EFFECT OF TALENT MANAGEMENT ON ORGANISATIONAL CITIZENSHIP BEHAVIOUR OF EMPLOYEES IN PUBLIC INSTITUTIONS OF HIGHER LEARNING: A CASE OF MALAWI UNIVERSITY OF BUSINESS AND APPLIED SCIENCES AND KAMUZU UNIVERSITY OF HEALTH SCIENCES

MASTER OF BUSINESS ADMINISTRATION THESIS

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UNIVERSITY OF MALAWI

THE POLYTECHNIC

AUGUST 2023

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MASTER OF BUSINESS ADMINISTRATION THESIS

By

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(BBA)

A Thesis Submitted to the Department of Management Studies, Faculty of Commerce, in Partial Fulfilment of the Requirements for the Award of a Degree of Master of Business Administration

University of Malawi

The Polytechnic

August 2023

DECLARATION

I, Hellen Matekenya, declare that this thesis submitted for the award of a Master of Business Administration at the University of Malawi, the Polytechnic is wholly my work unless otherwise referenced or acknowledged. Further, no part of this dissertation has been submitted anywhere for an award of any other degree or examination to any other university or college.

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CERTIFICATE OF APPROVAL

We, the undersigned, certify that we have read and hereby recommend for acceptance by the University of Malawi a thesis entitled "*Effects of talent management on organisational citizenship behaviour of employees in public institutions of higher learning: A case of Malawi University of Business and Applied Sciences and Kamuzu University of Health Sciences.*"

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DEDICATION

I dedicate this work to my children; Charles Junior Matekenya, Alice Matekenya, Tamanda Matekenya and Chikondi Matekenya, I was motivated to carry on so that I become your number one role model. I know you can do better.

ACKNOWLDEGEMENTS

ABSTRACT

The main objective of this study was to find out the effects of talent management on organisational citizenship behaviour of employees in public institutions of higher learning. Literature has revealed that there is a research gap regarding the effects of talent management on organisational citizenship behaviour of employees in the public institutions of higher learning in Malawi. The study adopted the quantitative approach using survey strategy. An internationally recognized Human Capital Index structured questionnaire using 5 Likert scale was self-administered from a sample of 116 employees. Stratified sampling was employed where the population of 165 employees was divided into four strata. The sample of 116 was determined using Yemani (1967) equation, however, actual responses were 83 drawn from lower, middle and top management. Data was entered using Excel version 2016. The CAI was used to test the reliability of questions of the talent management practices and the sample was confirmed using the KMO measure of sampling adequacy. The Bartlett's test of sphericity was used to check the factorability of talent management practices. Data was analysed using (CFA) through SEM using the SPSS Amos version 26. The Chi Square test was used to assess the effect of talent management practices on organisational citizenship behaviour. The results of the study revealed that recruitment and selection and training influenced organisational citizenship behaviour. However, development, retention and performance management system had no effect on the organisational citizenship behaviour of employees in public institutions. This could be attributed to the lack of interest of managers in the development of their employees. It was also observed that the negative effect of retention on organisational citizenship behaviour could be connected to the lack of interest by responsible officers in following up the reasons behind the turnover of employees and the lack of commitment by Heads of Department in the implementation of (PMS). Therefore, there is need for improvement in recruiting internally since the main focus is mostly on external recruitment. Furthermore, universities need to introduce retention strategies such as allocation of rewards and compensation for those that succeed in training and also to long serving members of staff. It was further observed that PMS was introduced during the transition period, hence universities need to be given enough time to implement the strategy. The study recommends that management and Heads of Departments need to take full charge and work hand in hand with employees on matters relating to their development and performance. Since this study was conducted in the southern part of Malawi, further studies can be conducted in central and northern regions, in primary and secondary schools and private institutions such as banks and IT institutions.

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ABBREVIATIONS AND ACRONYMS

CFA	Confirmatory Factor Analysis
HCI	Human Capital Index
KMO	Kaiser Mayer Oklim
KUHeS	Kamuzu University of Health Sciences
MUBAS	Malawi University of Business and Applied Sciences
OCB	Organisational Citizenship Behaviour
PMS	Performance Management System
RR	Response Rate
RS	Recruitment and Selection
SEM	Structured Equation Modelling
TD	Training and Development
TM	Talent Management

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0   Introduction

Talent management is an area that has been widely researched and proven to contribute to the effective performance of many organisations, be it public or private. Globally, research on talent management has been conducted mainly in well advanced nations and in various sectors for instance; health, education, banking, petroleum, information, communication and technology, telecommunications, tourism and hospitality. Researchers and practitioners have come up with different definitions of talent management. According to Somayyeh et al. (2014) talent management is the efficient and structured way of implementing human resources management policies with the aim of attracting talented individuals in order to maintain continuity of the organisation. Armstrong (2009) defines talent management as the process to identify, recruit, develop, retain and deploy talented people. Khaki et al. (2017, p.12) state that "talent management includes strategy thinking based on attracting resources, selecting, training, developing, marinating, promoting and transferring workers within the organization.'' These definitions reveal that talent management place more emphasis on employees as the key to the effective performance of an organisation. The main purpose of talent management is to ensure continuity of a company through sustainable competitive advantage and employees with relevant skills, experience, and capabilities can help an organisation achieve this.

Talent management affects a number of issues such as innovative behaviour, performance of an organisation, its effectiveness, organisational citizenship behaviour and job satisfaction of employee. The objective of the study was to find out effects of talent management practices on organisational citizenship behaviour of employees in institutions of higher learning. The study by Altinadag et al. (2018) on the effects of talent management components on employee satisfaction, revealed that organisations that recruit individuals with qualifications and skills that match those of their organization, influenced organisational citizenship behaviour. Ndoja (2020) defines organisational citizenship behaviour as the "willingness of an employee to perform tasks which are not officially and directly required by the employer, thus do not have any official and direct recompense from the contractual relations". This means that an employee will be willing to perform beyond his or her prescribed roles and duties even though he or she will not be rewarded.

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Kuntonbutr (2019) concluded that talent management and its link to organisational citizenship behaviour is a new area which requires further analysis.

1.1   Background of the study

This part covers a brief discussion of the independent variable (talent management) and its dependent variable (organisational citizenship behavior) on studies conducted globally, in Africa and Malawi.

Organisational citizenship behaviour is a research area getting considerable attention mostly in European countries. Several researchers around the globe have studied the subject and found it an interesting area (Chodorek & Sudolska, 2015; Thapliyal & Kumari, 2018; Gozzukara & Hatipoglu, 2016). In Africa and in Malawi this concept is new despite evidence from literature of its benefits and contribution to the effectiveness of organisations. Chodorek and Sudolska (2015) define organisational citizenship behaviour as the willingness of an employee to assist colleagues who face challenges as they discharge their daily work. It also contributes to the success of an organisation. Patiraj (2018) argues that organisational citizenship behaviours are the extra role performance where an employee performs his duties beyond the expectations of the employer without expecting a reward.

Chodorek and Sudolska (2015) state that the concept of organisational citizenship behaviour is popularly known as the 'good soldier syndrome'. Ilie (2013) describes organisational citizenship behaviours as related to self-efficacy, the internality and the years of service that an individual has served a company. Talent Management in its process of identification, recruitment, selection, and development targets to win individuals with such behaviours. However, these behaviours are scarce and can be found in individuals either with high management positions or those at lower level. Because of their scarcity, they contribute to what is known as 'war of talent' and to win the war, organisations need to adapt talent management strategy. As such Lyria (2014) recommends that talent management should be given high priority in an organisation. This is because it is a strategic decision that can help an organisation embrace sustainable competitive advantage as its activities are designed to grab the best talent in the environment and retain it. There is vast information from the literature as evidence that talent management has been widely researched globally, described by Jamu, (2017) as global talent management and practiced by multinational

companies; public, private and non-governmental organisations. Much as we have defined talent management from various literature, it comprises of different components. Tepayakul and Idsaratt (2016) recognize the following as the components of talent management; talent identification, talent recruitment, talent selection, training and development, retention, engagement, performance management system, career planning, and succession planning. Dzimbiri (2021) in his study adopted the following talent management practices; talent review process, staffing, talent acquisition, talent development, workforce planning, performance management system, talent strategy, talent retention, and financial rewards. However, this study focused on the following four key activities of talent management; recruitment and selection, training and development, retention, and performance management system. This is because globally, literature has identified these four as the key elements of talent management. For instance, Oladapo (2014) mentioned attracting, selecting, engaging, developing and retaining employees as the five main focus of talent management. The findings of study by Seyed et al. (2020) revealed that talent management must cover the following three main practices of attraction and selection, training and development, and retention. This is evidence that the four practices are recognized as key issues. On the other hand, the study focused on the four because these practices are prevalent in the public institutions of Malawi, hence ideal for the study.

Studies in Africa have shown that talent management is a debate of the century where most organisations are using talent management because it is key to achievement of goals. Elements used commonly are recruitment and selection, training and development, performance management system, employee retention and compensation. Appau et al. (2021) studied the effect of performance on talent management and innovative behaviour in Ghanaian colleges. Their findings identified talent identification, development and retention as the main activities of talent management. Rabbi et al. (2015) studied talent management as a source of competitive advantage and highlighted talent attraction, selection, retention, and development as the key activities of huma resources management. A study by Lyria (2014), on listed companies of Kenya, found that talent management components; identification, selection, retention, learning and development, career management had a positive relationship with organisational performance, with talent retention being recognized as having greatest on organ influence on organisational performance.
In Malawi, studies on talent management have also been conducted although they are very few that they can easily be counted. These studies also indicate that talent management is being practiced

in the public and private institutions of Malawi. Nakweya et al. (2022) in their study of a banking institution discovered that line managers were involved in coming up with talent management decisions and also were involved in its implementation. They highlighted that line managers were involved in acquiring talent management expertise, participated in practices such as talent acquisition, identification, performance management, merit payment and also proposed decisions regarding talent management. Public institutions in Malawi also have talent management departments or talent management managers in place. For instance, the Malawi government through the Ministry of Health (Human Resources for Health, 2016) implemented the talent management strategies in the health sector. Dzimbiri and Molefi (2021) studied talent management in public hospitals and pointed out several benefits of talent management practices, most importantly that it helps an organisation to retain potential staff. However, contrary to the findings of the study, the finding by Dzimbiri (2021) revealed that talent management practices did not influence job satisfaction of registered nurses in the health institutions. To concur with this finding, another study by Dzimbiri and Molegakgotla (2021) concluded that the problem of implementing talent management was connected to the lack of qualifications and skills of personnel who are involved in implementing it. To support this finding, another study in public universities by Mambo et al. (2016) highlighted lack of expertise in those holding management and administration positions which resulted in the poor quality of services of the University and its constituent colleges. From the findings, it can be noted that lack of knowledge, skills and experience in talent management has resulted in the failure of talent management in various organisations in Malawi despite that talent management being a source of competitive.

In Malawi's public universities, talent management practices are also observed. According to Jamu (2017), academic talent is critical to the accomplishment of the universities mission because academics hold a key position of generating and disseminating knowledge. Academic members of staff are, therefore, encouraged to further studies and this is supported by the University of Malawi – Conditions of Service (1996), (2007) and MUBAS (2021). Also, another talent management practice, performance management system, went through the pilot phase in 2019 in the public universities of Malawi. The above discussion therefore conclude that talent management is a prerequisite for any organisation (huge or small), to incorporate it in its strategic decisions. In light of this theoretical background, the present study, seek to find out the effect that talent management has on organisational citizenship behaviour in the Malawian context.

1.2   Problem statement

The expansion of secondary school education and the lower level in the education sub-sector in Malawi has resulted in continuous pressure in the demand for places in colleges, public and private universities (Education, 2009). The main objective of unbundling of the University of Malawi (UNIMA) on 4th May, 2021 was to improve efficiency and increase access to higher education for the students that complete secondary school education. In order to improve efficiency, a few supporting departments for instance catering, maintenance, security, and cleaning were outsourced (Mambo et al., 2016). The report by Mambo et al. (2016) also pointed a number of issues that contributed to inefficiencies in the university for instance, lack of talent management practices such as staff retention incentives, staff appraisal systems, timely recruitment, succession planning, and training and development. For instance, the posts of Vice Chancellor were offered to academic members staff appointment by the government, even though they did not possess the expertise in management and administration (Mambo et al., 2016). However, these practices were not only observed at the UNIMA's central office, but also in the constituent colleges of the university.

Studies on talent management and its effect on issues such as work engagement, innovation, performance of organisation, organisational effectiveness, and citizenship behaviours have been done around the globe and have shown both negative and positive results. In public universities of Malawi, human resources management practices of recruitment, selection, training, development, retention and performance management system are their major activities. However, it has been observed that despite these practices, institutions continue to lose talented members of staff. Government institutions spend a lot of tax payers money training employees of the public institutions. The expectations of the training offered to the employees is that it will have an impact on orgnisational citizenship behavior, contrary when members of staff go for training, they do not return to Malawi to contribute to the institutions that sent them, hence institutions also lose out on financial contributions made towards training employees. Others leave for greener pastures before retirement. The result is that organisational citizenship behaviour traits such as altruism, team work, civic education, and consciousness are not being revealed among the university workers as they focus on their own success and, therefore, little attention made towards the success of institution. Thus, information regarding the effect of talent management on organizational citizenship behaviour, particularly in the public institutions in Malawi is scanty.

Few studies have been conducted in Malawi for instance Dzimbiri and Molefit (2021) focused on the influence of talent management on job satisfaction of registered nurses, Dzimbiri and Molegakgotla (2021) focused on talent management and its effect on innovative work behavior or employees, Nakweya et al. (2022) focused on the involvement of line managers in talent management in the banking sector on Malawi and Dzimbiri and Molegakgotla (2021) focused on the talent management practices: perception of registered nurses in Malawian public hospitals. This study is unique in that it focuses on the effect of talent management on organisational citizenship behavior of employees in public institutions of higher learning, thereby bridging the existing know gap in this area.

1.3   Main objective

The main objective of the research was to find out the effect of talent management on organisational citizenship behaviour of employees in Malawi's public universities.

1.4   Specific objectives

a) To determine the effects of recruitment and selection on organisational citizenship behaviour of employees in public institutions of higher learning.
b) To explore the effects of training and development on organisational citizenship behaviour of employees in public institutions of higher learning.
c) To examine the effects of retention on organisational citizenship behaviour of employees in public institutions of higher learning.
d) To establish the effects of performance management system on organisational citizenship behaviour of employees, in public institutions of higher learning.

1.5   Research questions

(a) What is the effect of recruitment and selection on organisational citizenship behaviour?
(b) What is the effect of training and development on organisational citizenship behaviour?
(c) What is the effect of retention on organisational citizenship behaviour of employees in public institutions of learning?
(d) What is the effect of performance management system on organisational citizenship behaviour of employees in public institutions of higher learning?

1.6   Study hypotheses

    (a) Talent management practices have a direct and positive influence on organisational citizenship behaviour;

    (b) There is a positive relationship between recruitment and selection and organisational citizenship behaviour;

    (c) There is a positive relationship between training and development and organisational citizenship behaviour;

    (d) There is a positive relationship between retention and organisational citizenship behaviour; and

    (e) There is a positive relationship between performance management and organisational citizenship behaviour.

1.7   Rationale of the study

The present study and its effects on organisational citizenship behaviour brings a number of insights to the institutions of higher learning. Firstly, MUBAS being an academic institution, this study will be used as a guide and reference material by other scholars and researchers. It will also expose to other researchers, possible areas of further studies. Secondly, the study will show a deeper and broader understanding of talent management concepts and the dependent variable organisational citizenship behaviour, hence will improve the managers' perception as they make decisions regarding talent management such as including talent management in their strategic decisions and also commitment to release resources so that the strategy is fully implemented. Finally, this study is also vital to MUBAS and KUHeS as institutions that have just been delinked from the University of Malawi and, therefore, striving to gain competitive to consider talent management seriously.

1.8   Chapter summary

The chapter has introduced the concepts of talent management, a human resource component covering a number of aspects and its role in organisational citizenship behaviour. This was followed by the contextualisation of the previous studies which also unpacked the focus of study. The research problem revealed the information and knowledge gap that contribute to the need to conduct the study. The chapter also presented the research questions, the focus of the study, specific objectives of the research and hypothesis used to test the variables. Finally, the justification for the study was presented.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The researcher in this chapter focuses on reviewing the key components of talent management. This is done by defining all the nine components of talent management and organisational citizenship behaviour. It further reviews the talent management practices; talent identification, talent recruitment, talent selection, talent development, talent retention, compensation management, performance management, succession planning, career management and talent engagement, and points out the key themes of the study. The theories guiding the research are further presented together with the empirical studies that have been conducted on talent management and its effects on organisational citizenship behaviour. Lastly, the conceptual framework indicating independent variables, sub-variables and dependent variable is presented.

2.1 Definition of key concepts

Literature has revealed that the growth of talent management has been necessitated by the change in demographics, increased mobility, economic downturn, technology, globalization, shortage of talent and hyper-competition. For example, Rabbi et al. (2015 in their finding noted that the concern for the shortage of the talent is a worldwide issue. To support this, Dahshan and Keshk (2018) state competition for talent in business environment has been fueled by global and technological changes which has resulted into the dynamics of people's lifestyle. As a result of these changes, Rajesh (2021) noted that these changes have put pressure on many organisations to adopt talent management in order to gain sustainable competitive advantage that will allow them to stand out in the business environment. In defining talent management, Aina and Atan (2020) state that it is a "systematic identification of key positions, the development of talent pool of high potential and high performing incumbents and the development of a unique human resource" (p. 5). Armstrong (2009) describes talent management as the process to identify, develop, recruit, retain and deploy talented people. To sum up, these definitions highlight the importance of identifying key personnel and nurture them through the various activities so that they remain with the organisation. Several studies have proved that organisations can gain short term competitive advantage by implementing new technologies and creation of innovations that can be easily copied by competitors. However, with talent management system, it is a different scenario because talent management provides continuous competitive advantage (Rabbi et al., 2015).

Talent management has its benefits and challenges. The study by Kuntonbutr (2019) highlights enhanced employee engagement as a major benefit of talent management. Rajesh (2021) in his Talent Management Review of universities of Jarkata, recognized talent management as the basis of creating competitive advantage. They further pointed out that talent management enables organizations to critically identify talent relevant to an organization and retain for its success. Vural et al. (2012) emphasized the need for organizations to embrace talent management in order to enhance efficiency, to benefit from cost savings and to minimize time wastage. Rabbi et al. (2015) in their study encouraged institutions to invest in talent management because of its benefits in cost savings through succession planning and higher retention rates. According to Oladapo (2014), "companies scoring in the top quantile of talent management practices outperform their industry's mean return to shareholders". Additionally, Aina and Atan (2020) stated that an organization that implement talent management system enhances the efficiency and productivity of its organisation. It was observed that many organisations possess expertise that can assist to adopt new technologies, develop new products and services. However, talent management practices are rare and inimitable hence an organization that adopt the practices, benefit from sustainable competitive advantage.

Despite all these benefits, research has shown that many organisations do not have talent management in place because of the following challenges. According to Hejase et al. (2016) it is crucial to have key personnel with talent management skills so that they can be able to identify the right talent for the organisation. They further point out that many organisations do not have competent employees to apply talent management tools and processes such as recruitment, selecting and developing. An ever-ready talent pool is crucial for an organisation. However; many organisations do not realise the importance of having an ever ready talent pool with relevant skills, that is available to take leadership positions when the need arise (Hejase et al., 2016). Talent management is effective when all its components are implemented, that is an integrated talent management system will lead to competitive advantage. However, this is very costly for many organisations as a result organisations prioritize implementation of talent management components to minimize costs, hence the system will result into a failure (Global, 2018). Some challenges include no interest from the company executives, therefore, no support but increased competition for talent from other organisations.

According to Tepayakul and Idsaratt (2016) it is vital for an organisation to first identify talent management components in order to have an efficient system. Their study outlined the following as talent management system components; talent identification, talent recruitment, talent selection, talent development, talent retention, talent compensation management, talent performance management and talent succession planning. Dzimbiri (2021) highlighted the following as talent management components; talent strategy, talent review process, staffing, talent acquisition, talent engagement, talent development, talent deployment, performance management and talent retention. Other studies have also included some elements such as career management and management success (Armstrong, 2009).

Karim et al. (2021) highlight that every organisation depends on effective recruitment and selection because these are the variables that direct the organisation like capital. Several writers have come up with definitions for talent recruitment. One of them is that it is the process to get qualified talented applicants for its critical positions (Tepayakul & Idsaratt, 2016). They further clarify that an organization should ensure to incorporate all talented individuals from the internal source for its benefit. Karim et al. (2021) define "recruitment as the process of finding and attracting qualified people to apply for vacancies in the organization" pp.19; that is generating a pool of competent individuals to apply for employment within an organisation. As such, Armstrong (2009) recognizes the importance of organisations in using the right techniques and methods for recruitment and selection such as recruitment of talent pool. Lyria (2014) noted that it is of importance for an organisation to set aside a talent pool recruited from both internal and external sources to prepare for any crucial roles that may arise. Rabbi et al. (2015) state that talent pool is a group of individuals that an organisation identifies or recruit as future key executives who will help an organization stand out in the business environment. The study further state that the talent pool can be identified from internal or external sources with the internal source having an advantage over the later because existing staff possess knowledge of the organisation and understand organisational systems, values and culture. Altinadag et al. (2018), in their study of talent management, found that it is important for an organization to understand its human resources needs and therefore recruit individuals in jobs that match the appropriate needs. This will entail a positive influence on organisational citizenship behaviour.

Selection is defined by Karim et al. (2021) as the process of choosing the best candidate among the pool of selected applicants. Tepayakul and Idsaratt (2016) describe talent selection as the "process of choosing an applicant that was identified from the talent recruitment stage to identify a strong talented person to be in a talent pool" pp. 81. According to Armstrong (2009), this is done through shortlisting, interviewing and appointments. It is at this stage where the best talent is selected that will steer an organisation to success. Begum et al. (2010) stated that proper selection procedures will lead to effective recruitment of talented individuals. On the other hand, careful selection through valid tools such as situational interviews, person organisation fit ensures proper match between the applicant and job requirements thereby leading to greater employees' citizenship behaviours (Nasurdin et al., 2016).

Tepayakul and Idsaratt (2016) recognise development of talent as the responsibility of both the employer and employee to ensure that an employee develop his or her knowledge, skills, qualifications which will result in development and success of the organisation. As the organization Dahshan and Keshk (2018) as the organization strive to achieve and maintain competitive advantage it should instill the spirit of change in its stakeholders, employees and other groups of people through scheduled and unintended learning. Further Rabbi et al. (2015) view development the effort by an organization to advance the skills, attitudes and knowledge of its employees. They further state that the upgrading is meant to cope with the continuous change of technologies, business models and new strategies. Development strategies include sending employees for short courses, promotion, giving employees challenging tasks and giving them the chance to make decisions as they discharge their duties. These strategies enable an employee to gain confidence, hence they contribute to citizenship behaviours.

According to Tepayakul and Idsaratt (2016), to achieve talent retention an organization must strive to gain work engagement and employee satisfaction through various incentives such as rewards, benefits. To accomplish market leadership and development an organization need to enforce retention strategies and manage the talents that it possess (Seyed et al., 2020). Rajesh (2021) identifies retention as a key element of talent management as selecting and developing high-quality employees are of limited value if the organisation then loses their skills and abilities.

Mambo (2016) states that the introduction of incentives can play an important role in motivating staff, improving staff retention, and boosting performance with positive implications for efficient

and service delivery. In support Aina and Atan (2020) believe that rewards, training, career advancement, compensation and benefits are the key drivers for retention. Rabbi et al. (2015) argued that an organisation that aims at the retention of its employees should be prepared to invest in a good reward system. According to Oladapo (2014), compensation experts focus on market equity, incentive pay, bonuses and stock options to solve retention problems. Several studies show that there is a link between compensation and retention (Aina & Atan, 2020; Rabbi et al., 2015, Umede & Barkhizen, 2021). Tepayakul and Idsaratt (2016) state that talent compensation management is the motivational incentive for the talent creation contributions of organisations through consideration of pay levels compared with the job market, and is clearly different between talented and general employee and pay for performance. According to Khaki et al. (2017) compensation management seeks to bring about conditions which enables performers to be rewarded in order to increase motivation of employees. Gumede and Barkhizen (2021) argued that organisations use compensation as an effective retention strategy. Nazar (2016) agrees that high compensation may lead to employee feeling valued, thus enhancing their self-confidence and feeling that they are valued by the organisation. He further state this will lead to employee putting extra effort hence leading to organisational citizenship. The main challenge of compensation management is that sometimes constructive talent comes from people in the lower level who are not the incentive and that becomes difficult to recognize and reward them (Rabbi et al., 2015).

Tepayakul and Idsaratt (2016) state that "talent performance management is the integrated activity that involves setting a clear goal and is consistent with an organisational goal, feedback, and reward system to motivate talent for effective performance" (p. 83). Vural et al. (2012) describes performance management as giving deadlines to employees while emphasizing on efficiency in the production process. According to Altinadag et al. (2018) in order to instill confidence in employees it is the responsibility of managers to ensure that the performance management system and performance appraisal of individuals are fair and reliable. As a result, employees will feel valued hence it will contribute to their inward satisfaction and enhance chances of improvement in their performance. This was strengthened with their finding which emphasized that employee satisfaction can be achieved through a fair and reliable performance management system. Armstrong (2009) concludes by stating that an organization that has an efficient performance management system which promotes feedback and recognition of outstanding performers through total reward system benefit from employee engagement and increased motivation. In, other words,

performance management contributes to creating a sense of belonging for members of staff which will eventually aid retention.

According to Tepayakul and Idsaratt (2016) talent succession planning is a long term strategy that identifies and nurtures key performers to the future of the organisation. In support Nardoni (2009) states that the main goal of succession planning is to assure continuity of leadership at the top. Kosir et al. (2021) argue that the concept of talent management has enabled human resources functions to use talent succession planning to create a talent pool for the organization in order to prepare for the future. This implies that, the succession planning process unlike other components of talent management that focus only on the upmost positions of the organisations the process focus on the success of its low levels employees. The aim of success planning is to draw its data from the existing talent pool of potential successors and this is done through the Human Resource Information System (HRIS) (Nardoni, 2009). Nardoni (2009) further states that there is a possibility of succession planning processes not identifying the right kind of personnel because of mismatch of skills and competencies. One of the main benefits of talent management is cost saving through long-term proactive succession planning and talent retention (Rabbi et al., 2015).

Aina and Atan (2020) define career management as "involving collecting information, illustrating the interests, norms, strengths and weaknesses of a skill, indicating career objectives, and integrating in career strategies that aim at increasing the prospect of career goals to be attained"(p 8). The author further states that an organization that embrace career management adopts both formal and informal activities, for instance introduce job rotations, seminars, workshops, short courses on job training which entail personal growth of employees.

From the above literature, it can be noted that talent management comprises many components. However, despite the numerous components, there are certain key elements of talent management which previous studies continue to identify and emphasise that organisations should embrace in order to achieve sustainable competitive advantage. These are identification, selecting, developing, retention and performance management.

According to Rabbi et al. (2015) talent management is the pool of activities which are concerned with attracting, selecting, developing and retaining the best employees. Dahshan and Keshk (2018)

point out that talent management focus on identifying, selecting, engaging, developing and retaining employees.

Rajesh (2021) describes attracting, acquiring, retaining, and developing talented workers as crucial components of talent management for an organisation to create sustainable advantage. The aim of present study was to test these four main human resources management practices (recruitment and selection, training and development, retention and performance management) on organisational citizenship behaviour. The study focused on these four because they are key elements and also that they are prevalent in the universities of Malawi either private or public. For instance, performance management system was implemented three years ago in all the three universities after the delinking process. Each university as they are now stand-alone institutions are striving hard to have talented individuals that will help in winning sustainable competitive advantage and performance management system is among the priority list strategy.

Research has revealed that talent management affects several issues. For instance, research has been done on its effects on organisational performance, organisational effectiveness, job satisfaction and organisational citizenship behaviour. The present study focused on the effects of talent management practices on organisational citizenship behavior which has shown both knowledge gap and insufficient research. Chi-cheng (2011) recognizes organisational citizenship behaviours as behaviours that cannot be identified in the contractual agreement or job description however, they benefit to an employee's personal development thereby contributing to the success of an organisation or improved productivity. Thapliyal and Kumari (2018) described the behaviours as discretionary. Bakashi (2011) states that these behaviours include helping others, avoiding conflicts, which directly benefit the organisation. Gozzukara (2016) also mentioned that the behaviour is voluntary, thus the behaviour should not be specified in the job description or included in formal responsibilities. Like talent management, these definitions focus on an employee as the key player in the success of an organisation. In support, Lyria (2014) stated that employees are an important resource that enables an organization to stand out on the business environment. The rapid change of the business environment has put pressure on contemporary organisations, be it public or private to expect extra roles from employees.

Thus, organisational citizenship behaviours benefit an organisation in various ways. According to Chi-cheng and Meng-Chen (2011) if employees have higher willingness to organisational

citizenship behaviours or organisational commitments, the company can have higher quality of organisational learning. Gozzukara (2016) states that the most important component of organisational citizenship behaviour is that these behaviours are not formed incidentally but aim directly at the organisation and provide benefits to the organisation. According to Ndoja (2020) every organization has set targets for its employees and employees that possess organisational citizenship behaviours exceed the minimum expectations of the organisation. This means organisational citizenship behaviour contributes to the effectiveness of the organisation. Gozzukara (2016) states that because of these benefits some managers use organisational citizenship behaviour to evaluate performance of their employees.

2.3 Theoretical framework

2.3.1 The Resource-Based View (RBV) (Barney 1986)

The Resource-based view was first proposed by Biger Wernerfell in 1994 and later propounded by Jay Barney in 1986 and 1991. The theory identifies key indicators of the source of advantage through the Value, Rareness, Imitability and Organisation (VRIO) framework. The framework emphasizes that only valuable and rare resources can be a source of competitive advantage. The assumptions of the resource-based view is that creating sustained competitive advantage depends on unique resources and capabilities that a firm brings to competition and these resources have to be rare, unique, inimitable and of value. An organization or an institution can have several resources that take part in the performance of the organization, and these can be technology, finances, equipment, infrastructure, skills, intelligence and human resources. Among all the resources, the theory, therefore, recognizes employees as an important resource that is costly for an organization to develop, hard to imitate therefore steer the organisation to its success. According to Dul and Neumann (2006), as an organisation identifies its key talent, it is vital to maximize their capabilities and skills which will enable it to outperform other companies. The fact that the theory recognizes human resources as an important resource, it encourages organisations to attract (identify and recruit) talented individuals who can help it take a leading position in the business environment. One of the advocates of the resource-based view, Armstrong (2009) supports this by stating that these resources include knowledge, experience and skills human resources possess.

The main purpose of talent management is for an organisation to gain sustainable competitive advantage over its competitors. In order to achieve this the theory encourages organization to recruit, retain talented individuals and develop them through relevant training that will contribute

in enhancing their skills for the best performance. Institutions must, therefore, have highly skilled human resource personnel in order to effectively implement the recruitment and selection. Institutions must include in their strategic plans, training plans for their employees and also be willing to release resources for workshops, short courses and conferences in order to enhance their skills and knowledge.

2.3.2   Control Theory of Performance Management System

The Control theory was propounded by S. A. Shell in 1992. The control theory advocates for managers to assign specific and challenging tasks to employees that will upgrade their performance. Control theory states that through the challenging tasks, employees show different kinds of behaviours that contribute to either increase or decrease in production. All challenging tasks can motivate employees thereby enhancing efficiency. On the other hand, the Control theory recognizes feedback as an ingredient for shaping the behaviour of employees. According to Armstrong (2009) employees value top down communication through feedback because it helps them reflect on what the organisation expects them to and therefore they willingly take corrective measures in order to improve their performance. The theory relates to present study as it seeks to find out the role played by performance management system in shaping the behaviours of employees. Previous studies have found that the indicators of performance management system such as feedback discussions, coaching have contributed to organisational citizenship behaviour. Again, Armstrong (2009) strengthens the need for an organisation to further to provide feedback through rewards and recognition on good performance, long service and achievements. Feedback is recognized as a crucial part of performance management processes because it enhances retention as employees have a sense of belonging. Aina and Atan (2020) state that an organisation that adopts talent management through performance management, eliminates every irrelevant problem that is linked to work and by frequently communicating to an employee about his or her performance, an employee will perform to his or her best. Therefore, institutions of higher learning must adopt the performance management system so as to enhance productivity through performance of employees.

2.4 Conceptual framework

The framework was developed to illustrate the effects of talent management practices on organisational citizenship behaviour with emphasis on recruitment and selection, training and development, retention and performance management system as the independent variables. The framework indicates the relationship between the independent variables (talent management components) and dependent variable (organisational citizenship behaviour).

TALENT MANAGEMENT

Recruitment and Selection
Sub-variables;
No. of job vacancies
Sourcing efficiency
Cost of hiring
Time to hire
Internal and external
Well specified jobs

Training and Development
Financial support
Training Plans
Recognition
Coaching & mentoring
Talent Pool
Promotion

Performance Management System
Sub- variables:
Performance plans
Performance Reviews
Feedback discussions
Coaching
Challenging tasks

Retention
Retention discussions
Rotations & coaching
Rewards & Compensation
Base pay

Organisational Citizenship Behaviour

Sub-variables:
Altruism
Teamwork
Civic virtue
Courtesy
sportsmanship

18

2.5   Empirical studies

Talent Management is a subject area that has been widely researched globally, however it gives room for further investigations because of its importance on the performance of organisations. Many academicians and practitioners have also revealed areas that need further investigation. Various studies point out the impact that talent management components have on different aspects of the organisations such as employee performance, organisational efficiency, innovative work behaviour, job satisfaction (Khan et al., 2012; Khaki et al., 2017; Luna-Arocas & Lara, 2020). Luna-Arocas and Lara, (2020) recommends to the public organisations to implement strategies that will focus on attracting, developing and retaining employees. Furthermore, Chodorek and Sudolska (2015) worked in reverse relation as their research identified the effect that organisational citizenship behaviour has on talent management. Their study revealed that organisational citizenship behaviour supports the implementation of talent management practices such as talent identification, designing career paths and sharing of knowledge.

A study by Nazar (2016)) conducted in the banking sector of Sudan examined the influence of human resource management practices on organisational citizenship behaviour. Data was collected using a structured questionnaire and analysed using Pearson correlation in order to investigate the relationship between various human resources management practices and organisational citizenship behavior. Further, multiple regression was used to find the joint effect of various human resources management practices against organisational citizenship behaviour. The results revealed a positive relationship between human resources management practices and organisational citizenship behaviour and one of the practices was recruitment and selection. Another study by Begum and Zehou (2014) focused on investigating the relationship between recruitment and selection practice and organizational citizenship behavior; dimensions of commercial banks of Malawi. The methodology used by Begum and Zehou (2014) is similar to the present study in that they adapted regression as their statistical analysis. The finding was also congruent to the study by Nazar (2016) in that it revealed that recruitment and selection have positive influence on employees' extra role behavior. However, none of mentioned studies have touched on the effect of recruitment and selection on organisational citizenship in the Malawi context. Most important, no such study has been conducted in the higher institutions of Malawi, hence giving room to the researcher to further investigate the effect that talent management components (recruitment and selection) have on organisational citizenship behaviour.

Rubel and Rahman (2018) conducted a research in the private banks of Bangladesh. The researched looked on the effect of training and development on organisational citizenship behavior. Data was collected using convenient sampling method from a sample size of 141 employees. Both descriptive and inferential statistics were adopted in order to analyse the data. The results of the study revealed that there is a powerful positive link between training and development and organisational citizenship behaviour. These studies were conducted in the commercial bank of Banglesh and Sudan, hence leaving a gap for the same study to be conducted in the institutions of higher learning in Malawi.

Thirdly, the concept of talent management has been studied in relation to performance management systems. The work of Vural et al. (2012) focused on the effects of using talent management as a process with performance evaluation system over employee commitment. Similarly, the studies by Hamed (2016) and Almomani et al. (2022), focused on the effects of talent management on employee satisfaction while highlighting the importance of performance management system as the organisation aims to gain the commitment of its employees. None of these studies linked performance management system to organisational citizenship behaviour. Altinadag et al. (2018) pointed out that the importance of feedback in performance management is that enhances organisational citizenship behaviour. Considering the above and other studies that have focused on talent management and its related benefits, no studies have evaluated the effect of performance management system as talent practice on organisational citizenship behaviour in institutions of higher learning in Malawi, hence leaving gap for further studies.

Several authors, in defining or describing talent management, have incorporated retention as a major activity in the talent management system (Hamed, 2016; Oladapo, 2014; Rabbi et al., 2015; Dahshan & Keshk, 2018; Aina & Atan, 2020). Dahshan et al. (2018) describe retaining of talented employees as a priority of many organisations and as a key differentiator of human capital management. According to Rani and Joshi (2012), organisations that have talent management in place have done so in order to solve the problem of employee retention. Many writers have linked talent retention with employee satisfaction and employee commitment through performance pay, rewards, challenging tasks, and development (AlMannai et al., 2017).

Aina and Atan (2020) linked performance management and retention as they highlighted the importance of the relationship between an employee and employer as a contributing factor to the period an employee willing serve and organisation. This study by Aina and Atan (2020) which was conducted in the IT companies of India collected data from a sample of 55 employees. The data was analysed using various tools such as mean, median, correlation, ANOVA and SPSS version 16. It was established that rewards, base pay and job security are the main areas of retaining talent. From the above studies, it can be observed that no study has linked retention with organisational citizenship behaviours, hence leaving a gap to investigate the impact that talent retention as a talent management practice has on organisational citizenship behaviour.

2.6 Summary of the literature review

The chapter evaluated the literature by unpacking the nine talent management practices. It has also presented the theories that guided the study, their proponents, assumptions and findings in relation to the present study. The chapter has further presented empirical studies that have been done globally, in Africa and in Malawi on talent management practices. The empirical studies point on several studies that have been done on talent management, how they have focused on several issues such as job satisfaction, innovation, employee engagement, organisational performance, organisational citizenship behaviour and organisational effectiveness. However, none of these studies have been directed towards organisational citizenship behaviour of employees in Malawian context, hence this chapter has revealed the research gap and knowledge gap that needs to be filled on the effect of talent management on organisational citizenship behaviour of employees in public universities in Malawi. This, therefore, results in the development of the conceptual framework indicating talent management components and its sub-variables as independent variables while organisational citizenship behaviour as dependent variable.

Knowledge gap section

Table 1: Knowledge gap

	AUTHOR	TITLE	FINDING	Knowledge/research gap
1	(Nazar, 2016)	Impact of human resource management on organisational citizenship; looked at various variables including recruitment and selection	Results revealed positive relationship between HRM practices and OCB	No such study in Malawi context
2	(Rubel & Rahman, 2018)	Effect of training and development on organisational citizenship behaviour in the private commercial banks in Bangladesh	Results revealed positive powerful link between training and development and organisational citizenship behavior	No such study in Malawi context
3	(Aina & Atan, 2020)	A study of talent management as a strategic tool for the organisation in selected Indian IT companies, data analysed using tools such as mean, median, correlation, ANOVA	Results revealed rewarding, base pay and job security are the main areas of retaining talent	The study did not link Performance Management system to Organisational Citizenship Behaviour and also no study so far has linked performance management to organisational citizenship behavior
4	(Altinadag et al., 2018)	Effects of Talent Management components on employee satisfactions		No study has evaluated the effect of performance management system on organisational citizenship. No study has been conducted on the effect of performance management system on organisational citizenship behaviour in Malawi context

Looking at the few studies that have been highlighted in the above table, it is evident that talent management has been widely researched, however none of these studies have been connected to organizational citizenship behaviour in Malawian context, hence this study seeks to close the gap.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a discussion on the methodologies that were used to answer the research questions and achieve the objectives of the study. Mingers (2003), in defining methodology state that it is an organized way of undertaking research using well defined methods and techniques. The chapter presents details of the following key methodological aspects: research philosophy, research approaches, strategies, population, sampling technique, data analysis and the ethics guiding the present research. In conclusion a summary for the whole chapter is presented.

3.1 Research assumptions/philosophy

Saunders and Lewis (2009) define research philosophy as the beliefs and opinions of the ways knowledge or data developed. They further emphasize that it is the development of knowledge that will help to answer the research questions. Creegan (2018) defines research philosophy as the belief and opinion of the ways data should be gathered, analysed and used. The assumptions and beliefs are in three types that is; epistemology, ontology and axiology.

3.1.1 Philosophical assumptions

In conducting a study, the researcher aims to develop new knowledge. Epistemology, according to Saunders et al. (2009) relates to the type of knowledge to be developed in specific research. They further state that the knowledge should be valid. Additionally, it is also the nature of the relationship that exists between researcher and knowledge that the researcher is trying to develop (Wambugu & Njoroge, 2021).

Ontology, on the other hand, seek to identify reality in the development of knowledge and what the researcher or community will benefit from it (Saunders et al., 2009). Mingers (2003) identifies ontology as what is assumed to exist or what is real. Ontology shapes the choice of what we study based on how we view the situation at hand and the world around it. According to Saunders et al. (2009) values and beliefs of the researcher play a major role in guiding the research process. This is referred to as axiology. Axiology places more emphasis on ethics and bias, and this can be reflected in the axiological assumptions. Mingers (2003) argues that axiology refers to what the

researcher values or considers right and a researcher's judgement during the research process is considered worth and good. From these assumptions, paradigms or philosophies are developed.

3.1.2 Research paradigm/philosophies

Mingers (2003) defines a paradigm is a theory or a concept that lay down the philosophical assumptions. The four paradigms are identified as positivism, interpretivism, emancipatory and pragmatism are explained below.

Positivists argue that in any research the researcher focus on one main objective to fulfil (Saunders et al., 2009). As such, positivist test hypotheses in order to establish significance that one has regarding the results obtained. Epistemologists have the belief that they should be a distance between the researcher and the researched in the sense that the researched should be left to make his or her contribution without the influence of the researcher. Positivists believe that as the researcher gathers information, he or she should not interfere with the researched hence they do not allow for bias in the research process (Wambugu & Njoroge, 2021). Positivists argue that reality is one, fixed and independent of the one who one is observing it (Wambugu & Njoroge, 2021). According to Creegan (2018), positivist researchers look for relationships or correlations between two or more variables.

Interpretivists' assumption is that reality is multiple. Their ontological assumption is that each person constructs their own reality, therefore, they argue that there is no one reality that is waiting to be discovered. They believe that reality comprises variations because every person can construct his or her reality. The way one person views the world will be very different from the way another person views the world. The belief of axiology in the research process is controlled by the researcher and by the research problem (Saunders et al., 2009). Therefore, epistemologists believe that the researcher and participant must be given room for interaction so that the researcher has an opportunity to gather the much-required information to construct his or her reality. Interpretivists advocate for the use of qualitative data collection methods and qualitative analysis.

Another assumption is that of emancipatory research which involves developing knowledge that will benefit the whole community more especially the disadvantaged (Noel, 2016). He further clarifies that emancipatory key assumptions are that realities are multiple and they can be developed by both the elite and marginalized. It is also known as participatory research and unlike

positivists has a belief that creates a gap between researcher and the researched. It is a type of research that aim to empower the less privileged in the society by engaging them into the research hence participatory research (Noel, 2016).

Pragmatists believe that there is no one reality or multiple situations. They focus on the ideal situation as long as it helps them to identify what will work after particular research. According to Lodico et al. (2006) pragmatists state that research helps to recognise knowledge that brings benefits. This, in their view, means that in order to develop knowledge it is vital to explore problems and identify what will work for that problem. Wambugu and Njoroge (2021) argue that because of pragmatist emphasis on what works, they recommend for all methods of data collection and analysis. Pragmatists, therefore, advocate for the use of both qualitative and quantitative approaches and to adopt both inductive and deductive reasoning to investigate multiple views of the research because their main purpose is to have a result of what works.

Considering the above assumptions and paradigms, this study, therefore, adopted the positivists approach. This is because positivists, believe in one reality, develop knowledge, and test hypothesis, the phenomena under study can be broken down into variables or constructs and most importantly, do not give room for bias on the research process, as such it aims to maintain a distance between the researchers and researched. This present study came about after the identification of a research gap in the talent management field of public institutions of Malawi. Therefore, the study is purely quantitative as it involved in collection of numerical data, the research problem was broken down into constructs or variables which are recruitment and selection, training and development, retention and performance management. Finally, the study also tested hypothesis. The research onion by Saunders et al. (2009) showed the different stages of the research process. It indicates the link from one level to another. From the difference research assumptions and paradigms follows the research approaches. From the research onion, two approaches can be identified.

3.2   Research approaches

3.2.1   Deductive approach

Under this approach, according to Saunders et al. (2009), hypothesis tests are developed which will used to rigorously test the theory of the research. This means that the deductive approach follows a sequence or pattern. Deductive approach, according to Lodico et al. (2006) is referred to as the 'top-down approach', that is, the deductive approach aims to establish a causal relationship (develop a theory) which is followed by hypothesis testing, use of quantitative method to collect the data using questionnaires from large samples and it ensures that the participants willingly provide the information without the intervention of the researcher. Wambugu and Njoroge (2021) supports this by stating that bias avoided only when the researcher and researched maintain a distance. This approach, therefore, matches the positivists paradigm.

3.2.2   Inductive approach

Inductive reasoning works in a reverse direction in that it is the opposite of deductive approach. This approach is commonly associated with interpretivists. The approach analyses data collected qualitatively using interviews, observations, videos and pictures. The aim being to understand the situation of the phenomena.

The present study aims to establish a cause-effect relationship which will be broken down into constructs or variables. This will lead to hypothesis testing using quantitative data collection methods such as distribution questionnaires or self-administered questionnaires in order to come up with findings of the study. Therefore, this study adopted the deductive approach.

3.3   Research design

According to Coopers and Schindler (2011) as cited in Wambugu and Njoroge (2021), research designs are plans set aside by researcher on how data will be collected to enable the researcher to answer the research questions and achieve the objectives. In the research onion, the research design is identified as a schedule or procedure on how to undertake a particular research. This study adopted the descriptive exploratory research design. The research purpose is classified into three studies, which are exploratory, descriptive and explanatory. Firstly, exploratory research possesses the following characteristics: it searches for literature, interviews experts in particular area and

involves conducting focus group interviews which is ideal for interpretivists. It also seeks to find new insights through asking questions in order to describe phenomena. It is further clarified that it has an advantage of being flexible in the sense that the research can changed. On the other hand, the objective of descriptive research is to understand the reality under study collecting the data relevant to the phenomena. The fact that a clear picture of the phenomena is revealed before data collecting the required data, indicates that this study is ideal for positivists. Finally, explanatory research aims to establish causal relationship between variables and also puts more emphasis in finding the ideal situation or research problem which will further give a guide to explain the relationship.

This research seeks to find out effect of talent management practices on organisational citizenship behaviour, which means that the study aims to establish the causal relationship between talent management and organisational citizenship behaviour, hence descripto-explanatory design was considered ideal for the study.

3.3.1 Basic and applied research

The objective of this approach is to increase or expand data and, therefore, does not solve an immediate research problem. It is purely theoretical. On the other hand, applied research seeks to solve a particular problem. It focuses on a specific problem that will alleviate a current problem in a field based on the end user.

3.3.2 Quantitative and qualitative research

These research approaches differ in the type of data that they collect. Quantitative approach collects numerical data while qualitative approach focuses on narrative data. Quantitative research is mainly associated with positivism while qualitative is associated with interpretivism. Pragmatism and participatory philosophies use both techniques. The present study, therefore, adopted the quantitative methods of data collection because the aim of the present study was to determine the causal relationship between independent variables (recruitment and selection, training and development, retention, performance management system and the dependent variable; organisational citizenship behaviour.

3.4 Research strategy

There are several strategies that can be adopted for the research studies. These are experiment, survey, case study, action, grounded theory, ethnography, archival. The present study, therefore, adopted a descripto-explanatory survey research strategy. This is because the study had clear research questions and objectives that guided it, which emanated from identifying a problem. The study was also aimed at establishing a cause-and-effect relationship between talent management practices and organisational citizenship behaviour.

3.4.1 Study population

Table 2 : Study population

	Malawi University of Business and Applied Sciences (MUBAS) Management levels				Kamuzu University of Health Sciences (KUHeS) Management Levels				
	Top	Middle	Low	Other	Top	Middle	Lower	Other	Total
Female	1	3	10	9	1	6	6	9	49
Male	3	7	38	10	3	8	37	10	117
Total	4	10	48	23	4	14	36	19	165

Population is defined as the whole or total number of cases from which the sample is drawn (Hamed, 2016). On the other hand, Saunders et al. (2009) defined population as a total number of subjects from which the researcher draws the sample. The present study population was drawn from two public universities namely; Malawi University of Business and Applied Sciences (MUBAS) and Kamuzu University of Health Sciences (KUHeS) refer to Table 3.1 above. Their well-established human resource systems made them ideal for the study. The study had limited resources in terms of time and finances because the researcher combined her study with office work, hence it was a challenge to find time to collect all questionnaires because most of them were hard copies. This was also a self-sponsored study, hence focused only on the two institutions to minimize costs of travelling, although Malawi has 6 public universities. The study population of 165 was drawn from a list of heads of departments, executive deans, assistant registrars, assistant finance officers of the two well established public institutions in Malawi. The population also

included other members of staff that previously occupied management positions and those that are affected by the practice.

The group was selected because of the following reasons; firstly, the heads of department take part in the talent management system, for instance, they are involved in recruitment and selection activities such as shortlisting and interviewing candidates, therefore, possess extensive knowledge which was a benefit the study. Secondly, they were selected based on their positions, although some might not be familiar with the technical words such as talent management, retention and organisational citizenship behaviour, but as leaders in their respective departments, they take active role in the implementation of the talent management practices, for example, recommending members of staff from their respective departments for training, they actively take part in the evaluation of members of staff in their respective departments. As such, the achievement of talent management programmes is partly dependent on the decisions that they make. However, collecting data from the entire population might be costly and time consuming, hence sampling techniques can be applied to reduce the cases from which the inferences can be done about the population (Saunders et al., 2009).

3.5   Sampling techniques

These can be divided into two types;

3.5.1   Probability sampling or representative sampling

Probability sampling means every subject will have an opportunity to be selected or picked (Hamed, 2016; Saunders et al., 2009). Several quantitative techniques are identified for selecting a sample randomly and these are simple random, stratified random, cluster sampling, systematic sampling and multi stage sample. Each technique has its own advantage, for instance, stratified sampling ensures that every stratum is adequately represented, cluster sampling save time and money and systematic sampling is known for its simplicity.

3.5.2   Non-probability sampling

Under this technique, the probability of every item being selected from the entire population is not known. The techniques are quota sampling, snowball sampling, convenience sampling and

purposive sampling. These techniques have their own advantages, for instance, convenience sampling is favoured because it is inexpensive and an easy option (Hamed, 2016).

In this study, the population was first divided into four stratas, that is (using stratified sampling) according to levels of management (lower, middle, higher management and other category). Hamed (2016) argues that where the population under study is comprised of different groups it is ideal to divide the population into strata for easy of comparison for instance the population may be comprised of different age groups, levels of income. In this study the population under study comprised of different levels of management hence the four stratas. After dividing the population into stratas the sample was selected using random sampling technique. The advantage of probability sampling, according to the probability theory, is that every subject has an opportunity of being picked.

Yamane (1967) an equation, to determine the sample sizes was employed to come up with a sample size of 116. Saunders et al. (2009) recommend the following factors in determining the sample size; the larger the sample size the closer it is to normal distributions, hence robust results known as the central limit theorem. A sample size of 30 or more ensures a sampling distribution for mean that is close to a normal distribution, hence providing the relevant results. Therefore, the 116 sample was ideal for this study (Saunders et al., 2009).

According to Israel (1992) formula can be used to determine sample sizes. The present study employed Yamane (1967, p. 886) to determine the sample size. The following is the formular at 95% confidence level:

$$n = \frac{N}{1 + N(e)^2}$$

Where 'N' is the population size in this study which is 165 and 'e' is the precision level at 95% confidence level which is 0.05.

Therefore;

$$= \frac{165}{1 + 165 (0.05)^2}$$

$$= 116$$

However, 83 was the actual sample size that is the responses that the researcher managed to collect from the respondents, representing 70% response rate of the sample of 116 questionnaires that were

distributed. Baruch and Brooks (2008) recommended a benchmark of 35 to 40 per cent of response rate for organisational level while an individual level response rate should be 55 percent. They further stress that any deviations should be explained or defended especially deviation downwards. The 70% response rate from the 116 sample for the present study is above the benchmark, hence an acceptable percentage. Some participants were also reluctant to return the questionnaire or else they did not want to respond. Therefore, due to time constraints, the available data was used for the analysis since it met the response rate thresholds.

3.6   Data collection technique

According to Saunders et al. (2009) in quantitative research several strategies can be used to gather data. These strategies are experiments, surveys and case study, action research, grounded theory, ethnography and archival research. The present study adopted the survey strategy that allowed the researcher to collect data using quantitative method of data collection. According to Saunders et al. (2009), survey strategy allows for collection of large amounts of data from a sizeable population in highly economical way. They further argue that the data is collected using a questionnaire which is standardized, hence giving room for easy comparison. In this study a survey was conducted using self-administered questionnaire. The uniform questionnaire was administered to all respondents because, despite their educational qualifications and levels of management, they were able to understand the requirements needed in the questionnaire. Appau and Kusi (2021) emphasized the importance of using a questionnaire as a reliable method of data collection in that when a survey is conducted several times the results are most likely to be the same. The questionnaire which is standardised and internationally recognized from the Human Capital Index (HCI) was adopted in order to guide the formulation of questions to suit the study. De Vaus (2002) describes a questionnaire as a general term to include all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order. In support Cinala and Saunders (2015) state that questionnaires collect data by asking people to respond in a predetermined order collecting and descriptive data about opinions, behaviours and attributes from many people.

The questionnaire in the present study gave a brief explanation of the independent variable components (recruitment and selection, training and development, performance management system, retention) and the dependent variable (organisational formulation citizenship behaviour).

A five –point Likert scale closed questionnaire was designed in order to gather information on the level of understanding of heads of department on the subject area. The justification being that closed questions provide information that is most likely similar, compared to an open-ended questionnaire which gives room for respondents to add information which will result in varied information, hence difficult to analyses.

The questionnaire was sent to a few respondents for pilot testing. According to Cinala and Saunders (2015), pilot testing is an important activity because it reveals to the researcher any possible errors or misunderstanding that might arise as the participants fill the information required. Pilot testing give a go ahead to the administering of the questionnaire that it will help in collecting reliability data. Fin (2009) recommends 10 as a minimum number for pilot testing. Of the seven questionnaires that were sent for pilot testing, four were collected with very minor changes. This gave the confidence to the researcher to proceed with administering the questionnaire. The researcher had two options to hand deliver and collect the questionnaire or to send via email. Some participants opted for hand delivery; hence the researcher hand delivered the questionnaires to members of staff (participants) at MUBAS and KUHeS and others opted for electronic copies of the questionnaire which were sent electronically through their email addresses.

3.7   Data analysis

Analysing quantitative data involves entering figures that represent the collected data. Prior to analyzing the data cleaning was conducted in order to make sure that the results will be reliable. The process also involved checking outliers which were replaced after verification from the questionnaires. Data imputation was used to fill gaps for some respondents that skipped some questions. According to Pampaka et al. (2014) this procedure involves replacing missing values by suitable estimates and then applying standard complete-data method to the filled-in data.

The data summaries for gender, marital status, education level, job level, job experience and age of the respondents were generated in order to produce frequency tables for the demographics of our sample.

The Cronbach's Alpha Index was used to test the reliability of grouped questions on recruitment, selection, recruitment and selection, training, development, training and development, retention

and performance management systems. Tables 4; 6; 8; 15, 17; 22, 29 and 30 in chapter 4 under results and discussions presents results of the tests.

The sample was confirmed adequate using the Kaiser Mayer Oklin (KMO) measure of sampling adequacy and the Bartlett's test of sphericity was used to check the factorability of the items for recruitment and selection, training and development, retention and performance management systems. These measures were conducted in SPSS version 26. The results of tests are shown in Tables 10; 19; 22 and 27 in the tables under results and discussions.

Confirmatory Factor Analysis (CFA) through Structured Equation Modelling (SEM) using SPSS Amos version 26 was conducted for recruitment and selection, training and development, retention and performance management systems to assess their effect on organisational citizenship. Tables 11 and 26 in Chapter 4 under the results and discussion presents the results of the test.

Chi-square tests were conducted to ensure model fit was significant and results for the model were reliable. The recruitment and selection model were significant, hence showing the output of the confirmatory factor analysis. Statistical analysis using regression estimates was conducted for each variable indicating the factor loading for each variable (e.g. BA1, BA2, to BA5) on the latent variables. Furthermore, stacked bar charts for the latent variables; recruitment, selection, training, development, retention and performance management systems were developed using Microsoft Excel version 16. The study, therefore, adopted both descriptive and inferential methods of analysing data.

3.8   Ethical consideration

According to Creegan (2018) handling of any ethical issues can greatly impact the researcher integrity, therefore, having ethical standards can prevent creation of fake data. The researcher sought consent from the institutions that she gathered information from, and an introductory letter was issued stating clearly the purpose of the research. Secondly, she ensured that there was confidentially of individual names of the participants that contributed to the study and also confidentiality of the information that was provided. Finally, the participants willingly provided information since most of the respondents were managers and considering their busy schedules the researcher ensured that the respondents provided information at their convenient time while

considering the time frame for submission of her dissertation. As such, gentle reminders were always sent to those who took time to respond in case they had forgotten to complete the questionnaires.

3.9 Conclusion

The chapter has presented the research assumptions as follows; epistemology, ontology and axiology. Philosophies or paradigms in research were further presented that is positivists, interpretivists, pragmatists and participatory. The present study, therefore, adopted a positivist stand since by the end of the study, a hypotheses test was conducted. The research approaches and research design were presented emphasizing that the descripto-explanatory survey strategy was ideal for the study. Lastly, the study was analysed using SPSS Version Amos 26 and issues relating to the ethical conduct of the study were also presented.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the results and discussions based on the analysis of data collected to achieve the objectives of the study which were: to determine the effect of recruitment and selection on organisational citizenship behaviour; to explore the influence of training and development on organisational citizenship behaviour of employees; to examine the effects of retention on organisational citizenship behaviour; and to establish the influence of performance management system on organisational citizenship behaviour of employees in public institutions of higher learning. Primary data was collected from 83 participants who responded out of a sample of 116 representing a response rate of 72%. The results of the data analysis are discussed below.

Table 3 : Characteristics of the respondents

Variable		**Frequency**	**Percentage frequency**
Gender			
	Male	46	55
	Female	37	45
Marital status			
	Married	66	80
	Single	11	13
	Divorced	3	4
	Separated	1	1
	Widowed	2	2
Education level			
	Certificate	1	1
	Diploma	8	10
	Bachelors	19	23
	Postgraduate	55	66
Job level			
	Lower management	25	30
	Middle management	29	35
	Senior management	10	12
	Other	19	23
Job Experience			
	Below 5 years	9	11
	5 – 20 years	46	55
	More than 20years	28	34

4.1 Characteristics of the respondents

83 members of staff who hold management positions (lower, middle, and top management) from KUHeS and MUBAS participated in the study. Table 3 above shows that the majority of the respondents were male (55%). The average age of the participants is 44 years with the minimum age of 28 while 57 was the maximum.

Eighty percent of the respondents are married and 66% have an education qualification at postgraduate level. The respondents mostly comprised low and middle management (65%) and 55% respectively and had a job experience ranging from 5 and 20 years. Their education level and positions made them eligible to understand the questions and, therefore, were able to give the much-needed information.

The majority (75%) of the respondents were of the view that they would continue to work for the university until retirement. The main reason for continuing to serve in the universities being chances of growth and development followed by good working conditions. For those respondents with a contrary view, they cited that there was no chance of growth and development followed by no recognition of outstanding performance as the main reasons for not showing organisational citizenship behaviour.

4.2   Effects of recruitment and selection on organisational citizenship behaviour of employees

This study sought to determine the effects of recruitment and selection on organisational citizenship behaviour. The five-item recruitment construct on organisational citizenship had a Cronbach's Alpha of 0.641 as shown in Table 4 below. The Cronbach's Alpha aimed to check consistencies and the link between questions. The required Cronbach's Alpha level is 0.9 but an Alpha level between 0.6 and 0.8 is acceptable.

Table 4: Reliability test for recruitment

Reliability Statistics	
Cronbach's Alpha	No. of items
0.641	5

Table 5 below further shows that removing any items from the five-item construct does not improve the reliability (Allen & Bennett, 2010).

Table 5: Item-Total Statistics for recruitment

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The university has skilled personnel to conduct recruitment hence leading to organisational citizenship behavior	8.52	10.106	.473	.564
This university follows proper recruitment procedures hence leading to organisational citizenship behavior	8.43	9.883	.517	.547
Recruitment is done frequently in this university hence organisational citizenship behavior	7.57	8.932	.358	.614
The university encourages internal recruitment to identify its talent organisational citizenship behavior	7.87	8.629	.394	.594
The university encourages external recruitment to identify its talent leading to organisational citizenship behavior	8.10	10.113	.313	.626

The Cronbach's Alpha for the 5-items on effects of selection on organisational citizenship was 0.703 as shown in Table 6 below which implies fair measure of internal consistency among the 5-items.

Table 6: Reliability test for selection

Reliability Statistics	
Cronbach's Alpha	No. of items
0.703	5

As shown in Table 7 the Cronbach's Alpha does not improve with the removal of any item (Allen, & Bennett, 2010).

Table 7: Item-Total Statistics for selection

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
This university has an efficient and effective selection process leading to organisational citizenship behavior	7.27	7.880	.613	.580
The university has well specified jobs for its positions hence organisational citizenship behavior	7.37	9.530	.344	.707
The university has proper selection procedures hence organisational citizenship behavior	7.45	10.055	.421	.669
Heads of department actively take part in the selection process, hence organisational citizenship behavior	7.51	10.180	.455	.660
The university has a conducive environment for selection process leading to organisational citizenship behavior	7.47	8.984	.492	.639

Table 8 below shows that the reliability of a combination for recruitment and selection was within acceptable levels at 0.740.

Table 8: Reliability test for recruitment and selection

Reliability Statistics	
Cronbach's Alpha	No. of items
0.740	10

As shown in Table 9, the Cronbach's Alpha does not improve with the removal of any item (Allen & Bennett, 2010).

Table 9: Item-Total Statistics for recruitment and selection

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The university has skilled personnel to conduct recruitment hence leading to organisational citizenship behavior	17.78	31.489	.528	.705
This university follows proper recruitment procedures hence leading to organisational citizenship behavior	17.70	31.628	.513	.706
Recruitment is done frequently in this university hence organisational citizenship behavior	16.83	31.557	.283	.741
The university encourages internal recruitment to identify its talent organisational citizenship behavior	17.13	30.629	.343	.731
The university encourages external recruitment to identify its talent leading to organisational citizenship behavior	17.36	32.063	.338	.728
This university has an efficient and effective selection process leading to organisational citizenship behavior	17.39	28.947	.554	.693
The university has well specified jobs for its positions hence organisational citizenship behavior	17.49	31.448	.353	.727
The university has proper selection procedures hence organisational citizenship behavior	17.57	33.639	.280	.735
Heads of department actively take part in the selection process hence organisational citizenship behavior	17.63	32.115	.474	.712
The university has a conducive environment for selection process leading to organisational citizenship behavior	17.59	30.708	.460	.710

The Kaiser-Meyer-Olkin recommended sampling adequacy of 0.7. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy under this study was 0.642 as shown in Table 4.8 which was less than 0.7. This indicates that the sample was barely adequate to conduct factor analysis. Despite the sample being barely adequate, the Bartlett's Test of Sphericity was significant to imply that the items were factorable (Table 10).

Table 10: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.642
Bartlett's Test of Sphericity	Approx. Chi-Square	222.353
	Df	45
	Sig.	.000

Table 11 below shows the model fit indices. The maximum acceptable Standardized Root Mean square is 0.08. The Standardized Root Mean Square Residual (SMSR) was 0.0593 which was less than 0.08, showing that the model fits well. The Comparative Fit Index (CFI) was 1.0 and the Bentler-Bonnett Normed Fit Index (NFI) was 0.904, less than the acceptable index of 0.95 which indicated a fair fit. The model fit indices suggest that the model barely fits the data well but we can still draw conclusions from that data.

Table 11: Confirmatory factor analysis through structural equation modeling on recruitment and selection

Fit Summary	
Standardised RMR (SRMR)	0.0593
Bentler-Bonnet NFI	0.904
Bentler Comparative Fit Index (CFI)	1.000

Table 12: Path Coefficients

			Estimate	S.E.	C.R.	P	Label
BA5	<---	Recruitment	0.642	0.18	3.564	***	
BA4	<---	Recruitment	0.359	0.228	1.575	0.115	
BA3_1	<---	Recruitment	0.576	0.216	2.665	0.008	
BA2	<---	Recruitment	1.343	0.229	5.869	***	
BA1	<---	Recruitment	1				
BB5	<---	Selection	0.753	0.153	4.904	***	
BB4	<---	Selection	0.515	0.145	3.555	***	
BB3	<---	Selection	0.485	0.128	3.785	***	
BB2	<---	Selection	0.484	0.161	3.004	0.003	
BB1	<---	Selection	1				
BA4	<---	BA5	0.213	0.13	1.641	0.101	
BB4	<---	BA5	0.183	0.248	0.737	0.461	

Table 12, above shows the path coefficients with significant coefficients at 1% with one path from the recruitment construct (latent variable) to the observed variable, the university encouraging internal recruitment, did not show a significant relationship. This was not significant covariance between observed variables, the university encouraging internal recruitment and the university encouraging external recruitment as well between the university encouraging external recruitment and heads of department actively taking part in the selection process despite the modification indices indicating that a relationship exists.

The estimates in Table 12, path coefficients are the factor loadings for the sub variables or indicators for instance "the university has skilled personnel to conduct recruitment hence leading to organisational citizenship behavior" and "the university has proper selection procedures hence organizational citizenship behavior" which are represented by BA1 and BB3 respectively. These indicators are all positive implying that there is a positive effect from the variables to the latent variables, 'recruitment' and 'selection'. Thus, for instance, a 1 unit increase in BA5 leads to a 0.642 increase in recruitment.
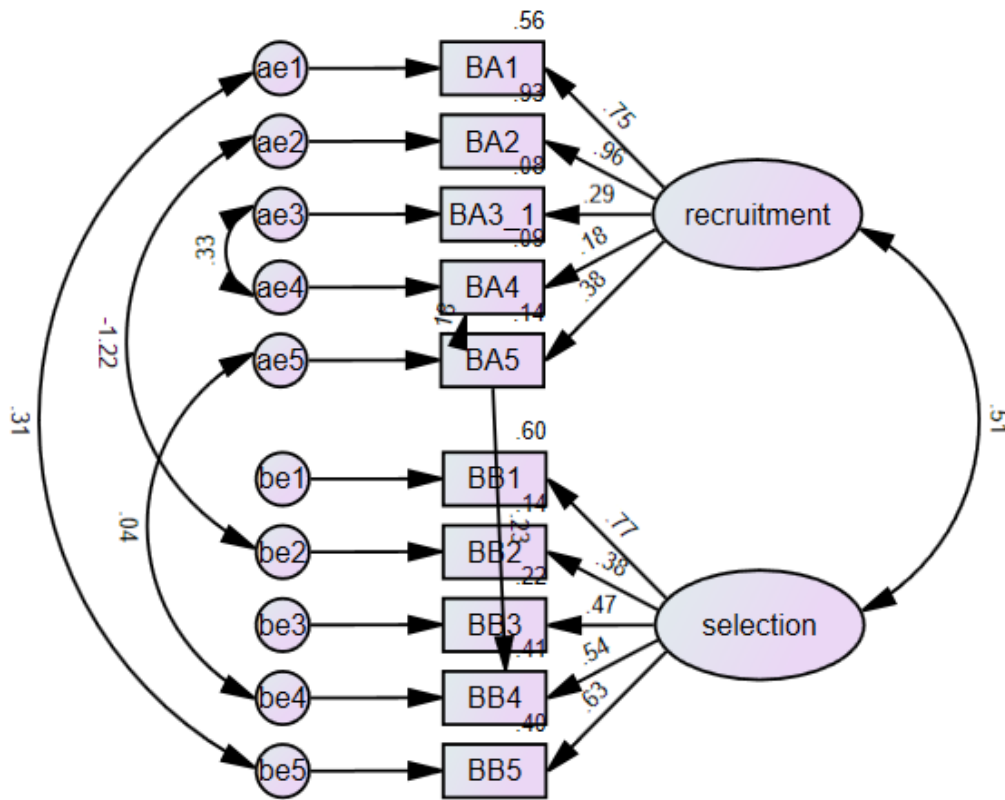
Figure 1: Path coefficient for Recruitment and Selection

Figure 1 above also shows path coefficient with ae4 representing internal recruitment and ae5 external recruitment. Be4 represents heads of departments actively taking part in the selection process. Refer to descriptive analysis in Appendix II on page 77 where respondents' opinion on recruitment influence on organisational citizenship behaviour mostly ranged from strongly agree to neither on all factors of recruitment which implies that the respondents perceived the recruitment process as an important factor that would encourage organisational citizenship.

Reference should also be made to descriptive analysis in Appendix III which indicates that the respondents' opinions on the selection process relating to organisational citizenship behaviour ranged from strongly agree to agree on all aspects regarding the selection process. This implies that the selection process had an effect on organisational citizenship behaviour of employees in the universities represented by 70%.

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4.3 Discussion based on recruitment and selection

The results of study show a positive effect of recruitment and selection on organisational citizenship behaviour of employees in public institutions of MUBAS and KUHeS. These results match a number of findings from various studies. For instance, Begum and Zehou (2014) in their study titled "investigating the relationship between recruitment and selection practice and organisational citizenship behaviour: A dimension of commercial banks in China, the finding was that there was a significant positive relationship between recruitment and selection and organisational citizenship behaviour characteristics of courtesy, consciousness, civic virtue and altruism. Nazar (2016) also conducted a research on the "impact of human resources management practices on organisational citizenship behaviour in the banking sector of Sudan". His finding of the study was that recruitment and selection influence organisational citizenship behaviour. However, the study by Nazar (2016) emphasized that the relationship between recruitment and selection and organisational citizenship behaviour was mediated by organisational commitment. This means that, for recruitment and selection to be successful, there is need for total commitment from lower, middle and top managers.

4.4 Effects of training and development on organisational citizenship behaviour

The objective sought to determine the effect of training and development on organisational citizenship behaviour. The five-item training construct on organisational citizenship had a Cronbach's Alpha of 0.605 as shown in Table 13, which was lower than the required Cronbach's Alpha level of 0.7. However, an Alpha level between 0.6 and 0.8 is acceptable.

Table 13: Reliability test for training

Reliability Statistics	
Cronbach's Alpha	No. of items
0.605	5

Table 14, below further shows that removing any items from the five-item construct does not improve the reliability (Allen & Bennett, 2010).

Table 14: Item Total Statistics for training

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The university has proper training plans hence organisational citizenship behaviour	8.82	11.662	.491	.481
Heads of department are consulted regarding training of employees in their departments hence organisational citizenship behaviour	9.11	13.878	.391	.548
The university provides financial and psychological support to its employees who opt to go for training hence organisational citizenship behaviour	8.88	12.815	.380	.541
The university provides rewards, compensation to its employees after completing training, hence leading to organisational citizenship behaviour	8.52	11.301	.338	.571
The university recognizes employees in form of promotion after training hence organisational citizenship behaviour	8.77	12.520	.265	.607

Table 15: Reliability test for development

Reliability Statistics	
Cronbach's Alpha	No. of items
0.796	5

The Cronbach's Alpha for the 5-items on effects of development on organisation citizenship was 0.796 as shown in Table 15 above which falls within 0.6 and 0.8 implying a fair measure of internal consistency among the 5-items. As shown in Table 16, the Cronbach's Alpha does not improve with the removal of any item (Allen & Bennett, 2010).

Table 16: Item-Total Statistics for development

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In this university, out-standing performers are encouraged to continuously develop themselves and take the next steps in their careers hence organisational citizenship behaviour	12.29	20.013	.510	.779
Coaching, mentoring and challenging assignments are primary development approaches at this university leading organisational citizenship behaviour	12.11	19.415	.644	.738
In this university, communication to employees regarding their development is regular, significant and both ways, hence organisational citizenship behaviour	11.77	18.496	.689	.722
The university has training and development plans for all its employees, hence organisational citizenship behaviour	12.05	18.778	.629	.741
Heads of departments are answerable for the personal growth of their employees in this university, hence organisational citizenship behaviour	12.31	20.803	.435	.803

Table 17: Reliability test for training and development

Reliability Statistics	
Cronbach's Alpha	No. of items
0.795	10

The combined training and development reliability was 0.795 as shown in Table 17 above implying fair internal consistency in the 10-item factors.

Table 18: Item-Total Statistics for training and development

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The university has proper training plans hence organisational citizenship behavior	23.95	57.559	.496	.774
Heads of department are consulted regarding training of employees in their departments hence organisational citizenship behavior	24.24	64.453	.228	.799
The university provides financial and psychological support to its employees who opt to go for training hence organisational citizenship behavior	24.01	58.451	.479	.776
The university provides rewards, compensation to its employees after completing training hence leading to organisational citizenship behavior	23.65	57.694	.348	.794
The university recognizes employees in form of promotion after training hence organisational citizenship behavior	23.90	58.234	.364	.790
In this university, outstanding performers are encourage to continuously develop themselves hence organisaitonal citizenship behavior	23.31	57.169	.428	.782
Coaching, mentoring and challenging assignments are primary development approaches at this university leading organisational citizenship behavior	23.13	54.653	.620	.759
In this university, communication to employees regarding their development is regular, significant and both ways hence organisational citizenship behavior	22.80	53.140	.663	.752
The university has developmental schedules for all its members of staff hence organisational citizenship behavior	23.07	54.653	.557	.765
Heads of departments are answerable for the personal growth of their employees in this university hence organisational citizenship behavior	23.34	55.543	.501	.772

As shown in Table 18 above, the Cronbach's Alpha does not improve with the removal of any item (Allen & Bennett, 2010).

Table 19: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.777
Bartlett's Test of Sphericity	Approx. Chi-Square	226.104
	Df	45
	Sig.	.000

Table 19, above shows the Kaiser-Meyer-Olkin Measure of Sampling Adequacy of 0.777 which is greater than 0.7. This indicates that the sample was adequate to conduct factor analysis. The Bartlett's Test of Sphericity was significant to imply that the items were factorable. The model fit indices show a poor model fit since the Standardized Root Mean Square Residual (SMSR) was 0.0683 which was less than 0.08, and the Comparative Fit Index (CFI) was 0.964 which was greater than 0.95, showing that the model fits well. However, the Bentler-Bonnett Normed Fit Index (NFI) was 0.837 less than the acceptable index of 0.95 which showed poor model fit. According to the model fit indices, the model poorly fits the data but we can still draw conclusions from that data.

Table 20: Confirmatory factor analysis through structural equation modeling on training and development.

Fit Summary	
Standardised RMR (SRMR)	0.0683
Bentler-Bonnet NFI	0.7
Bentler Comparative Fit Index (CFI)	0.964

Table 21: Path Coefficients

			Estimate	S.E.	C.R.	P	Label
BC5	<---	Training	.814	.281	2.894	.004	
BC4	<---	Training	.936	.307	3.051	.002	
BC3	<---	Training	.880	.247	3.560	***	
BC2	<---	Training	.566	.184	3.071	.002	
BC1	<---	Training	1.000				
BD5_1	<---	development	.940	.269	3.493	***	
BD4_1	<---	development	1.322	.299	4.415	***	
BD3_1	<---	development	1.556	.325	4.794	***	
BD2_1	<---	development	1.279	.283	4.528	***	
BD1_1	<---	development	1.000				

The estimates in Table 21, Path coefficients, are the factor loadings for the sub-variable or indicators (the university has proper training plans hence organizational citizenship behavior and

coaching, mentoring, challenging assignments are primary development approaches for this university leading organizational citizenship behavior). These indicators are represented by for instance BC1 and BD2 which are all positive implying that there is a positive influence from the variables to the latent variables, 'training' and 'development'. Thus, for instance, a 1 unit increase in BC3 leads to a 0.880 increase in training.

All the path coefficients shown in Table 21 above were significant at 1%. However, path coefficient for other variables had estimates greater than 1%, for instance, BD4-1, BD3-1 etc. These indicate that individual development plans are in place (BDE_1) with an estimate of 1.322 implying that a 1 unit increase in BD4_1 leads to a 1.322 increase in development.
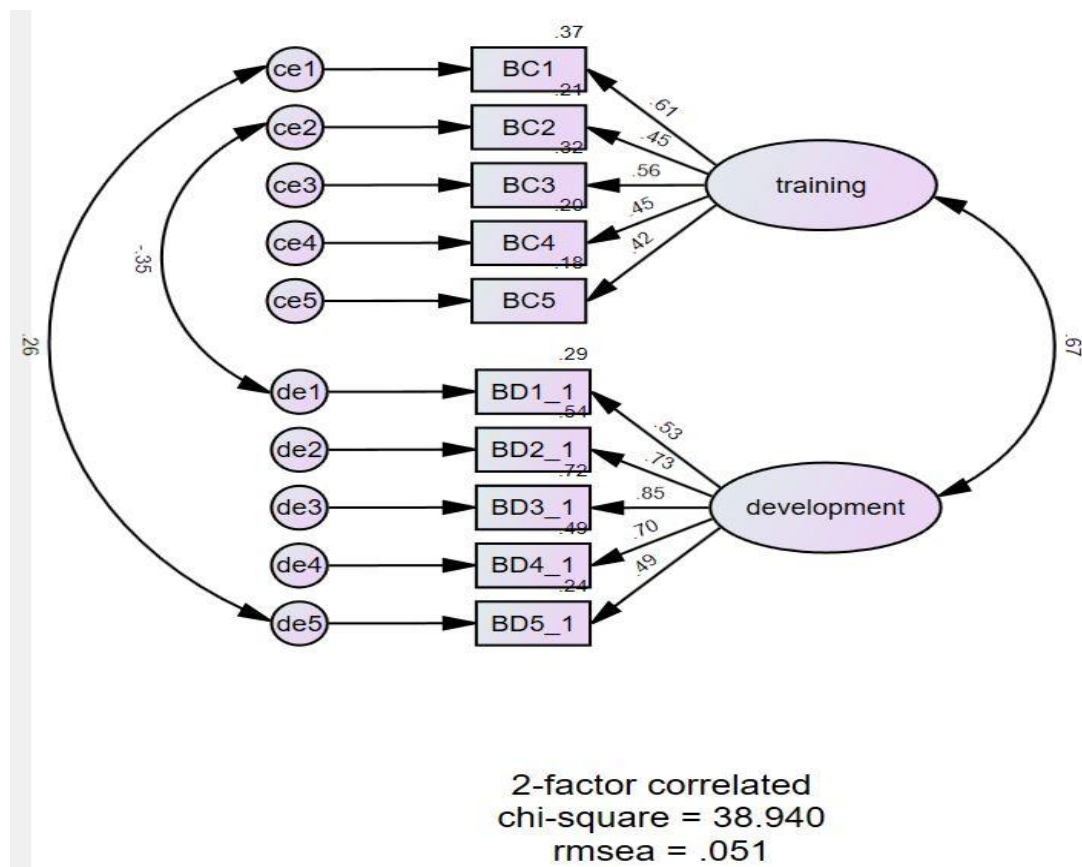
Figure 2: Path coefficient for Training and development

The responses in Figure 2 indicate that training has an effect on organisational citizenship behaviour of employees in the public universities (refer also to Appendix IV, which shows that the respondents' perceptions on training influence on organisational citizenship behaviour mostly

ranged from 'strongly agree' to 'neither'). This implies that the respondents perceived training as an important factor that would encourage organisational citizenship (Figure 2).

Reference should also be made to Appendix V which shows that perceptions on development on organisational citizenship ranged from 'agree' to 'disagree' which implied that the university does not or barely offer development chances for its staff, hence lightly considered as having an effect on organisational citizenship behaviour.

4.3 Discussion of results based on Training and Development

The results of the study as shown from the charts in Appendices IV and V indicate that on average 75% of the study participants regard training as influencing organisational citizenship. On the contrary, 65% of the participants are of the view that development barely has an influence on organisational citizenship behaviour. Figure 2 shows that Individual plans are in place (BD4_1) with an estimate of 1.322 implying that a 1 unit increase in BD4_1 leads to a 1.322 increase in development.

4.4.1 Training and Development

The results of the study indicate that training has a significant positive effect on organisational citizenship behaviour. This is in agreement with Kamarul (2011) who studied the association between organisational citizenship behavior and training in the digital world of employees of Malaysia. His finding indicated that training variables (availability of training, support for training, motivation to learn, training environment and perceived benefits of training) correlated with organisational citizenship behaviour of altruism, civic virtue and courtesy. The finding also matched that of Rani and Joshi (2012) which showed a positive relationship between training and organisational citizenship behaviour in the sense that training plays an important role in motivating the employees. They studied talent management as a strategic tool for the organisation in selected Indian IT companies. They further indicated that individual perception of training plays an important role in affecting organisational citizenship behaviour. However, on the other hand this study found that development barely influenced organisational citizenship. The reason being that universities do not focus much on the development of their employees. This contrasts with the study by Rubel and Rahman (2018) titled 'the effect of training and development on organisational citizenship behaviour: Evidence from private commercial banks in Bangladesh'. The result of that

study was that the strength of the relationship between organizational citizenship behavior and training was positive. This is similar to the results of Nazar (2016) study which indicates a moderate positive relationship between organisational citizenship behaviour and training and development.

4.5 Impact of Retention of organisational citizenship behaviour

Table 22: Reliability test for retention

Reliability Statistics	
Cronbach's Alpha	No. of items
0.788	5

Specific objective number 3 was to establish the impact of retention on organisational citizenship behaviour. The retention construct on organisational citizenship also had 5-items with a Cronbach's Alpha of 0.788 as shown in Table 22, which was acceptable since it fell between 0.6 and 0.8.

Table 23: Item-Total statistics for retention

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	
			.448	.794	
			.669	.711	
			.611	.734	
In this university, heads of departments are encouraged to regularly have retention discussions with members of staff hence organisaitonal citizenship behaviour	12.95	15.534	The university can retain our best performers leading to organisational citizenship behaviour	14.13	15.677
Heads of departments are accountable for losing top performers in the university hence leading to organisational citizenship behaviour	12.67	17.344	In this university's employee turnover is tracked across divisions, locations, talent levels and heads of departments leading to organisational citizenship behaviour	13.92	14.298
			The university record the reason behind turnover of its employees and address them hence organisational citizenship behaviour	13.22	15.830

Table 23 further shows that removing the first items from the five-item construct improved the reliability but since the difference was not large, the item was not removed (Allen & Bennett, 2010).

Table 24: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.800
Bartlett's Test of Sphericity	Approx. Chi-Square	118.601
	Df	10
	Sig.	.000

Table 24, above shows the Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.800 which is greater than 0.7. This indicates that the sample was adequate to conduct factor analysis. The Bartlett's Test of Sphericity was significant to imply that the items were factorable.

Table 25: Confirmatory factor analysis though structural equation modeling on retention

Fit Summary	
Standardised RMR (SRMR)	0.0399
Bentler-Bonnet NFI	0.095
Bentler Comparative Fit Index (CFI)	0.991

The model fit indices indicate that the model fit well. The Standardized Root Mean Square Residual (SMSR) was 0.0399 which was less than 0.08, the Comparative Fit Index (CFI) was 0.991 which was greater than 0.95 and the Bentler-Bonnett Normed Fit Index (NFI) was 0.095 greater than the acceptable index of 0.95.

According to the model fit indices, the model fits the data well but the model cannot be used to draw conclusions from that data because the overall Chi-square test of model fit was not significant (Chi-square = 5.990, p-value = 0.307).

Table 26: Path Coefficients for Retention

			Estimate	S.E.	C.R.	P	Label
BF5_1	<---	retention	0.857	0.242	3.547	***	
BF4_1	<---	retention	1.244	0.299	4.157	***	
BF3_1	<---	retention	1.18	0.29	4.063	***	
BF2_1	<---	retention	1.389	0.337	4.12	***	
BF1_1	<---	retention	1				

The estimates in Table 26, Path coefficients, are the factor loadings for the indicators for instance "in this university, managers hold retention conversation with employees frequently hence organizatonal citizenship behavior" is represented BF4. These BF's are all positive implying that there is positive influence from the variables to the latent variables' 'retention'. Thus, for instance, a 1 unit increase in BF2 leads to a 1.389 increase in retention.

There is need to exercise caution in use of these estimates because the overall model was not significant, despite all the estimates having significant coefficients. This showed that the different factors influenced retention (refer to Table 26 above).

As the overall model was not significant, Appendix VI on page 83 was used to draw conclusions on the effect of retention on organisational citizenship behaviour. The perceptions of the respondents ranged from 'agree' to 'disagree'. This implied that the respondents perceived universities scarcely implementing retention strategies that would encourage organisational citizenship (Appendix VI).

4.6 Discussion of results based on retention

The results of the study as shown in Appendix VI indicate that, on average, 85% of the respondents perceived retention as having no influence on organisational citizenship behaviour.

4.6.1 Retention

The findings of the study show that retention barely influences organisational citizenship behaviour of employees in the public universities. The responses ranged from 'agree' to 'disagree' with 47% response being 'neither agree'. The results show limited or lack of retention strategies in universities and commitment by managers to have the strategies implemented. The finding of the study match results of other studies. For instance, the finding of Amushila and Bussin (2020) who studied 'the effect of talent management practices on employee retention at the Namibia University of Science and Technology: Middle-level administration' exposed shortcomings in implementation of retention, such as leadership commitment that was found to be deficient, therefore, could hinder provision of service. The results also match those of Aina and Atan (2020) study which found that talent retention had no effect on organizational citizenship behaviour. They further state that this is attributed to little or no concern by organisations in emphasizing implementation of latent retention

policies. These results indicate that if retention strategies are properly indicated they will contribute to positive effect on organisational citizenship behaviour. However, because the strategy is not being wholly implemented it has contributed to its failure.

4.7   Effect of performance management systems (PMS) on organisational citizenship behaviour

Table 27: Reliability test for performance management systems

Reliability Statistics	
Cronbach's Alpha	No. of items
0.699	5

Specific objective number 4 was to determine the effect of performance management system on organisational citizenship behaviour. Table 27, above shows that the 5-item PMS construct on organisational citizenship had a Cronbach's Alpha of 0.699 which is within the recommended level since it fell between 0.6 and 0.8.

Table 28: Item-Total Statistics for performance management systems

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
There is a 'line of sight' between employees, jobs and the university's strategic goals, hence organisational citizenship behavour	13.29	17.037	.287	.718
In this university, coaching and feedback discussions with supervisors are on-going, frequent and candid hence organisational citizenship behaviour	12.80	13.458	.579	.591
The university provides a range of interesting and challenging assignments, jobs, rotations and team activities, hence organisational citizenship behaviour	12.98	13.268	.578	.591
In this university, top performers are paid more for the value they provide, hence organisational citizenship behaviour	11.88	17.278	.434	.663
Non-financial rewards are effectively used to reinforce excellent performance in the university, hence organisational citizenship behaviour	12.00	16.341	.425	.662

Table 28 further shows that removing the first items from the five-item construct improved the reliability to 0.718, however, the difference was not large, hence the item was not removed (Allen & Bennett, 2010).

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is 0.646 which indicated that the sample was adequate to conduct factor analysis as shown in Table 29 below. The items were factorable since the Bartlett's Test of Sphericity was significant.

Table 29: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.646
Bartlett's Test of Sphericity	Approx. Chi-Square	81.444
	Df	10
	Sig.	.000

The overall chi-square test for model fit showed lack of significance (chi-square = 3.990, p-value = 0.407), hence the model was not suitable for measuring organisational citizenship behaviour. The lack of fit could be attributed to the sub-optimal adequacy in the sample size. The SRMR, NFI and CFI indices also confirmed the lack of fit. Despite all the estimates having significant coefficients, showing that the different factors influenced performance management systems, there is need to exercise caution in use of these estimates because the overall model was not significant (Table 30).

Table 30 : Path Coefficients for PMS

			Estimate	S.E.	C.R.	P	Label
BE5_1	<---	pms	1.303	0.528	2.466	0.014	
BE4_1	<---	pms	1.178	0.468	2.519	0.012	
BE3_1	<---	pms	2.26	0.837	2.701	0.007	
BE2_1	<---	pms	2.192	0.812	2.699	0.007	
BE1_1	<---	Pms	1				

The estimates in Table 30, path coefficients, are the factor loadings for the sub – variables or indicators that is "In this university, coaching and feedback discussions with supervisors are on-going, frequent and candid hence organisational citizenship behavior" is represented by BE4_2.

These BE's are all positive implying that there is a positive effect from the variables to the latent variables' 'performance management system'. Thus, for instance, a 1 unit increase in BE5_1 leads to a 1.303 increase in performance management system.

As the model was not fit for use, the results from Appendix VII on Performance management systems on organisational citizenship behaviour were used to draw conclusions.
From Appendix VI, the majority of the respondents' perceptions ranged from 'neither' to 'disagree', an indication that performance management systems influence organisational citizenship behaviour.

4.8   Discussion of the results based on performance management

The results of the study as indicated on Appendix VII show that an average of 85% of the respondents are of the view that performance management has no influence on organisational citizenship behaviour in their university.

4.8.1   Performance management system

The findings show that performance management system had no influence on organisational citizenship behaviour. This is in contrast to the study by Nazar (2016) titled 'the impact of human resource management practices on organisational citizenship behaviour: An empirical investigation from the banking sector of Sudan'. The methodological approach used to collect data and method of analysis were similar to the present study. The study indicated a positive correlation between organisational citizenship behaviour and performance management system. In this study, it was highlighted that performance management enables employees to understand what their managers expect them to do, hence it directly affects them. However, a study by Poursafar et al. (2014), found that organisational commitment mediates relationship between performance appraisal and organisational citizenship behaviour. According to Amushila and Bussin (2020), institutions that introduce talent management and, therefore, develop performance management system tool benefit from several positive outcomes. These findings match those of Yang (2012) who studied the high involvement of human resources practices, affective communication and organisational citizenship behaviour in the Taiwanese restaurants. In his findings, he argued that organisations that take a leading role in the implementation of performance appraisal gain high employee involvement.

4.9   Chapter summary

The chapter has presented the results and discussion that were drawn from the data. The results were on the impact of talent management practices on organisational citizenship behaviour of employees of public institutions of higher learning. The chapter also discussed the findings on the effect of talent management components (recruitment, selection, training, development, retention and performance management system) on organisational citizenship behaviour of employees of public institutions of higher learning of MUBAS and KUHeS.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

In concluding the study, the chapter presents a summary of the findings, conclusions, recommendations, areas of possible study and limitations of the study. The conclusions are based on the results obtained from analysis of talent management practices of recruitment and selection, training and development, retention and performance management system on organisational citizenship behaviour of employees in public institutions of higher learning. The chapter makes recommendations on the need to properly implement talent management practices and also suggest areas for future studies. The limitations that have hindered the effective results of the study have also been highlighted.

5.1   Summary of findings

This study seeks to find out the effects of talent management on organisational citizenship behaviour of employees in institutions of higher learning. The specific objectives and summary of findings are presented as follows. The first objective was to determine the effect of recruitment and selection on organisational citizenship behaviour of employees in public institutions of higher learning. The study hypothesis 1.4.1 is that there is positive relationship between recruitment and selection and organisational citizenship behaviours. The findings show that the majority of the respondents had the view that talent management practices of recruitment and selection had an effect organisational citizenship behaviour hence hypothesis 1.4.1 is accepted.

The second objective was to explore the effects of training and development on organisational citizenship behaviour of employees in public institutions of higher learning. The study hypothesis 1.4.2 is that there is positive relationship between training and development and organisational citizenship behaviours. The results indicated that training affected organisational citizenship behaviour, however, its corresponding variable, development, slightly affected organisational citizenship behaviour of employees, hence hypothesis 1.4.2 is accepted.

The third objective was to examine the effects of retention on organisational citizenship behaviour of employees in public institutions of higher learning. The study hypothesis 1.4.3 is that there is positive relationship between retention and organisational citizenship behaviours. The results were that retention had no effect on retention, hence hypothesis 1.4.3 is rejected.

The final objective was to establish the effect of performance management system on organisational citizenship behaviour of employees in public institutions of higher learning. The study hypothesis 1.4.4 is that there is positive relationship between performance management system and organisational citizenship behaviours. The results were that performance management system had no effect on performance management system, hence hypothesis 1.4.4. is rejected.

5.2   Conclusions

On the effects of recruitment and selection on organisational citizenship behaviour of employees in public institutions of higher learning, the results show that recruitment and selection have an effect on organisational citizenship behaviour. It can, therefore, be concluded that public institutions in Malawi have effective ways of recruiting and selecting talented individuals. However, there is need for improvement in recruiting internally since the main focus is always recruiting external talent.

On the effects of training and development on organisational citizenship behaviour of employees in institution of her learning, it can be concluded that public institutions promote and support their staff who require and go for training. However, it can be noted that there is need for institutions to improve on the allocation of rewards, compensation or recognition of employees who successfully complete training and to the long serving employees, as this can be a source of motivation for the employees to contribute effectively the institutions. Some employees are also demotivated in the sense that although they are supported on training needs, they face restrictions on the universities that they should study because of lack of funding. However, training and development go hand in hand. From the results it can be observed that public universities focus much on training in order to improve qualifications of their employees because of the minimum requirements of qualifications for members. Support is also accorded to certain categories of staff while other categories do not get support. It is also evident that although staff is supported on training, after completion of studies, there is no follow up on their development. Development of an employee is at his or her onus.

The study has also established that turnover rate is very low in public universities in Malawi as very few employees indicated intention to leave before retirement. However, this could be attributed to financial problems and high unemployment rate. In order to motivate employees, it

is vital for the entire management to pay attention to retention strategies as the human resources management department assumes the leading role in implementing talent management activities.

Chowdhury and Hasan (2017) argue that bosses need to provide direction and spend time in one-to-one meetings because employees will find it difficult to progress without information, direction and guidance from the leader. It is evident from this study that one thing that lacks in many universities is that managers do not provide information and feedback on matters concerning their staff and the institution, hence many employees are demotivated. Chowdhury and Hasan (2017) pointed out that some of the factors that are likely to motivate employees and, therefore, contribute to their long stay are good pay, friendly working environment, cooperative colleagues and opportunities of career development or personal development such as promotion.

Finally, the finding of this research indicated that performance management system had no effect on organisational citizenship behaviour. This could be as a result of the poor implementation of the strategy by the universities. The study observed that the tool was introduced in the universities 3 years ago hence, universities need to be given enough time to implement the strategies of PMS such as performance reviews, coaching, job rotations, constant feedback to employees on their performance, giving rewards (both financial and non-financial) to the best performers.

5.3   Recommendations

Firstly, public institutions of higher learning in Malawi have well established recruitment, selection and training strategies which need minor improvements in order to have fruitful outcomes. However, there is need for commitment from lower, middle, top management and employees in implementing development, retention and performance management system strategies. Implementing these can result in a fully-fledged talent management programme covering all areas of human resource management. For instance, retention and performance management strategies such as rewards and compensation demand resources which may prove costly to an organisation. Performance management system also involves reviewing the process whereby feedback is provided on the performance of employees. This process can motivate employees to show organisational citizenship behaviours which can benefit an institution. Secondly, talent management is a process, hence there is need for a link between the components which implies that successful implementation of one practice should lead to the implementation of another. Talent management is driven by a talent mind-set in which managers in the institution regard talent

management as their responsibility and note the sole responsibility of the human resource management department (Amushila & Bussin, 2020). This can eventually lead to the improvement of organisational citizenship behaviour of employees. Lastly, turnover rate is low in public universities in Malawi, however, there is still need to have retention strategies in order to safeguard against any turnover.

The Resource-based view identifies the key indicators of the source of competitive advantage through the Value, Rareness, Imitability and Organisation (VRIO) framework. The assumptions of the resource-based view are that building resources that are of value, unique and difficult to copy, depends on the organisation's effort to develop the skills, knowledge and capabilities of its employees which will result into creating a sustainable competitive advantage. The assumptions of the Resource-based theory agree with the finding of the present study that proper and efficient recruitment and selection process can contribute to organisational citizenship behaviour. An efficient recruitment and selection process can enable an organisation to tap into the environment well talented individuals who can portray organisational citizenship behaviour traits such team work, civic virtue, courtesy, which eventually can create competitive advantage. The results also indicated that training can contribute to organisational citizenship behaviour. This, as well, is in agreement with the Resource-based theory in that as an organisation continues to train its staff through long term training and short-term trainings such as on job training, short courses, conferences, it can create a unique staff with rare skills and capabilities hence unique behaviours that will create a competitive advantage.

The assumptions of the Control theory are that when an organisation implements performance management system, it contributes to change in behaviour of employees because of the challenging tasks assigned to individual. When employees are given challenging tasks, they feel valued, hence the change in behaviour (Nazar, 2016). The theory also recognises feedback as an ingredient of shaping the behaviour of employees. The assumptions are in agreement with the results of the literature, however, not in congruent with this study which found that performance management system has no effect on organisational citizenship behaviour.

5.4   Limitations of the study

Malawi has a several universities, both public and private. The study was conducted in two public higher institutions only out of the six universities, hence the results may not be generalized

throughout the higher education sector. The other limitation was the duration it took for the researcher to collect data from respondents. Some respondents took long to respond, hence delaying the process of data analysis and submission of dissertation. However, with persistent reminders and visitations which were also costly to the researcher, she was able to collect many questionnaires at an acceptable response rate of 72%.

5.5   Areas for further studies

Future studies can focus on other talent management practices and their effect on organisational effectiveness, organisational performance or job satisfaction. Future studies can also be channeled to primary and secondary schools, private higher institutions, government departments, private organisations and non-governmental organisation. Furthermore, this study was done in public institutions based in the Southern region, future studies can, therefore, be channeled to other regions of central and north.

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MALAWI UNIVERSITY OF BUSINESS AND APPLIED SCIENCES (MUBAS)

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE

Dear Participant

You are invited to participate in an academic research study conducted by Hellen Matekenya, a Masters student from the department of Management Studies at Malawi University of Business and Applied Sciences (MUBAS).

Your participation in this research is kindly requested;

- Hellen Matekenya a Master of Business and Administration (MBA) student at MUBAS is conducting research on the Impact of Talent Management on organisation citizenship behaviour in institutions of higher learning
- Talent management involves the systematic identification, attracting, recruiting, developing, retaining and deploying of talented individuals in an organisation
- Organisational citizenship behaviour refers to the extra role performance where an employee performs his or her duties beyond the expectations of the employer without expecting a reward. The behaviours are not specified the in the job description.
- The study involves an anonymous survey and the answers you give will be treated as strictly confidential.
- This research adheres to all ethical requirements and the department granted her the permission
- The results of the study will be used for academic purposes only
- Your participation is entirely voluntarily, and you can at any time ask not continue
- The procedure to be followed is quantitative research design.
- The duration of the questionnaire will take no longer than a maximum of 15 minutes
- Please contact my supervisors, Dr. George Dzimbiri; gdzimbiri@mubas.ac.mw or fdbanda@poly.ac.mw or hmatekenya@mubas.ac.mw or hmatekenya@poly.ac.mw

Section A – Demographic data of the Respondents

This section of the questionnaire focuses on the demographic information of the respondents. May you respond by placing a cross in the appropriate boxes below;

1. Gender (Please indicate your gender)

1.	Male
2.	Female

2. Marital Status (Please indicate your marital status)

1	2	3	4	5
Married	Single	Divorced	Separated	Widowed

3. Age…………………………………………..

4. Education (Please indicate your highest educational qualification completely)

1	2	3	4
Certificate	Diploma	Bachelor's	Post graduate

5. Job Level (please indicate the level of your job)

1	2	3	4
Lower management	Middle management	Senior management	Other

6. Job experiences (in years)

1	2	3	4
Below 5 years	10 years	15 years	20 years above

Section B

This section will demonstrate the impact of Talent Management Practices (TMP) on Organisational Citizenship Behaviour (OCB).

The adapted Human Capital Index consisting of 30-items of talent management practices is shown below. The items show the application of talent management in institutions of higher learning. Please rate each statement or item according to your perception of how talent management is applied at your institution and how it impacts on organisational citizenship behaviour on a Five-point Likert scale as shown below:

1 = (agree)   2 = (strongly agree)   3 = (neither agree or disagree)

4 = (strongly disagree)   5 = (disagree)

A. This section will demonstrate the effect of Recruitment on OCB

	Statements	Agree	Strongly agree	Neither agree or disagree	Strongly disagree	disagree
1.	The university has skilled personnel to conduct recruitment hence leading to organisational citizenship behavior					
2.	This university follow proper recruitment procedures hence leading to organisational citizenship behavior					
3.	Recruitment is done frequently in this university hence organisational citizenship behaviour					
4.	The university encourage internal recruitment to identify its talent organisational citizenship behaviour					
5	The university encourage external recruitment to identify its talent leading to organisational citizenship behavior					

B.   This section will demonstrate the effect of Selection on OCB

1 = (agree)   2 = (strongly agree)   3 = (neither agree or disagree)

4 = (strongly disagree)   5 = (disagree)

	Statements	Agree	Strongly Agree	Neither agree or disagree	Strongly disagree	Disagree
1.	This university has an efficient and effective selection process leading to organisational citizenship behaviour					
2.	The university has well specified jobs for its positions hence organisational citizenship behaviour					
3.	The university has proper selection procedures hence organisational citizenship behaviour					
4.	Heads of department actively take part in the selection process hence organisational citizenship behaviour					
5.	The university has a conducive environment for selection process leading to organisational citizenship behaviour					

C.   This section will demonstrate the effect of Training on OCB

1 = (agree)   2 = (strongly agree)   3 = (neither agree or disagree)

4 = (strongly disagree)   5 = (disagree)

	Statements	Agree	Strongly Agree	Neither Agree or Disagree	Strongly disagree	Disagree
1.	The university has proper training plans hence organisational citizenship behaviour					
2.	Heads of department are consulted regarding training of employees in their departments hence organisational citizenship behaviour					
3.	The university provides financial and psychological support to its employees who opt to go for training hence organisational citizenship behaviour					
4.	The university provide rewards, compensation to its employees after completing training hence leading to organisational citizenship behaviour					
5.	The university recognize employees in form of promotion after training hence organisational citizenship behaviour					

D   This section will demonstrate the effect of Development on OCB

1 = (agree)   2 = (strongly agree)   3 = (neither agree or disagree)

4 = (strongly disagree)   5 = (disagree)

	Statements	Agree	Strongly Agree	Neither Agree or Disagree	Strongly Disagree	Disagree
1.	In this university, top performers are challenged to improve their skills and take the next steps in their careers hence organisational citizenship behaviour					
2.	Coaching, mentoring and challenging assignments are primary development approaches at this university organisational citizenship behaviour					
3.	In this university, communication to employees regarding their development is frequent, meaningful and two way hence organisational citizenship behaviour					
4.	Individual development plans are in place for all employees in the university hence organisational citizenship behaviour					
5.	Heads of departments are accountable for the development of their employees in this university hence organisational citizenship behaviour					

E   This section will demonstrate the effect of Performance Management System on OCB

1 = (agree)   2 = (strongly agree)   3 = (neither agree or disagree)
4 = (strongly disagree)   5 = (disagree)

	Statements	Agree	Strongly agree	Neither Agree or Disagree	Strongly Disagree	Disagree
1.	There is a 'line of sight' between employees, jobs and the university's strategic goals hence organisational citizenship behavour					
2.	In this university, coaching and feedback discussions with supervisors are on-going, frequent and candid hence organisational citizenship behaviour					
3.	The university provides a range of interesting and challenging assignments, jobs, rotations and team activities hence organisational citizenship behaviour					
4.	In this university, top performers are paid more for the value they provide hence organisational citizenship behaviour					
5.	Non-financial rewards are effectively used to reinforce excellent performance in the university hence organisational citizenship behaviour					

F   This section will demonstrate the effect of Employee Retention on (OCB)

1 = (agree)   2 = (strongly a gree)   3 = (neither agree or disagree)

4 = (strongly disagree)   5 = (disagree)

	Statements	Agree	Strongly Agree	Neither Agree or Disagree	Strongly Disagree	Disagree
1.	The university can retain our best performers leading to organisational citizenship behaviour					
2.	Heads of departments are take the initiative of following up on the turnover of their departmental employees leading to organisational citizenship behaviour					
3.	The reasons people leave, especially top performers, are recorded and addressed in this university hence organisational citizenship behaviour					
4.	In this university, managers hold retention conversation with employees frequently hence organizatonal citizenship behaviour					
5.	Heads of departments are answerable for the turnover of top performers in the university hence leading to organisational citizenship behaviour					

Appendix 2 : Recruitment on organisational citizenship behaviour
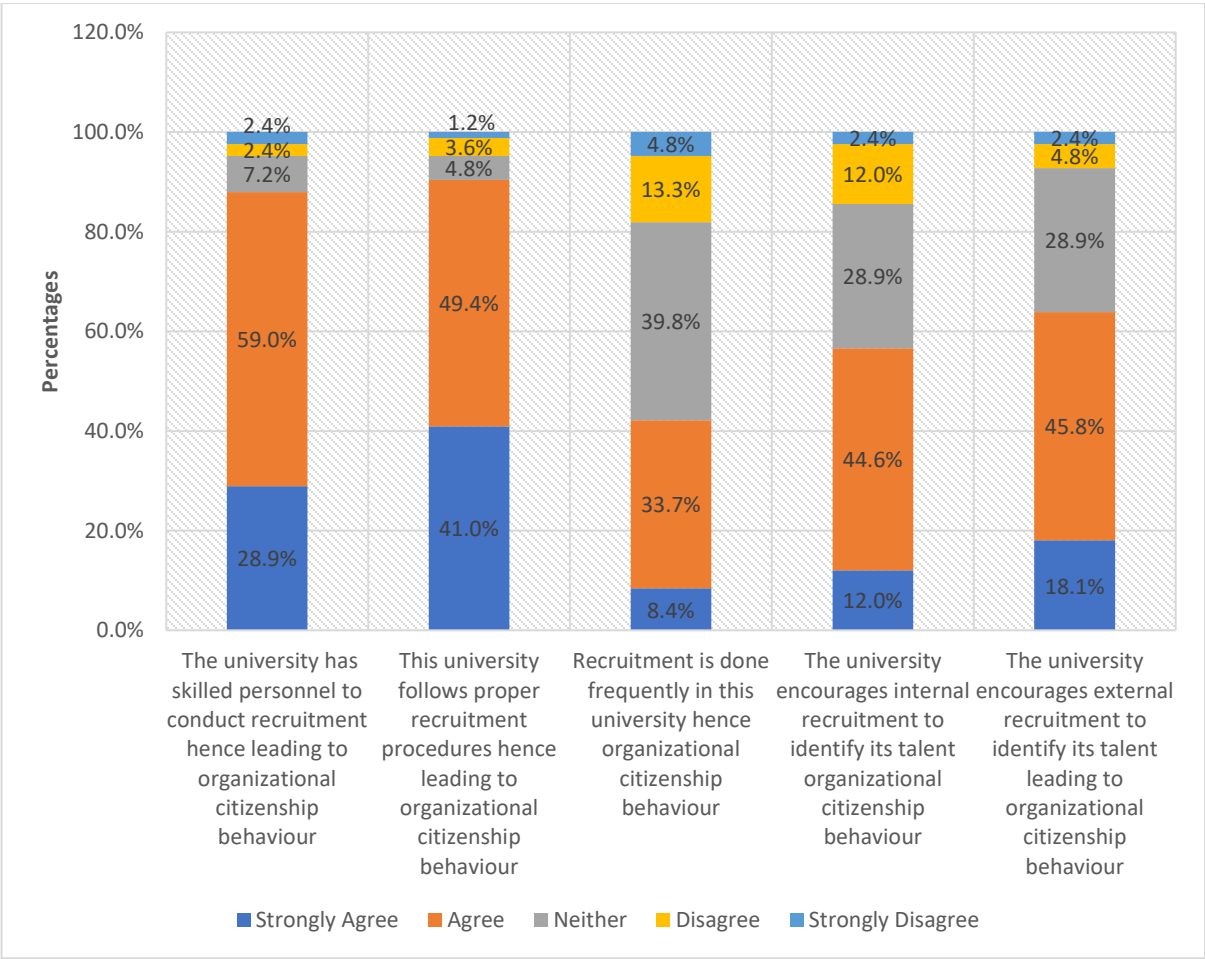
Appendix 3 : Selection on organisational citizenship behaviour
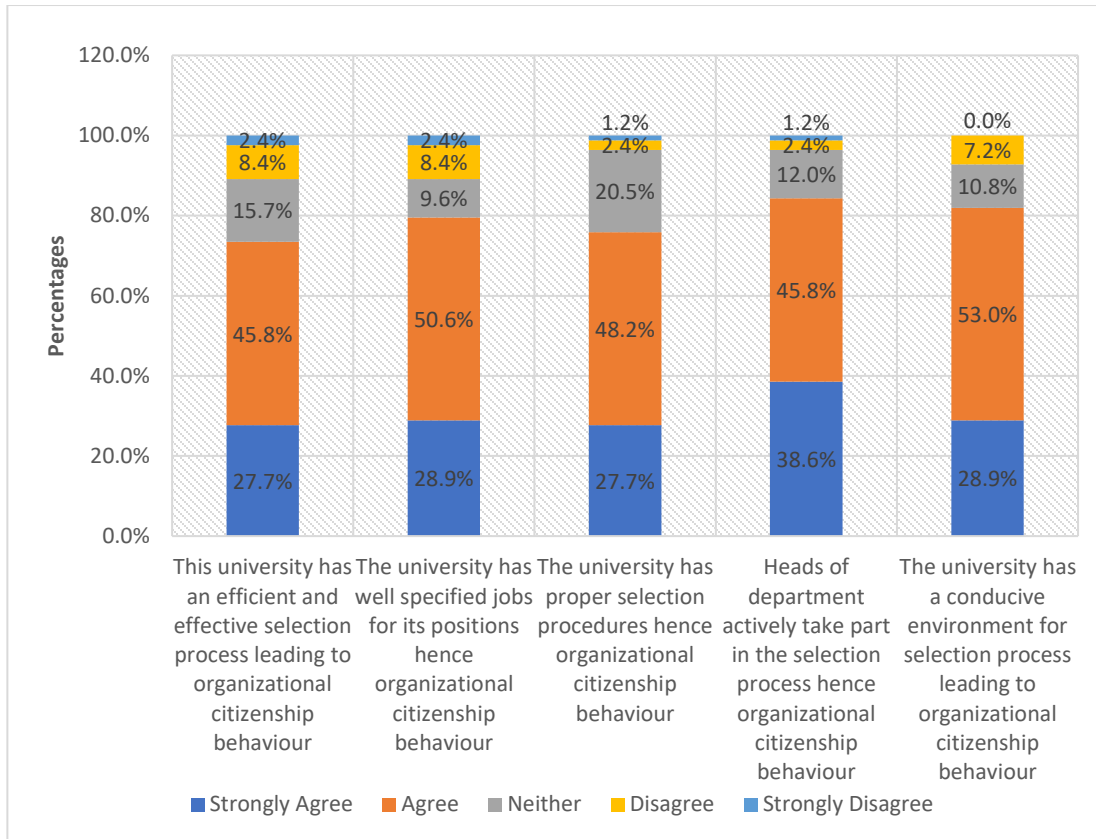
Appendix 4: Training on organisational citizenship behaviour
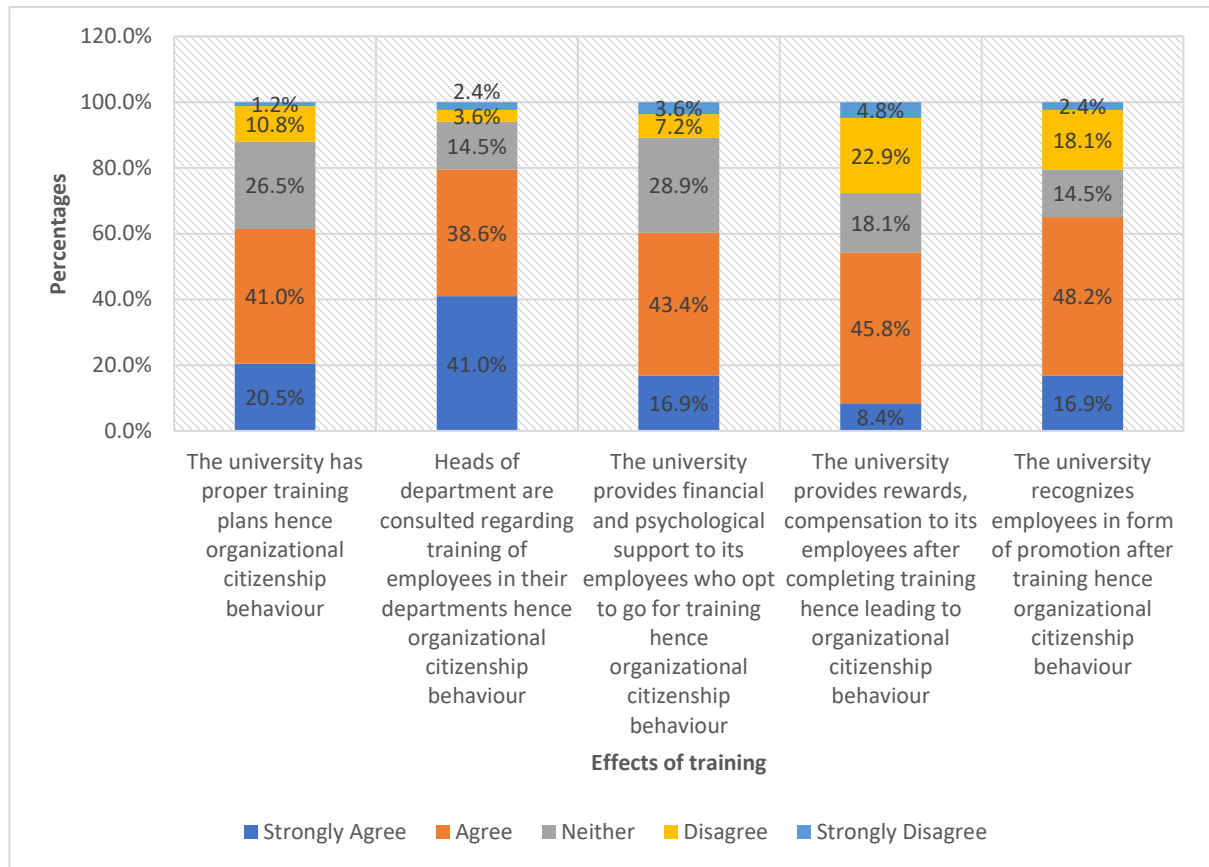
Appendix 5 : Development on organisational citizenship behaviour

Chart showing percentages for effects of development across five statements, with legend: Strongly Agree, Agree, Neither, Disagree, Strongly Disagree.

In this university, top performers are challenged to improve their skills and take the next steps in their careers hence organisaitonal citizenship behaviour
- Strongly Agree: 6.0%
- Agree: 30.1%
- Neither: 34.9%
- Disagree: 21.7%
- Strongly Disagree: 7.2%

Coaching, mentoring and challenging assignments are primary development approaches at this university leading organizational citizenship behaviour
- Strongly Agree: 12.0%
- Agree: 18.1%
- Neither: 43.4%
- Disagree: 24.1%
- Strongly Disagree: 2.4%

In this university, communication to employees regarding their development is frequent, meaningful and two way hence organizational citizenship behaviour
- Strongly Agree: 4.8%
- Agree: 16.9%
- Neither: 37.3%
- Disagree: 33.7%
- Strongly Disagree: 7.2%

Individual development plans are in place for all employees in the university hence organizational citizenship behaviour
- Strongly Agree: 6.0%
- Agree: 24.1%
- Neither: 32.5%
- Disagree: 25.3%
- Strongly Disagree: 12.0%

Heads of departments are accountable for the development of their employees in this university hence organizational citizenship behaviour
- Strongly Agree: 6.0%
- Agree: 31.3%
- Neither: 33.7%
- Disagree: 21.7%
- Strongly Disagree: 7.2%

Effects of development

Appendix 6: Retention on organisational citizenship behaviour
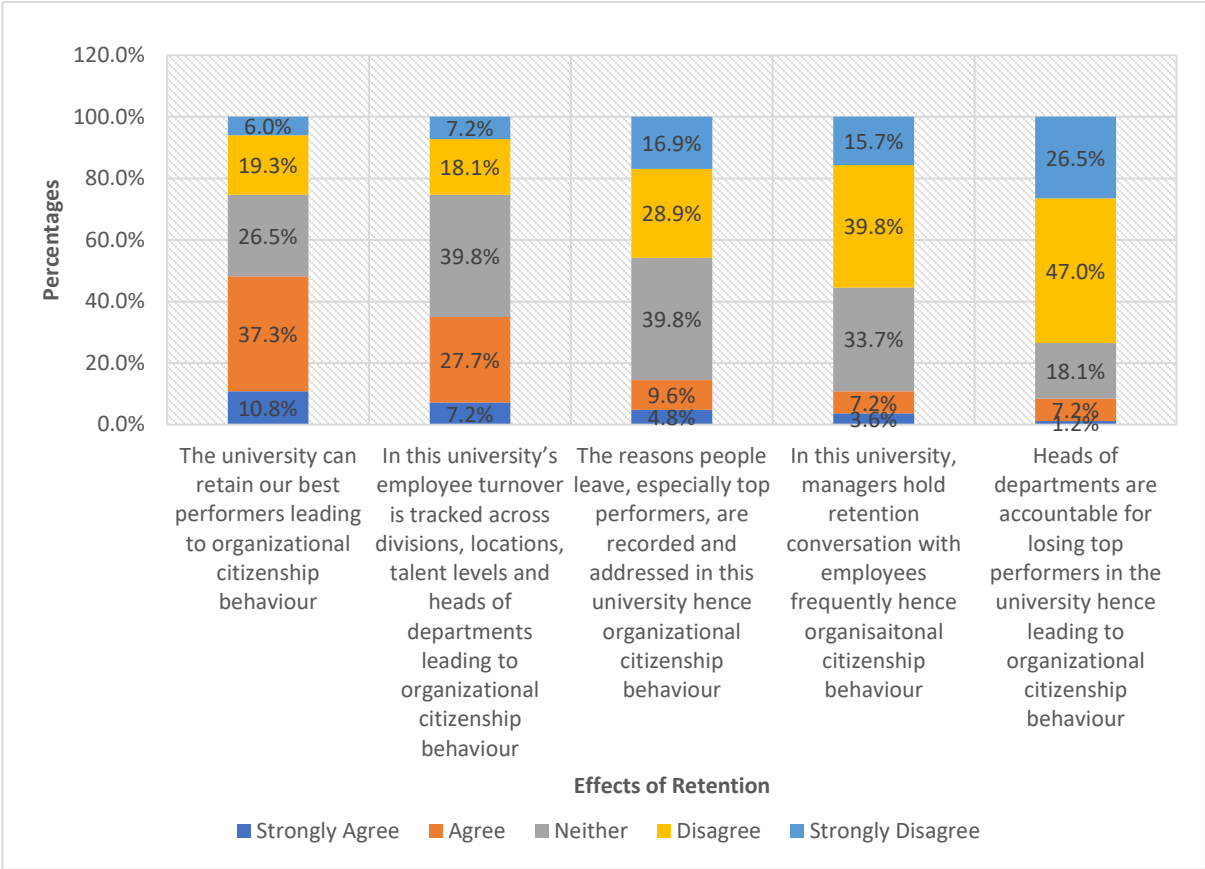
Appendix 7: Performance management system on organisational citizenship behavior

Chart: Stacked bar chart titled with y-axis "Percentages" (0.0% to 120.0%) and x-axis "Effects of performance management systems"

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
There is a 'line of sight' between employees, jobs and the university's strategic goals hence organizational citizenship behavour	9.6%	39.8%	32.5%	15.7%	2.4%
In this university, coaching and feedback discussions with supervisors are on-going, frequent and candid hence organizational citizenship behaviour	4.8%	30.1%	33.7%	27.7%	3.6%
The university provides a range of interesting and challenging assignments, jobs, rotations and team activities hence organizational citizenship behaviour	0.0%	38.6%	32.5%	24.1%	4.8%
In this university, top performers are paid more for the value they provide hence organizational citizenship behaviour	0.0%	6.0%	32.5%	36.1%	25.3%
Non-financial rewards are effectively used to reinforce excellent performance in the university hence organizational citizenship behaviour	4.8%	9.6%	27.7%	39.8%	18.1%

Legend: ■ Strongly Agree ■ Agree ■ Neither ■ Disagree ■ Strongly Disagree