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Unravelling Talent Management Dynamics: A Structural Organizational Excellence in the Educational Institutes

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Abstract
Talent management (TM), in the realm of educational institutes, serves as a critical driver for organizational success. The existing landscapemethods confront challenges such as a lack of clear correlation with sustainable organizational performance (SOP). This study aims to unravel the intricate relationship between TM strategies and sustained organizational excellence in educational establishments in Odisha State. The primary objective is to unravel the nuanced dynamics of Talent Attraction (TA), Talent Retention (TR), Learning and Development (LD), and Carrier Management (CM)in educational systems. The research employs a robust Structural Equation Modeling (SEM) approach, utilizing the maximum likelihood estimation method in Analysis of Moment Structures (AMOS) statistical software program. The application of Confirmatory Factor Analysis (CFA) ensures the reliability and validity of the proposed model, while subsequent analysis involves a meticulous examination of the correlation matrix and descriptive statistics. The carefully selected sample, drawn from top managers in real estate companies, enhances the study's applicability. Results reveal that LD and CM significantly contribute to SOP, with respective coefficients of 0.268 ($p = 0.015$) and 0.529 ($p = 0.001$). Conversely, TA (coefficient = 0.342, $p = 0.108$) and TR (coefficient = -0.201, $p = 0.196$) do not exhibit statistically significant impacts. Common Method Bias (CMB)-adjusted correlation analysis further validates the robustness of relationships established, reinforcing the reliability of the findings.

Keywords: Talent Management, Educational Institutes, Sustainable Organizational Performance, Learning and Development, Carrier Management, Structural Equation Modeling, Confirmatory Factor Analysis.

1. Introduction

In today's rapidly evolving global landscape, organizations across industries are grappling with numerous challenges [1]. From the relentless wave of globalization to stiff competition and the ever-advancing march of technology, the dynamics of the business world have transformed dramatically. In this shifting paradigm, organizations have come to realize that their most asset is their human capital - their employees. This realization has led to a shift in focus, with organizations recognizing the need to manage their human resources effectively to achieve sustainable success and excellence.It is essential to position the right employees with the right skills in the right place at the right time. Talented individuals [2], who make up a small percentage of the workforce, are instrumental in driving sustainable competitive advantages and outstanding performance for organizations. Talentencompasses an individual's capabilities, experience, knowledge, intelligence, qualifications, and their capacity for growth and learning.The importance of hiring and retaining talented employees cannot be overstated. They have the potential to accomplish organizational goals efficiently and effectively, displaying outstanding performance and a deep commitment to their respective institutions [3]. This commitment not only provides a significant competitive advantage but also translates into increased productivity and profitability. As organizations recognize talent as a vital resource that supports sustainable competitive advantages, they are actively seeking and implementing TM strategies that align with the global market context. The overarching goal of TM is to foster SOP [4] that aligns seamlessly with both operational and strategic objectives.

To grasp the contemporary significance of TM in Odisha's educational establishments, it is imperative to explore the historical evolution of education in the region [5]. Education in Odisha has a rich heritage dating back to ancient times. The roots of the state's educational system can be traced to the

era of the Kalinga Empire, which was renowned for its patronage of learning and intellectual pursuits. The Kalinga Empire, under the reign of Emperor Ashoka, is particularly famous for the Kalinga War, a conflict that had a profound impact on the region. Following the war's conclusion in 261 BCE, Emperor Ashoka, who had witnessed the devastating consequences of the conflict, embraced Buddhism, and propagated a message of non-violence and compassion. As part of his efforts to promote education and moral values, Emperor Ashoka established universities and monasteries in the region. This marked the beginning of a tradition of learning that would continue to influence Odisha's educational landscape for centuries to come [6].

As Odisha's educational landscape evolved, so did the perception of talent within educational establishments. Historically, talent in academia was often associated with the brilliance of individual scholars and their contributions to knowledge. However, in contemporary times, the concept of talent in educational institutions has broadened to encompass a holistic approach to human resource management [7].The transition to a globalized world, characterized by rapid technological advancements and increased competition, has necessitated a shift in the way educational institutions view talent. Today, talent is not solely defined by academic prowess but also includes attributes such as adaptability, innovation, and the ability to effectively communicate and collaborate in diverse environments.Odisha's educational establishments have encountered a unique set of challenges and opportunities in their quest for organizational excellence through effective TM.The state government has made substantial investments in improving infrastructure, including the construction of new schools and colleges, to enhance access to education. This has created opportunities for talent acquisition, as educators and administrators are needed to staff these institutions.While access to education has expanded, there remains a need for continuous improvement in the quality of education. This challenge has propelled educational establishments to seek talented educators who can innovate and elevate the quality of teaching and learning [8].Odisha is characterized by regional disparities in terms of educational infrastructure and opportunities. The coastal areas tend to be more developed, while the interior regions face greater challenges. Addressing these disparities requires a strategic approach to TM, including attracting and retaining educators in underserved areas.The digital revolution has transformed the way education is delivered [9]. Educational institutions in Odisha have had to adapt to new teaching methodologies and online learning platforms. This has created a demand for tech-savvy educators who can harness technology to enhance the learning experience.Odisha is known for its cultural diversity [10], with numerous tribal communities and languages. Educational institutions must navigate this diversity and ensure that TM strategies are inclusive and sensitive to the needs of all communities.

To overcome these challenges and seize the opportunities presented in the educational sector of Odisha, institutions have embraced a range of TM strategies. These strategies are designed to identify, attract, retain, and develop talented individuals who can contribute to the overall excellence of the organization.
Rest of the article is organized as follows: section 2 focused on literature survey, which draws the research gaps. Section 3 focused on theoretical background and hypotheses development. Section 4 focused on research methodology. Section 5 focused on data analysis with detailed discussion of results. Further, section 6 focused on discussions, implications, conclusion, limitations, and further research.

2. Literature Survey

In [11], the authors conducted a systematic review of articles published between 1997 and 2020 to explore the concept of talent development, specifically in the context of inclusive nurturing in resource-constrained environments. They aimed to answer three major questions: the representation of talent development in the broader TM literature, the contribution of inclusive talent development (ITD) to individual talent growth and SOP, and the limitations of existing research in this area. Their analysis of 48 articles on talent development, including 13 on ITD, provided valuable insights. The review highlighted gaps in research on ITD and identified potential future research directions, such as extending the scope of study, addressing talent development for low performers, applying frugal

innovation in ITD, and exploring the connection with the resource-based view - valuable, rare, inimitability, and organized model. While the evidence suggests that ITD, when integrated with other TM activities, has a positive impact on individual growth and SOP, there remains a dearth of research and discussion on this concept.

In [12], the authors identified and conceptualized seven core TM functions that had been addressed in TM literature but were not explicitly labelled and defined as such. These functions, including talent planning, talent identification, TA, talent acquisition, talent development, talent deployment, and TR, structure the TM system and influence one another. The authors found that TR strategies were the most extensively discussed topic in TM literature between 2006 and July 2022, followed by talent planning and talent development strategies. These core functions are critical components of the TM process, contributing to the achievement of business objectives and enhancing firm performance and sustainable competitive advantage.In [13], the authors conducted a literature review to identify and summarize research related to factors influencing TM. They focused on variables such as recruitment, training, mentoring, and management and examined the interplay between these variables. The study analysed international articles and explored the effects of various variables on TM effectively. The findings showed that several variables influenced the exposure index matrix. The research emphasized the significance of these variables in improving TM practices, specifically in recruitment, training, mentoring, and leadership.

In [14], the authors explored TM practices in the public sector of Bahrain, addressing an important research gap in understanding how TM functions in emerging market economies. Drawing on organizational support theory and strategic human resource management (HRM) literature, they investigated the role of line managerial support for development (LMSD) and organizational support for development (OSD) as mechanisms through which TM practices influence individual talent performance. The results indicated that LMSD fully mediated the relationship between TM practices and most individual talent performance indicators, except for task performance. The study underscored the importance of line managers in implementing TM practices in the public sector and revealed the interaction between LMSD and OSD in enhancing talent performance in this context.In [15], the authors adopted an archival method and conducted a systematic literature review to explore the impact of TM on employer branding with the mediating and moderating role of employee psychological contracts. They analyzed research articles from the fields of HRM, brand management, and psychology published between 1960 and 2022. The systematic review identified five gaps in key concepts and theories related to TM and employer branding. The authors developed a conceptual model to examine the relationship between TM, employer branding, and employee psychological contracts.

In [16], the authors investigated the influence of digital transformation on TM processes within 314 Spanish companies undergoing digital transformation. They analyzed the variables related to attracting and retaining talent separately. Using SEM, the study tested hypotheses related to the impact of digital transformation on TM. The results supported the hypotheses, indicating that organizational changes brought about by digital transformation significantly influence TM, both in attracting and retaining talent.In [17], the authors presented a conceptual framework that explored coopetition and TM in Small-medium enterprises (SME), focusing on the use of interorganizational talent pools. They highlighted the challenges faced by SMEs in implementing traditional talent pools and proposed the use of interorganizational talent pools through coopetition as a viable alternative to address talent shortages. The framework outlined potential stages of coopetition in TM, including attraction, development, and retention of talent.
In [18], the authors conducted a heuristic mixed-method study to identify and analyze TM strategies and contexts in Iranian higher education. They used thematic analysis and SEM to analyze qualitative and quantitative data from faculty members in Tehran's universities. The study identified organizational climate, organizational facilities, and dynamic structure as essential contexts for effective TM. It also revealed strategies related to education development, decentralization, and TM plans. The results emphasized the importance of nurturing faculty talents in education, research, and

technology to improve university performance.In [19], the authors investigated the impact of TM practices on employee performance in malaysian public universities. They used a descriptive and quantitative approach, surveying 314 academic staff members. The study examined the relationship between TM practices and employee performance, with a focus on the mediating role of employee engagement. The findings revealed that talent recruitment, training and development, and compensation practices significantly influenced employee performance, partially mediated by employee engagement.

In [20], the authors explored the relationship between TM and teacher leadership development in malaysian residential schools. They surveyed 473 teachers and found a significant positive relationship between TM and teacher leadership development. The study highlighted the role of TM in promoting positive changes in teacher leadership at schools, emphasizing the importance of planning and organizing efforts to nurture future leaders.In [21], the authors investigated the impact of sustainable TM practices on employee job satisfaction in the higher education sector in North Lebanon. They explored the mediating role of organizational culture in this relationship. The study used a structured questionnaire distributed to 200 workers in public and private educational institutions. The findings revealed a significant positive relationship between sustainable TM practices and employee job satisfaction, with organizational culture mediating the relationship. The study emphasized the importance of sustainable TM in enhancing employee satisfaction and organizational effectiveness.

In [22], the authors examined the administration of graduate trainee programs (GTPs) and their contribution to TM in Eswatini's corporate organizations. They applied a quantitative explanatory design and found a strong correlation between GTPs and TM, even though the two were administered independently. The results suggested the need for integration and alignment of GTPs with TM processes.In [23], the authors conducted a case study of Automatic Inc., a global distributed company, to explore the adoption and implementation of global TM processes. They aimed to understand how this virtual organization successfully addressed the challenges of global work arrangements while achieving sustainable human and social outcomes. The study provided valuable insights into creative and sustainable human resource management practices, emphasizing the benefits of talent identification, recruitment, development, and retention.

In [24], the authors investigated TM practices in Jordanian public and private universities. They conducted surveys and analysed data from both types of institutions to compare their TM strategies. While they found visible differences in TM practices between public and private universities, these differences were not statistically significant. However, they identified differences in the administration of recruitment and selection processes and the use of academic talents recruited through informal networks of scouts.In [25], the authors aimed to understand the TM processes in Australian higher education institutions. They conducted a mixed-method study, using qualitative methods like brainstorming, focus groups, and individual interviews, followed by a quantitative questionnaire survey. The study explored three key themes: TR, talent development, and TA. The findings provided insights into the importance of these TM processes in the context of Australian universities.In [26], the authors investigated the role of innovative behavior in mediating the impact of transformational leadership and TM on lecturer performance in private higher education institutions in Indonesia. They collected data from 230 lecturers and conducted path analysis. The results confirmed significant direct effects of transformational leadership and innovative behavior on performance. Transformational leadership and TM also had significant indirect effects on performance through the mediation of innovative behaviour.

In [27], the authors conducted a survey research study to explore the relationship between TM practices and job performance among librarians in university libraries in South-West Nigeria. They used a structured questionnaire and found a positive significant relationship between TM practices and job performance. The study highlighted the importance of effective TM in improving job performance among librarians.In [28], the authors aimed to identify TM challenges in a South African

public higher education institution. They conducted semi-structured interviews with HR professionals and found that various aspects of TM, including workforce planning, compensation and rewards, training and development, succession planning, recruitment, selection, and performance management, were negatively affecting TM practices in the institution. The study highlighted the need for addressing these challenges to attract and retain academic talent.

In [29], the authors explored the impact of the Principles for Responsible Management Education (PRME) on TM practices in secondary educational institutions. They conducted a comprehensive review of literature and case studies to understand how the implementation of PRME affected TA, development, and retention strategies in secondary schools. The study revealed the transformative role of PRME in shaping TM approaches in the context of secondary education.In [30], the authors put forward a conceptual paper that is firmly rooted in the theories of inclusive TM and social exchange. Their work draws upon insights from the field of education working conditions and incorporates broader scholarship on TM. Their primary objective is to advocate for a paradigm shift in the realm of education HRM. They propose a novel approach known as Talent Centered Education Leadership, which places a strong emphasis on an "employee-centered" philosophy, especially within the context of teachers.

3. Theoretical Background and Hypotheses Development

Section 3 delves into the theoretical foundation of TM within organizational contexts, emphasizing the pivotal roles of TA, TR, LD, CM, and SOP. It underscores how these constructs collectively shape the human resource landscape, emphasizing the holistic approach organizations adopt for employee motivation and growth. The hypotheses developed align with these constructs, predicting positive influences of TA, TR, LD, and CM on SOP. This section provides a comprehensive understanding of TM's intricate interconnections and its significant impact on organizational resilience and success.

3.1. Theoretical Background

In comprehending the intricate fabric of TM within organizational settings, the constructs of TA, TR, LD, CM, and SOP emerge as pivotal elements in shaping the human resource landscape. Drawing insights from the work[31], TA is framed within the context of a company's working conditions and fair wages, serving as compelling factors in acquiring and retaining the right talent [32,33]. The emphasis on employee training, career progression, work-life balance, and social networking facilities reinforces the holistic approach organizations adopt to create a motivating environment.Then, TR, as a construct, delves into the nuanced strategies employed by organizations to retain valuable human capital. Effective leadership styles, competitive compensation systems, internal recruitment policies, and flexible working hours all contribute to fostering loyalty and morale among employees. These facets highlight the multifaceted nature of TR [34,35], encompassing both intrinsic and extrinsic motivational factors. Furthermore, LD, a cornerstone of TM, is intricately woven into organizational practices. The in-house development programs, coaching initiatives by line managers, and the recognition of the importance of E-learning collectively underscore a commitment to continuous learning [36,37]. This construct reflects the recognition that investing in employee development is integral to organizational growth and adaptability in the dynamic business landscape.

In addition, CM emerges as a proactive approach to employee growth and progression. The establishment of career paths, development programs, and initiatives aimed at enhancing employee growth signifies a strategic commitment to nurturing talent within the organization [38,39]. The interplay of these factors contributes not only to individual employee development but also aligns with broader organizational objectives.Finally, SOP encapsulates the outcomes of effective TM practices. The belief that TM enhances competitiveness, the positive impact of TR strategies on sales, the correlation between TM and increased employee productivity, and the contribution of internal recruitment policies and formal succession planning to a high return on investment collectively form the crux of SOP [40,41]. This construct underscores the pivotal role of TM not only in fostering individual and team growth but also in bolstering the overall organizational resilience and success. Thus, the theoretical underpinnings of these constructs collectively contribute to a comprehensive understanding of TM's intricate interconnections within the organizational ecosystem.

3.2. Hypothesis Development

Hypotheses are essential for empirical research, serving as bridges between theoretical concepts and measurable outcomes. The hypotheses developed in this study are grounded in the theoretical framework established earlier.

Hypothesis 1 (H1): TA will positively influence SOP. This hypothesis posits that an organization's ability to attract top-tier talent is intricately linked to its overall performance sustainability. Drawing from human resource management theories, it is argued that the quality of incoming talent significantly contributes to an organization's competitive advantage and adaptability, thereby influencing its long-term performance positively.

Hypothesis 2 (H2): TR will positively influence SOP. Building on the premise that retaining skilled employees is essential for organizational stability and growth, this hypothesis asserts that a committed and engaged workforce positively impacts SOP. Rooted in organizational behavior theories, it is suggested that employee retention fosters a sense of institutional loyalty and knowledge continuity, contributing to the organization's sustained success.

Hypothesis 3 (H3): LD will positively influence SOP. Grounded in contemporary organizational learning theories, this hypothesis posits that investing in employee LD positively correlates with overall SOP. The argument here is that a continuously evolving and skilled workforce enhances the organization's capacity to innovate, adapt, and excel in dynamic environments.

Hypothesis 4 (H4): CM will positively influence SOP. Anchored in career development theories, this hypothesis suggests that effective CM practices positively impact SOP. When employees perceive clear career trajectories and growth opportunities within an organization, they are more likely to be motivated, engaged, and committed, thus contributing to enhanced overall performance.

4. Methodology

In the realm of data analysisin research adopted the SEM procedure [42] as a robust analytical framework to scrutinize the viability of proposed model, as illustrated in Figure 1. The primary objective was to investigate the relationships among key constructs, namely TA, TR, LD, CM, and the overarching outcome of interest towardsSOP. To initiate this analytical journey, a CFA was conducted. This pivotal step allowed us to assess both the reliability and validity of the proposed model. The CFA enabled us to evaluate the extent to which each latent construct, represented by its respective observed variables, accurately captured the underlying theoretical concept. Through this lens, gauged the robustness of measurement model, ensuring that the chosen indicators reliably reflected the latent constructs they were meant to represent.

Subsequently, armed with the validated measurement model, proceeded to estimate the full structural model. This comprehensive model encapsulated the intricate interplay and directional relationships posited in this hypothesis. At the heart of this modelling exercise lay the connections between TA, TR, LD, CM, and their collective impact on SOP. Each pathway in the model represented a hypothesized relationship derived from theoretical framework.So, SEM analysis scrutinized the complex web of relationships among these constructs. By employing SEM, we sought not only to understand the direct influences of each factor on SOP but also to uncover any potential mediating or moderating effects within this intricate network. This analytical approach allowed us to move beyond mere correlation analysis [43], providing a nuanced understanding of how these elements collectively contribute to the overarching concept of SOP.

Figure 1. Researchmodel.

4.1 SEM

SEM stands as a sophisticated statistical technique employed to scrutinize and evaluate complex relationships among variables within a proposed theoretical framework. It goes beyond conventional regression models by simultaneously assessing multiple dependent and independent variables, offering a holistic understanding of intricate interconnections. In essence, SEM is a versatile analytical method that amalgamates factor analysis and path analysis, allowing researchers to explore latent constructs and observable variables, along with the relationships among them. This technique proves particularly powerful when examining intricate models that involve both observed and latent variables, providing a comprehensive and nuanced depiction of underlying structures [44].The core principle of SEM lies in its capacity to delineate not only the direct relationships between variables but also the indirect relationships, capturing the intricate web of connections within a proposed model. It employs a system of equations to represent the relationships between observed and latent variables, with the latent variables serving as constructs that are not directly measurable but inferred from observed indicators. The SEM procedure employs path diagrams to visually represent these relationships, making it accessible for both researchers and practitioners.Moreover, SEM accommodates measurement error, acknowledging the imperfect nature of observed variables. By accounting for measurement error, SEM enables researchers to refine their understanding of the true relationships among variables, enhancing the accuracy of the model. This is particularly beneficial when dealing with complex constructs that may not be entirely captured by a single observed variable.

4.2 CFA

CFA stands as an indispensable methodological tool in the realm of research, serving as the bedrock upon which the reliability and validity of proposed models are scrutinized. As researchers embark on the journey of understanding complex relationships and latent constructs, CFA emerges as a compass, guiding them through the labyrinth of data intricacies [45]. The fundamental purpose of CFA is two-fold: to assess the reliability of the measurement model and to gauge the construct validity, ensuring that the selected indicators accurately reflect the underlying theoretical constructs. Reliability, akin to the dependability of a well-crafted instrument, is gauged through CFA by scrutinizing the consistency and stability of the chosen measurement indicators. This step involves examining how well the selected indicators align with the latent constructs they intend to measure, ensuring that the measurement model holds true across diverse situations and conditions. Rigorous attention is paid to the internal consistency of the measurement items, seeking to eliminate any vagaries that might compromise the reliability of the overall model.

Simultaneously, CFA delves into the realm of construct validity, scrutinizing the extent to which the chosen indicators truly encapsulate the theoretical constructs they are purported to represent. This facet involves probing whether the latent variables are adequately captured by the observable variables, emphasizing the need for precision in the measurement process. Through CFA, researchers ascertain whether their chosen indicators effectively mirror the complexity and nuances of the theoretical constructs, fortifying the foundation of the entire research endeavor.The mechanics of CFA involve the formulation of a priori hypotheses about the relationships between observed variables and their latent constructs. Statistical techniques are then employed to evaluate how well the proposed model aligns with the empirical data at hand. Crucially, the goodness-of-fit indices, such as the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR), become arbiters of the model's acceptability. These indices serve as litmus tests, discerning whether the proposed model adequately captures the underlying structure of the observed variables.

Once the CFA establishes the reliability and validity of the measurement model, researchers proceed to the next crucial phase of their investigative journey — the estimation of the full structural model. This holistic model integrates the interplay between various latent constructs, providing a comprehensive understanding of the relationships posited in the research hypotheses. The structural model acts as a dynamic canvas upon which researchers paint the intricate brushstrokes of their theoretical framework, unveiling the latent mechanisms that drive the phenomena under scrutiny.

4.3 Sampling and Data Characteristics in Educational Institutes

In this study, the target population consists of top managers working in educational institutes across Odisha state, India. Due to time and resource constraints, this work narrowed focus to two major cities, Bhubaneswar, and Cuttack, randomly selected from the list of cities in Odisha. The lists of educational institutes in these cities were obtained from local directories and academic databases. The preliminary data revealed a total of 512 educational institutes, with 369 in Bhubaneswar and 143 in Cuttack.To determine the sample size, the "Raosoft" sample size calculator was employed, considering a 5% margin of error, a 95% confidence level, and a 50% response distribution. The calculated sample size was 184. To distribute the sample between the two cities, a ratio of 70:30 was applied based on the proportion of educational institutes available. Consequently, 129 educational institutes were randomly selected in Bhubaneswar and 55 in Cuttack. The questionnaires were then distributed to the top managers in these institutes.Out of the 239 questionnaires administered in both cities, 172 (71.96%) were retrieved, comprising 123 (95.35%) from Bhubaneswar and 49 (89.09%) from Cuttack. The demographic profile of the participants indicated that 55% were male, while 45% were female. Regarding age distribution, the majority fell within the 31-40 years age group (48.3%), followed by 41-50 years (36.6%), above 50 years (10.5%), and below 30 years (4.6%). In terms of educational background, 5.8% had completed high school, 19.2% held a diploma, 40.1% had a bachelor’s degree, 30.2% had a master’s degree, and 4.7% had a PhD.

Table 1 presents a correlation matrix that encapsulates the relationships among the key constructs in study: The values in the matrix represent the correlation coefficients, ranging from -1 to 1, indicating the strength and direction of associations between pairs of constructs. A higher positive correlation signifies a strong positive relationship, while a negative correlation suggests an inverse relationship.The correlation matrix unveils compelling insights into the interconnectedness of the constructs. The CM exhibits a positive correlation with all other variables, particularly strong connections with TA and TR, denoted by coefficients of 0.818 and 0.754, respectively. This suggests that effective CM practices are closely linked to both attracting and retaining talent within the organizational context. Additionally, LD also displays positive correlations with all other variables, indicating that investing in employee development is associated with positive outcomes in CM, TR, TA, and SOP.Moreover, TA demonstrates robust positive correlations with CM (0.818) and TR (0.831), suggesting that organizations with effective TA strategies tend to concurrently excel in CM

and TR. SOP exhibits positive correlations with all other constructs, emphasizing the interconnected nature of TM practices and their impact on the overall performance of educational institutes.

Table 1. Correlation matrix of descriptive statistics.

Construct	**CM**	**LD**	**TR**	**TA**	**SOP**
CM	1	-	-	-	-
LD	0.652	1	-	-	-
TR	0.754	0.692	1	-	-
TA	0.818	0.671	0.831	1	-
SOP	0.716	0.584	0.512	0.698	1

Table 2provides the mean and standard deviation analysis of the descriptive statistics for each construct; we gain a deeper understanding of the central tendency and variability within the data. CM has the highest mean of 3.97, indicating that, on average, respondents perceive a strong emphasis on CM practices in their respective educational institutes. This is further supported by a relatively low standard deviation of 0.543, suggesting a degree of consensus among participants regarding CM. LD follows with a mean of 3.58 and a standard deviation of 0.601. This implies a generally positive perception of LD initiatives, although there is slightly more variability in responses compared to CM.TR has a mean of 3.87 and a low standard deviation of 0.512, indicating a consistent perception of efforts to retain talent within the educational institutes. TA shows a mean of 3.42 and a standard deviation of 0.438, suggesting a moderate level of agreement among participants regarding TA practices.Finally, SOP has the lowest mean of 2.78, indicating that respondents, on average, perceive a lower emphasis on SOP in their institutes. The standard deviation of 0.471 indicates a moderate level of variability in responses, reflecting some diversity in opinions regarding SOP.

Table 2. Mean and Std. Deviation analysis of descriptive statistics.

Construct	CM	LD	TR	TA	SOP
Mean	3.97	3.58	3.87	3.42	2.78
Std. Deviation	0.543	0.601	0.512	0.438	0.471

5. Data Analysis and Results

This section gives the detailed analysis of data analytics with AMOS based results evaluation. Here, AMOS is a statistical software program used for SEM. It is a versatile statistical technique that combines elements of factor analysis and regression analysis. It is employed to test and estimate complex relationships among observed and latent (unobserved) variables.AMOS, developed by James Arbuckle, is specifically designed for SEM and facilitates the creation, modification, and analysis of structural equation models. The software provides a graphical interface that enables users to specify, estimate, and assess models without the need for complex programming.

- **Estimate Parameters:** AMOS allows users to estimate the parameters of their models based on observed data. This includes estimating the relationships between variables and the variances and covariances of observed and latent variables.
- **Assess Model Fit:** The software provides various fit indices and statistics to evaluate how well the specified model fits the observed data. Common fit indices include chi-square statistic, CFI, RMSEA, and so on.
- **Test Hypotheses:** Researchers can use AMOS to test specific hypotheses about relationships among variables in their models.
- **Path Analysis:** AMOS supports path analysis, allowing researchers to examine direct and indirect relationships between variables in a model.
- **Multigroup Analysis:** This feature enables the comparison of models across different groups, such as comparing models for males and females.

5.1. Measurement Model

The CFA further underscores the reliability and validity of the measurement model, emphasizing the robustness of the constructs in capturing the intended dimensions of TM practices and SOPwithin

educational institutes. The high Cronbach's Alpha (CA), Composite Reliability (CR), and Average Variance Extracted (AVE) values, along with significant item weights, collectively affirm the internal consistency, stability, and convergent validity of the measurement model. These findings lay a solid foundation for subsequent hypothesis testing, ensuring that the constructs are accurately and reliably measured, thereby enhancing the credibility and validity of the study's outcomes.

Table 3 provides a comprehensive overview of the reliability and convergent validity assessment for the constructs in the measurement model pertaining to TM practices and SOPwithin educational institutes. Figure 2 shows the radar plot of reliability and convergent validity assessment. This assessment was crucial to ensure the robustness and accuracy of the measurement tools employed in the study. The reliability of the constructs is evaluated through two standard metrics: CA and CR. These metrics gauge the internal consistency and stability of the constructs. For each construct, including TA, TR, LD, CM, and SOP, both CA and CR are well above the acceptable threshold of 0.7. This indicates a high level of reliability, suggesting that the items within each construct consistently measure the underlying theoretical concept. Notably, SOP attains an exceptionally high CA of 0.96, indicating an outstanding level of internal consistency.Additionally, the AVE is employed as a measure of convergent validity.

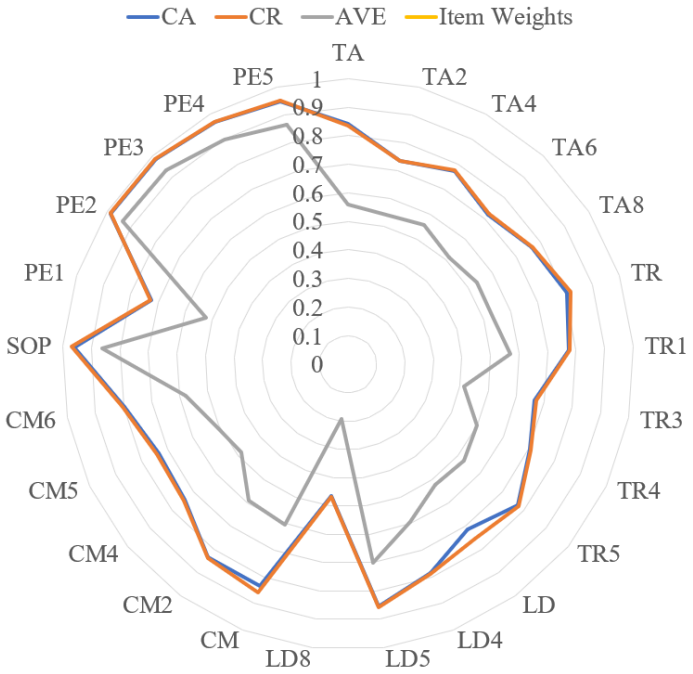

Figure 2. Radar plot of reliability and convergent validity assessment.

Further, AVE assesses the proportion of variance captured by the construct in relation to the variance due to measurement error. The AVE values ranging from 0.193 to 0.935, substantially exceed the recommended threshold of 0.5. This signifies that a significant portion of the observed variance is attributed to the constructs themselves rather than measurement error. Moreover, the table provides insights into the item weights, indicating the loading of each item on its respective construct. These loadings are crucial for understanding the contribution of individual items to the overall measurement of the construct. Significance levels, denoted by "***," accompany the item weights, affirming that these loadings are statistically significant at the 0.01 level. For instance, in the TA construct, item TA2 has a weight of 0.728, indicating a strong positive contribution, and the significance level of "***" reinforces the statistical reliability of this association.

Table 3. Reliability and Convergent Validity Assessment for Educational Institutes.

Variable Name	CA	CR	AVE	Item Weights
TA	0.841	0.835	0.558	
TA2	0.734	0.735	0.540	0.728 ***
TA4	0.773	0.775	0.556	0.817 ***

TA6	0.718	0.722	0.515	0.654 ***
TA8	0.763	0.767	0.533	0.741 ***
TR	0.806	0.820	0.534	
TR1	0.776	0.779	0.570	0.724 ***
TR3	0.666	0.670	0.412	0.567 ***
TR4	0.702	0.706	0.499	0.667 ***
TR5	0.773	0.777	0.529	0.741 ***
LD	0.713	0.755	0.521	
LD4	0.784	0.789	0.593	0.788 ***
LD5	0.855	0.859	0.701	0.856 ***
LD8	0.465	0.468	0.193	0.440 ***
CM	0.835	0.859	0.604	
CM2	0.833	0.837	0.590	0.758 ***
CM4	0.742	0.748	0.483	0.639 ***
CM5	0.733	0.738	0.510	0.686 ***
CM6	0.797	0.803	0.579	0.719 ***
SOP	0.96	0.969	0.861	
PE1	0.725	0.728	0.522	0.720 ***
PE2	0.985	0.986	0.935	0.972 ***
PE3	0.984	0.985	0.931	0.966 ***
PE4	0.967	0.969	0.896	0.820 ***
PE5	0.951	0.954	0.865	0.747 ***

Table 4 and Figure 3 presents a detailed evaluation of the model fit indices for various combinations of constructs within educational institutes, with a focus on identifying the best combination. Each metric provides valuable insights into how well the proposed model aligns with the observed data.

- **Chi-Square (χ^2):** This metric assesses the absolute fit of the model, measuring the discrepancy between the observed and expected covariance matrices. In this analysis, lower χ^2values are desirable, indicating a better fit. However, this metric is sensitive to sample size, and its interpretation should be considered in conjunction with other fit indices.
- **p-Value:** The p-value associated with χ^2 assesses the statistical significance of the model fit. A small p-value (typically < 0.05) indicates that the proposed model significantly differs from the observed data, suggesting potential areas for improvement.
- **CFI:**It measures the relative improvement in fit by comparing the proposed model to a baseline model. A CFI close to 1.0 indicates a good fit, with values above 0.90 generally considered acceptable.
- **RMSEA:**It gauges the discrepancy between the model and the population covariance matrix per degree of freedom. Lower RMSEA values (close to 0.05 or below) suggest a better fit, with 0.08 considered a reasonable threshold.
- **Degrees of Freedom (DoF):** This represents the difference between the number of observed and estimated parameters. Higher DoF contribute to a more flexible model, but overfitting should be avoided.
- **χ^2/DoF Ratio:** This ratio normalizes the χ^2 statistic by degrees of freedom, helping to account for sample size. A lower χ^2/DoF ratio suggests a more parsimonious and balanced model.
- **SRMR:**it assesses the average standardized difference between the observed and model-implied covariance matrices. Lower SRMR values (close to 0.08 or below) indicate a better fit.

Finally, the pair of LD with SOP emerges as particularly robust. This combination exhibits a highly significant fit with a very low p-value. The CFI of 0.96 and RMSEA of 0.05 indicate an excellent fit, surpassing the recommended thresholds. The χ^2/DoF ratio of 1.76 suggests a well-balanced model, and the SRMR of 0.07 further supports the model's overall goodness of fit. Thus, in considering all

these metrics collectively, the LD - SOP combination stands out as the most favourable in capturing the dynamics of TM practices within educational institutes.

Table 4. Model Fit Indices for Educational Institutes.

Construct Scale Pairs	**$\chi 2$**	**p-Value**	**CFI**	**RMSEA**	**DoF**	**$\chi 2/DoF$**	**SRMR**
TA - TR	298.034	0.0005	0.92	0.07	156	1.91	0.06
TA - LD	271.523	0.0002	0.93	0.08	156	1.74	0.07
TA - CM	298.893	0.0001	0.91	0.06	156	2.14	0.05
TA - SOP	287.941	0.0003	0.94	0.05	156	1.84	0.08
TR - LD	273.787	0.0006	0.95	0.06	156	1.78	0.05
TR - CM	282.774	0.0004	0.92	0.09	156	1.81	0.08
TR - SOP	271.836	0.0008	0.94	0.07	156	1.75	0.07
LD - CM	271.553	0.0009	0.93	0.08	156	1.82	0.06
LD - SOP	275.263	0.0007	0.96	0.05	156	1.76	0.07
CM - SOP	304.181	0.0002	0.90	0.10	156	1.95	0.09

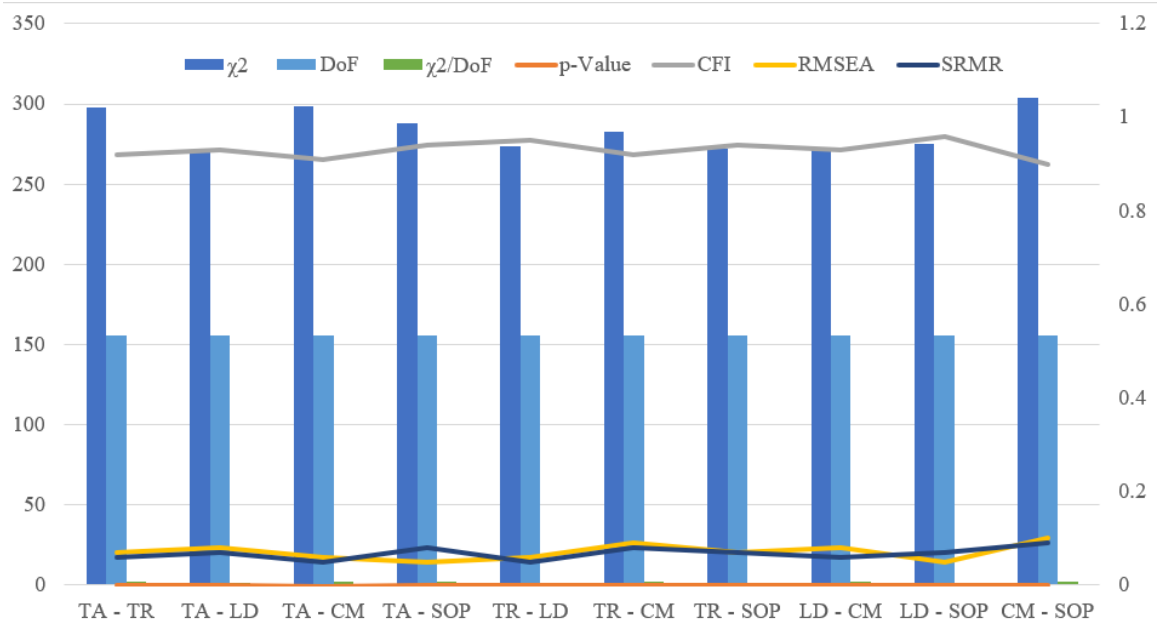

Figure 3. Joint plot of model fit indices.

5.2. Common Method Bias

In Table 5 and Figure 4, CMB-Adjusted correlations for educational institutes were explored. The adjustment is crucial to mitigate the potential influence of CMB on the observed correlations, ensuring a more accurate representation of the relationships between different constructs. CMB arises when the same method is used to measure variables, leading to artificially inflated correlations.The Uncorrected Correlation represents the initial correlation between constructs, while the Adjusted Correlation accounts for CMB, offering a refined perspective on the true relationships. The t-Statistic of the Adjusted Correlation assesses the significance of the correlation after the adjustment, providing a robust indication of the strength of the relationship.Finally, LD-SOP pair was identified as best combination compared to other. In its Uncorrected form, the correlation is 0.618, suggesting a moderate relationship. After adjusting for CMB, the correlation remains consistent at 0.618, demonstrating the stability of this association. The t-Statistic of the Adjusted Correlation is 7.509, signifying a highly significant relationship. This indicates that even after accounting for potential biases, the connection between LD and SOP remains substantial and statistically robust within educational institutes. The adjustment process enhances the confidence in the validity of this relationship by addressing CMB, providing a more accurate representation of the interconnected dynamics between TM practices and SOP in the educational sector.

Table 5. CMB-Adjusted Correlation for Educational institutes.

Construct Pairs	UncorrectedCorrelation	AdjustedCorrelation	t-Statistic of the AdjustedCorrelation
CM - LD	0.638	0.638	7.830
TR - CM	0.744	0.744	10.501
TA - CM	0.847	0.847	14.960
SOP - CM	0.762	0.762	11.080
LD - TR	0.697	0.697	9.183
TA - LD	0.689	0.689	8.986
SOP - LD	0.623	0.623	7.509
TR - TA	0.855	0.855	15.434
SOP - TR	0.547	0.547	6.165
SOP - TA	0.705	0.705	9.365

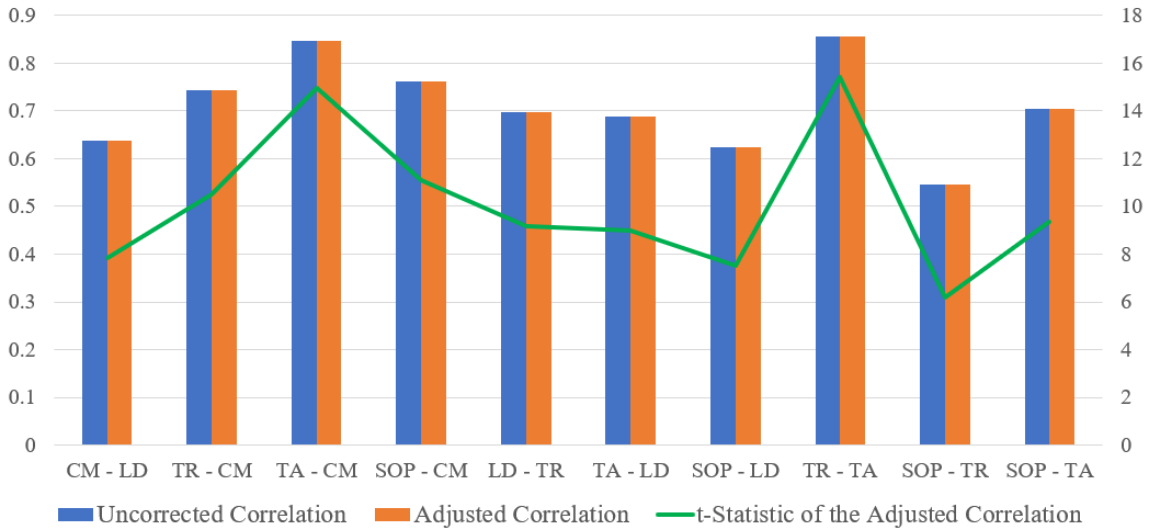

Figure 4. Joint plot of CMB-adjusted correlation values.

5.3. Structural Model Testing

Table 6 presents the estimation of the structural model for educational institutes, including coefficients, standard deviations, t-values, and p-values. The assessment of each construct's impact on SOP allows for hypothesis testing.According to TA the coefficient of 0.342 and p-value of 0.108 indicate that TA does not have a statistically significant impact on SOP in the educational institutes of Odisha State. Therefore, Hypothesis H1 is rejected.According to TR, with a coefficient of -0.201 and a p-value of 0.196, TR is not found to have a statistically significant influence on SOP. Hence, Hypothesis H2 is rejected.According to LD, the coefficient of 0.268 and a p-value of 0.015 demonstrate a statistically significant positive impact of LD on SOP. Therefore, Hypothesis H3 is accepted. Finally, CM exhibits a substantial and positive impact on SOP with a coefficient of 0.529 and a highly significant p-value of 0.001. Hence, Hypothesis H4 is accepted.

Table 6. Estimation of the model.

Construct	Coefficient	Std. Deviation	t-Value	p-Value	Hypothesis Status
TA	0.342	0.210	1.629	0.108	Not Significant
TR	-0.201	0.136	-1.478	0.196	Not Significant
LD	0.268	0.092	2.915	0.015	Significant
CM	0.529	0.118	4.481	0.001	Significant

6. Discussion and Conclusion

6.1. Discussion

In delving into the discussion, it is imperative to dissect the nuanced findings that emanate from comprehensive study on TM dynamics in the educational sector of Odisha State. The identification of LD, along with CM, as significant contributors to sustained SOP raises pivotal considerations. The insignificance of TA and Retention underscores a departure from conventional wisdom, urging a recalibration of prevalent TM paradigms. This deviation prompts a critical examination of the contextual peculiarities within educational institutes. LD emerge as linchpins, suggesting that investments in honing the skills and knowledge base of the workforce yield tangible benefits. Simultaneously, the prominence of CM sheds light on the silent yet potent influence of strategic career planning in fostering organizational excellence. The discussion also contemplates the implications of these findings on the broader discourse of TM, offering actionable insights for educational leaders to realign their strategies in State and beyond.

6.2. Implications

The implications stemming from this study unfold multifaceted layers that extend beyond the immediate purview of educational institutions. At the organizational level, the recognition of LD as a significant driver necessitates a paradigm shift in resource allocation and curriculum design. Educational leaders are compelled to reevaluate training programs, ensuring alignment with organizational goals. CM, with its pronounced impact, advocates for a strategic and tailored approach to employee career paths. The implications ripple into the domain of policymaking, urging educational policymakers to integrate talent-centric strategies into the broader educational framework. Furthermore, the insignificance of TA and Retention prompts a re-examination of recruitment and retention practices. The implications transcend regional boundaries, offering a universal lens through which educational institutions globally can reassess their TM strategies. Ultimately, the implications underscore the need for a holistic and contextualized approach to TM in the ever-evolving landscape of educational institutions.

6.3. Conclusion

In conclusion, this study sheds light on the intricate dynamics of TMwithin educational institutes, unraveling the multifaceted relationships between TA, retention, LD, CM, and SOP. The SEM approach, coupled with CFA, provided a robust framework for assessing the impact of these strategic elements. The findings underscore the significant roles of LD and CM in fostering sustained organizational excellence. These results carry implications for educational leaders, guiding them in optimizing TM practices to enhance overall SOP. By rejecting the conventional assumptions regarding TA and Retention, this study prompts a reevaluation of prevalent TM paradigms ineducational institutes. The coefficient for LD is 0.268 ($p = 0.015$), affirming a significant positive impact, while CM demonstrates a substantial and positive impact with a coefficient of 0.529 ($p = 0.001$). However, TA andTR do not exhibit statistically significant influences, challenging traditional assumptions about their direct impact. The results, rooted in rigorous SEM, quantify the relationships, providing tangible evidence for educational leaders to optimize their TM practices. The model's fit indices ($\chi2 = 248.703$; $df = 156$; $\chi2/df = 1.594$; $CFI = 0.939$; $RMSEA = 0.08$; $SRMR = 0.08$) further validate the alignment between the proposed model and observed data in the specific educational context of Odisha State.

6.4. Limitations and Further Research

Despite the valuable insights garnered, this study acknowledges certain limitations that warrant consideration. The research's focus on real estate companies in Odisha State, while offering a specific contextual lens, may limit the generalizability of findings to other sectors. Additionally, the reliance on self-reported data introduces the potential for response bias. Future research endeavors could overcome these limitations by diversifying the sample across various industries and employing mixed method approaches for a more comprehensive understanding.Further research avenues could explore the nuanced factors influencing TA and Retention in the educational sector, delving into organizational culture, leadership styles, and external market dynamics. Additionally, an in-depth investigation into the specific mechanisms through which LD and CM impact SOP would contribute to a more nuanced understanding. Longitudinal studies could offer insights into the temporal aspects of TM impacts, capturing the evolution of strategies over time. Overall, this study opens the door to a myriad of possibilities for future exploration in the realm of TM within educational contexts.

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