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is evident from the above table that 34.9% of the respondents are specialized in language subjects like Tamil or English, 10.4% of the respondents are specialized in Mathematics, 22.6% of the respondents are specialized in Science and 10.4% of the teachers are specialised in Social Studies. Further, 5.7% of the respondents are specialized in Commerce, 4.7% of the respondents are specialized in Economics and the remaining 11.3% of the respondents belongs to other specialized subjects. The others specialized subjects are Physical Education, Music, and Computer Science.

**Table No- 4.7**

**MONTHLY INCOME**

<b>Income (in Rs.)</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Below 20,000	42	39.6	39.6
20,001-40,000	20	18.9	58.5
40,001-60,000	11	10.4	68.9
60,001-80,000	23	21.7	90.6

Above 80,001	10	9.4	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

As shown in the above table that 39.6% of the respondents are earning an income of less than Rs.20,000 p.m., 18.9% of the respondents are earning an income of Rs.20,001 to Rs.40,000 p.m., and 10.4% of the respondents are earning an income of Rs.40,001 – Rs.60,000 p.m. Followed by 21.7% of the respondents are earning an income of Rs.60,001 – Rs.80,000 p.m. and 9.4% of the respondents are earning more than Rs.80,001.

**Table No- 4.8**

#### **EDUCATIONAL QUALIFICATION**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
UG with B. Ed	27	25.5	25.5
PG with B. Ed	79	74.5	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is found from the above table that 25.5% of the respondents have completed their UG with B. Ed and the remaining 74.5% of the respondents has completed their PG with B. Ed qualification.

**Table No-4.9**

#### **NATURE OF THE JOB**

<b>Nature</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Permanent Staff	51	48.1	48.1
Temporary Staff	55	51.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is clearly understood that 48.1% of the respondents are Permanent Staff such as Government Posting and 51.9% of the respondents are Temporary Staff.

**Table No- 4.10**

#### **EFFECTIVENESS OF TALENT MANAGEMENT**

##### **IMPROVES THE STUDENTS' GRADE**

<b>Improve Students Grade</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>

Strongly Agree	69	65.1	65.1
Agree	32	30.2	95.3
Neutral	5	4.7	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table clearly indicates that about 65.1% of the respondents strongly agree that the talented staff outcome will improve the Grade of the Students and 4.7% of the respondents are either agree or disagree towards improvement of the Students' Grade by the Talented Staff as it is their outcome.

**Table No- 4.11**

### TEACHER-STUDENT INTERACTION

Effective talent management enhances the teacher-student interaction. The Classroom teaching will be better in interactive sessions than lecturing method.

Opinion	Frequency	Percent	Cumulative Percent
Strongly Agree	55	51.9	51.9
Agree	48	45.3	97.2
Neutral	3	2.8	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

From the above table it is observed that 51.9% of the respondents strongly agree that Talent management enhances the Teacher-Student interactions in the Classroom and 2.8% of the respondents are neutral for improvement of the Teacher-Student interaction in the Classrooms.

**Table No- 4.12**

### MOTIVATING STUDENTS

Talented staff make sure that their students remain motivated. They motivate their students to face new challenges and struggles.

Opinion	Frequency	Percent	Cumulative Percent
Strongly Agree	58	54.7	54.7
Agree	44	41.5	96.2
Neutral	4	3.8	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table indicates that 54.7% of the respondents strongly agree that the talented staff motivates the students to take up new challenges and face new issues and 3.8% of the respondents have given a neutral response for motivating the students to take new challenges and issues.

**Table No- 4.13**

### IMPROVEMENT IN THE BEHAVIOUR

Improvement in the behaviour of the students is an indication of good talent management. As a talent management extract and maintains a discipline in the classroom.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	57	53.8	53.8
Agree	47	44.3	98.1
Neutral	2	1.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

From the above table it is inferred that about 53.8% of the respondents strongly agree that talented staff improves the behaviour of students and maintain discipline in the classroom and 1.9% of the respondents neither agree nor disagree for maintaining discipline and behaviour in the classroom by the talented staff. Hence, the management is able to retain the talented staff in the School.

**Table No- 4.14**  
**STUDENTS' ACTIVE PARTICIPATION**

Teachers with the Talent leads to active participation of students towards a lot of competitions inside and outside of the Schools including curriculum and co-curricular activities.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	60	56.6	56.6
Agree	36	34.0	90.6
Neutral	10	9.4	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table indicates that 56.6% of the respondents strongly agree that an effectiveness of talent staff is to encourage the students to actively participate in all the competitions held on and off campus and 9.4% of the respondents neither agree nor disagree for encouraging the students to actively participate in all the competitions.

**Table No- 4.15**  
**PRACTICAL LEARNING**

Talented staff helps students in practical application of the acquired knowledge. They also appreciate them for acquiring the practical knowledge.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	53	50.0	50.0
Agree	51	48.1	94.1
Neutral	2	1.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	



Source: Primary Data

It is found out from the above table that 50% of the respondents strongly agree that talented staff are appreciating and making the students to acquire practical knowledge and 1.9% of the respondents stand neutral for appreciating and acquiring the practical knowledge of the Students.

**Table No- 4.16**  
**SPORTS ACTIVITIES**

Talented staff helps the students to focus equally in sports also. Sports will improve the concentration of the students.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	44	41.5	41.5
Agree	50	47.2	88.7
Neutral	12	11.3	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

As shown in the above table that 41.5% of the respondents strongly agree to encourage in participating the sports activities by the talented staff and 11.3% of the respondents are neither agreed nor disagreed towards the encouragement of talented staff for sports activities.

**Table No- 4.17**  
**CAREER DEVELOPMENT**

Career development of the students is one of the major outcomes of talent management among teachers.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	63	59.4	59.4
Agree	41	38.7	98.1
Neutral	2	1.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is understood from the above table that 59.4% of the respondents strongly agree that Talented Staff outcomes are developing the career of the Students and 1.9% of the respondents are neither agreed nor disagreed that talented staff are developing the career of the students.

**Table No- 4.18**  
**PERSONALLY AND INTEGRALLY**

Talented staff takes care of the students' personally and form them integrally. They also train the students spiritually so that students are developed both personality and spirituality also.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	68	64.2	64.2
Agree	35	33.0	97.2
Neutral	3	2.8	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

It is revealed from the above table that 64.2% of the respondents strongly agree that talented staff form the students personally and integrally and 2.8% of the respondents are neutral towards forming the students personally and integrally.

**Table No- 4.19**

### **BOTH FACILITATOR AND TEACHER**

A talented teacher is not just a teacher, but also a facilitator. As a facilitator, she will acts as a mentor, philosopher, friend and guide for the students.

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly Agree	64	60.4	60.4
Agree	41	38.7	99.1
Neutral	1	.9	100.0
<b>Total</b>	<b>106</b>	<b>100.0</b>	

Source: Primary Data

The above table represents that 60.4% of the respondents strongly agree for the role played by the talented staff as a facilitator and teacher and 0.9% of the neither agreed nor disagreed towards the role played by the talented staff as a facilitator and teacher.

**Table No- 4.20**

### **INFLUENCE OF TEACHERS' EXPERIENCE OVER THE EFFECTIVENESS OF TALENT MANAGEMENT**

#### **Hypothesis Testing 1**

There is no influence between the experiences of teachers over the effectiveness of the talent management.

<b>ANOVA</b>						
<b>Effectiveness</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Student Active Participation</b>	<b>Between Groups</b>	4.974	5	.995	2.400	.042
	<b>Within Groups</b>	41.442	100	.414		
	<b>Total</b>	46.415	105			

<b>Improve Students Grade</b>	<b>Between Groups</b>	3.842	5	.768	2.438	.040
	<b>Within Groups</b>	31.516	100	.315		
	<b>Total</b>	35.358	105			
<b>Both Facilitator and teacher</b>	<b>Between Groups</b>	3.234	5	.647	2.660	.027
	<b>Within Groups</b>	24.322	100	.243		
	<b>Total</b>	27.557	105			

The above table reveals that the effectiveness of Talent management depends on active participation of the students ( $F = 2.400$ ;  $P = .042$ ), improvement in the grades of the students ( $F = 2.438$ ;  $P = .040$ ) and teacher being both a mentor and facilitator ( $F = 2.660$ ;  $P = .027$ ) as they are statistically significant at 5% level. This implies that teachers within 6 to 10 years of experience strongly agree towards active participation of students ( $M = 4.7297$ ) and teachers within 11 to 15 years of experience strongly agree to the factors such as improving the grades of the students ( $M = 4.75$ ) and teacher being both as a mentor and facilitator ( $M = 4.75$ ) as the factors that add to the effectiveness of talent management.

The hypothesis is rejected for the above factors. Thus, there is an influence between experiences of the teachers over the effectiveness and the outcomes of the Talent Management.

## 5.1 SUGGESTIONS

The following are the suggestions offered from this study.

- Under the survey the teachers are recruited on the temporary basis. A temporary job for a longer period might reduce their motivation to work better.
- However, it is suggested that it would be better if the schools opt for other recruitment methods to widen their alternatives like written test, Government Eligibility Test to be considered and pick the best talents.
- In this present situation, an alternative reward system has to be designed to recognize the efforts of the teachers. If not for pension, at least periodical bonus has to be mandated.
- Other perks like accommodation facilities and providing a subsidy for their children's education can be considered by the schools.

## 5.2 CONCLUSIONS

The main aim of this study is to analyse the effectiveness of Talent Management towards the development of the students among the school teachers in Ranipet at Vellore District. Hence this was divided as several segments such as Demographic profile, Selection Process, Recruitment Process, Components, Need and Effectiveness of Talent Management. The results of this study revealed that teachers have an experience of 6 to 11 years, with the qualification of PG with B. Ed. Further, they are working on Temporary basis and specialised in Tamil/ English. They also work in Government-Aided Schools with a monthly income of Rs.20,000 and took this profession as passion.

Moreover the teachers are recruited through Direct Interview. They are selected on the basis of Demo Class and by observing their communication skills. The teachers need for talent management in order to review the content, purpose of the work and their talent can be measured through the feedback system from the students. Moreover, the teachers' talent management to increase their promotional opportunities and create better work atmosphere as well as to earn monetary and non-monetary rewards. The important outcome of talents is improving behaviour in the classroom, enhance the interactive session, make the students understand the practical aspects of the subject, participate in the curriculum and co-curricular, sports activities. They also improve the grades of the

students and form them integrally and personally to face struggles in their life. Finally, they will be as a facilitator than a teacher.

#### 5.4 SCOPE FOR FURTHER RESEARCH

The following are scope for further research:

- The same talent management can be conducted among Industrial and IT Employees.
- Talent Management research can also be conducted among the College Professors including Arts & Sciences and Professional Courses.
- Since, Talent is at an all-pervasive aspect, this research is applicable even to analyse the talent of the Students' in Schools and Colleges as well.

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