"Talent Management and Academic Staff Retention in Public Campuses of Butwal Sub-Metropolitan City"

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Abstract

This study aims to explore the relationship between talent management and academic staff retention. Specifically, it seeks to identify how different dimensions of talent management such as succession planning, training, coaching, mentoring, and career management influence the retention of academic staff. A quantitative approach was adopted, with data collected from 170 academic staff members at public campuses in Butwal Sub-metropolitan City using a structured questionnaire. The data were analyzed using statistical tools, including PLS-SEM software, with various techniques such as assessment of measurement items, model fit, IPMA, and the implementation of bootstrapping for hypothesis testing. The results revealed that mentoring and coaching, as components of talent management, are key predictors of academic staff retention. The findings indicate that these factors are major contributors to academic staff retention. Therefore, the management of public campuses should prioritize these aspects to enhance staff retention. By understanding and revising policies based on these factors, there is a greater likelihood of improving academic staff retention.

Keywords: *Talent Management, Academic Staff Retention, Mentoring, Coaching and Succession Planning.*

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I. Introduction

In today's competitive world of higher education, the success of any institution largely depends on its ability to attract, develop, and retain talented academic staff. Skilled and committed educators are vital not only for maintaining the quality of education but also for fostering innovation and institutional growth. Human Resource Management (HRM) is very important for the success of any organization as it manages two key resources: money (financial resources) and people (human resources) While money is needed to keep things running and the people who bring new ideas, work efficiently, and help the organization grow (Dessler, 2020). In today's fast-changing world, organizations understand that their most asset is not money or buildings, but also the people who work for them and help to solve problems. Public universities depend on Academic staff to provide quality education and run operation smoothly. However, keeping Academic staff for a long time is a big challenge especially in public campuses in Butwal sub-metropolitan city. Many teachers start their jobs with great excitement wanting to educate and shape young minds. But over time retention is particularly challenging in Nepal due to low salaries, limited career growth, poor working conditions, and governance issues (Basnet, 2024). These issues make it hard for them to stay forcing some to leave for better jobs. When teachers leave frequently students' achievement is harmed, remaining Academic staff who stay feel less motivated due to which it is difficult to create healthy and stable academic environment while losing experienced teachers also mean losing valuable knowledge and relationships that take years to build (Hanushek et al., 2016). The term "war

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for talent" was coined by McKinsey & Company in the late 1990s to describe the increasing competition among organizations to attract and retain top performers (Michaels, Handfield-Jones, & Axelrod, 2001).

To solve this problem, universities need better ways to manage their Academic staff. Good talent management helps campuses hire, support, and retain skilled Academic staff, ensuring stability and strong performance. However, many institutions struggle with this. Research shows that 81% of organizations believe talent management is important but only 24% have a clear plan for it (Yllner, 2013). Public campuses face the same problem when talent is not managed well, Academic staff leave, motivation drops, and performance decreases (Walsh & Taylor, 2007). But when institutions invest in career development, leadership training, and Academic staff recognition, Academic staff feel valued and stay longer (Chitsaz-Isfahani & Boustani, 2014). Without these efforts public campuses struggle to keep good teachers which affects both education quality and student satisfaction (Altrnaz et al., 2013). Academic staff including teaching and white-collar employees are vital to campus functioning and their retention improves with career support, recognition, and talent management practices like mentoring, coaching and succession planning (Panthee, 2022; Allen et al., 2003). This shows that hiring good teachers is not enough but keeping them happy and committed is more important for long-term success.

Most studies on talent management focus on big companies or private institutions, ignoring the struggles of public universities. In Nepal, public campuses struggle with issues such as low salaries, ineffective management, and limited career advancement opportunities (Poudel, 2021). But little research has been done on how they recruit and retain Academic staff. These challenges contribute to low job satisfaction, decreased motivation, and frequent resignations, ultimately affecting the quality of education (Timalsina et al., 2018). This study aims to fill that gap by exploring how public campuses in Butwal sub-metropolitan city manage and retain their Academic staff. It will also look at how local culture and campus policies affect Academic staff retention. This research seeks to address these gaps by exploring the relationship between talent management practices and academic staff retention in public campuses of Butwal Sub-metropolitan City. Solving these issues will help campuses keep their teachers longer and create a better academic environment.

The way Nepal's public campuses manage Academic staff has changed over time. In the early years, the focus was on expanding education, especially after Tribhuvan University was established in 1959 (Tribhuvan University, 2020). As more universities opened in the 1990s and 2000s, administrators realized the importance of keeping good teachers (Ministry of Education, 2015). However, low salaries, limited promotions, and poor management made this difficult. In the 2010s, some campuses introduced training programs and performance evaluations to improve retention (Panthee, 2022) but challenges like poor administration and lack of resources remained. Recently, Nepalese government has started making improvements in education, focusing on better policies to attract and retain skilled teachers in public universities (Ministry of Education Science and Technology,2022).

Studying talent management and Academic staff retention in public campuses is important because it benefits many people. Universities can use this research to improve hiring and retention, leading to better education and smoother operations. Academic staff will benefit from a better work environment with opportunities for career growth and leadership

development. Policymakers can use this study's findings to create better policies that support teachers and Academic staff. In addition, this study provides the framework for future research. Future studies might expand on the findings to go deeper into talent management and Academic staff retention by contributing to the academic field and suggesting creative answers to current problems. Addressing these issues can bring fast improvements to Nepal's public education system that will benefit to both teachers and students succeed.

The Objectives of Study

- To examine the dimensions of Talent management (Succession Planning, Training, Coaching, Mentoring, Career Management) that function as necessary conditions for the academic staff retention in public campuses of Butwal sub metropolitan city.
- To analyze the effect of Succession Planning, Training, Coaching, Mentoring, Career Management on Academic staff Retention in public campuses.

II. Literature Review

This section presents a literature review, focusing on the theoretical and empirical aspects relevant to the current research being pursued. The theoretical review examines related theories that support the link between the variables mentioned in the framework. Moreover, the empirical review incorporates the findings of previous research conducted on the same topic.

The following theoretical and empirical reviews support the conceptual framework of the study and form the basis for the development of hypotheses.

Succession Planning and Academic staff retention

Multiple theories strongly support the relationship between succession planning and academic staff retention. According to the Human Capital Theory, investing in training and career development helps to retain academic staff since they feel valued and see possibilities for promotion (Becker, 1993). Furthermore, Social Exchange Theory suggests that when organizations contribute to their Academic staff's professional growth, such Academic staff are more likely to respond by remaining with the organization (Cropanzano & Mitchell, 2005). This means that offering clear opportunities for career growth encourages trust and commitment among academic staff.

Research has consistently shown that academic staff retention and succession planning are positively correlated. Empirical data indicates that public universities can greatly improve retention by identifying and developing future leaders as part of structured talent management programs (Narayanan et al., 2018). Organizations with strong plans for succession usually have lower turnover rates, according to studies (Deery & Jago, 2015). When a university makes investments in its faculty members' future and provides them with growth chances then they are more likely to remain around (Tansky & Cohen, 2001). Therefore, public campuses in Butwal may create a more engaged and stable workforce by focusing on succession planning, which will ultimately increase their overall performance.

Based on these studies, the following hypothesis can be formulated:

H_1: There is a significant relationship between Succession Planning and Academic staff retention.

Training and Academic staff retention

Several theories of motivation significantly support the relationship between training and academic staff retention. Training is essential for keeping academic staff satisfied and focused to their job. Maslow's Hierarchy of Needs states that people desire personal growth and success, which includes learning new skills as well as growing up in their occupations (Maslow, 1943). When academic personnel receive adequate training, they feel more capable and appreciated, which increases their probability of staying with their business. Furthermore, Herzberg's Two-Factor Theory describes how certain factors increase job satisfaction and motivation (Herzberg 1959). Training is one of these aspects since it helps academic staff to make progress in their careers, resulting in increased job satisfaction and lower turnover rates.

Research shows the favorable link between training and academic staff retention. For instance, a study conducted at Kenyatta University (Ndungu, 2017) reported that training and development programs increased academic staff engagement and reduced turnover because academic staff recognized training as an investment in their future. Similarly, (Bibi et al.2018) examined the impact of training, development, and supervisor assistance on academic staff retention in academic institutions. Their studies indicate that such programs greatly increase academic staff retention rates when academic staff perceive these chances as meaningful investments in their professional development.

Based on these studies, the following hypothesis can be formulated:

H_2*: There is a significant relationship between Training and Academic staff retention.*

Coaching and Academic staff retention

Multiple theories strongly support the relationship between coaching and academic staff retention. Coaching can help academic staff stay in their positions by improving their connections with their organizations. According to research, positive employer-academic staff connections, promoted by coaching and recognition, contribute to higher job satisfaction and retention (Emerson, 1976). Furthermore, the Resource-Based View (RBV) idea indicates that having skilled and well-developed academic staff can give a company a competitive advantage (Barney 1991). Organizations can develop a skilled team that is less likely to depart by investing in the development of their academic personnel through coaching. Another major concept is Self-Determination concept (SDT), which outlines how coaching would help academic staff achieve their goals for independence, competence, and socialization. When these demands are met, academic staff are more content with their jobs, which can lead to longer periods of time (Ryan & Deci, 2000).

The favorable correlation between coaching and academic staff retention is supported by empirical research, which indicates that coaching plays an important role in maintaining academic faculty members' job satisfaction and engagement. Research has indicated that coaching improves academic staff performance, which increases retention rates (Pradhan et al., 2024). Research shows that coaching and talent management techniques are particularly important for raising academic staff retention rates in public sector organizations in Nepal (Gautam, 2023). In general, improving coaching methods in educational institutions or organizations can result in more engaged and dedicated academic staff members who are less likely to leave their jobs.

Based on these studies, the following hypothesis has been formulated:

H_3: There is a significant relationship between Coaching and Academic staff retention.

Mentoring and Academic staff retention

Numerous theories greatly support the relationship between mentoring and academic staff retention. According to Goal-Setting Theory, setting clear and difficult goals improves motivation and job commitment. Mentoring allows academic staff to develop and fulfill professional goals, resulting in increased job satisfaction and retention (Locke & Latham, 1991). Also, Organizational Support Theory suggests that when academic staff feel supported by their organization through mentorship programs, they become more loyal and motivated to keep working (Eisenberger et al., 1986). These theories indicate that mentoring is a key method for improving academic staff retention.

Studies have identified a high correlation between mentorship and academic staff retention, especially within educational institutions. Mentoring, according to (Dahal 2023), helps people think carefully about their job, question their methods of achieving things, and face difficulties that develop their thinking. This method allows participants to reflect on their experiences, gain problem-solving skills, and grow confidence in their own abilities. As a result, they are more content with their jobs (Scandura 1992). Mentoring has been correlated to increased engagement and loyalty among educators on Nepalese public campuses, resulting in lower academic staff turnover. Furthermore, mentorship programs promote workplace justice and ensure that academic staff's expectations match with the organization's goals, resulting in better retention (Thapa, 2023).

Based on these studies, the following hypothesis can be formulated:

H_4: There is a significant relationship between Mentoring and Academic staff retention.

Career Management and Academic staff retention

The key theories attempt to explain the relationship between career management and academic staff retention. The Psychological Contract Theory describes the unmentioned expectations of academic staff and employers. When firms meet academic staff objectives, such as career advancement and fair pay, they feel valued and remain focused. However, if these expectations fail to occur, academic personnel may get disappointed and depart (Rousseau, 1995). This idea explains why retention improves when organizations meet their promises. Career Construction Theory suggests that academics carefully create their professions based on personal meaning and goals. Career planning, mentoring, and skill development organizations help academic staff progress, increasing their probability of staying (Savickas 2005). Supporting career growth improves retention and work satisfaction.

Empirical studies confirm these theories by proving the positive impact of career management systems on academic staff retention. Career development programs, training opportunities, and efforts to manage talent have been shown in studies to significantly decrease turnover in public sector institutions (Naim & Lenka, 2018). Research has found that public universities that utilize clear career progression paths, leadership development programs, and mentorship initiatives have higher academic staff satisfaction and institutional stability (Thunnissen, 2016). Hence, adopting a complete talent management approach is essential to improving faculty

retention and maintaining the long-term performance of public campuses in Butwal Metropolitan City, Nepal.

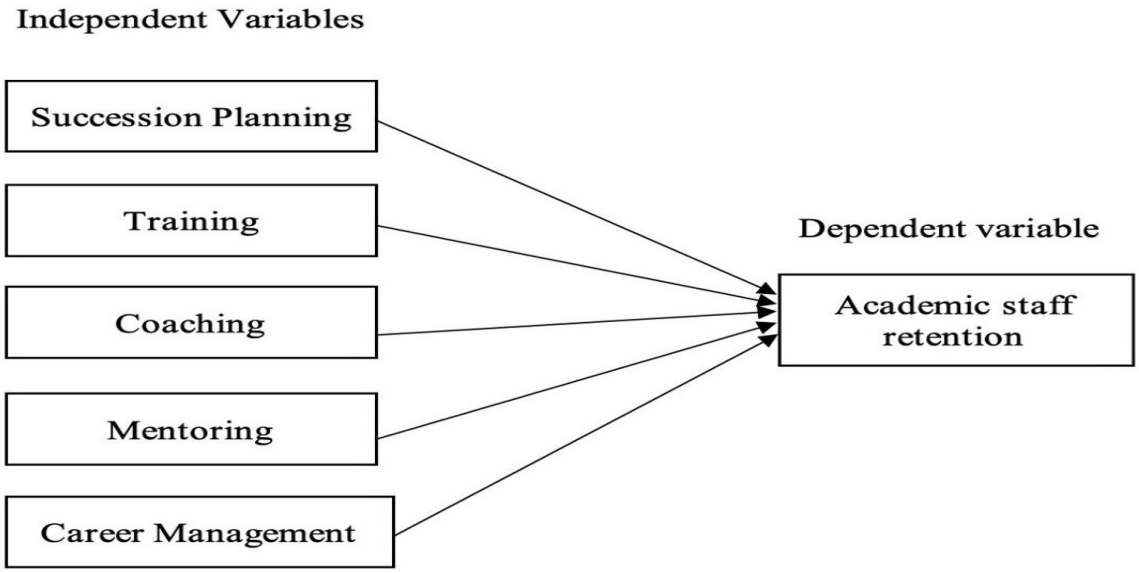
Based on these studies, the following hypothesis can be formulated:

H_5: There is a significant relationship between Career Management and Academic staff retention.

Research Framework

The research framework represents the structure that illustrates the relationship among various variables. In this context, talent management is employed as the independent variable, measured through five key dimensions: succession planning, training, coaching, monitoring, and career management. Academic staff retention serves as the dependent variable. This framework explores how effective talent management strategies influence Academic staff retention, ensuring a stable and committed workforce.

Figure 1 – Conceptual model



Note: Adopted from Chitsaz-Isfahani and Boustani (2014)

III. Research Methodology

This section deals with the research methods adopted by the researcher in conducting the research. It looks at the various methods and procedures of the research study adopted in conducting the study to address and answer the research problems and questions stipulated by the researcher. In this regard, it deals with different components of research design which guides researchers to decide the population and sample from the desired research area, techniques of approaching the sampled respondent, sources of data collection, research instrument used for data collection and different types of tools used to analyze the collected data. Thus, this section is organized in the following structure: research design, population, sample size, sources of data collection, data collection methods, tools used for data analysis.

Research design

A research design is a structured plan that guides data collection and analysis, shaping the study (Cooper & Schindler, 2003). This study adopts Descriptive Research Design and Explanatory Research Design to achieve its objectives.

Descriptive Research Design systematically presents characteristics, behaviors, or phenomena without altering variables. It identifies trends, patterns, and relationships within a population (Creswell, 2014). Explanatory Research Design examines cause-and-effect relationships by comparing groups with existing differences, analyzing the impact of independent variables on dependent variables without direct manipulation (Fraenkel & Wallen, 2009). Likewise, Kerlinger (1986) highlights ex post facto research, where past independent variables are analyzed to assess their effects on dependent variables (Kerlinger, 1986; Pant, 2012, p. 117). Common statistical methods include the Spearman Rank Order Coefficient, Phi Correlation Coefficient, Regression, t-test, Chi-square, and Analysis of Variance (Isaac, 1978; Pant, 2012, p. 118).

By combining descriptive and explanatory designs, this study effectively examines variable relationships and their impact (Kerlinger, 1986), ensuring a structured and systematic approach.

Population and Sample size

The population of this research study comprises all respondents within the research area. In this study, the chosen research area is Butwal Sub-Metropolitan City, and the population consists of all Academic staff working in different public campuses located in Butwal. The total number of Academic staff in these campuses is 176. Therefore, the population of the study is identified as 176. The details of the campuses and their respective number of Academic staffs are presented in Table 1.

Table 1 - *Total Academic staff of public campuses in Butwal* Sub-metropolitan City.

S. No.	Name of Public Campuses	Number of Academic staff
1.	Lumbini Banijya Campus	74
2.	Kalika Campus	60
3.	Siddhartha Gautam Buddha Campus	42
	Total	176

The total Academic staff mentioned in Table 1 in three different public campuses are 176. Thus, the population of the study is 176 the study follows the censes study. so, in census study the total population of the study is equal to total sample size. Therefore, the minimum sample size of the study is 176.

Nature and Sources of Data Collection

This study primarily relies on quantitative data**,** which were collected from primary sources**.** A structured questionnaire was designed to gather first-hand information directly from respondents.

Survey Instrument

A self-structured questionnaire was used as the survey instrument for data collection. It was developed based on operational definitions from previous literature. The questionnaire

employs a Seven-point Likert scale (7 = Strongly Agree, 6 = Agree, 5 = Somewhat Agree, 4 = Neutral, 3 = Somewhat Disagree, 2 = Disagree, and 1 = Strongly Disagree) to gather responses from participants.

In the initial phase, detailed practices and constructs related to the chosen variable were identified. In this perspective, six variables have been incorporated in the framework of the study. A set of questions was designed to measure each independent and dependent variable, totaling 30 items. To ensure clarity and accuracy, a pilot test was conducted by distributing the questionnaire to a sample of 30 respondents. Out of 176 questionnaires distributed, 6 were excluded due to non-return or response related error. Therefore, 170 complete filled questionnaires were collected with a response rate of 97 percent.

Statistical Tools

The study utilized various statistical tools based on the nature of the data. Descriptive statistics, including mean and standard deviation (SD), were computed to analyze and interpret responses. Additionally, a reliability test was conducted to assess the consistency of the research instrument.

For inferential analysis, correlation analysis was used to measure the strength and direction of relationships between independent and dependent variables. Regression analysis was further applied to examine the impact of independent variables on the dependent variable, allowing for the determination of the significance and magnitude of these effects. By combining descriptive and inferential statistical techniques, the study ensured a thorough and rigorous analysis of the data, supporting reliable interpretations and meaningful conclusions regarding the factors influencing the academic staff retention.

IV. Results and Analysis

Measurement items Assessment

Table 2 - *Assessment of measurement scale items*

Variables	items	Outer loadings	VIF	Mean	Standard deviation
Academic staff retention	Aca1	0.826	2.476	5.259	1.543
	Aca2	0.876	3.186	5.171	1.623
	Aca3	0.793	1.955	5.818	1.548
	Aca4	0.871	2.738	5.676	1.618
	Aca5	0.803	1.981	5.412	1.633
Career Management	Car1	0.85	2.404	5.124	1.678
	Car2	0.786	1.989	5.176	1.883
	Car3	0.863	2.634	5.506	1.531
	Car4	0.8	2.092	5.8	1.555
	Car5	0.79	1.814	5.218	1.647
Coaching	Coa1	0.907	3.638	5.759	1.449
	Coa2	0.919	4.202	5.324	1.72
	Coa3	0.763	2.308	5.118	1.758
	Coa4	0.877	3.022	5.229	1.882
	Coa5	0.875	2.892	5.594	1.543

Mentoring	Men1	0.858	2.485	5.653	1.569
	Men2	0.837	2.41	5.676	1.618
	Men3	0.892	3.222	5.553	1.609
	Men4	0.874	3.908	4.976	1.769
	Men5	0.758	2.647	4.6	1.767
Succession Planning	Suc1	0.74	1.601	5.135	1.772
	Suc2	0.9	3.68	5.159	1.588
	Suc3	0.81	2.578	4.859	1.803
	Suc4	0.883	3.217	5.182	1.552
	Suc5	0.888	3.1	5.124	1.678
Training	Tra1	0.89	3.391	5.947	1.476
	Tra2	0.924	4.489	5.806	1.58
	Tra3	0.916	4.524	5.624	1.789
	Tra4	0.739	1.883	5.053	1.832
	Tra5	0.808	2.087	5.482	1.783

Table 2 presents the standardized outer loading and Variance Inflation Factor (VIF) of the scale items employed to measure the variables pertinent to this investigation. In accordance to Sarstedt et al. (2017), the outer loading of an item must exceed 0.708 to signify a substantial contribution of that item in assessing the associated variable. Therefore, all 30 scale items are preserved for subsequent analysis. Furthermore, the VIF values for each item are less than 5, thereby indicating no multicollinearity within the scale items (Sarstedt et al., 2014). The mean value of items are more on the higher side of the scale which reflects most of the responses are toward agreeable side. The standard values are small, which indicates less deviation in the responses. This indicates the data is suitable for further analysis.

Quality Criteria Assessment

Table 3 - *Construct Reliability and Validity*

	Alpha	CR (rho_a)	CR (rho_c)	(AVE)
Academic staff retention	0.89	0.892	0.92	0.696
Career Management	0.877	0.88	0.91	0.67
Coaching	0.92	0.939	0.939	0.757
Mentoring	0 .9	0.911	0.926	0.714
Succession Planning	0.9	0.903	0.926	0.716
Training	0.909	0.916	0.933	0.737

Table 3 contains the values of Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE) to evaluate the convergent validity of the variables employed in this study. The Cronbach's Alpha coefficients for all items exceed the threshold of 0.705, signifying the adequate contribution of each scale item in the assessment of related constructs (Bland & Altman, 1997). Furthermore, the CR values for rho_A and rho_C surpass the minimum criterion of 0.70, denoting a robust measure of internal consistency (Saari et al., 2021; Hair et al., 2022). The AVE values also exceed the pivotal threshold of 0.50, suggesting that each variable account for more than 50 percent of the explained variance. This finding confirms the establishment of convergent validity (Hair et al., 2022). Subsequently, the outcomes depicted in the table as mentioned above satisfy all requisite of quality criteria measures.

Discriminant Validity

Table 4 - *Heterotraits-Monotrait (HTMT) ratio of correlation*

	Academic staff retention	Career Management	Coaching	Mentoring	Succession Planning	Training
Academic staff retention						
Career Management	0.887					
Coaching	0.767	0.771				
Mentoring	0.747	0.898	0.896			
Succession Planning	0.428	0.322	0.739	0.893		
Training	0.678	0.889	0.781	0.821	0.719	

Table 4 contains the HTMT ratio of the correlation matrix, which evaluates the discriminant validity of the latent variables. The values of the HTMT ratio vary from 0.322 to 0.898. The HTMT ratio values need to remain below the critical threshold of 0.85; nevertheless, a range extending up to 0.90 is deemed acceptable, as posited by Henseler et al. (2015). Consequently, the presence of discriminant validity is confirmed among the reflective constructs (Hair & Alamer, 2022).

Table 5 - *Fornell-Larcker Criterion*

	Academic staff retention	Career Management	Coaching	Mentoring	Succession Planning	Training
Academic staff retention	**0.835**					
Career Management	0.809	**0.819**				
Coaching	0.815	0.719	**0.87**			
Mentoring	0.807	0.71	0.82	**0.845**		
Succession Planning	0.823	0.777	0.687	0.809	**0.846**	
Training	0.804	0.799	0.825	0.815	0.757	**0.858**

Table 5 displays the Fornell-Larcker Criterion, an important discriminant validity assessment in a structural equation model (SEM) (Fornell & Larcker, 1981). This criterion is satisfied when the average variance extracted (AVE) for every construct is higher than the squared correlation between that construct and any other construct in the model. The diagonal entries, the square root of AVE of every construct, are to be higher than the off-diagonal values for their corresponding columns and rows. As evident in Table 5, diagonal values (in bold) of Academic Staff Retention (0.835),Career Management (0.819), Coaching (0.87), Mentoring (0.845), Succession Planning (0.846) and Training (0.858), are all higher than their inter-construct correlations. This means the measurement model's discriminant validity is assured, implying that each construct is unique and taps into a distinct segment of variance (Hair et al., 2010).

This ensures that the constructs do not overlap and that the measures are measuring what they should measure.

Model Fit Assessment

The SRMR indices evaluate the model's explanatory efficacy. The model's SRMR value is 0.78, below the acceptable threshold of 0.80 (Bollen & Stine, 1992). Consequently, this finding suggests that the model exhibits adequate explanatory capability.

Moreover, the effect sizes of Career Management on Academic Staff Retention is (0.024) weak effect, Coaching on Academic Staff Retention is (0.053) weak effect, Mentoring on Academic Staff Retention is (0.160) Moderate Effect, Succession planning on Academic Staff Retention is (0.044) weak effect and Training on Academic Staff Retention is (0.028) weak effect (Cohen, 1988).

Finally, the r-square values correspond to Academic staff retention is 0.868. This signifies that Academic staff retention possess substantial predictive ability (Hair et al., 2013).

Structural Equation Model

Figure 2

Path Relationship Model

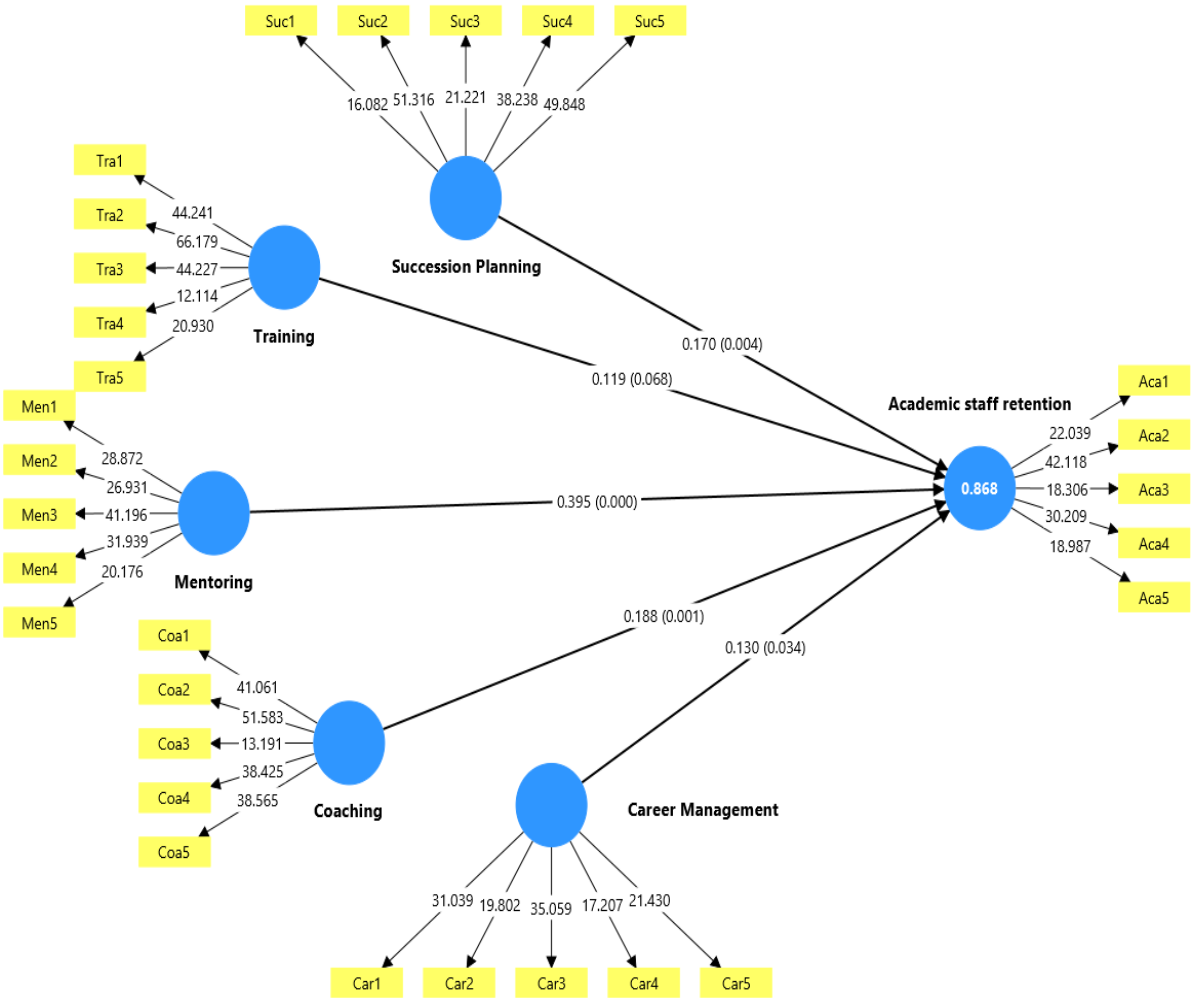


Table 6 - *Hypothesis Testing using Bootstrapping*

Hypothesis	β	Mean (M)	(ST DEV)	Coefficient Interval		T stat.	P values	Decision
				2.50 %	97.50 %			
H1: Succession Planning -> Academic staff retention	0.17	0.167	0.059	0.046	0.279	2.883	0.004	Accepted
H2: Training -> Academic staff retention	0.119	0.118	0.065	-0.011	0.247	1.825	0.068	Rejected
H3: Coaching -> Academic staff retention	0.188	0.182	0.059	0.064	0.295	3.187	0.001	Accepted
H4: Mentoring -> Academic staff retention	0.395	0.404	0.072	0.267	0.548	5.505	0	Accepted
H5: Career Management -> Academic staff retention	0.13	0.131	0.061	0.011	0.25	2.118	0.034	Accepted

Figure 2 and Table 6 report the results of a bootstrapping analysis performed with 10,000 subsamples, which examines decisions regarding the proposed hypotheses. Hypotheses H1, H3, H4 and H5, have achieved acceptance at a significance threshold 0.05. However, H2 is rejected as their p-value is above 0.05. There is a positive and significant impact of Succession Planning, Coaching, Mentoring, Career Management on Academic Staff Retention. However, there is positive and insignificant impact of Training on Academic staff retention.

Table 7 - *Necessary Condition Analysis (NCA)-Bottleneck Value*

	LV scores - Academic staff retention	LV scores - Career Management	LV scores - Coaching	LV scores - Mentoring	LV scores - Succession Planning	LV scores - Training
0.00%	20%	NN	NN	NN	NN	NN
10.00%	28%	NN	23%	NN	23%	NN
20.00%	36%	35%	42%	41%	31%	NN
30.00%	44%	44%	52%	46%	31%	56%
40.00%	52%	44%	52%	46%	31%	56%
50.00%	60%	44%	52%	46%	31%	56%
60.00%	68%	44%	52%	54%	31%	56%
70.00%	76%	55%	52%	54%	48%	56%
80.00%	84%	55%	61%	69%	49%	69%
90.00%	92%	69%	66%	72%	49%	80%
100.00%	100%	94%	86%	92%	84%	94%

Table no 7 represent bottleneck value of latent variable Using Necessary Condition Analysis. To achieve 20% of the Academic staff retention no factors are necessary. Similarly, to achieve 28% Academic staff retention 23% of coaching and 23% succession planning is necessary. Likewise, to achieve 36% Academic staff retention, 35% of career management, 42% of

coaching, 41%, mentoring, and 31% succession planning are necessary. Alike, to achieve 44% of Academic staff retention 44% of career management, 52% of coaching, 46% mentoring, 31% succession planning and 56% of training are necessary. Furthermore, to achieve 100% of Academic staff retention 94% of career management, 86% of coaching, 96% of mentoring, 81% succession planning and 96% of training are necessary.

Table 8 - *Importance Performance map analysis*

	LV performance	Importance
Career Management	72.979	0.13
Coaching	74.321	0.188
Mentoring	72.714	0.395
Succession Planning	68.408	0.17
Training	77.157	0.119
Mean	72.1055	0.22075

Figure 3

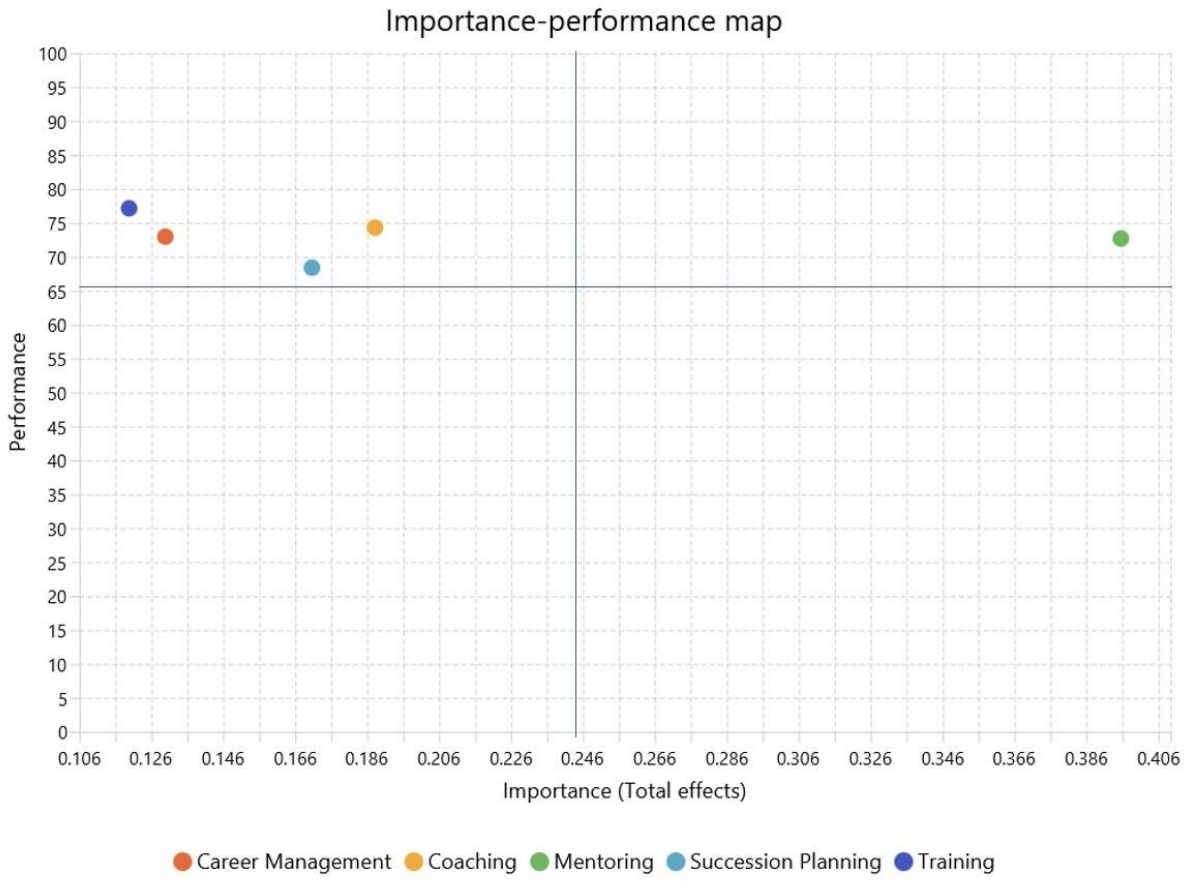


Table 8 shows the total effects of Succession Planning, Training, Coaching, Mentoring, Career Management on Academic Staff Retention for the unstandardized effects. These effects are the same as the unstandardized weights of ordinary least square regression modelling (Hair et al. 2010). Furthermore, the performance of Academic Staff Retention was calculated as 74.539.

Notably, we derived the five quadrants successfully based on the mean values of the constructs' importance and performance value. As per Fig. 3, if we increase 1 unit in Mentoring from

72.714 to 73.714, Academic Staff Retention increases from 74.539 to 74.934. Similarly, if we increased 1 unit in Career Management from 72.979 to 73.979, then Academic Staff Retention grew to increase from 74.539 to 74.669. Therefore, out of the five determinants of Academic Staff Retention, the most critical factor was noted to be Mentoring.

Findings

The findings of this study indicate that Succession Planning has positive and significant impact on Academic Staff Retention. Alike, Coaching has positive and significant impact on Academic Staff Retention. Similarly, Mentoring has positive and significant impact on Academic Staff Retention and Career Management has positive and significant impact on Academic Staff Retention. The result of this study indicate that Training has positive and insignificant impact on Academic Staff Retention.

V. Discussion

Effective succession planning ensures the continuity of leadership and academic excellence by identifying and developing potential future leaders internally within the organization. This practice not only prepares the organization for upcoming transitions, but it also demonstrates a commitment to employee development, thereby enhancing retention. For instance, research suggest that Bano et al. (2022) investigation in Malaysian public higher learning institutions revealed a positive relationship between succession planning practices and employee retention, indicating its importance in the education sector. Coaching provides individual support and guidance, enabling academic staff to develop professionally and overcome issues more effectively. Personalized attention can lead to enhance job satisfaction and institutional commitment. The Learning Acceleration Support Opportunities (LASO) grant program of Texas Education Agency's targets coaching school leaders, which result in increased instructional practices and teacher retention (Beaumont Enterprise, 2025). Mentoring is a way of providing support and guidance and creating a sense of belonging and career progression for academic staff. Peer mentoring has been shown in higher education institutions setting to improve staff wellbeing and retention of staff through addressing the issues of high workloads pressures and a culture of working together (Advance HE, 2022). Mentoring schemes enable knowledge sharing and Professional development, which leads to higher retention rates. Career management involves planning and supporting employees' career paths, aligning individual aspirations with organizational goals. Providing certain career development opportunities and advancement possibilities is crucial to retain academic staff. (Shrestha and Prajapati 2024) concluded that career management practices have a positive and significant impact on employee retention in Nepalese banking and insurance institutions, and it can be assumed that the same may be practiced in academic institutions.

The positive and beneficial outcomes of succession planning, coaching, mentoring, and career management in the retention of academic staff underscore the importance of integrated talent management practices in universities. Through such practices, Butwal Sub-Metropolitan City public campuses can enhance staff satisfaction, reduce turnover, and maintain academic excellence.

The findings of this study suggest that although there is a positive relationship between training and academic staff retention in public campuses of Butwal Sub-Metropolitan City, its impact is not statistically significant. The implication is that although staff may appreciate training

opportunities but these alone are not enough to make them stay at their jobs in the long run. This is like what Terera and Ngirande (2014) found training made employees more satisfied with their jobs, but it didn't have a strong effect on whether they stayed at the university in South Africa. Different studies have provided a high positive correlation between training and retention of academic staff. For instance, Mampuru et al. (2024) found that job satisfaction, loyalty, and retention of academic staff at a South African university of technology are significantly enhanced by training and development programs.

These different results suggest that the effectiveness of training in academic staff retention may be dependent on conditions such as the usefulness of the training, whether staff feel that they have opportunities to develop their careers, and the quality of the work environment. In Butwal Sub-Metropolitan City, the training that is now being offered may not be what academic staff want or need, and this could be why it is not very effective at staff retention.

VI. Conclusion and Implication

Conclusion

The bootstrapping analysis shows that mentoring is the most influential factor in retaining academic staff, with a stronger impact than coaching, succession planning, and career management. When teachers receive proper guidance, support, and advice from experienced mentors they are more likely to continue working at the campus. Therefore, public campuses should place greater emphasis on mentoring practices. Strong mentoring systems help teachers develop professionally, feel supported and remain committed to their jobs for a longer period.

In contrast, training has a positive but statistically insignificant effect, suggesting that training alone plays a limited role in retaining academic staff. Greater attention to mentoring, along with coaching, succession planning, and career management, can help create a supportive working environment, reduce staff turnover, and encourage long-term commitment among academic staff in public campuses.

Implication

This research on Talent Management and Academic Staff Retention in Public Campuses of Butwal Sub-Metropolitan City has both theoretical and practical significant. This study is based on several important theories which explain why academic staff stay or leave their work settings. The Human Capital Model suggests that investment in employees increases their value and value added to the organization. Social Exchange Theory and Psychological Contract Theory state that when organizations support their staff and fulfill promises, employees feel more loyal and committed. Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory explain how personal needs, motivation, and job satisfaction play a critical role in managing retention. The Resource-Based View states that competent and experienced teaching staff are the key assets enhancing the competitive strengths of institutions. Self-Determination Theory and Goal Setting Theory emphasize the importance of autonomy, goal setting, and growth. Career Construction Theory identifies those opportunities for career development and influences long-term commitment. Lastly, Organizational Support Theory shows that if employees feel valued and supported, they are more likely to stay at the institution.

In practice, the findings of this study are of most importance to education policymakers, human resource managers, and campus leaders. According to this study, most of the Butwal's public

campuses have faced challenges with poor working environment, low morale, lack of career development, and being unknown. The campuses need to prepare effective talent management to keep capable academic staff. This involves offering regular training, giving fair promotions and career opportunities, recognizing and rewarding employees on time, and fostering a positive work environment. In this manner, public campuses can reduce turnover of employees, improve job satisfaction, and improve students' educational achievement. The research provides a clear path to improving staff retention and the overall performance of Nepalese higher education institutions.

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