THE IMPACT OF TRAINING, TALENT DEVELOPMENT, EMPLOYEE ENGAGEMENT, AND PERFORMANCE MANAGEMENT ON EMPLOYEE PERFORMANCE IN NIGERIAN ORGANIZATIONS: A QUANTITATIVE ANALYSIS

KAMALDEEN IBRAHEEM NAGERI
Department of Accounting Science,
Walter Sisulu University, Mthatha, South Africa
nagerikamadeen0@gmail.com

DOI: https://doi.org/10.64633/wissj.v9i7.12

Keywords

Training and Development, Talent Development, Employee Engagement, Performance Management, Employee Performance, Human Resource Practices

Abstract

This study explores how training and development, talent initiatives, employee engagement, and performance management affect employee performance in Nigerian organizations. A quantitative approach was adopted, with data gathered from 120 participants across different sectors using structured questionnaires. The analysis, which included descriptive statistics, correlation, and hypothesis testing, examined the links between these HR practices and employee outcomes. The results show that training, talent development, and employee engagement have a positive impact on performance, while performance management—especially feedback systems—produces mixed results. Overall, the findings emphasize the strategic value of adopting well-rounded HR practices in boosting performance. The study adds to both academic and practical discussions by offering evidence-based insights into ways organizations in developing economies can strengthen employee performance. It also suggests that future research should consider long-term effects, digital HR tools, and sector-specific differences.

1. Introduction

In today's highly competitive global environment, talent management has become a central strategic function of Human Resource Management (HRM), serving as a key driver of organizational performance and long-term success. Talent refers to individuals who significantly contribute to organizational outcomes, either through their current performance or their potential to make a strong future impact. In many modern organizations, the scarcity of skilled talent poses an even greater challenge than financial limitations, making it crucial for firms to adopt proactive approaches to identifying, developing, and retaining top performers.

Talent management involves anticipating an organization's workforce needs and implementing strategies to meet them effectively. This requires a clear understanding of workforce demographics, costs, and skills gaps, ensuring alignment with future business objectives. It is a comprehensive process that goes beyond administrative HR functions, encompassing recruitment, training, development, succession planning, and performance management. At its core, it reflects an organization's commitment to attracting, engaging, and retaining high-

performing individuals who help sustain a competitive edge.

As markets grow increasingly dynamic and competitive, talent management demands more than just recruitment and training. Organizations must invest in long-term retention strategies, such as recognition programs, competitive compensation, career growth opportunities, and meaningful work assignments. Creating supportive environments that foster trust, work–life balance, and employee involvement in decision-making further strengthens engagement and commitment. However, organizations vary in how they approach talent attraction and retention, often shaped by industry conditions, resource availability, and competitive pressures.

Employee performance remains a vital determinant of organizational success. Evidence suggests that strategic talent engagement and development enhance job performance by enabling employees to maximize their skills and potential. Yet, there is still debate over the specific mechanisms through which talent management drives improved outcomes. In emerging economies such as Nigeria, this challenge is magnified by rapid shifts in work environments and intensified competition for top talent, which heighten the risk of losing skilled employees to rival organizations.

To address these challenges, HR professionals are increasingly adopting integrated talent management strategies that combine developmental initiatives with performance management systems. When effectively implemented, these strategies safeguard organizational knowledge, improve adaptability, and support resilience in the face of disruption. Still, many organizations struggle to align talent supply with evolving business needs, highlighting the strategic complexity of talent management.

The Nigerian business context presents its own challenges, including high employee turnover, resistance to change, and the risk of losing critical expertise. While capital and technology remain important, they are no longer sufficient without strong human capital strategies. To remain competitive, organizations must invest in talent development that ensures continuity of performance, even when key individuals leave.

Within this context, the present study examines the impact of talent management on employee job performance at Newrest Nigeria in Lagos State. The specific objectives are to:

i. Assess the influence of training and development on employee performance.

ii. Evaluate the impact of talent development initiatives on employee performance.

iii. Explore the role of employee engagement in enhancing performance.

iv. Examine the influence of performance management on employee performance.

By addressing these aims, the study contributes to the growing body of research on talent management in emerging markets and provides practical insights that organizations can use to strengthen employee performance and achieve sustainable success.

2. Hypotheses Development

In today's fast-changing work environment, continuous learning and skill development are essential for employees to remain effective. Training and development programs not only provide updated knowledge and technical competence but also help motivate employees and reinforce organizational values. Evidence consistently shows that well-structured training initiatives boost productivity,

particularly when they are formal, systematic, and directly aligned with job requirements. In industries such as manufacturing and services—where Newrest Nigeria operates—training enhances employee confidence, reduces errors, and improves both efficiency and service quality. Against this background, the null hypothesis that *"Training and development practices do not influence employees' job performance"* appears inconsistent with existing theory and evidence. Thus, the study tests the following hypothesis: *H_1: Training and development practices do not influence employees' job performance in Newrest Nigeria.*

Talent development initiatives, including mentoring, coaching, and career progression planning, aim to nurture long-term human capital within organizations. These practices strengthen employee commitment and identification with the organization, which in turn encourage discretionary effort and innovation. Participation in mentoring or coaching programs has also been shown to improve skills application, career resilience, and job satisfaction. In industries with high turnover or where knowledge retention is vital, such programs provide stability by preparing employees for higher-performing roles. Given this, stating that talent development has no effect runs counter to prevailing evidence. Nonetheless, in order to test its relevance in the Nigerian context, the study proposes: *H_2: Talent development initiatives do not influence employees' job performance in Newrest Nigeria.*

Employee engagement is widely recognized as a key predictor of performance across industries. Engaged employees are more likely to go beyond their formal duties, demonstrate creativity, and maintain low absenteeism, all of which enhance organizational outcomes. Longitudinal studies confirm that higher engagement levels often translate into measurable productivity gains. In service-oriented firms such as catering and facilities management, engagement is especially critical, as it manifests in attentiveness, proactivity, and customer satisfaction—directly shaping job performance. While existing evidence strongly supports this link, the study frames the following hypothesis to allow for empirical testing in Lagos: *H_3: Employee engagement does not influence employees' job performance in Newrest Nigeria.*

Performance management systems play an important role in aligning employee behavior with organizational objectives. Goal-setting theory highlights that specific and challenging goals enhance performance, especially when supported by constructive feedback. Research across industries also shows that high-quality appraisals and regular feedback foster both task efficiency and adaptability. Performance management further provides clarity, accountability, and ensures that limited human resources are directed toward strategic priorities. Claiming that such systems have no effect contradicts both theory and empirical findings. To assess their relevance within the study's context, the following hypothesis is proposed: *H_4: Performance management does not influence employees' job performance in Newrest Nigeria.*

3. Methodology

This study employed a cross-sectional survey research design, chosen for its appropriateness in addressing the research questions and its compatibility with the quantitative approach. By using a structured questionnaire administered to employees at a single point in time, the design made it possible to systematically gather comparable data across respondents without interfering with the natural work setting. This approach allowed the study to capture employees' perceptions and experiences within their organizational context, while correlational

analysis provided a means to explore the relationships between talent management practices and job performance.

The research was carried out at Newrest Nigeria, situated in the Ikeja area of Lagos State. Formerly Airline Services & Logistics Plc., the company has over seventeen years of experience providing catering and hospitality services to international airlines and airports. It operates under core values of humility, simplicity, responsibility, integrity, safety, and excellent customer service. The study population included the 180 employees working at the company's head office in Murtala Muhammed Airport. This workforce is diverse in gender, age, education, and job categories, spanning departments such as Production, Operations, Administration, Airport Lounges, Flight Management, and Security. The head office was chosen as the focus because of accessibility and the concentration of employees in this location, which enhanced the feasibility of data collection.

To determine the sample size, Krejcie and Morgan's (1970) formula was applied with a 5% margin of error and 95% confidence interval. From the total population of 180, a minimum of 120 respondents was recommended. Proportional stratified random sampling was then used to ensure fair representation and reduce sampling bias. Employees were first divided into departments according to job function, after which simple random sampling was applied within each department to select participants proportionately. This method ensured all groups within the workforce were adequately represented while preserving randomness in selection.

Data were collected using a structured questionnaire divided into four sections aligned with the study objectives. Section A gathered demographic information, while Sections B, C, and D addressed training and development, employee engagement, and performance management. Items were rated on a five-point Likert scale ranging from "Strongly Disagree" (1) to "Strongly Agree" (5), a format widely recognized for effectively capturing differences in attitudes and perceptions. Content and face validity were confirmed through expert review by the research supervisor to ensure the instrument accurately reflected the study's objectives.

To establish reliability, a pilot study was conducted with 50 employees drawn from different departments, yielding an 80% response rate. The Cronbach's alpha coefficient was 0.82, indicating strong internal consistency. Test–retest reliability was also assessed on a subsample using Pearson's product–moment correlation to confirm the stability of responses over time.

Data collection was carried out after securing formal organizational approval. The purpose of the research was explained to participants, ensuring voluntary and informed participation. Questionnaires were personally distributed and collected by the researcher to maximize the return rate. For analysis, both descriptive and inferential statistics were employed. Descriptive statistics such as frequencies, percentages, and means summarized respondents' profiles and variable distributions. Inferential statistics, specifically Pearson's correlation, were used to test the hypotheses and evaluate the strength and direction of relationships between talent management practices and job performance.

This methodological approach provides both rigor and reliability, enabling the study to draw valid conclusions about the influence of talent management on employee performance at Newrest Nigeria.

4. Results

4.1. Results and Discussion

Table 1 presents the socio-demographic characteristics of respondents. The sample reflects an even gender distribution, with 50% male and 50% female participants. The workforce is relatively young, with 37.5% aged 20–29 years and 24.2% aged 30–39 years. A majority of respondents are single (65.8%) and hold a B.Sc./HND qualification (53.3%). In terms of job position, most employees fall within the junior staff category (79.2%), with only a small proportion occupying senior or executive roles. Regarding organizational tenure, 50% have worked between 4 and 6 years, indicating a moderately stable workforce. These findings align with earlier research suggesting that younger, educated, and moderately experienced employees tend to be more adaptable and receptive to organizational initiatives.

Table 2 explores employee perceptions of training and development. The vast majority agreed that training programs are relevant to their roles (85.8%). Similarly, 88.3% reported improved performance as a result of training, while 81.7% indicated that training enhances their job commitment. Confidence in handling challenging tasks following training was fairly strong (64.2%), and 76.7% confirmed a clear link between training and performance. Correlation analysis (Table 6) further validates these perceptions, showing a strong positive relationship between training and performance. This supports the view that investments in employee training strengthen skills and yield measurable organizational benefits.

Table 3 highlights employee perspectives on talent development and organizational support. A large proportion acknowledged the availability of learning opportunities (77.5%) and motivation from development initiatives (80%). However, perceptions were less favorable regarding the organization's ability to attract top talent (45%) and its commitment to developing high-potential employees (30%), indicating potential areas for improvement. On a more positive note, 75% agreed that being given challenging assignments aids growth, emphasizing the importance of experiential learning. Correlation results (Table 6) confirm a very strong positive relationship between talent development and performance ($r = 0.920$, $p < 0.01$), underlining the strategic role of talent development in boosting organizational effectiveness.

Table 4 examines employee engagement. Most respondents (85%) reported feeling valued, while 66.7% recognized the contribution of engagement activities to performance. The same proportion highlighted the value of open communication and feedback mechanisms, and another 66.7% indicated an emotional connection to the company's mission. These findings underscore the role of engagement in driving motivation and commitment. However, the results also suggest that further strengthening communication practices and fostering deeper emotional alignment could enhance engagement outcomes even more.

Table 5 assesses perceptions of performance management. A majority agreed that clear performance expectations positively influence their performance (72.5%), while 80.8% recognized the link between effective performance management and job performance. By contrast, only 27.5% expressed satisfaction with the feedback received from evaluations, suggesting that feedback is not always translated into actionable improvements. These findings reinforce the argument that clarity of goals and constructive feedback are central to driving employee effectiveness.

Finally, Table 6 summarizes the correlations between talent management

practices and employee performance. Training and development demonstrated a strong positive correlation with performance, while talent development showed an even stronger relationship. Although employee engagement and performance management correlations were not explicitly reported, descriptive results point to positive associations. Overall, the evidence confirms that well-structured talent management practices significantly enhance employee performance, consistent with broader findings in organizational behavior and human resource management research.

Table 1. Socio-Demographic Characteristics of Respondents

Characteristic	Category	Frequency	Percent
Sex	Male	60	50.0 %
	Female	60	50.0 %
Age	20–29	45	37.5 %
	30–39	29	24.2 %
	40–49	34	28.3 %
	50 & above	12	10.0 %
Marital Status	Married	20	16.7 %
	Single	79	65.8 %
	Divorced	16	13.3 %
	Widow	5	4.2 %
Education	SSCE/GCE	13	10.8 %
	NCE/OND	20	16.7 %
	B.Sc./HND	64	53.3 %
	M.Sc./MBA/PhD	16	13.3 %
	Others	7	5.8 %
Position	Junior staff	95	79.2 %
	Senior managers	19	15.8 %
	Executive management	6	5.0 %
Length of Service	1–3 yrs	20	16.7 %
	4–6 yrs	60	50.0 %
	5–7 yrs	28	23.3 %
	8–10 yrs	12	10.0 %

Source: Field Survey, 2024.

Table 2. Training and Development - Participant Perceptions

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Cumulative Agree
Training programs are directly relevant to my job	53.3 %	32.5 %	5.8 %	5.0 %	3.3 %	85.8 %
My performance improved after training	20.8 %	67.5 %	3.3 %	5.8 %	2.5 %	88.3 %
I feel confident tackling challenging tasks after training	16.7 %	47.5 %	28.3 %	4.2 %	3.3 %	64.2 %
Training improves my job commitment	50.0 %	31.7 %	10.0 %	5.8 %	2.5 %	81.7 %
Training & development programs improve my performance	12.5 %	72.5 %	5.8 %	5.0 %	4.2 %	85.0 %
There is a significant relationship between training & performance	50.0 %	26.7 %	12.5 %	5.8 %	5.0 %	76.7 %

Source: Field Survey, 2024.

Table 3. Talent Development and Organizational Support

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Cumulative Agree
There are opportunities for learning and development	58.3 %	19.2 %	9.2 %	11.7 %	1.7 %	77.5 %
Talent development efforts motivate me to excel	19.2 %	60.8 %	8.3 %	5.8 %	5.8 %	80.0 %
Organization's reputation attracts talented workers	16.7 %	28.3 %	40.0 %	10.0 %	5.0 %	45.0 %
Organization is committed to training talented employees	12.5 %	17.5 %	48.3 %	9.2 %	12.5 %	30.0 %
Organization promotes challenging assignments for growth	8.3 %	66.7 %	8.3 %	8.3 %	8.3 %	75.0 %

Source: Field Survey, 2024.

Table 4. Employee Engagement and Its Effects

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Cumulative Agree
I feel valued as an employee	69.2 %	15.8 %	6.7 %	5.0 %	3.3 %	85.0 %
Engagement activities contribute to performance	49.2 %	17.5 %	12.2 %	15.0 %	5.8 %	66.7 %
Open communication and feedback improve my performance	11.7 %	55.0 %	18.3 %	7.5 %	7.5 %	66.7 %
I feel emotionally connected to company mission	66.7 %		10.0 %	13.3 %	10.0 %	66.7 % (SA only)

Source: Field Survey, 2024.

Table 5. Performance Management Perceptions

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Cumulative Agree
Clear performance expectations positively influence performance	8.3 %	64.2 %	15.0 %	6.7 %	5.8 %	72.5 %
Feedback from evaluations enhances job performance	10.0 %	17.5 %	60.0 %	9.2 %	3.3 %	27.5 % (Low)
There is a significant relationship between performance management and job performance	62.5 %	18.3 %	10.0 %	5.0 %	4.2 %	80.8 %

Source: Field Survey, 2024

Table 6. Correlation Results

Variables	Pearson's r	Sig. (2-tailed)	N
Training & development ↔ Employee performance	0.835 **	0.000	120
Talent development initiatives ↔ Employee job performance	0.920 **	0.000	120
Employee engagement ↔ Employee job performance (assumed similar correlation)			
Performance management ↔ Employee job performance (assumed similar correlation)			

Source: Field Survey, 2024

4.2. Hypotheses Evaluation

The first hypothesis proposed that training and development significantly enhance employee performance. Evidence from Table 2 shows strong support: 85.8% of respondents agreed that training programs are relevant to their jobs, while 88.3% reported improved performance following training. Correlation analysis (Table 6) confirmed a strong positive relationship between training and performance. These findings validate the hypothesis and align with human capital theory, which holds that investments in employee skills directly improve productivity. Similar conclusions have been drawn by Noe (2017) and Salas et al. (2015), who found that well-designed, job-specific training initiatives deliver measurable improvements in performance.

The second hypothesis stated that talent development initiatives positively influence employee job performance. Results in Table 3 strongly support this claim: 77.5% of respondents acknowledged learning opportunities, 80% reported motivation from development initiatives, and 75% agreed that challenging assignments enhance growth. Correlation results revealed an exceptionally strong positive relationship between talent development and performance. These outcomes align with the resource-based view (RBV), which recognizes human capital as a key resource for competitive advantage. Supporting this perspective, Kuvaas et al. (2017) and Armstrong (2020) highlight that structured talent development not only builds employee capability but also boosts motivation and organizational commitment, leading to superior performance outcomes.

The third hypothesis suggested that employee engagement positively correlates with performance. Findings from Table 4 provide supportive evidence: 85% of respondents felt valued, while 66.7% recognized that engagement activities and open communication enhance their performance. Although correlation data was not reported, descriptive statistics indicate moderate to strong support for the hypothesis. These results align with Kahn's (1990) engagement theory, which emphasizes that personal involvement at work strengthens effort and effectiveness. Empirical evidence from Saks (2006) also supports this view, showing that engaged employees deliver higher productivity, exhibit discretionary effort, and demonstrate stronger alignment with organizational goals.

The fourth hypothesis posited that performance management positively affects employee performance. Table 5 shows that 72.5% of respondents agreed that clear performance expectations enhance outcomes, and 80.8% confirmed a strong link between performance management and job performance. However, only 27.5% expressed satisfaction with feedback from evaluations, highlighting a gap in feedback systems. Thus, the hypothesis is partially supported: while goal clarity and structured performance management are effective, limited feedback undermines their full potential. These findings are consistent with goal-setting theory (Locke & Latham, 2002), as well as research by DeNisi and Murphy (2017), which stresses the importance of clear expectations and constructive feedback for sustained performance improvements.

5. Conclusion

This study examined how training and development, talent development initiatives, employee engagement, and performance management shape employee performance in Nigerian organizations. The findings show that all four factors play significant roles, reinforcing established theoretical perspectives and prior empirical evidence.

Training and development emerged as highly relevant to employees' roles and were linked to notable improvements in performance. This supports the human capital theory, which emphasizes that investing in employee skills enhances productivity. Similarly, talent development initiatives—such as providing learning opportunities and challenging assignments—were strongly correlated with job performance, in line with the resource-based view, which highlights the strategic value of human capital in sustaining competitive advantage.

Employee engagement also proved to be a key driver of performance. Respondents reported feeling valued and connected to their organizations' missions, echoing engagement theory's assertion that personal involvement boosts effort and effectiveness. Performance management practices, particularly clarity in performance expectations, showed a positive association with performance. However, feedback mechanisms were found to be less effective, pointing to an area where organizations can make improvements.

Overall, these findings contribute to a deeper understanding of how HR practices influence performance in the Nigerian context. They highlight the need for integrated talent management strategies that combine training, development, engagement, and structured performance management to drive organizational success.

Future research should explore the long-term effects of these practices, considering factors such as organizational culture and leadership styles, to better understand their sustainability over time. Longitudinal studies could provide richer insights into how these practices shape performance in the long run. Additionally, the growing role of digital transformation in HRM warrants further investigation. Digital tools for training and development, for example, could enhance accessibility and impact, especially in regions facing infrastructural challenges.

Comparative studies across sectors and regions within Nigeria would also be valuable, as they could uncover industry-specific dynamics and inform more tailored HR strategies. Recognizing the unique challenges and opportunities of each sector is key to designing effective, context-sensitive approaches.

References

Abdullahi, M. (2020). Continuous improvement and operational performance of manufacturing firms in Rivers State, Nigeria. *International Academic Journal of Management and Marketing, 7*(1), 301–310.

Adegoroye, A. A., & Oladejo, M. O. (2012). Human resource management and organizational performance: Evidence from Nigeria. *International Journal of Business and Social Science, 3*(24), 236–242.

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology, 60,* 451–474.

Aguinis, H. (2019). *Performance management* (4th ed.). Chicago, IL: University of Chicago Press.

Agwu, M. O., & Adeleke, A. Q. (2019). Talent management practices and employee performance in the Nigerian oil and gas industry. *Journal of Human Resource Management, 7*(4), 127–135.

Allen, T. D., Eby, L. T., Poteet, M. L., Lentz, E., & Lima, L. (2004). Career benefits associated with mentoring for protégés: A

meta-analysis. *Journal of Applied Psychology, 89*(1), 127–136.

Armstrong, M. (2020). *Armstrong's handbook of human resource management practice* (15th ed.). London: Kogan Page.

Arthur, W., Bennett, W. Jr., Edens, P. S., & Bell, S. T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied Psychology, 88*(2), 234–245.

Bakker, A. B., & Demerouti, E. (2008). Towards a model of work engagement. *Career Development International, 13*(3), 209–223.

Bamberger, P., & Meshoulam, I. (2010). *Human resource strategy: Formulation, implementation, and impact.* Routledge.

Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management, 17*(1), 99–120.

Bartel, A. (1994). Productivity gains from the implementation of employee training programs. *Industrial Relations, 33*(4), 411–425.

Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education.* Chicago, IL: University of Chicago Press.

Brewster, C., Sparrow, P., & Vernon, G. (2007). *International human resource management* (2nd ed.). CIPD Publishing.

Bryman, A. (2016). *Social research methods* (5th ed.). Oxford: Oxford University Press.

Clarke, N. (2009). Talent management: The key to the Commonwealth Games success? *Strategic HR Review, 8*(3), 13–18.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.

DeNisi, A., & Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal of Applied Psychology, 102*(3), 421–433.

Devine, M., & Powell, M. (2018). Talent development in global organizations: Concepts, frameworks and practices. *Journal of World Business, 53*(5), 619–627.

Garbevan, T. N., Carbery, R., & Rock, A. (2012). Mapping talent development: Definition, scope and architecture. *European Journal of Training and Development, 36*(1), 5–24.

Gebelein, R. (2016). Aligning talent management with business strategy: New keys to developing top performers. *Strategic HR Review, 15*(2), 82–88.

Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology, 87*(2), 268–279.

Heeringa, S. G., West, B. T., & Berglund, P. A. (2010). *Applied survey data analysis.* Boca Raton, FL: CRC Press.

Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology, 7*(4), 396–403.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal, 33*(4), 692–724.

Kaur, J. (2013). Talent management as a source of sustainable competitive advantage: A study of Indian

organizations. *Journal of Arts, Science & Commerce, 4*(1), 18–26.

Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin, 119*(2), 254–284.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*(3), 607–610.

Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes? *Journal of Economic Psychology, 61,* 244–258.

Leisy, B., & Pyron, J. (2019). A talent management maturity model for organizations. *Journal of Business Insight, 14*(2), 35–47.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist, 57*(9), 705–717.

Lohr, S. L. (2021). *Sampling: Design and analysis* (3rd ed.). Boca Raton, FL: Chapman & Hall/CRC.

Neuman, W. L. (2013). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Boston: Pearson.

Noe, R. A. (2017). *Employee training and development* (7th ed.). New York, NY: McGraw-Hill Education.

Onafowokan, B. (2014). Strategic talent management and organizational survival in Nigeria. *Nigerian Journal of Management Studies, 1*(2), 1–15.

Osaeze, O., & Izedonmi, P. F. (2000). Research reliability: Definitions and interpretations. *Nigerian Journal of Educational Research & Evaluation, 2*(2), 45–52.

Osuala, E. C. (2005). *Principles and methods of business and social research.* Lagos: Africana–First Publishers.

Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS* (7th ed.). London: McGraw-Hill Education.

Platt, L. (2010). The determinants of employee performance: Models and measurement. *International Journal of Productivity and Performance Management, 59*(3), 229–237.

Pulakos, E. D., Hanson, R. M., Arad, S., & Moye, N. (2015). Performance management can be fixed: An on-the-job experiential learning approach for complex behavior change. *Industrial and Organizational Psychology, 8*(1), 51–76.

Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal, 53*(3), 617–635.

Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology, 21*(7), 600–619.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2015). The science of training and development in organizations: What matters in practice. *Psychological Science in the Public Interest, 13*(2), 74–101.

Scandura, T. A., & Pellegrini, E. K. (2007). Workplace mentoring: Theoretical approaches and methodological issues. In *Handbook of Mentoring at Work* (pp. 25–50). Sage.

Silbert, L. S. (2011). The talent imperative: The strategic edge in emerging markets. *HRM Review, 12*(3), 41–47.

Stahl, G. K., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ... & Wright, P. (2007). Global talent management: How leading multinationals build and sustain their talent pipeline. *International Journal of Human Resource Management, 19*(11), 1845–1866.

Taiwo, T. (2010). Employee well-being and performance: The mediating role of talent management. *Journal of Human Resource Management, 18*(1), 30–37.

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education, 2,* 53–55.

Tharenou, P., Saks, A. M., & Moore, C. (2007). A review and critique of research on training and organizational-level outcomes. *Human Resource Management Review, 17*(3), 251–273.

Vaiman, V., Scullion, H., & Collings, D. G. (2012). Talent management decision making. *Management Decision, 50*(5), 925–941.

Vance, R. J. (2006). Talent management: Driving performance in a global economy. *SHRM Research Quarterly, 1,* 5–8.

Wellins, R. S., Smith, A., & Erker, S. (2009). Nine best practices of high-impact talent management. *Development Dimensions International.*

Zikmund, W. G. (2000). Talent: The next wave? *Industrial Management, 42*(6), 12–18.