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Analysing the effect of talent management on the behaviours of work engagement by Structural Equation Modelling (A Research on academicians in Turkiye)

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Abstract

This study aims to research the relationship between perceptions of talent management and work engagement behaviours of academicians in Turkish Universities. The survey method was conducted in the study and data were gathered using online questionnaires. The sample of research consists of 335 academicians who completed the questionnaires. Because of normally distributed data parametric tests were used to make analyses.

Results of the study show that there is a positive, linear, and moderate relationship between talent management and work engagement behaviours. Talent management predicts 27.8% variances in work engagement. It is determined that there is a difference in work engagement level between public universities and private universities in favour of private universities. It is also determined that there are differences in carrier evaluation and organizational assessment dimensions of talent management in favour of private universities. According to gender and educational status talent management dimensions and work engagement do not differ. The relationships between dimensions of talent management and work engagement are shown with structural equation modelling.

In this context, it should be stressed that administrators of universities should increase activities supporting the development of academicians to promote work engagement behaviours.

Keywords: Academicians, SEM, competency management, work engagement

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Introduction

Today, it is widely accepted that employees are the most important factor in achieving the goals of organizations. Organizations that organize their human resources in a rigid hierarchical structure and fail to benefit from the distinctive power of talents are believed to dull their abilities and lose their competitive strength in increasingly dynamic competitive conditions. Starting from this perspective, human resource management is evolving into talent management, with talented employees being seen as the most important source of success (Altuntuğ, 2009:449).

The concept of commitment, which denotes the high level of interaction between employees and their jobs, also draws the attention of organizations. When employees experience value conflict related to their work, their commitment to their jobs suffers. As the gap between individual values and organizational values widens, the distance between what employees "want to do" and what they "have to do" in their jobs also increases (Leiter and Maslach 2004: 100). Employees who are highly energetic in their work and make their jobs a part of their identities can make job-related resources more accessible and perform at a higher level. Committed employees can gradually create their resources. Therefore, organizations focusing on commitment to work are not only important from the employee's perspective but also crucial for the organization's competitiveness (Bakker et al., 2008: 196).

This research aims to investigate the relationship between the perception of talent management among academics in Turkey and their levels of commitment. In the literature, there is a lack of sufficient research on the interaction between the perception of talent management among academics and the behaviours of commitment. This research is expected to contribute to the literature in this regard.

1. Talent Management

Talent management is defined as a new human resources approach that encompasses acquiring, developing, and retaining individuals with high performance and potential in line with the organization's strategic goals to gain a competitive advantage (Atlı, 2012). Although there is no consensus on the concept of talent management (Lewis and Heckman, 2006; Tansley, 2011: 266; Vaiman et al., 2012: 925), many definitions emphasize the need to identify, select, and develop employees who will contribute to organizational performance and realize their potential (Collings et al., 2009: 7).

In today's knowledge-based society, talent management is an inevitable reality for organizational success (Polat, 2011: 27). Since the late 1990s, when McKinsey consultants coined the slogan "war for talent", talent management has become an increasingly popular topic among management academicians, consultants, and practitioners. According to The Future of HR in Europe (2006) report, seven out of ten top-level corporate executives spend more than 20% of their time on talent management. This indicates that senior corporate executives increasingly recognize that talent management is not just a matter for HR but a crucial issue (Collings et al., 2009: 5, 6). The widespread use of personnel empowerment in organizations also increases the importance of talent management (Doğan and Demiral, 2008: 149).

2. Commitment

Commitment is defined as being dedicated to a task or purpose and focusing on that purpose (Ulukapı and Çelik, 2014: 66). Committed employees are psychologically attached to their organization, enthusiastic, believe that they will make a difference within the organization, and trust their knowledge and abilities (Esen, 2011: 384).

The concept of commitment was first introduced by Kahn. According to Kahn, commitment is employees' expression of their identities physically, emotionally, and cognitively in their work (Kahn, 1990: 700). Schaufeli and Bakker (2004: 294) describe commitment as a positive, satisfying, and work-related state of mind characterized by vitality, dedication, and absorption. Commitment refers to a persistent and pervasive emotional-cognitive state that does not focus on a specific object, event, person, or behaviour.

Commitment is characterized by three dimensions (Schaufeli et al., 2006: 702):

a. *Vigor* characterizes the dimension of commitment, involving high energy levels and mental flexibility, voluntary effort, and perseverance in the face of difficulties.

b. *Dedication* characterizes the dimension of commitment, involving attributing value to one's job, taking pride in one's work, proving oneself, challenging, and being enthusiastic.

c. *Absorption* characterizes the dimension of commitment, involving complete concentration on one's work, happily dedicating oneself to work, not wanting to take a break from work, and having difficulty quitting work.

Commitment is considered the "positive antidote" to burnout (Schaufeli and Bakker, 2004: 294). According to Leiter and Maslach (2004: 94), the three dimensions of commitment correspond to the three dimensions of burnout: high energy is a negative counterpart of exhaustion, strong commitment is a negative counterpart of cynicism, and the feeling of being effective is a negative counterpart of inefficacy.

The concepts of commitment to work, organizational commitment, and organizational citizenship are different from each other. Organizational commitment refers to an individual's attitude and commitment to the organization. Commitment to work is not an attitude. Commitment to work is the level at which an individual internalizes and pays attention to their job-related roles. Organizational citizenship behaviours refer to tasks performed voluntarily by an individual beyond their job description, while commitment to work refers to formal role performance (Saks, 2006: 602). It should also be noted that commitment to work does not equate to "workaholism" (Bakker et al., 2008: 190).

Effective human resource practices can increase employees' levels of commitment to work, and thereby enhance the quality of services provided to customers and the overall performance of the organization (Burke et al., 2013: 192; Bhatnagar, 2007: 645). According to the results of a study by Barkhuizen (2014) on university support staff, there is a significant positive relationship between certain dimensions of talent management and dimensions of commitment to work. This suggests that better talent management leads to higher levels of commitment to work.

2. Methodology of the research

2.1. Research objective and significance

This research aims to investigate the relationship between the perception of talent management among academicians and their levels of work engagement in Turkey. In the literature, there is a lack of sufficient research on the interaction between the perception of talent management among academics and the behaviours of work engagement. This research is expected to contribute to the literature in this regard.

2.2. Research population and sample

The research population consists of academicians employed in Turkish universities, including research assistants, lecturers, assistant professors, associate professors, and professors. The research used both cluster sampling from random sampling methods and convenience sampling from judgmental sampling methods. Firstly, ten universities in Turkey were randomly selected. An interactive questionnaire was sent to the academics in these universities via email in May 2016. The email delivery continued until a sufficient sample size was reached. A total of 335 academicians who completed the questionnaire constitute the sample cluster. The low response rate in online surveys is a significant limitation of this research.

2.3. Research hypotheses

The research tests the following two main hypotheses:

H1 - There is a relationship between talent management and work engagement among academicians.

H2 - Talent management has an impact on work engagement among academicians.

2.4. Data collection tools

In this research, data was collected through online questionnaires, using a survey method. The questionnaire consists of three parts. The first part contains six closed-ended questions related to participants' demographic variables. The second and third parts of the questionnaire consist of scales for talent management and work engagements. A five-point Likert scale was used for the questionnaire. Statements were rated as (1) strongly disagree, (2) disagree, (3) partially agree, (4) agree, and (5) strongly agree.

Talent Management Scale was taken from Aslantaş's doctoral thesis (2016). 18 statements of the scale were taken from Tutar et al. (2011) and eight other statements were developed by the author using literature review and expert opinions. The scale consists of three dimensions: self-assessment, career assessment, and corporate assessment. The reliability coefficient of the scale (Cronbach's alpha) is 0.936. The self-assessment dimension consists of six statements and expresses the participants' self-assessment of how well their work aligns with their abilities. The career assessment dimension consists of five statements and expresses whether participants perceive support for their career development process from their superiors. The corporate assessment dimension, consisting of seven questions, reflects the participants' views on whether the organization invests in talent management (Aslantaş, 2016: 134-135). The work engagement scale (UWES) was developed by Schaufeli et al. (2002) and consists of 17 statements. The scale has three dimensions: *vigour, dedication*, and *absorption*. The scale was

translated into Turkish by Eryılmaz and Tayfun (2012). The reliability coefficient of the scale is 0.923.

2.5. Data analysis

To analyse the data, skewness and kurtosis values were examined to determine whether the data distribution was normal. It was determined that both scales exhibited a normal distribution as skewness and kurtosis values were within the range of +1 and -1. Consequently, parametric testing techniques were used. Demographic variables were evaluated using frequencies and percentages, and tables were created and interpreted. Descriptive statistics, Independent Samples t-test, One-Way ANOVA, Correlation and Regression analysis, and Structural Equation Modelling were used for the evaluation of scales. A 5-point Likert scale was used to allow participant to express their attitudes/opinions, and the data was evaluated at a significance level of 5%.

3. Findings

3.1. The demographic characteristics of the participants

In this section, the personal characteristics of the academicians participating in the study were identified, and the distributions of the participants were evaluated and interpreted with frequencies and percentages.

Table 1 provides the characteristics of the participants. According to Table 1, 62.7% of the participants (210 people) are male, 37.3% (125) are female; 81.5% are married, and 18.5% are single. 3.3% of the participants have a bachelor's degree, 16.1% have a master's degree, 64.5% have a doctorate, and 16.1% have a post-doctorate education. In this context, approximately 81% of the participants have a doctoral degree.

Table 1: Demographic characteristics of the participants

Gender	n	%	**Education**	n	%	**Title**	n	%
Male	210	62,7	Bachelor	11	3,3	Research Assis.	67	20,0
Female	125	37,3	Master	54	16,1	Instructor	16	4,8
Total	335	100	Doctorate	216	64,5	Lecturers	39	11,6
Marital Status		%	Post-Doctorate	54	16,1	Assis. Professor	75	22,4
Married	273	81,5	Total	335	100	Assoc. Professor	63	18,8
Single	62	18,5	**Tenure**			Professor	75	22,4
Total	335	100	0-5	72	21,5	Total	335	100
Age		%	6-10	63	18,8	**University**		
20-30	58	17,3	11-15	41	12,2	State	302	90,1
31-40	98	29,3	16-20	45	13,4	Private	33	9,9
41-50	97	29,0	21-25	51	15,2	Total	335	100
51-60	61	18,2	26-30	30	9,0			
61 and above	21	6,3	31 and above	33	9,9			
Total	335	100	Total	335	100			

When the distributions of the participants are examined by titles, it can be observed that 20% (67) are research assistants, 4.8% (16) are instructors, 11.6% (39) are lecturers/members of education, 22.4% (75) are assistant professors, 18.8% (63) are associate professors, and 22.4% (75) are professors. When the distributions of the participants by tenure are examined, it is seen that those who have 11 years of tenure or more make up approximately 60% of the total. This is an expected station for academicians taking into their professions and educations. When the distributions of the participants by age are examined, it is seen that approximately 58% of the academicians are in the 31-50 age group.

3.2. Participants' talent management and work engagement behaviours

Tables 2 and 3 represent the distributions, means, and standard deviations of the responses given by the participants to the items on the talent management and work engagement scales.

As seen in Table 2, the responses to the statements in the talent management scale have an arithmetic mean ranging from a minimum of 2.11 to a maximum of 4.40. Considering the distribution of statements, it is evident that the dimensions of talent management are evaluated differently by the participants. The highest averages are in the self-assessment dimension (statements 1-6) with a range of ($3.40 < \mu \leq 4.20$), while the lowest averages are in the organizational assessment dimension (statements 12-18) with a range of ($1.80 < \mu \leq 2.60$). In this context, it is determined that academicians had a “High” rating in the self-assessment dimension, a “Medium” rating in the career assessment dimension, and a “Low” rating in the organizational assessment dimension.

Participants have also responded to the statements “I believe that my job is suitable for my skills” and “I possess the skills and expertise required for the job I do at an expert level” in the range of $4.20 < \mu \leq 5.00$, indicating a “very high” level of agreement. This situation can be interpreted as academics having a very high self-confidence in their abilities.

Table 2: Descriptive statistics of talent management

Talent Management Judgment Statements	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%	μ	
1. I believe my job is suitable for my skills.	4	1,2	6	1,8	24	7,2	119	35,5	182	54,3	**4,40**	,79
2. I think I use my skills to full capacity in my job.	9	2,7	27	8,1	103	30,7	136	40,6	60	17,9	3,63	,95
3. I work in my unit because of my experiences and professional competence.	6	1,8	7	2,1	34	10,1	162	48,4	126	37,6	4,18	,83
4. I am assigned to my current unit based on my characteristics.	26	7,8	75	22,4	88	26,3	94	28,1	52	15,5	3,21	1,18
5. I possess the skills and expertise required for the job I do at an expert level.	4	1,2	4	1,2	31	9,3	134	40	162	48,4	4,33	,79
6. I believe that my supervisors make sufficient use of my abilities.	30	9	64	19,1	111	33,1	92	27,5	38	11,3	**3,13**	1,12
7. My supervisors provide new opportunities for my professional development.	33	9,9	66	19,7	133	39,7	71	21,2	32	9,6	3,01	1,09
8. My supervisors provide sufficient support for my personal development.	45	13,4	63	18,8	123	36,7	74	22,1	30	9	2,94	1,14
9. My supervisors help me with career planning related to my abilities.	52	15,5	85	25,4	101	30,1	68	20,3	29	8,7	2,81	1,18
10. I believe that my supervisors have fully recognized my existing abilities related to the job I do.	44	13,1	105	31,3	118	35,2	53	15,8	15	4,5	2,67	1,03
11. Effective leadership is provided to talented employees in the organization where I work.	70	20,9	118	35,2	95	28,4	38	11,3	14	4,2	2,43	1,06
12. Job rotation is applied to talented employees in the organization where I work.	92	27,5	148	44,2	65	19,4	25	7,5	5	1,5	**2,11**	,94
13. Future-oriented potential performance evaluations are conducted for talented employees in the organization where I work.	87	26	143	42,7	63	18,8	26	7,8	16	4,8	2,23	1,06
14. My organization implements a strategy to attract competent minds to the organization.	106	31,6	109	32,5	77	23	33	9,9	10	3	2,20	1,08
15. My managers provide mentoring (career counselling) to talented employees.	93	27,8	127	37,9	75	22,4	31	9,3	9	2,7	2,21	1,03
16. My managers select the most talented employees for positions.	104	31	105	31,3	83	24,8	32	9,6	11	3,3	2,23	1,09
17. My managers provide strong coordination among talented employees.	77	23	132	39,4	88	26,3	29	8,7	9	2,7	2,29	1,00
18. My managers increase my interest in the work I do.	65	19,4	116	34,6	92	27,5	50	14,9	12	3,6	2,49	1,07

As seen in Table 3, the responses to work engagement behaviour scale statements have a minimum arithmetic mean of 2.94 and a maximum of 4.38. The average of the responses to the statements about work engagement falls in the range of $3.40 < \mu \leq 4.20$ (high level), indicating that academicians have a high level of work engagement behaviour and are committed to obtaining scientific knowledge related to science and societal issues.

Table 3: Findings regarding the work engagement scale

Work Engagement Statements	Strongly Disagree		Disagree		Partially Agree		Agree		Strongly Agree		Mean	Std. Deviation
	n	%	n	%	n	%	n	%	n	%	**μ**	
1. I feel full of energy when I am working	6	1,8	24	7,2	89	26,6	140	41,8	76	22,7	3,76	,94
2. I am enthusiastic about my job.	4	1,2	19	5,7	91	27,2	140	41,8	81	24,2	3,82	,90
3. I am dedicated to my job.	11	3,3	25	7,5	76	22,7	150	44,8	73	21,8	3,74	,98
4 I concentrate deeply on my job.	8	2,4	37	11	71	21,2	126	37,6	93	27,8	3,77	1,04
5. I feel joy when I am successful at my job.	10	3	20	6	90	26,9	150	44,8	65	19,4	3,72	,94
6. I continue to work with determination even when things are not going well.	4	1,2	35	10,4	107	31,9	138	41,2	51	15,2	3,59	,91
7. I find my work meaningful and serving a purpose.	10	3	12	3,6	38	11,3	125	37,3	150	44,8	4,17	,97
8. I am enthusiastic and eager about my job.	1	0,3	11	3,3	32	9,6	153	45,7	138	41,2	**4,24**	,78
9. My job inspires me.	2	0,6	12	3,6	55	16,4	154	46	112	33,4	4,08	,83
10. I take pride in my work.	4	1,2	4	1,2	35	10,4	109	32,5	183	54,6	**4,38**	,81
11. I find my job interesting and special.	3	0,9	10	3	51	15,2	150	44,8	121	36,1	4,12	,83
12. Time flies when I'm working.	2	0,6	8	2,4	56	16,7	137	40,9	132	39,4	4,16	,82
13. I forget everything around me when I'm working.	4	1,2	33	9,9	117	34,9	113	33,7	68	20,3	3,62	,95
14. I feel happy when I work intensively.	3	0,9	11	3,3	46	13,7	156	46,6	119	35,5	4,13	,83
15. I completely concentrate on my work and get lost in it when I work.	2	0,6	32	9,6	97	29	127	37,9	77	23	3,73	,94
16. I get absorbed in my work when I'm working.	1	0,3	24	7,2	79	23,6	140	41,8	91	27,2	3,88	,90
17. I wish my work would never end when I'm working.	21	6,3	98	29,3	117	34,9	78	23,3	21	6,3	**2,94**	1,01

Participants also answered the statements “I am enthusiastic and eager about my job” and “I take pride in my work” with an average falling in the range of $4.20 < \mu \leq 5.00$. This suggests that academicians at the universities are highly committed to their work and have a strong attachment to university life, both in terms of social and societal status and the opportunities provided by the universities.

3.3. Difference analyses according to demographic variables

One-way variance analysis was conducted to test whether there is a difference in the sub-dimensions of the Talent Management and Work Engagement Scale according to the variable of the institution where the participants work (public/private). The analysis results indicate

that there is a difference in the sub-dimensions of the work engagement scale depending on whether the institution is public or private: Vigor dimension (t= -3.122; p<0.05), dedication dimension (t= -3.200; p<0.05), absorption dimension (t= -2.217; p<0.05). This difference favoured academicians in private universities in all three dimensions.

Tablo 4: Difference Analyses According to Institution Variable for Sub-Dimensions of Talent Management and Work Engagement Scale

State /Private		n	mean	Std. deviation	Average Std. error	dof	t	p
Vigor	State	302	3,7323	,64443	,0370	333	-3,122	,002
	Private	33	**4,1010**	,6400	,1114	39,432		
Dedication	State	302	3,905	,6514	,0375	333	-3,200	,002
	Private	33	**4,285**	,6021	,1048	40,638		
Absorption	State	302	3,8996	,6082	,03499	333	-2,217	,027
	Private	33	**4,1465**	,6005	,10454	39,521		
Self-appraisal	State	302	4,11425	,57655	,03317	333	-1,926	,055
	Private	33	**4,3258**	,7793	,1356	35,928		
Career appraisal	State	302	2,864	,8364	,0481	333	-6,622	,000
	Private	33	**3,869**	,7369	,1283	41,556		
Organizational appraisal	State	302	2,1722	,82391	,04741	333	-6,749	,000
	Private	33	**3,1894**	,80472	,14008	39,695		

It was determined that there is a difference between the dimensions of career appraisal (t= -6.622; p<0.05) and organizational appraisal (t= -6.749; p<0.01) depending on the variable of the institution where the participants work (public/private). This difference favoured private university employees in both dimensions. However, there is no difference in the self-appraisal dimension of talent management in the same variable.

It was determined that there is no difference in the sub-dimensions of talent management and work engagement based on the participants' gender. Similarly, no differences were found in the sub-dimensions of talent management and work engagement based on the participants' education level (p>0.05).

Tablo 5: Difference analyses of talent management and work engagement scales by age variable

Age variable		Sum of Squares	dof	Squares of average	F	p
Talent management	between groups	4,462	4	1,115	2,413	,049
	in groups	152,525	330	,462		
	total	156,987	334			
Work engagement	between groups	4,913	4	1,228	3,497	,008
	in groups	115,911	330	,351		
	total	120,824	334			

The analysis was conducted to determine if there were differences in participants' perceptions of talent management and work engagement behaviours based on the age variable using an F-test. It was found that participants' perceptions of talent management ($F=2.413$; $p<0.05$) and work engagement behaviours ($F=4.116$; $p<0.05$) differed. When evaluating the source of these differences, it was observed that the differences were random, and there was no very distinct differentiation. In other words, while there were statistically significant differences, these differences were not substantial in a practical sense.

Tablo 6: Difference analyses for talent management and work engagement scales by title

Title variable		Sum of Squares	dof	Squares of average	F	p
Talent management	between groups	3,567	5	,713	1,530	,180
	in groups	153,420	329	,466		
	total	156,987	334			
Work engagement	between groups	7,113	5	1,423	4,116	,001
	in groups	113,711	329	,346		
	total	120,824	334			

The analysis was conducted to determine if there is a difference in participants' perceptions of talent management and their work engagement behaviours by title variable using an F-test. It was found that participants' work engagement behaviour ($F=4.116$; $p<0.05$) differed according to the title variable, but their perceptions of talent management did not differ ($p>0.05$). When the source of the difference in work engagement behaviour was evaluated through the Post Hoc Scheffe test, it was observed that research assistants had lower work engagement compared to associate professors and professors, in other words, the work engagement of research assistants was lower.

3.4. Analysis of the relationship between talent management and work engagement

To examine the relationship between talent management perception and work engagement behaviours, a Pearson correlation analysis was conducted.

Table 7: The relationship between talent management and work engagement

		Talent Management
Work Engagement	Pearson Correlation	,414**
	p	,000
	N	335

As seen in Table 7, a statistically significant positive, linear, and moderate-level relationship was found between the perception of talent management and the behaviours of work engagement ($r=0.414$; $p=0.000<0.01$). The presence of a relationship between talent management and work engagement confirms the H1 hypothesis of the study.

3.5. The impact of talent management perception on work engagement behaviour

The relationship between the perception of talent management and work engagement behaviours was examined using a linear regression model. The model is shown in Table 8. The model is significant (F=50.699; p: 0.00). The adjusted R^2 for the model is calculated as 0.309. This value indicates that 30.9% of work engagement behaviour is influenced (predicted) by talent management. This confirms the hypothesis H2: Talent management has an impact on work engagement behaviours.

Table 8. Linear regression model

Talent management	Coefficients	Std. error	Std. coefficient	t	p
constant	1,560	,193		8,065	,000
Self-assessment	,478	,049	,478	9,818	,000
Career assessment	,000	,048	,000	-,003	,998
Organizational assessment	,148	,047	,216	3,190	,002
F= 50,699***	R^2= ,315	Arranged R^2= ,309	R= 0,561		

Dependent variable: work engagement

The linear regression model between the perception of talent management and work engagement behaviour is presented in Table 8. According to the findings, the impact of the career assessment dimension on work engagement behaviour is statistically insignificant. However, the coefficients of the self-assessment and organizational assessment dimensions are statistically significant. According to the obtained model, the sub-dimensions of talent management have a positive impact on work engagement behaviour. Therefore, the work engagement behaviour (Y) is represented by a linear regression model, showing the relationship between the self-assessment dimension (X1) and organizational assessment dimensions (X2).

Y= 1,560+ 0,478 * X1 + 0,216 * X2.

The self-assessment dimension of talent management affects work engagement behaviour in a positive linear manner, with a moderate level of 47.8%. The organizational assessment dimension also has a positive linear effect of 14.8%.

3.6. Examining the relationships between the sub-dimensions of talent management and work engagement behaviour using a Structural Equation Model

A Structural Equation Model (SEM) was constructed to examine whether there is a relationship between the sub-dimensions of talent management and work engagement behaviour.

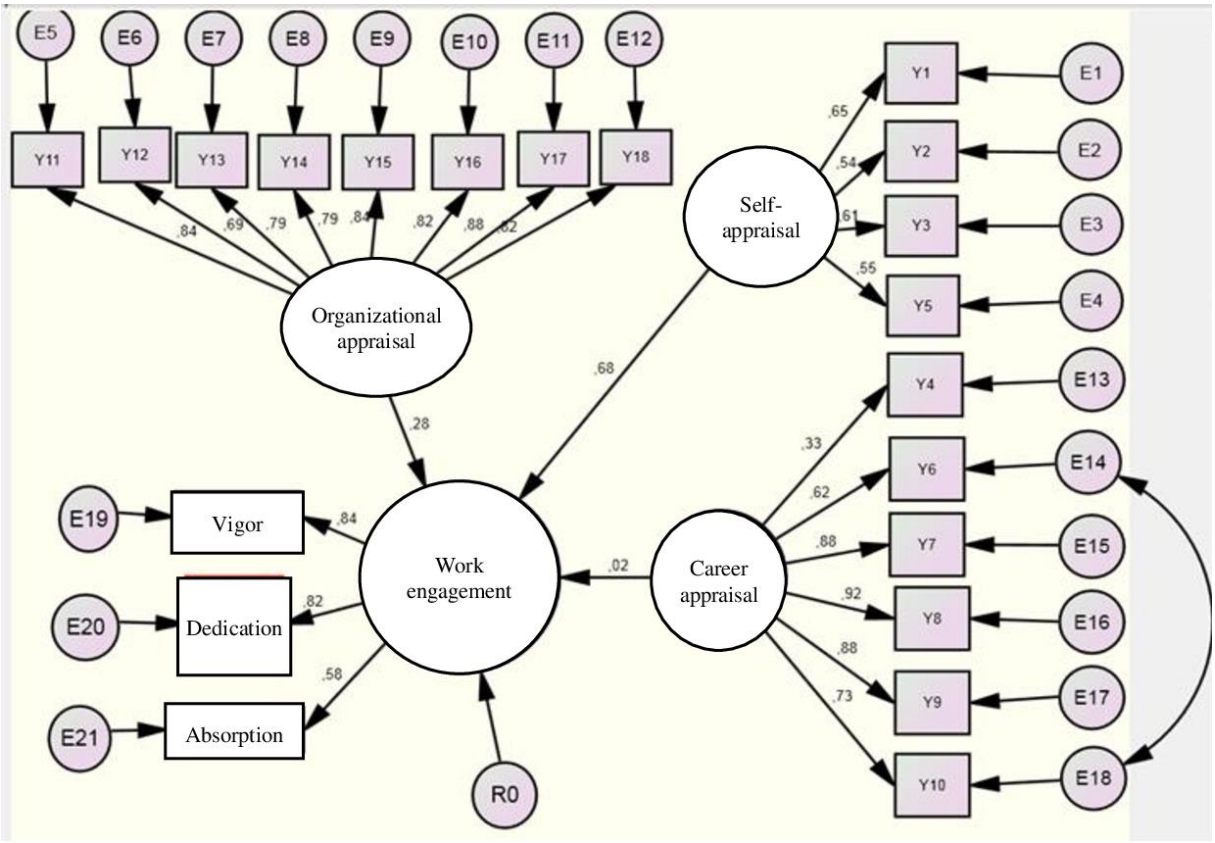

Figure 1: Analysis of the relationship between sub-dimensions of talent management and work engagement using Structural Equation Modelling (SEM)

In the YEM model depicted above, the relationship between sub-dimensions of talent management and work engagement is observed. As shown in Figure 1 and Table 9, it is determined that the organizational appraisal dimension has an impact on work engagement (r=0.28), the self-evaluation dimension influences work engagement (r=0.68), and the career valuation dimension has no significant impact, indicating no relationship.

Table 9: Standardized effect in the analysis of the relationship between talent management sub-dimensions and work engagement using SEM

			Estimate	Std. reg. coefficient	S.E.	C.R.	P	Label
Work Engagement	<--	Self-assessment	0,794	0.68	0,098	8,075	***	par_11
Work Engagement	<--	Career assessment	0,03	0.02	0,079	0,382	0,702	par_12
Work Engagement	<--	Organizational assessment	0,19	0.28	0,035	5,367	***	par_20
Vigor Average	<--	Work Engagement	1					
Dedication	<--	Work Engagement	0,901		0,064	14,072	***	par_1
Absorption	<--	Work Engagement	0,66		0,064	10,268	***	par_2
Y2	<--	Self-assessment	1,002		0,132	7,572	***	par_3
Y3	<--	Self-assessment	0,98		0,119	8,21	***	par_4
Y5	<--	Self-assessment	0,831		0,109	7,604	***	par_5
Y6	<--	Career assessment	1,768		0,313	5,655	***	par_6
Y7	<--	Career assessment	2,451		0,402	6,092	***	par_7
Y8	<--	Career assessment	2,678		0,437	6,125	***	par_8
Y9	<--	Career assessment	2,648		0,435	6,09	***	par_9
Y10	<--	Career assessment	1,921		0,326	5,886	***	par_10
Y12	<--	Organizational assessment	0,719		0,05	14,252	***	par_13
Y13	<--	Organizational assessment	0,943		0,053	17,671	***	par_14
Y14	<--	Organizational assessment	0,946		0,054	17,382	***	par_15
Y15	<--	Organizational assessment	0,969		0,05	19,434	***	par_16
Y16	<--	Organizational assessment	0,997		0,053	18,705	***	par_17
Y17	<--	Organizational assessment	0,979		0,047	20,953	***	par_18
Y18	<--	Organizational assessment	0,983		0,053	18,715	***	par_19

Table 10: Standardized Fit Indices for the relationship between talent management sub-dimensions and work engagement

Indices	Indices of goodness	Adjusted (revised) Model	
χ^2	-	730,8	
p	x <0.05	0.000	Significant
χ^2/df	x <4-5 acceptable <3; good	3,950	acceptable
RMSEA	0,05 < x< 0,08; acceptable < 0,05; good	0.064	acceptable
CFI	0,90 < x < 0,95; acceptable > 0,95; good	0.916	acceptable
TLI	.90 ≤ x < .95; acceptable ≥ .95; good	0.904	acceptable
PCLOSE	0,00 < x < 0,005; acceptable > 0,00; good	0.000	good
HOELTER	75 < x < 200; acceptable > 200; good	100	acceptable

Table 10 shows that the fit indices for the Structural Equation Model (SEM) assessing the relationship between sub-dimensions of talent management and work engagement yield some "good" fit values in some cases (PCLOSE), while in others, they fall within the "acceptable" range. Therefore, the model is considered to be functioning. The results of the SEM model and the regression model are consistent with each other.

Conclusion and discussion

This study aims to investigate the relationship between the perception of talent management and organizational commitment behaviour among academicians in Turkey. In the context of this research, the following results have been obtained:

It is observed that 63% of academicians are male, and approximately 81% of the participants have doctoral degrees.

Academics have rated themselves "very high" in terms of the dimensions of self-appraisal, "moderate" in terms of the dimension of career appraisal, and "low" in terms of the dimension of organizational appraisal. These could indicate that university administrations are not effective in evaluating their talents. In this context, university administrations should be composed of individuals who can develop and implement policies for career development and assessment of academicians to provide effective support for their career growth and development. The academicians who educate the youth of the future should be supported with the necessary resources and connections to compete with their global counterparts in the light of universal values. At the very least, maximum participation in international congresses and panels abroad should be encouraged for all academicians, and special support for language training to boost their self-confidence should be provided.

Academicians have indicated a "very high" level of agreement with the statements "I believe that my job is suitable for my skills" and "I have expertise in the skills required for my job."

This could be interpreted as academicians having very high levels of self-confidence in their abilities. However, even though individuals may make small individual advancements, if their skills are not supported, the expected synergy may not be achieved without team spirit and support.

Academics have rated themselves “very willing and enthusiastic about their work” and “proud of the work they do” at a “very high” level. This suggests that academicians find working for universities satisfying and have a high level of commitment to the university lifestyle due to the social and societal status, as well as the opportunities and prestige that universities offer.

A one-way variance analysis tested whether there were differences in talent management and work engagement dimensions according to the variable of the institution (public/private). The results showed that there was a difference in three dimensions of work engagements in favour of academicians in private universities. Regarding talent management, there was a differentiation in the dimensions of career appraisal and organizational appraisal, both in favour of academicians in private universities. However, no differentiation was found in the dimension of self-appraisal. No differences were found in terms of gender and education level in sub-dimensions of talent management and work engagement. In terms of academic titles, there was no difference in the perception of talent management, but there was a difference in work engagements. Associate professors and professors had higher commitment levels than research assistants.

According to the results, there is a statistically significant positive, linear, and moderate relationship (r=0.414) between the perception of talent management and work engagement behaviour. Therefore, the results confirm the hypothesis that there is a relationship between talent management and organizational commitment behaviour.

The regression model used to investigate the impact of talent management on work engagement behaviour is significant. The corrected R^2 of the model is calculated as 0.309. This value indicates that 30.9% of work engagement behaviour is explained by talent management. Hence, the results confirm the hypothesis that talent management has an impact on organizational commitment behaviour. According to the findings of the regression analysis, the career appraisal dimension of talent management does not affect work engagement, but the self-appraisal and organizational appraisal dimensions influence work engagement behaviour. Additionally, the SEM model shows the relationship between the subdimensions of talent management and organizational commitment behaviour. In this relationship, the organizational appraisal dimension of talent management affects organizational commitment behaviour (r=0.28), and the self-appraisal dimension has a greater impact (r=0.68), while the career appraisal dimension is not significant.

Converting talents into commitment can result in high-performing employees who are psychologically attached to their work, energetic, enthusiastic, and seeking new and diverse ways and methods. Thus, universities can play an effective role in nurturing generations to make them confident in their knowledge and abilities so that they can compete with their peers on a global scale. Effective talent management practices are required for organizations to strengthen their employees' commitment. In this context, university administrators must quickly and efficiently implement activities and projects that support the commitment behaviour of academics and contribute to their social and scientific development.

This study on academicians is a pioneering work, and it is believed that it contributes to the academic literature. Further research is required to continue and expand on this topic by adding different dimensions and conducting large-scale studies.

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2. To translate this article into English, ChatGPT was used.
3. There is no conflict among the authors.

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