

Performance Implication of Talent Management and Innovative Work Behaviour in Colleges of Education in Ghana

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Abstract

The study examined the influence of talent management on performance of staff in Colleges of Education in Ghana after controlling for the mediating effect innovative work behaviour. -Two hundred and eighty-one (281) permanent employees in four colleges in Western North Region in Ghana were targeted and 209 were randomly surveyed through structured questionnaire administration. SMART PLS application was used for the data processing. Structural equation modelling was reflectively configured with the repeated indicator approach. The study concluded that talent management and innovative work behaviour jointly accounts for a weak significant variance in employee performance in Colleges of Education (CoE) in Ghana. Innovative work behaviour significantly mediates the predictive relationship between talent management and employee performance positively. The study recommended that, integrating innovative work behaviour and talent management in a single human resource management framework for a holistic implementation is strongly endorsed. The study also recommended that, special policy focus on Talent Management Programme (TMP) programs in CoE by the National Council for Tertiary Education should go a long to ignite the spirit of administrators and leaderships of CoE in Ghana to reinforce the determination of a vibrant and efficient implementation of TMP programmes in their institutions, since innovative behaviour is a significant positive mediator in the predictive relationship between TMP and employee performance.

Keywords

Talent Management, Work Behaviour, Employee Performance, Colleges of Education, Ghana

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1. Introduction and Background

Teachers are indispensable in the development of nations and Ghana is no exception. This realistic declaration reinforces the idea that institutions responsible for education must be resourced adequately so as to empower such learning-based institutions to discharge their mandates efficiently [1]. Government of Ghana through the ministry of finance,

ministry of education and Ghana Education Service are responsible for managing education in Ghana [2]. Ghana's education system comprises three levels including basic education, which involves two years of kindergarten, six years of primary and three years of junior high school; second cycle education which involves three years of senior high school, TVET or business, agriculture or apprenticeship work and tertiary education consisting of colleges of education [CoE] for three years, polytechnic (3/4 years),

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universities (4 years) and other degree-and diploma-awarding institutions [2]. CoE are responsible for producing professional teachers in Ghana. They offer pre-service teacher training programs which helps teachers upgrade their competences and re-orient their new goals and values and adapt to changes [1]. Teachers are leaving the profession despite some attractive interventions such as the single salary spine and best teacher award put in place [3]. Some staff in CoE in Ghana do not have research-based masters' degree which leads to square pegs being put into round holes thereby calling for the need for support to be provided to these category staff to be upgraded [4].

Talent management (TM) practices therefore is the process of attraction, development and retention of individuals who are able to cope with business-critical tasks in the organization [5]. Innovative Work Behaviour (IWB) is complex, non-routine work behaviour where employees speak up for new ideas, avoid traditional thinking and disregard superiors via challenging the status quo [6]. Employee IWB encapsulates the development, adoption and implementation of new ideas for products, technologies and work method by employees [7]. IWB lead innovations which are strategic weapons to surmounting challenges propelled by competition [8]. IWB are the drive behind firm innovation and therefore, motivating employees through TM can induce IWB among the staff [9]. This immense benefits of possessing employees with astute IWB essentially make employees the center of attention in TM strategies. TM strategies define TM practices that are implemented in order to improve employee performance [8]. IWB is recognized as a means to improving employee service delivery which eventually improves employee performance [10].

Despite the immense benefits of education in Ghana, the sector still faces shortage of trained teachers [2]. Teachers are not adequately trained to accommodate students with special needs, not to talk about training them to meet the demands of the job market [11]. Students' academic performance recently is declining partly due to poor performance of teachers, which emanates from poor teacher training education in Ghana [1, 12]. Certain perennial problems are hampering the management of CoE in Ghana, such as the gap between pre-service teacher education and in-service teacher [13]. Conditions in CoE in Ghana are different from the case of all educational institutions warranting more empirical studies to be conducted to unravel the state of affairs regarding the nature of TM that is given to staff of CoE and how such strategies affect the level of IWB and EP. Brain-drain syndrome is persistent in Ghana, particularly in the education industry where talented trained teachers seek better career opportunities in developed economies [14]. This problem seems peculiar to public sector organizations

compared to private organizations, and being orchestrated by 'talent war' emanating from the snares of globalization [15].

TM studies in West Africa is at the embryonic stage [16]. Those empirical studies on TM in Ghana recently seem to limit their scope to universities, talent management and firm [14]. TM studies focus on HR professionals at who may have different interpretation than any groups in firms, hence the quest to examining the opinions of staff in CoE in Ghana [17]. Based on these submissions, the study was carried out to assess the effect of TM practices on performance of staff in CoE in Ghana and controlled for the mediating effect of IWB. Driven by the inclusive perspective of TM, which asserts everyone in the organization is a talent and therefore the task of leaders and managers of organizations alike is to manage all employees to deliver high performance, both teaching and non-teaching staff in CoE in Ghana were included in the study [18]. The study is underpinned by the RBV theory, social exchange theory, dynamic capabilities theory, resource dependence theory and the contingency theory. These theories have been applied in other empirically related studies [14].

Strengthening CoE is instrumental to promoting the attainment of the SDGs in Ghana (, particularly goals 8, (decent work and economic growth), 1 (no poverty) and 17 (partnership for the goals) [19, 14]. TM, if implemented effectively, promotes the attainment of corporate goals (Bibi, 2018) aside aiding ranking of higher educational institutions [20]. TM aids in supporting knowledge creation by building knowledge creators and activists, (Mohammed, et al., 2019) which is at the very core of the mandates of CoE in Ghana. Considering the significance of EP on profitability as well as long term organizational success, firms must develop reliable tools to gauge EP continuously [20, 21]. EP is recognized as a measure of organization's efficiency and productivity [21]. The study contributes to theory in respect of how IWB interacts with TMPs to enhance the state of EP among staff in CoE in a developing country context. IWB can generate substantial returns to service organizations [22]. The remaining sections of the study touch on the literature review, research methods, results, discussion, conclusion, implications, limitation and suggestions for further studies.

2. Review of the Literature

Talent is conceptualized to include the "object" approach and the "subject" approach [23]. The "object" approach encapsulates all the ability, capacity, capability, commitment, competency, contribution, experience, knowledge, performance and potential, pattern of thought, feelings or behaviour and skills that characterize people [24]. The "subject" approach refers to people in firms or elite subset of a

firms' population (Gallardo-Gallardo, Dries & Gonzalez, 2013). There is a coherent tension in public administration when it comes to operationalization of TM especially if it is considered in the exclusionary standpoint [15]. The inclusive approach to TM on the contrary sees all employees as talent because it is believed all employees in organization possess strength in a diverse manner that can potentially create added value to the organization [25]. This study is guided by the inclusive view of TM since it is believed the success of effective running of CoE hinges on the collective strength of all staff working in such institutions. The main focus of TM is to yield enhanced employee performance among all levels in the workforce by ensuring that every worker is allowed to reach his or her potential irrespective of what that might be [26].

Talent management encapsulates the strategic usage of strategic human resource planning to achieve corporate goals [27]. TM includes the activities geared towards managing the supply, demand and flow of talent [23]. Talent attraction practices [TAP] involve all the sub-processes around finding, attracting and engaging highly talented employees into firms [28]. It also captures HR function of recruiting, assessing, selecting and on boarding talented employees for organizations [27]. Attracting talented employees is a strategic HR opportunity to be more competitive in the job market as well as business as usual. Some empirical studies confirm a significant association between TA and EP [29]. Once employees are recruited and employed, firms must put in place conditions, mechanism, resources, systems and structures that make it possible for employees to put in their labour in order to achieve organizational goals effectively in an efficient manner. Talent development practices [TDP] are closely related to career planning and succession planning and involves the act of planning, selecting and implementing development-oriented strategies for the entire pool of talents purposely to provide the supply of both current and future talents for organizations [14]. Talent retention practices [TRP] echo in real terms the strategies put in place by firms to motivate their workforce to stay and work for them. Both financial and non-financial rewards are considered strong motivating factors that influences employees to stay instead of quitting their jobs [3]. HR practices including opportunity for career advancement, existence of quality working conditions, sense of recognition, adequate remuneration, employment contractual bonding, respecting balance between work and private life are some key practices that actually influence employee retention behaviour [14].

Organizations are convinced to adopting and implementing TM programs because attainment of corporate goals and objectives are solidly hinged on the efficacy of competencies talents [23]. Therefore, HR experts prioritizing talents during

strategy development and implementation is crucial managerial leverage that needs to be encouraged [30]. The importance of TM lies in its capacity to generate sustainable competitive advantage [15]. Yassin and Jaradat (2020) found MT as a significant positive predictor of organizational effectiveness [31]. Inferring from this position, it is expected that staff that are supported by TM programs in CoE in Ghana are thus positioned to retaliate by improving their job performance which will in turn cause the attainment of sustainable competitive advantage. Thus, efficient systemwide approach to implementing TM in CoE in Ghana is expected to improve the state of performance of staff [32]. The predictive positive influence of TM on EP is supported by some previous empirical studies [15, 29]. These studies were however conducted outside the context of this very study. Based on the above submissions, we hypothesized that:

H₁: Talent management practices significantly predicts positive variance in employee performance in CoE in Ghana.

TM has many implications for innovations [33]. Innovations however resides in human capital hence their behaviours are critical to organizational innovation [34]. IWB is thus conceptualized as the intentional introduction and application within a role, group or organization of ideas, process, products or procedure [35]. IWB demands employees' intentional work effort to come out with novel outcomes, which in turn demand enthusiasm, risk taking, persistent and to properly handle uncertainty [29, 36]. Innovation is a process involving a degree of uncertainty, controversy, knowledge and team work [37]. IWB positions firms to exploit market opportunities ([30]. Employees are to exhibit innovative behaviour at work due to the challenges that are posed to workers on daily basis as a result of changes in the business environment [38]. IWB involves the process of generating, adopting and implementing new ideas [39]. IWB comprises some multi-stage processes including identifying problem, stimulating ideas, proposing solutions, seeking the supporters of solution, implementing solutions, expanding production scale and finally institutionalizing it [39]. It must be recognized that, leadership plays crucial role in imbibing in workers IWB through organizational policies and programs [40].

TM therefore positions employees to generate ideas through divergent thinking. Therefore, TM is expected to induce IWB which eventually translates into improved EP and competitive advantage [22]. This analogy is also anchored on the premise of the contingency theory. The contingency theory posits certain circumstantial factors affect the direct effect of independent variable [TM] on a dependent variable [EP] which means corporate strategies must fit their environmental circumstances. The analogy derived from this

proposition is that for TM to have positive significant effect on tutors’ performance in CoE in Ghana, staff must exhibit IWB that supports strategies that propelled the investment in TM programs for staff in the CoE considered in the study. Thus, TM should position staff to be more innovative in their work pursuits in in their respective CoE in order to improve EP. Knowledge gained from TM positions workers to efficiently transform other organizational resources into valuable output, which eventually improve the state of EP [41]. Empirical study discovered that TM have significant positive effect in IWB [42].

The dynamic capabilities theory equally explains why IWB transmits the impact of TM on EP. The dynamic capabilities theory is applied in innovation-oriented studies [43]. The dynamic capabilities theory considers dynamic capabilities as a firm’s ability to integrate, build and reconfigure internal and external competencies to rapidly address changing environment [44]. The essence of the dynamic capabilities is to manage capabilities and resources in all functional areas of a firm which eventually seeks to achieve competitive advantage [44]. Dynamic capability is embedded with absorptive capability and innovative capabilities which in the context of this study reside in the human capital [43].

Therefore, TM programs are believed to imbibe in talents the required strategy supporting IWB competencies which eventually equip workers to be more efficient in the execution of their job mandates culminating into improved EP. Some previous empirical studies have found a positive association between IWB and EP [42]. Employee IWB indirectly influences competitive advantage through human capital. More specifically, found IWB as significantly mediating the effect of TM and transformational leadership on EP [42, 45]. Therefore, we hypothesize that:

H₂: Talent management significantly predicts positive variance in innovative work behaviour

H₃: Innovative work behaviour significantly predicts positive variance in employee performance

H₄: Innovative work behaviour mediates significantly the relationship between talent management and employee performance

The analytical framework in respect of the formulated hypotheses is presented in Figure 1 as the main conceptual framework of the study.

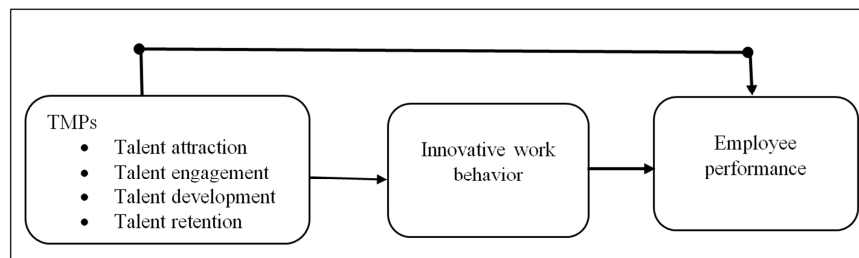


Figure 1. Conceptual Framework.

Source: Author’s Own Construction

3. Methodology

Explanatory research design was used to test how changes in the endogenous latent construct (TMPs) induces changes in the exogenous latent construct (EP) given the intervening effect of the state of KT and IWB in the predictive model. The study was conducted in four CoE in Western North Region of Ghana. The CoE included Enchi CoE, Wiawso CoE, Bia Lamplighter CoE, and Holy Child CoE.

Table 1. Constituted the target population of the study.

Target CoE	Teaching Staff	Non-Teaching Staff	Total Population
Enchi CoE	36	37	73
Holy Child CoE	31	36	69
Wiawso CoE	42	35	60
Bia Lamplighter CoE	22	42	64
Total	131	150	281

Know-based industries including CoE in Ghana are long recognized as the sustainable source of competitive advantage [46]. This sample size was determined based on the parameters of the analytical technique employed based on the predictive orientation of the overall purpose of the study. G*Power application (F-Tests-Linear multiple regression: Fixed Model, R² deviation from zero) was used to determine the minimum representative sample size of 174 with these parameters: (Effect size = 0.15; err prob: = 0.05; power = 0.95; Number of predictors = 22). Since larger sample size is more helpful than smaller sample size, 209 staff were eventually surveyed [47]. Unique identification numbers were given to the elements in the sampling frame. Corresponding random numbers were generated through Research Randomizer application which aided in the selection of the samples from the sampling frame as was recommended by [14]. Targeting staff in CoE in a developing

country context fills the call for TM studies to be conducted in different country context from diverse stakeholders [48].

The unit of analysis of the study was at the individual level. Structured questionnaires were used for the gathering of the primary data. The questionnaires were administered through the drop-and-pick method. The data collection exercise took 4 months (May-August, 2020). To ensure compliance with ethical considerations, official permission was sought from the respective CoE. Participants freely agreed to participate in the survey after the purpose of the study was explained to top management of the respective CoE. Ethical standards including privacy, confidentiality and non-disclosure were fully assured. No data manipulation was carried out; the results were presented as found based on the applied statistical techniques given the appropriateness of the techniques. Descriptive statistics of the sample is presented in Table 2.

Table 2. Demographic Information.

Variable	Options	Frequency	Percentage (%)
Sex	Male	123	58.9%
	Female	86	41.1%
Staff category	Teaching staff	101	48.3%
	Non-teaching staff	108	51.7%
Perception of talent	Yes	182	87.1%
	No	27	12.9%
Thought on usage of talents by CoE	Yes	144	68.9%
	No	65	31.1%
Working experience	1-5 years	72	34.4%
	6-10 years	49	23.4%
	11-15 years	30	14.4%
	16-20 years	35	16.7%
	21 years and above	23	11.0%
Level of education	Diploma/HND	21	10.0%
	First degree	52	24.9%
	Masters	129	61.7%
	PhD	7	3.3%

Source: Field survey, (2020)

The study relied on some previously validated scales for measuring the constructs. The items in the TMP construct were adapted from these sources [14]. Respondents were asked to indicate the extent of effectiveness of the implementation of these practices in their respective college of education. A 5-point Likert scale (1-Not at all effective; 5-Highly effective) was used to assess the opinion of the respondents on the items. The IWB items were adapted from these empirically validated sources [36]. A 5-point Likert scale (1-Never; 5-Always) was used to measure the opinions of the respondents regarding how often they behave in work context as a result of TMP in their respective CoE. EP construct was adapted from some validated sources [49]. Participants were asked to indicate the extent to which they agree that their performance has improved because of TMP

at the college of education on a 5-point Likert scale (1-Not at all agree; 5-Highly agree).

Partial least square structural equation modelling through the SMART pls (Version 3.2.8) was used for the data analysis. A reflective-formative higher order construct was configured with the repeated indicator approach [50]. This technique is much pronounced in predictive-oriented studies [14]. The choice of the PLS modelling is informed by the relative advantages associated with PLS path such as modelling complex structural models, simultaneously modelling factors and composite models, improved test of robustness [51]. Estimation of the model was in two folds: The measurement model estimation and the structural model estimation [52]. The set-up of the PLS tool for the formulation of the model was as follows. Calculations: Consistent Algorithm and Consistent Bootstrapping (5000 maximum iterations with Case-wise deletion; Confidence interval=95%; level of significance=5%; A one-tailed test of hypotheses. All indicators with outer loadings less than 0.7 (not statistically significant) were eliminated in order to improve the measurement model.

Reliability of the scale is measured with the rho_A although Cronbach's Alpha (≥ 0.7) and Composite Reliability (≥ 0.7) are also computed. The rho_A is the most important PLS reliability measure [53]. Content validity is measured through consistent review of literature in line with main constructs. Convergent validity is measured with the Average Variance Extracted [AVE ≥ 0.5] [52]. Discriminant validity is measured with Heterotrait-Monotrait Ratio [HTMT] (≤ 0.9 or 1). HTMT ratio best measures discriminant validity in reflective model than Fornell-Larcker Criterion and Factor Loadings. Reflective models are prone to biases and errors, it becomes necessary to examine the test of collinearity statistics and report same [14, 51]. VIF needs to have a score of 5 or lower to avoid multicollinearity problem (Kock & Lynn, 2012) in situations where algorithms incorporate measurement error especially for factor-based PLS SEM algorithms [54].

The structural model is evaluated as follows. Factors loadings for all significant indicators are measured accordingly, given cognizance to p-values and t-statistics. Items with threshold less than 0.7 are retained because their deletion could not improve CA and CR. Path co-efficient are used to assess the contributions of the predictors to the variance in the dependent variable. Effect size (f^2) is used to quantify the contributions of the predictors to the changes in the dependent variable [55]. Effect size values above 0.35, 0.15, and 0.02 are interpreted as strong, moderate, and weak respectively [56]. The predictive capacities of the models are assessed with the coefficient of determination (R^2) which is the most common effect size measure in path models [52]. The prescribed tentative cut-off points for describing R-

square are as follows: Results above 0.67 (Substantial), 0.33 (Moderate) and 0.19 (Weak) [57].

4. Findings and Discussions

The evaluation of the reflective model configured is based on the logical approach recommended in respect of SEM approach in HRM studies [52].

Measurement Model

Table 3. Construct Reliability and Reliability.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
EP	0.960	0.963	0.964	0.563
IWB	0.944	0.944	0.952	0.689
TAP	0.909	0.913	0.928	0.649
TDP	0.928	0.939	0.939	0.533
TEP	0.902	0.908	0.920	0.565
TMP	0.977	0.979	0.978	0.502
TRP	0.949	0.955	0.955	0.577

The internal consistency results show the primary data collected in respect of the specific constructs in the study are reliable for the analysis, given cognizance of the hypotheses formulated and tested because CA of >0.7 was recorded for the constructs. Since CA appears to underestimate the quality of internal consistency for the sensitivity of the number of elements in the table the rho_A score is preferred. Again, in respect of this, we conclude the data is reliable because rho_A of >0.7 are recorded for all the constructs. The CR scores shows composite reliability in respect of the constructs are all measured accurately (CR>0.7). The AVE scores for each respective construct being >0.5 show convergent validity is accurately measured.

Discriminant Validity

Table 4. Heterotrait-Monotrait Ratio.

	EP	IWB	TAP	TDP	TEP	TMP
IWB	0.554					
TAP	0.406	0.592				
TDP	0.409	0.598	0.873			
TEP	0.456	0.587	0.902	0.901		
TMP	0.409	0.643	0.955	0.981	0.967	
TRP	0.337	0.643	0.838	0.863	0.861	0.973

All the constructs accurately measure discriminant validity in so far as the inter-constructs scores are < 1 [52].

Collinearity Statistics

Table 5. Inner VIF.

	EP	IWB	TMP
IWB	1.633		
TAP			3.793
TDP			4.374
TEP			4.323
TMP	1.633	1.000	
TRP			3.755

Common-method bias is no threat in the context of this study because VIF < 5 are recorded for the constructs, given their inner model configuration [54].

Structural Model

Table 6. Path co-efficient.

	Beta	f ²	P Values
IWB -> EP	0.468	0.190	0.000
TAP-> TMP	0.212	4.460	0.000
TDP -> TMP	0.302	7.808	0.000
TEP-> TMP	0.183	2.897	0.000
TMP -> EP	0.108	0.010	0.178
TMP -> IWB	0.623	0.633	0.000
TRP-> TMP	0.380	14.463	0.000

Source: Field survey, (2020)

The findings (Table 6) indicate TMP is a significant positive predictor of IWB (Beta=0.623; p=0.0001: p<0.05) with strong effect size (f²=0.633). Thereby supporting H₂. IWB is a significant positive predictor of employee performance in the CoE in Ghana (Beta=0.468; p=0.0001: p<0.05) with moderate effect size (f²=0.190). Therefore, we fail to reject H₃. However, the study shows TMP is a positive insignificant predictor of employee performance (Beta=0.108; p=0.178: p>0.05) with weak effect size (f²=0.178). Therefore, we reject the proposition of H₁. It is recognized that all the sub-constructs of TMP accurately measure the construct significantly.

Table 7. Specific Indirect Effect.

	Beta	P Values
TMP -> IWB -> EP	0.291	0.000

The holistic mediation analysis (Table 7) shows IWB mediates significantly and positively the predictive relationship between TMP and employee performance in CoE in Ghana (Beta=0.291; p=0.0001: p<0.05). Thus, the finding supports H₄.

Table 8. Co-efficient of Determination.

	R Square	R Square Adjusted
EP	0.293	0.281
IWB	0.388	0.382
TMP	0.997	0.997

TMP and IWB given their interaction in the model jointly accounts 29.3% positive variance in performance of staff in CoE in Ghana (R²=0.293) when all other factors not captured in this study but are affecting performance of staff in CoE in Ghana are statistically controlled for. The structural model is pictorially presented in Figure 2.

TMP in the context of CoE in Ghana is significantly measured by talent attraction HR practices, talent engagement HR practices, talent development HR practices and talent retention HR practices. This supports the

conceptualization of TM processes and practices proposed by Kusi, et al., 2020). Therefore, HR professional in CoE in Ghana must adopt the TM practices conceptualized in the

context of this study in their talent management programs in order to create HR focus on the concept in CoE in Ghana.

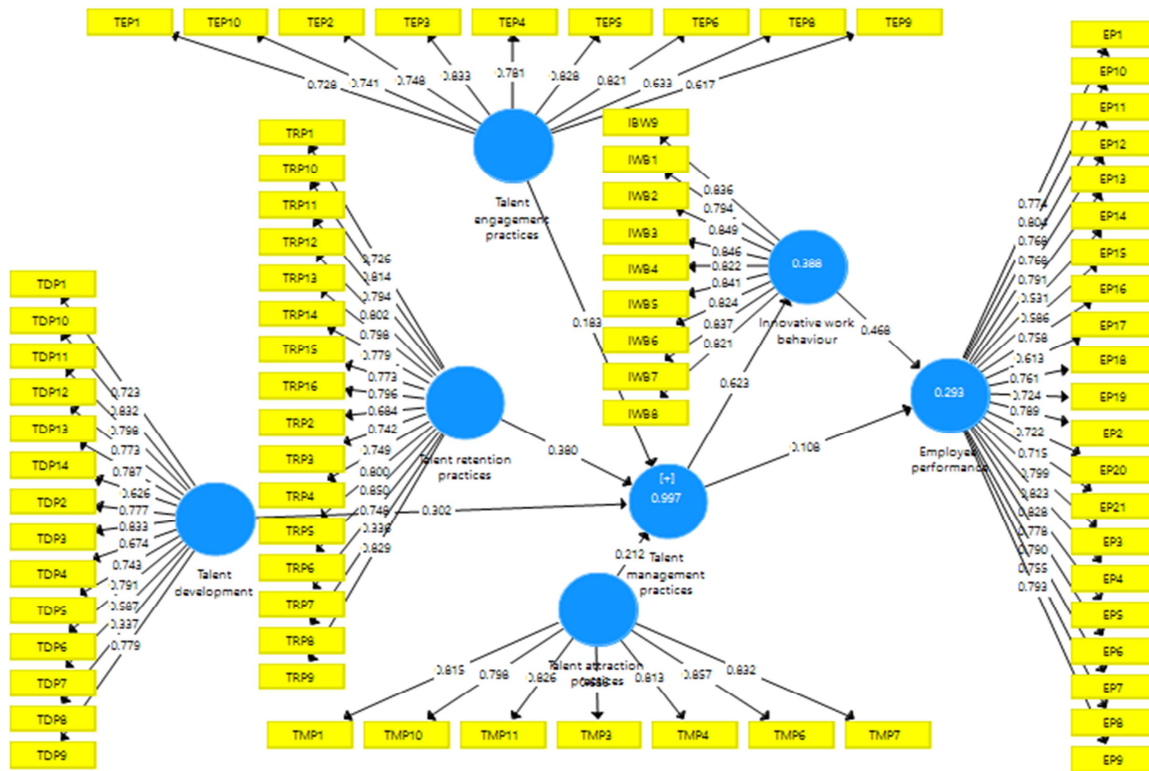


Figure 2. Structural Model.

TM failed to significantly contribute to predicting the variance in EP in CoE in Ghana given the nature of the second-order configuration of the structural model [29]. Thus, although contextually, TM positively predicts EP, this predictive capacity is as a result of chance and not the scientific interaction of the indicators in the predictive model. This could be accounted for by the fact that TP practices enrolled by the CoE in Ghana are not strategically linked with the strategic direction of improving EP. This defies the position espoused by the RBV theory that firms utilize their resources and capabilities through the systematic building, integrating and reconfiguring their resources in their organizational processes and routines which eventually leads to improved job performance and subsequent attainment of sustainable competitive advantage. It could as well be inferred that the TM programs in CoE do not influence the creation of human capital that are characteristically valuable, imitable, non-substitutable and rare to translate the competences from TM programs into improving EP of tutors. This therefore contradicts that claim that knowledge-based view in the context of organizational human capital determines firms' sustainable competitive advantage [43]. Another issue that must be pointed out is the extent of effectiveness of implementation of TM practices in CoE in

Ghana. In situations where resources, techniques, processes, technologies, structures, system and procedures are inadequate to secure efficient implementation of TM programs, then it could lead to failure of TM improving EP [13]. This case could partly be the reason for the abysmal performance of the influence of TM on EP in CoE in Ghana [4]. The position espoused by the social exchange theory that partners will be rational and calculative of the best worth and social outcomes is could partly be supported by the fact that, probably employees are not seeing net worth in TM programs geared towards staff in CoE in Ghana (Jeong & Oh, 2017; Cortez & Johnston, 2020) hence the unwillingness to commit to improving their performance in the CoE they are currently engaged.

HR practices and functions geared towards TMP in CoE in Ghana do not directly predict improvement in performance of staff in such colleges in any significant manner. This finding contradicts the views of some previous empirical studies that hold the idea that TMP significantly improves EP [18, 29]. Therefore, a unit change in TMP fails to predict any statistically significant unit change in performance of staff in CoE in Ghana.

On the contrary, the study shows TM significantly induce positive improvement in IWB among staff in CoE, thereby

supporting the call for organizations to implement TMPs in order to improve the level of IWB among staff in CoE in Ghana [9, 41]. Gearing HR functions in innovative work process and product aspects of organizational functional areas could thus prove more beneficial to improving IWB which eventually improves the state of EP of CoE in Ghana. IWB among staff in CoE in Ghana positively improve the level performance of staff significantly in the context of this study. It stands as having statistically significant moderate effect on the performance of staff in the CoE in Ghana. A unit increase in scores for IWB accounts for 0.468 significant increase in EP whilst a unit fall in scores for IWB causes 0.468 significant reduction in scores for employee performance. This finding is supporting the views of previous empirical studies that collectively see IWB as positive predictor of EP [45].

The mediation analysis shows that the inclusion of IWB in the structural model helps to better explain the effect of TMPs on performance of staff in CoE in Ghana. The finding also goes to support the position that innovation permits firms to explore external knowledge and exploit existing internal resources such as human capital to gain competitive advantage [46]. By providing value to employees, innovation positions employees to strongly support organization-wide strategy implementation in an efficient manner [22]. This finding therefore supports the position that in intervening effect of IWB is a strong management strategy to improving employee performance as evidenced by some previous empirical studies [42, 46]. The position of the dynamic capabilities theory that dynamic capability is embedded with absorptive capability and innovative capabilities and resides in the human capital, is justified in the context of this study in that CoE in Ghana are able to integrate, build and reconfigure internal and external competencies to rapidly address changing environment which eventually, from the notion of the contingency theory, eventually affect the direct effect of TM on EP, thereby demonstrating that corporate strategies fit their environmental circumstances [43]. Therefore, the effect of TM on EP is much dependent on the degree of IWB among staff in CoE in Ghana.

5. Conclusions, Implications and Suggestions for Further Studies

The study contends TMP has no significant direct impact of performance of staff in CoE in Ghana although its interaction with IWB jointly accounts for a weak statistically significant positive improvement in tutors' job performance. IWB moderately contributes significantly and positively to predicting the state of tutors' job performance.

TMP practice equally improves significantly the state of IWB among staff in CoE. IWB further mediates the predictive relationship between TMP and employee performance in CoE in Ghana.

There are some practical implications from the findings of this study, management of CoE should through their HR functions must efficiently implement their HR functions that are titled towards TMP of staff and must devise integrative management approach that aligns TMP with IWB and this will definitely improve significantly job performance of staff in such CoE in Ghana. The degree of effectiveness of the implementation of TM is also questionable in that TM fails to directly improve significantly the level of EP among tutors, hence the need for much resources and efforts to be refocused at ensuring effective management and implementation of TM in CoE in Ghana. In-service training programs should be organized for management and leadership of CoE in Ghana to orient and inculcate in them on how to develop TMP mind-set that includes developing IWB of staff in strategic HRM framework. Innovative work behaviour audit should be carried out by the HR units in these CoE in Ghana to examine how innovative their staff are in respect of the measures of innovative work behaviour in the context of this study. This action will provide managerial insights on the strengths and weaknesses on the measures of IWB, thereby informing management in a scientific manner programs and initiatives that must be implemented to imbibe in staff the appropriate talent management support-oriented IWB and attitudes that can improve significantly the impact of TM on EP in CoE in Ghana. Special policy focus on TMP programs in CoE by the National Council for Tertiary Education could go a long to ignite the spirit TMP in the top echelons of administration and leadership of CoE in Ghana which would reinforces the determination to ensure a vibrant and efficient implementation of TMP programs in such institutions. Since innovative behaviour is a significant positive mediator in the predictive relationship between TMP and employee performance, including other contextually probable intervening factors such as knowledge transfer, employee competency and others in similar studies in CoE in Ghana and other developing countries is recommended. Similar studies could be replicated in other non-tertiary educational institutions in Ghana.

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