

## **Chapter One**

### **Introduction**

#### **1.1 Background to the Study**

The success of every organisation depends on developing human capabilities for the workforce through employment, resulting in positive individual and organisational outcomes to a large extent. Each employee is an asset for the organisation and the returns by each employee delivers must be significant which goes a long way to show how valuable an employee is to the organisation. However, developing these human capabilities can be calculated based on the economic climate, technological advances, shifts in demographics, and workforce changes affecting the work setting<sup>1</sup>. In a competitive environment, every organisational needs to continuously adapt to complexities arising from forces impacting the workforce which require employees to continuously change to new environments with greater demands. This goes a long way in enhancing organisational productivity and therefore certain that organisations delivering the same products and services in the same way will not survive for a long time at the mature phase of its life cycle, so innovation is often presented as imperative for long-term organisational success and survival<sup>2</sup>.

Innovation is an important phenomenon to ensure a firm's survival and growth<sup>3</sup>. There is widespread consensus that innovation is power and success<sup>4</sup>. However, firms need innovation to initiate organisational creativity. Innovation is considered as most valuable asset for every organisation in national and multinational organisations which goes a long way to help organisations gain competitive advantages for organisational creativity, survival, and long-term success as well as promoting retention of talent and improvement in organisational performance and stakeholders' value<sup>1</sup>. Not surprisingly, innovation is

recognized as a critical competency for 21<sup>st</sup> century organisations, to lead or adapt to change. Thus, innovation refers to the implementation of creative ideas in an organisational context.

Innovation is the development of ideas about practices, procedures, products, and/or services that are novel and potentially useful to an organisation. Innovative employees deliver better outcome with a positive attitude towards the organisation and its values are more likely to display initiatives to change procedures in conducting jobs and organisational environment which is important for its growth and development. Thus, the degree to which an employee has freedom, independence, and discretion in carrying out the tasks of the job plays a key role in a strong corporate culture which have been considered vital for the management of every organisation<sup>5</sup>. Innovative employees are more likely to solve organisational problems creatively and effectively, ultimately creating a superior experience<sup>6</sup>. Thus, by providing employees with the freedom and autonomy to make decisions and solve problems, organizations can foster an environment that encourages innovative behaviour, ultimately leading to enhanced creativity, improved organizational performance, and a stronger competitive position in the industry.

Innovative behaviour has been used and applied from different perspectives. These differing perspectives give rise to differing measurement parameters. These measures have been a mixture of both co-creational and functionalistic approaches on how an employee can be proactive and innovative cognitively based on the fraction of goal or objectives achieved by the employee. It encompasses several stages, from idea generation to idea implementation, and involves both individual and organisational factors. This finds its basis in the meaning of innovative behaviour as the production of concepts that are both new and useful, suitable to achieving a goal. The measures for this variable include idea generation, idea promotion

and idea implementation<sup>7</sup>. Idea generation is the generation of ideas that are novel and useful in different circumstances which could be entirely new or adopted to regarding a phenomenon. This includes technical know-how, skills, intelligence and talent that will help an organisation achieve a goal. Idea promotion is the cognitive and personality traits of mobilizing support for new ideas that are applicable to independent thinking. The attitude a person takes to methodical work styles is also what will provide the new concept the support it needs. The ability of a person to transform a developed idea into a useful application in a job function or organisation is known as idea implementation.

Innovative behaviour is a vast and developing area of research that has been extensively researched as it becomes fundamental in organisational context, being directly connected to organisational performance. It is one of the drivers of businesses and organisations, and is often seen as crucial for the organisation's success and competitiveness<sup>8</sup>. There are two common characteristics that are noteworthy for defining innovative behaviour. First, it indicates a creative connection characterized by originality or novelty or other attributes that differentiate them from ordinary options<sup>9</sup>. Second, it relates to the intellectual element such as human skill that is matchless in an increasingly automated world. In this study, innovative behaviour is described as a relatively state of mind referring to the simultaneous transformation and manipulation of existing knowledge by an individual's physical, cognitive, and emotional energies in the performance of job.

Innovative behaviour at work are the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things. The innovative stage of this process refers to idea generation and innovation to the subsequent stage of implementing the ideas toward better procedures, practices, or products. An innovative employee is one who has the

ability to be aware of the organisation needs and must be sensitive so that he/she can tackle the problem, he/she must have sharp mind to be able to remember task for long time, and must be adaptive<sup>10</sup>.

In a globalized world, there is rapid change in technology as well as the culture. Hence, an innovative employee should be able to adapt to all the changes before time and be creative. This form of innovativeness can occur at individual level, work team, organisation, or at more than one of these levels combined, which will invariably result in identifiable benefits at one or more of these levels of analysis. Innovative employee can be most commonly referred to as an individual who has new ideas for his work, working style, and must be flexible in order to work in team rather than individually completing a project. Innovative behavioural level has become an important standard in achieving the organisational goals and objectives. Prevailing issues that lead to the problem and gaps in the literature. What exactly is the problem of innovative behaviour in generally and that of staff in universities Oyo State

Innovative behaviour is an important aspect in assessing employees' proactive personality in work role and the overall contribution to the organisation<sup>9</sup>. Therefore, when employees of the university do not engage in proactive disposition which always arise as a result of not been able to initiate meaningful change, cognitively and emotionally, they will withdraw from their work emotionally and mentally. Consequently, this will result to poor service delivery, low productivity and job burnout. They will also lag behind in introduction of new methods and thinking to channel solutions to developmental issues to create a positive, fulfilling, work-related state of mind that is characterized innovative construction<sup>10</sup>. This implies that innovative behaviour does not happen inside people's heads but in the interaction between a person's thoughts and a socio-cultural context. This thereby creating a relationship

between employees' personal ability, personal well-being and talents taking into account. Talent or intelligence is considered as one of the most desirable personal ability in today's society. Talent is more of a result of an individual's opportunities to learn skills. Therefore, talent management concept has become a very important indicator of a person's knowledge, skills and abilities in workplace.

Some prevailing issues that contribute to the problem of innovative behaviour, particularly among staff in universities in Oyo State, include resistance to change, lack of adequate training, and insufficient support for creativity within institutional structures. While innovation is crucial in adapting to technological advancements and cultural shifts, many employees, particularly in academic settings, struggle with adopting new technologies or work methods due to entrenched routines and outdated practices. Literature on innovation often highlights these barriers, yet there is a gap in understanding the specific challenges faced by university staff in Oyo State, where the pace of change in education and technology may not align with the staff's readiness or resources to innovate. Inadequate incentives for innovation, coupled with limited opportunities for professional development, exacerbate the situation, preventing staff from fully engaging in innovative behaviour. This gap underscores the need for tailored strategies and policies that promote creativity and adaptability among staff in these universities.

In this study, talent management will consider measures such as planning, acquiring, sustaining and transitioning. These measures are adapted from the talent management lifecycle<sup>11</sup>. Talent planning is a critical first step in the talent management process, focusing on forecasting future workforce needs and developing strategies to meet those needs. Talent acquisition focuses on attracting and hiring individuals who have the skills and potential to

contribute to the organisation's success. A strong employer brand is essential in this phase, as it communicates the organisation's culture, values, and benefits to potential candidates, making it an attractive place to work. Sustaining talent involves retaining and engaging employees by creating a supportive and motivating work environment. Employee engagement strategies are critical, focusing on keeping employees motivated and committed through regular feedback, recognition programs, and fostering a sense of belonging. Continuous learning and development opportunities are essential, providing training programs, workshops, and on-the-job learning to upskill employees and prepare them for future roles. Offering clear career development paths and advancement opportunities keeps employees motivated and aligned with their career goals.

Transitioning talent involves managing the exit of employees and ensuring a smooth transition for both departing employees and the organisation. Exit management is also critical, with exit interviews providing valuable feedback on the reasons for departure and insights for improving organisational practices<sup>12</sup>. Knowledge transfer processes are necessary to ensure that critical knowledge and expertise are passed on from departing employees to their successors, maintaining continuity and minimizing the loss of institutional knowledge. Maintaining positive relationships with former employees through alumni networks and engagement programs can also create opportunities for rehiring and leveraging their networks for talent acquisition.

Organisation is enabled by talent management to hire the best and superior individuals, place the right people in the right positions, create high engagement, improve employee productivity, retain top performers, build career paths and promote employees<sup>12</sup>. It is a process that assures every employee is suitable for his/her job, by observing the talents and

skills of the employees and making sure to develop and measure their performance and productivity among them<sup>13</sup>. Consequently, both management and employees in any talent management processes aim to achieve human resource goals with the mindsets to make or respond to challenging issues in a more positive and informed manner. Talent management is necessary to better understanding of the service proposition and more especially how it reflects in the response of employees to management and vice-versa which would then guide in identifying or developing organisational culture. By effectively planning, acquiring, sustaining, and transitioning talent, organisations can build a resilient workforce that drives sustainable growth and competitive advantage. In an organisation, employees need a good atmosphere to do their jobs and play the much-needed statutory role(s)<sup>14</sup>. Most organisations require purposeful work situations in an anticipatory style to achieve the necessary degree of performance. Employees' capacity to maintain a positive attitude about their jobs throughout a system is dependent on the conditions of their well-being. The environment is man's immediate surroundings, which he manipulates in order to survive of which negative manipulation introduces risks that endanger the environment and restrict human survival.

The workplace is an environment in which the employee executes his or her job assignments, but a successful work environment is one in which management anticipate results. However, many organisations fail to properly exploit their employee well-being in order to boost innovativeness, cooperation, and employee retention. The amount of happiness and performance of workers is determined by the level of comfort derivable from the work place. So, workers' performance cannot be ideal if the working conditions are unfavourable. Considering the above concept of employee well-being and for the purpose of this study, employee well-being will be measured with the following dimensions; job demands and job

resources. Job demands refer to the physical or emotional pressures that are present in a specific role play Human Resource staff. These factors encompass time constraints, an excessive amount of tasks, a tense work atmosphere, uncertainty about job responsibilities, the need to manage one's emotions, and unsatisfactory interpersonal connections. Job resources, also known as job positives, refer to the tangible, interpersonal, or structural elements that facilitate goal attainment and alleviate stress in the workplace. The factors encompassed are autonomy, robust work connections, prospects for progression, guidance and tutelage, and education and growth.

However, a widely accepted definition of "well-being" is elusive due to the interdisciplinary character of this notion, leading to a number of imprecise and too encompassing definitions. Nevertheless, employee well-being is defined as an employee's expectations and working ways that may affect their happiness or health. In addition, it is described as a positive or negative feeling and how individual employee functions effectively with it<sup>15</sup>. There are three aspects to these emotions—physical, mental, and social—that are influenced by how employees interact with their coworkers, make decisions, and use the resources available to them. These factors all have an effect on how well people perform their tasks<sup>16</sup>.

According to a managerialist perspective, an employee's entire state of mental, physical, emotional, and financial well-being may also be considered their well-being<sup>17</sup>. Employee well-being enables a productive and healthy workplace, notwithstanding variations among individual employees. It is therefore the duty of organisations to ensure that workers receive the support and care they require for their mental health and physical well-being, since this may significantly contribute to fostering a sense of value and togetherness among employees.

Additionally, it could increase employee engagement and motivate them in the organisation to meet their goals<sup>18</sup>. Various measurement of employee well-being have been used to assess compliance with particular behaviours and set job requirements. Likewise, in universities, the human resource staff serve as the intercessor between the organisations and other employees which include the academic and non- academic staff. This therefore have first-hand information of the diverse needs of these group of employees and able to gather the relevant intelligence to engage. However, the human resource staff cannot not automatically engage in innovative behaviour and developing ideas until their talent potentials are awakened either through negative or positive emotions. This emotion could kindled by how they are treated which then facilitate their innovative behaviour and thereby encouraging them to come up with creative solutions. Thus, innovative behaviour, talent management and well-being of the Human Resource Staff is vital, most especially in collaborative workplace environments such as higher institutions of learning.

The performance of universities are premised on the quality and capacity of work output. However, within institutional rankings of tertiary institutions, particularly universities in Oyo State still battles with issues of unleashing the innovative behaviour in how employees especially human resource staff completes task focusing on efficiency, skills, initiatives, and utilizing talent potentials. In view of the above discussions, this study seeks to examine the relationship between talent management, employee well-being and innovative behaviour of human resource staff of both private and public (federal and state) universities in Oyo State, Nigeria.

## 1.2 Statement of the Problem

Given the rapid pace of change in the higher education sector, particularly in the context of administrative processes and technological advancements, it has become crucial for universities to ensure that their human resource staff remain innovative and adaptable. However, recent observations suggest that administrative staff in universities across Oyo State are facing significant challenges in maintaining high levels of innovativeness, which is essential for organizational success and service delivery. Preliminary investigation has revealed that human resource staff in various universities in Oyo State are encountering negative downturn in administrative innovativeness. Their performance is below the acceptable level in terms of originality, task quality, and productivity, and they struggle to adjust to the numerous changes and advances that have been happening quickly. Additionally, universities are reliant on the knowledge, creativity, and innovative engagement of their human resource staff in the delivery of services that can result in more convenient, more effective, and less-expensive work processes. This is needful for today's time-stressed and increasingly empowered educational outcome, and these superior services can primarily be provided if the right talents are employed as well as make work place healthy for employees.

Therefore, innovative behaviour of human resource staff in universities is of utmost significance for the development of staff, successful operation, competitiveness and success. Based on several findings, empirical studies have been carried out on talent management, employee well-being and innovative behaviour independently but not jointly which then suggested a gap worthy of investigation. To this end, this study investigated the influence of

talent management and employee well-being on innovative behaviour of human resource staff in universities in Oyo State, Nigeria.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to investigate the influence of talent management and employee well-being on innovative behaviour of human resource staff in universities in Oyo State, Nigeria and the specific objectives were to:

- i. identify the level of innovative behaviour of human resource staff in universities in Oyo State, Nigeria.
- ii. identify the level of talent management among human resource staff in universities in Oyo State, Nigeria.
- iii. ascertain employee well-being practices available to human resource staff of universities in Oyo State, Nigeria.
- iv. determine the influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) on innovative behaviour of human resource staff of universities in Oyo State.
- v. examine the influence of employee well-being (job demands and job resources) on innovative behaviour of human resource staff of universities in Oyo State.
- vi. determine the combined influence of talent management and employee well-being on innovative behaviour of human resource staff of universities in Oyo State.

### **1.4 Research Questions**

This study was guided by the following research questions:

1. What is the level of innovative behaviour of human resource staff in universities in Oyo State, Nigeria?
2. What is the level of talent management of human resource staff in universities in Oyo State, Nigeria?
3. What are the various employee well-being practices available to human resource staff of universities in Oyo State, Nigeria?

### **1.5 Hypotheses**

The following hypotheses were tested at the significance level of 0.05:

H<sub>01</sub>: There will be no significant influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) on innovative behaviour of human resource staff of universities in Oyo State.

H<sub>02</sub>: There will be no significant influence of employee well-being (job demands and job resources) on innovative behaviour of human resource staff in Oyo State.

H<sub>03</sub>: There will be no significant combined influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) and employee well-being (job demands and job resources) on innovative behaviour of human resource staff of universities in Oyo State.

### **1.6 Significance of the Study**

This study's finding is expected to be of great use to numerous stakeholders which include the management of universities, human resource staff, employees, researchers and government. The outcome of this study would strive to respond to the innovative behaviour needed by human resource staff of universities in Oyo State, Nigeria. It is expected that this

would enhance productivity since it will enable management address the issue of innovative behaviour from the employees' perspective. It is also a means of encouraging proactive and confident employees who have intrinsic motivation to boldly voice their new ideas and suggestions to improve organisational performance. If the needed mechanisms are put in place by university managements to employ human resource staff with innovative behaviour and also make provision towards training this set of employees in order to improve their competencies, talent potentials will be disclosed and there would be improvement in work performance.

Ultimately, it will enable employees to freely share their opinion on issues and challenge the status quo when necessary. This will result into a satisfying condition for the staff of the universities and ultimate increase of innovative behaviour. It will also act as a connection and guidance for future researchers in relevant projects. Governments and corporate institutions would also have notion of things to be in place to increase the innovative behaviour of human resource staff and for developing their talent potentials. It is pertinent to note that this study is based on psychological matter; that is, the psychology to explore other processes or organisational factors that promote and ensure high level of innovative behaviour of employees. It is expected that the study will provide relevant and current information to scholars and students which will add to the body of knowledge in the area of talent management, employee well-being and innovative behaviour.

### **1.7 Scope of the Study**

This study covers the talent management, employee well-being and innovative behaviour of human resource staff in universities in Oyo State, Nigeria. The indices for measuring

innovative behaviour includes idea generation, idea promotion and idea implementation while indicators for talent management are planning, acquiring, sustaining and transitioning. Measures for employee well-being are job demands and job resources.

The geographical scope of the study is Oyo State and the study will cover Private, Federal and State universities in Oyo State, Nigeria. The respondents for this study would include all human resource staff from the universities. These are male and female who are in different levels and are specifically trained to handle employees' activities from inception to the exit of individual employees in the universities. The researcher is particular about human resource staff because they are the specialists that manage the process of enhancing and improving the skills, knowledge and abilities of individuals within the universities.

### **1.8 Limitation of the Study**

The major limitation encountered by the researcher in the course of carrying out this study is the reluctance of some heads of HRs of the universities, to release data about the number of their staff, so also, it took some of the respondents' time to return the filled copies of the questionnaire. Both of these limitations led to the elongation of the time needed to complete the study even though both were eventually overcome through the persistence of the researcher and support of appointed research assistant.

### **1.9 Operational Definition of Terms**

**Innovative Behaviour:** The action aimed at realizing and intentionally outlining new and useful ideas, processes, or procedures by human resource staff of universities in Oyo State, Nigeria.

*Idea Generation:* The ability to generate ideas that are novel and useful to the human resource staff of universities in Oyo State.

*Idea Implementation:* The ability to turn the developed idea into productive use in a work role by human resource staff of universities in Oyo State, Nigeria.

*Idea Promotion:* The cognitive and personality traits of mobilizing support for new ideas that are applicable to independent thinking and the approach of the human resource staff of universities in Oyo State.

**Talent Management:** The ability to systematically attract, identify, develop, engage, retain, and deploy valuable by human resource staff in universities, Oyo State, Nigeria.

*Talent Acquiring:* The process that involves attracting or hiring appropriate talents to gain a competitive edge and achieve the desired goals by human resource staff of universities in Oyo State, Nigeria.

*Talent Planning:* The continuous and strategic process of planning how the right talents will be assigned to the right positions and places by human resource staff of universities in Oyo State, Nigeria.

*Talent Sustaining:* The process of supporting and managing acquired employees/talents to attain employee engagement and ensure continued, smooth activities by human resource staff of universities in Oyo State, Nigeria.

*Talent Transitioning:* The process of changing the human resource staff's position, place, or phase into another as determined, while managing their exit from the universities and ensuring a smooth transition between departing staff in universities, Oyo State, Nigeria.

**Employee Well-being:** The process of changing the HR's position, place, or phase into another as determined, while managing their exit from the universities and ensuring a smooth transition between departing staff and the university by human resource staff of universities in Oyo State, Nigeria.

*Job Demands:* The physical, emotional, and mental pressures that are attached to specific roles and duties of the human resource staff of universities in Oyo State, Nigeria.

*Job Resources:* The tangible, interpersonal, mental, and social support university human resources staff get to facilitate goal attainment and alleviate stress in their duties in universities, Oyo State, Nigeria.

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## Endnotes

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## **Chapter Two**

### **Literature Review**

In this chapter, relative literatures were reviewed that enabled the researcher understands more on the research problem. Hence, the chapter is presented under the following headings and subheading:

#### **2.1 Conceptual Review**

2.1.1 Innovative Behaviour

2.1.2 Talent Management

2.1.3 Employee Well-being

#### **2.2. Theoretical Framework**

2.2.1 Theory of Innovative Work Behaviour

2.2.2 Talent Management Lifecycle

2.2.3 Job Demand - Resource Model

#### **2.3 Review of Empirical Studies**

2.3.1 Talent Management and Innovative Behaviour

2.3.2 Employee Well-being and Innovative Behaviour

#### **2.4 Conceptual Model**

#### **2.5 Summary of Gap in Literature Reviewed**

#### **Endnotes**

## **2.1 Conceptual Review**

### **2.1.1 Innovative Behaviour**

Innovation is an utmost significant human trait that has allowed humans to evolve from an archaic presence to a cultured free market life style. The inherent quality of all innovative efforts is the hope that humans can create better life for all persons on universe. As such, it seems judicious to imagine that constructive feelings would frequently accompany this intelligence of hope that innovative persons would tend to be happier and reveal greater everyday positive distress. There is possibility that innovative individuals take much relief from negative affect if they are actively engaged in innovative work, some sort of negative reinforcement contingency. Qualitative research provided evidence that scientists and artists frequently account excitement succeeding an innovative intuition<sup>1</sup>. This is due to the significance of the phenomena, for which academics from many areas have offered varying conceptualizations and definitions. While some have approached it from a value perspective, others have attempted to describe it in terms of how original or fresh it is. However, some have put it in terms of their own specialties. Nonetheless, it is defined as a novel approach (referred to as an innovation) that is marketed<sup>1</sup>. This definition's underlying premise is that innovation is only worthwhile when it increases an organisation's financial value. As a result, it only concentrates on innovation in products and services. This notion is problematic since a corporation may not always benefit from innovation.

Nonetheless, other schools of thought on innovation describe innovation as "the generation, development, and adaptation of novel ideas" and place emphasis on the innovation's degree of originality or newness. The company's introduction of an enhanced product (item or service), procedure, marketing strategy, or organisational approach in corporate operations,

workplace structure<sup>2</sup>. "Newness" is the general concept that unites these definitions. Nonetheless, there is a problem with equating newness with innovation because what is novel in one company could not be novel in another<sup>3</sup>.

"The purposeful introduction and application within a role, group, or organisation of ideas, processes, products, or procedures, that is new to the relevant unit of adoption, designed to significantly benefit the individual, the group, organisation, or wider society," is how another school of thought defines innovation. Among the many characteristics of this concept are the following: first, it clearly defines innovation as an organisational phenomenon that is not exclusive to a certain division of the company or oddball organisational players. It is expected in this context that every employee in an organisation participates in innovation-related activities. Second, the new ideas that are implemented and presented contribute to positive results like better job performance, higher performance, and organisational effectiveness. The current study focuses on innovative behaviour at the individual level, even though the positive effects can be felt at every level of an organisation. The context in which innovation is measured mostly pertains to the inputs, processes, and outputs of an organisation. However, innovation can also be determined by an employee's innovative behaviour.

There is a growing awareness that employee actions and behaviours are what drive innovation in Organisation. Organisation-wide innovations are still mostly driven by individual creativity. However, it is difficult to identify and quantify innovation at the individual level. Individual invention is typically thought of as creativity and suggestion making<sup>4</sup>. Individual innovation goes beyond simple creativity, despite the fact that the terms are commonly used interchangeably and appear to be linked. While innovative behaviour

entails both the creation and application of new ideas with the potential to provide advantages, creative behaviour is thought of as a subset of innovative behaviour that solely entails the invention of fresh ideas<sup>5</sup>.

Consequently, individual's innovative behaviour have been conceptualized as a complex behaviour encompassing both employee creative behaviour and implementation behaviour; therefore innovative behaviour can be defined an employee's intentional introduction or application of new ideas, products, processes, and procedures to his or her work role, work unit, or organisation." In other words, it entails an employee's conscious generation and use of novelties, either developed in the organisation or adopted from external sources, to enhance their work activities or organisational processes in general. Examples of such behaviours include finding solutions to problems, convincing people to support new ideas, finding new approaches to doing work and searching for new methods and technologies. The level of innovative behaviour that an employee is capable of may be improved in the workplace by improving his or her overall innovative behaviour with a resultant reduction in errors that relates to work<sup>6</sup>.

This behaviour is triggered by first recognizing problems, after which novel ideas or solutions are generated. The resulting ideas must then be nurtured and encouraged in order to be realized<sup>7</sup>. Individuals are likely to engage in any combination of the aforementioned behaviours. However, innovation is attained when benefits are produced<sup>8</sup>. Some of the methods to improve this process are increasing job resources and decreasing demands, giving employees autonomy and some control over how they perform their tasks, and promoting a culture that supports innovativeness<sup>9,10</sup>. Leadership and some leader characteristics, such as authenticity, can also play a positive role in this process<sup>11</sup>. Apart from these forthright

antecedents that may have a direct effect, organisations may need to pay special attention to other indirect factors, such as employees' willingness and voluntary effort to develop creative and innovative solutions. Individual innovative behaviour is positively associated with a dispositional tendency to engage in and enjoy thinking<sup>12</sup>. Innovative behaviour is a set of inter-related behaviours with different facets. However, four main behavioural activities are distinguished namely, idea exploration, idea generation, idea promotion and idea implementation<sup>13</sup>. The idea exploration and idea generation falls under the creativity-related work behaviours whereas the idea promotion and idea implementation belong to the implementation-related work behaviour.

Idea exploration commences this multi-stage process. Innovation exploration refers to searching and investigating to find and create new ideas, and profitable opportunities. It involves searching for alternative ways to improve current products, services or products. The need to fix an existing problem or the discovery of an opportunity gives rise to this behaviour. This can be achieved by identifying and exploiting new innovation resources and revenue streams such as novel products, services, and business models or expanding into untapped markets. The main objective of this exploration is to discover and develop new ways of generating income and to stay ahead of the competition by constantly exploring new insights and possibilities. Through innovation exploration, individuals and organisations can discover untapped potential, success, and technology; eventually leading them to proficiently enhance their market position and grow their business. Successful innovation exploration involves embracing change and taking calculated risks to create new opportunities for your business. It requires a proactive mindset, an ability to identify market gaps and customer needs, and a willingness to invest in research and development<sup>10</sup>. Process-wise, it involves a

well-defined innovation roadmap is crucial for any business looking to succeed in today's rapidly changing marketplace which can be achieved by identifying organisation's core values, strengths, long term goals and objectives. It also requires supportive organisational structure and culture through creating an environment that encourages and rewards creativity, risk-taking, and experimentation and having processes and systems in place to facilitate innovation.

Organisational structure plays a crucial role in supporting innovation management. It creates a clear and defined process for generating and implementing new ideas and providing adequate resources, funding, and support for innovation initiatives. Hence, organisations need to provide opportunities for employees to showcase their ideas, contribute to the innovation process, and recognize or reward innovative thinking and behaviour. Lack of proper perspective leads to redundancy<sup>13</sup>. Therefore, Collaboration is key to efficient and effective work but requires proper perspective. Organisation must cultivate this value and allow employee to coordinate efforts to avoid redundancies. It is crucial to differentiate between conventional product development for low-risk projects and innovative product development for projects with higher uncertainties. However, when a project involves higher levels of uncertainty, it requires an innovative approach to product development. To lead in this exploration and discovery means taking risks to form or explore new things and ideas that may not have been tried before.

Idea generation (creating idea) follows idea exploration and it entails the production of useful ideas or solutions which could be entirely new or adopted. It can be described as a thought, suggestion, or a mental image about a possible outcome or course of action that can be used to help achieve a particular goal. Ideas can be tangible or intangible. Tangible ideas are

those that are well-formed and that can be clearly described, expressed, or put into action. Intangible ideas are the opposite; they are not easily defined or clear in the person's mind. This process is also referred to as ideation. Idea generation involves coming up with many ideas in a group setting, finding ways to use these ideas, and then transferring the ideas to real-world instances.

Idea generation is a crucial part of the innovation process and requires creativity, imagination, collaboration and research in order to come up with fresh, original ideas that have potential for development into innovative products or services. Brainstorming is often used as a starting point for idea generation, as it encourages group members to contribute their individual thoughts on how a certain challenge can be addressed or solved. This type of open discussion allows people from different backgrounds and perspectives to share their insights into what could work best for the project at hand. In addition to brainstorming, researching current trends in the industry can help spark inspiration for new ideas and provide valuable insights into what works well in similar contexts. Finally, idea exploration involves looking at each generated idea from all angles - such as its feasibility, practicality and potential impact - before deciding which one(s) should be taken forward for further development<sup>14</sup>.

By creating opportunities for teams to come together and share diverse points of view on specific challenges facing them, companies are able to leverage collective intelligence to generate more meaningful solutions that drive positive change within their organisations. The first part of any innovation process, idea generation is the brainstorming of ideas which can be turned into opportunities for innovation<sup>15</sup>. There are many methods for idea generation, the most common of which are mind mapping and brainstorming. The idea generation process can often be an iterative, in that it can involve repeating a series of steps or stages in

order to achieve a desired outcome or result. Once an idea is generated, it can be put through a testing phase to determine whether or not the proposed approach is suitable for accomplishing the desired goal.

An individual may then receive some sort of feedback regarding the efficacy of the new idea. If the idea does not help one to achieve the desired goal or outcome, it can be edited or reimagined. Once the idea has been changed or improved, it can be tested again. This process can be repeated until the desired outcome is met<sup>16</sup>. There are many excellent and creative techniques that marketing researchers use for idea generation. It isn't required to use them all, but having a vast arsenal of possible techniques makes the process of idea generation easier. One technique involves getting into groups and coming up with ideas, known as brainstorming, and this is a tried and true method. This technique has many variations. Some teams use a traditional brainstorming approach and simply let their minds wander while they speak up whenever something promising occurs to them or by passing papers with ideas written so that others can physically add to the group thinking. Other teams may utilize a modified approach where they think of ideas that achieve the opposite of their desired outcome to get thinking out of the box.

To encourage active participation and thinking, role playing, or having employees act out roles in a specific scenario, can be employed for idea generation<sup>17,18</sup>. Shy team members may be more encouraged to participate, and role-specific ideas or points of view might come to light. Idea generation can also be used to reflect on past ideas and as a means to refine previous solutions to a problem. If a previously devised solution does not help one achieve a certain goal, idea generation can be used to refine the idea in ways that may be more useful. Companies often use this approach as a way to determine which solutions are effective at

addressing specific problems or tasks<sup>19</sup>. The concept promotion stage, also known as idea propagation, involves gaining possible allies' support in order to provide the necessary backing for the new ideas. Engaging in "championing" behaviours on the part of the organisation will help the employee promote their idea. These actions assist the staff member in taking an idea from conception to completion, but they still need gathering resources, sponsors, and organisational support. Initially, resources are particularly important for concept promotion as without them, execution is not possible. Organisation may help in this situation by obtaining resources for employees and allocating them to them. They can also help by managing adjustments in order to obtain additional resources.

Organisations get resources by influencing others, and if an employee's proposal shows promise, they assign the resources to them. This is necessary to ensure that the idea is implemented in the subsequent stage<sup>20</sup>. Aligned, employees must locate supporters for the concept, people who would grant them the resources, legitimacy, authority, as well as backing required to make the innovative idea a reality<sup>21</sup>. This is a crucial link between coming up with a creative concept (generation) and putting it into practice (realization). As the intermediary between employees and upper management, line managers has the ability to bridge this gap by fostering connections and providing the necessary support to put ideas into action<sup>22</sup>. By skillfully connecting with upper management, overcoming their reluctance, and persuading and negotiating with them, they may help locate sponsors. Ultimately, obtaining support is crucial before an employee can put the innovative concept into practice<sup>23</sup>. It is really tough to truly make the vision a reality without backing. In order to overcome resistance and build a coalition of support, the line manager must effectively communicate with the team and excite, persuade, and enlighten them of the new idea's positive effects<sup>24, 25</sup>.

The last stage of the inovative behaviour process, idea implementation (realizing concept), deals with the actual (planning) execution of the novel idea. This stage necessitates different behaviours than concept promotion and is entirely distinct from idea generation. Concept realization calls for structure, oversight, and a reduced degree of autonomy compared to concept generation. The organisation's management should first design the procedure with the employee in mind. To guarantee a methodical application of the innovative concept, they might set up procedures, enforce regulations, make necessary adjustments, and employ guidelines. The effective application of innovative ideas is discovered to be correlated with the establishment of guidelines and standards as well as a distinct emphasis<sup>26</sup>.

Furthermore, it is imperative that the line manager oversees the process to prevent any setbacks or inadequate execution. The line manager should set clear goals for the team's production, enforce them, and minimize deviations from them. In order for the IWB process to be executed successfully, the manager may therefore keep an eye on the last step which is implementation<sup>27</sup>. It is important to note, nonetheless, that excessive monitoring will have an adverse effect on the overall IWB process especially on idea development. Therefore, keeping an eye on things is crucial to ensuring their proper execution, but it should be done in moderation to prevent becoming excessive. Facilitation is an important and another crucial behaviour. Lack of resources prevents implementation, thus the employee should be given the necessary resources required during concept realization, or more resources should be provided whenever needed<sup>28</sup>. Furthermore, as more knowledge and information may be used to develop the innovative concept, sharing knowledge and information is also essential for effective implementation. The line manager's job is to give staff members the tools, information, and experience they require. For concept realization to

involve the effective application of the new idea, it is crucial that the employee feels valued, appreciated, and potentially rewarded for their efforts<sup>29</sup>. The idea realization is positively impacted when the line manager utilizes rewards in conjunction with recognition and encouragement since the employee is more focused and puts in more effort<sup>30</sup>. On the other hand, idea production is adversely affected by rewards, and it is crucial to note that during the implementation stage, rewards must be paired with acknowledgment. Acknowledgment encompasses bestowing accolades, bestowing honors and ceremonies, and it has a favorable impact on the implementation of innovative ideas<sup>31</sup>.

Lastly, in order to promote the implementation of ideas, feedback is crucial<sup>32</sup>. They coordinate input from others and provide the employee advice on the implementation process (for instance, management, colleagues, and customer)<sup>33</sup>. A constructive yet critical critique will enhance the implementation's success. Customer input also increases the success rates of new products and has a favorable impact on the organisation's overall creativity<sup>34, 35</sup>. These dimensions do not really follow a linear succession, despite the fact that they are identified in the literature. However, studies have shown that because innovation is a continuous procedure, various activities and combinations of distinct individual behaviours may be required at each step of the process. As a result, innovative behaviour has sometimes been seen as extra-role, discretionary behaviour. Since it is not outlined in employees' contracts and is thus not acknowledged by official compensation systems, it is not a required or formal behaviour in this sense<sup>36</sup>. Thus, it's possible that those who behave in this way are doing so out of inner drive<sup>37</sup>. Nonetheless, it's believed that this optional behaviour will probably help individuals or groups of individuals with socio-psychological

benefits like better demand-ability fit, enhanced interpersonal communication, and higher job satisfaction, as well as organisations with innovation outcomes.

Nevertheless, innovative behaviour can also be seen as both in-role and extra-role behaviour<sup>38</sup>. Innovative behaviour is defined as any conduct, whether in a formal or informal setting, that produces novel results. The majority of study on creative behaviour has attempted to identify possible causes or antecedents of this behaviour since it is believed that innovative behaviour on the part of employees translates into organisational innovativeness and competitiveness. The various antecedents that have been found fall into two general categories: variables connected to organisations and factors related to individuals<sup>39</sup>. The drivers that are under the organisation's jurisdiction and control are referred to as organisationally linked factors. These elements concern team dynamics, supervisory behaviours, and job-relevant characteristics<sup>40</sup>.

Scholars have investigated the impact of various job-related factors on innovative behaviour. For example, job demands have been found to influence employees' innovative behaviours. Additionally, job flexibility has been found to influence individual innovative processes. Their results indicate that a multifunctional job design is beneficial to innovative behaviour. Moreover, job autonomy, job tenure, and job control have also been found to have an influence on innovative behaviour. Individual-level factors related to cognitive and affective dispositions, personal characteristics, and expected job performance, image risks and gains have all been studied. Prominent factors that have been looked at include self-efficacy, proactive personality, propensity to innovate, problem ownership, and problem solving style<sup>41</sup>. It has been observed that personality factors consistently predicted individual work role innovation. Individual self-leadership qualities also have considerable influence on

creative behaviours and identified a favorable relationship between them<sup>42</sup>. This effect will be elaborated in the preceding section.

The key foundational building blocks for innovative behaviour are shared perspectives, knowledge, and experiences. The employees must understand that this is true to build up their creativity to influence their work commitment and performance. Furthermore, innovative behaviour is one of the most momentous to understand the aspects of human life. The innovative process materializes as ideas, thoughts, images, colors, shapes, words, visions, fantasies, emotions or impressions of a person's consciousness. However, innovative behaviour is also a fundamental strength in developing a consciousness because it is strength that present from birth, a motivating energy that relates to the needs that maintain and recover the impulsiveness and freedom that necessary for the development as well as curative.

An innovative behaviour is articulated by the symbols and images from the unconscious. The critical process involved in the generation of new ideas, and the possibility to make the connections are not common because it requires a cognitive and creative thinking skills, different thinking, imagination and evaluation. However, innovative behaviour also demands a set of personality traits that can be improved or adapted by the environment. Consequently, the environment needs to cultivate the innovative process and boost up the intrinsic motivation. In addition, innovative behaviour is not limited to the arts because it can apparent in all ambitious of human knowledge<sup>43</sup>. Since innovative behaviour is explained as introducing new techniques by individual or group of people in organisation in other to achieve maximum potential of human labor which results in achieving goals effectively. Therefore, if a firm wants to compete with its competitor, due to changing innovation and globalization, they must hire innovative employee who are extroverts, feeling easy to work in

groups. Employees with proactive personalities are the one which are mostly admired to make constructive change<sup>44</sup>. Research on innovation has concentrated on examining the antecedents of employee innovative behaviour in an organisational context. Specifically, researchers have found that employee innovative behaviour is influenced by personal characteristics such as creative personality, and organisational context and job characteristics such as work environment, job creativity requirement, and leadership. It is a term that's used in an organisation to develop their goals but it is rarely defined.

Employee's innovative behaviour can most commonly be referred to an individual who has new ideas for his work and working style. He/she must be flexible in order to work in team rather than individually completing a project. An innovative employee is one who has better skills of understanding and is adaptable if new technology is introduced in the firm he/she should be able to use it in no time. All these values indicate employees are empowered to complete tasks easily. Feeling comfortable with all these characteristics would help in getting to know new opportunities, use of advance technology as these changes are part of everyday life<sup>45</sup>.

Furthermore, an employee who exhibit innovative behaviour is one who has the ability to be aware of the organisation and must be sensitive so that he/she can tackle any problem encountered. He/she should have sharp mind to be able to remember task for long time, and must be adaptive, due to the rapid change in technology as well organisational culture. Therefore, an employee who portrays innovative behaviour should be one who is able to adapt all the changes before time. This is because the processes of being creative is usually adapted by the individual in the production of new ideas which may depend on the employee or situation. Employee may use all of his/her capabilities, skill knowledge in effort to

produce innovative behaviour outcomes. The foundation for creativity and innovation is their own accomplishments and efforts. Employee innovation, often known as inventive behaviour, is a part of corporate creativity. It has long been observed that employee's innovative behaviour is mostly seen in large organisation and team and its mostly involved in the generation of change in product, due to working in team the employee are constantly engaged in learning new knowledge, skills which are the necessary requirements needed by the organisation from the employee so they can achieve timely goals. Studies have shown that innovative behaviour comprised of three determinants which is a function within every employee, it includes an employee's expertise, motivation, and creative thinking skills<sup>46, 47, 48</sup>. The first determinant is expertise which is essentially a person's knowledge, whether it is technical, procedural, or intellectual. Basically, expertise is the culmination of everything that a person knows in their given field. This includes intellectual knowledge, procedural knowledge, technical knowledge all combined together. Therefore, expertise and innovative behaviour are closely related while it is not important to have an innovative behaviour to attain expertise in one's field, the opposite tends to be true. Innovative behaviour generally does demand some level of expertise. The expertise can manifest via practical education, formal education, or interaction and discussing with other professionals.

The second determinant is creative thinking skills. It is associated with how one approaches a problem or difficult situation. It involves finding a unique and creative solution to any unanswered question or problem. It is basically "thinking outside the box which involves having a new perspective about something and routine. New ideas, intelligent solutions, unique collaborations and combinations all are a part of creative thinking which is exhibited in the flexibility and imagination power of a person. Creative thinking is stimulated by both

structured processes such as lateral thinking and unstructured processes such as brainstorming. The creative thinking skills can also be described also as how imaginative and flexible people approach problems and the ability to use existing ideas to create new approaches<sup>45</sup>.

The third determinant is motivation. Generally, it is said that an individual's motivation can be intrinsic or extrinsic in nature. Intrinsic motivation is defined as “any motivation that arises from the individual's positive reaction to the qualities of the task itself; this reaction can be experienced as interest, involvement, curiosity, satisfaction, or positive challenge”, this kind of motivation is also related to high degrees of achievement<sup>46</sup>. Where extrinsic motivation can be defined as “any motivation that arises from sources outside of the task itself”, and its goal is the desire to attain some goal that is apart from the work itself – such as achieving a promised reward or meeting a deadline or winning a competition. Motivation is the driving force behind an individual and it is the desire that pushes a person to initiate any action or behaviour or sustain such behaviours as well<sup>47</sup>.

Although intrinsic and extrinsic motivation for doing a task may coexist, one is likely to be primary. Intrinsic motivation will be more conducive to creativity than a primarily extrinsic motivation. Motivation is a very big part of any persons work environment, it really defines the success of any endeavor even in innovative behaviour, motivation plays a huge role. Creativity requires efforts and hard work. If the person lacks motivation, he may give up easily without sufficient efforts and the lack of results can be blamed on lack of innovation but if a person is truly motivated, and works towards his problems, a creative solution can always be attained<sup>48</sup>. Intrinsic motivation can most easily be classified as the inner passion to solve an issue at hand. This would encompass a person’s internal desire to do something.

For example, the organisational psychologist might be intrinsically motivated to find out why one group is more productive than the other because of their intense interest to know why and how people work. Intrinsic motivation is more about the enjoyment and challenge of their work and are determine by task motivation and domain relevant skills. Task Motivation, that represent individuals' behaviour toward a task and their perceptions of his or her motivation for working on the task. It refer to attitudes toward specific tasks, perceptions of one's motives.

Finally, domain relevant skills are related with the factual knowledge and expertise in a given domain that can be affected by formal and informal education, and individuals' perceptual, cognitive and motor abilities. This skill depend heavily on the innate abilities and skills they possess whilst domain-relevant processes depend more on training and experience<sup>49</sup>. Since innovative behaviour is an important component of the job, employees may generally try new approaches or create novel ideas towards accomplishing their job tasks. However, this job innovative behaviour is positively associated with intrinsic motivation and creative performance. However, when faced with minimal cues concerning job tasks, employees may rely on their own judgment to decide on the adequacy of their work effort, making these employees unsure as to whether innovative behaviour is important or not. Thus, this innovative behaviour serves as a set of the organisational objective by which employee judge their progress in a task.

Furthermore, this factors may also affect innovation jointly with an individual's characteristics, because the innovative process involves taking risks. Some employees may handle risks and difficulties more effortlessly than do others. The various factors/requirements that influence employee innovative behaviour in organisational setting

are discussed in the following paragraphs: When an employee is allowed the flexibility to choose how to carry out a task without direct management interference, such condition is referred to as autonomous, independent, discretionary, and self-managing. It is defined as an employee's independent behaviour within the organisation. One of the most significant antecedents of creative behaviour in the workplace was shown to be autonomy<sup>49</sup>. But it's the actual architecture of the workplace that fosters creative behaviour that gives employees a sense of autonomy. The assistance an employee receives in order to be encouraged to be innovative is another significant aspect influencing their innovative behaviour. The employee must believe that exhibiting creativity is a desired trait. Non-specific organisational assistance (support from management in general and senior management in particular) is one aspect of this support process, but it is not the only one.

Employees are motivated to exhibit innovative behaviour through recognition they get<sup>50</sup>. Recognition is not only a momentary emotion, but it also serves as a bridge to reputation, which is beneficial in the long run when applying for jobs. Although it may take many different forms, it is typically expressed as a compliment on the effort of another individual and is linked to admiration. When advice is given by a senior executive, colleague, supervisor, or other well-known figure in the business, it has greater weight and influence. It also gets more exposure. It moderates the relationship between inventive behaviour and a depressive state of mind. Research has indicated that in order to sustain creativity, individual appreciation matters more than income, incentives, or career advancements. Since recognition is a positive antecedent of innovation, it is one of the elements that contribute to innovative behaviour even if it was not included in the top organisational creativity climate instrument<sup>51</sup>.

Various methodologies are used to examine how resources impact innovative behaviour. These include financial and budgetary, materials, time, people, tools, facilities, and location. It is suggested that important individuals—rather than just anybody—should be assigned to innovation<sup>52</sup>. This ties well with the notion that, some people are more innovative or than others. However, a different study found that an organisation's capacity to mobilize resources is a key component of creative behaviour. The finding indicates that innovative behaviour is positively impacted by the availability of resources, particularly funds, facilities, materials, people, information, and time. The antecedents of individual innovative behaviour were found to be several factors related to the dynamics of teamwork: internal competition, trust and openness, team cohesion, conflicts and debate, internal communications, and play, humor, and fun. Teams are one of the fundamental building elements of every company, as demonstrated by research. These are regarded as the most valuable resources in any organisation and are defined by excitement, dedication, freedom to create ideas, freedom to communicate, clear roles and duties, and hard work toward a goal. To enhance others' ideas without causing wounded emotions, it is important to be at ease discussing anything and brainstorming; this involves setting an example, supporting fresh concepts, exchanging best practices, and securing resources and assistance from outside the team.

Conversely, the least creative teams exhibit 1) a deficiency in communication, hostility, envy, and political posturing. 2) A lack of drive, initiative, inventiveness, and the capacity to see the significance of the outcome. 3) People putting their personal interests ahead of the group's. 4) In an attempt to finish as soon as possible, I didn't listen to other people's ideas. 5. Leaders who maintained power, instilled mistrust, terror, and uncertainty; they also had divergent goals, competing agendas, and no consensus on the desired outcome. However,

the team's attributes are seen to be a key determining element in encouraging individual innovation<sup>53</sup>. Leadership is a crucial component of the workplace for employees<sup>54</sup>. A class of behaviours known as transformational leadership is characterized by a leader's application of intellectual stimulation (questioning the status quo and solving problems in novel ways), charisma or idealized influence, inspirational motivation (energizing followers by articulating a compelling vision), and individualized consideration (supporting, mentoring, and building followers). According to social cognitive theory, transformational leadership is an important external component of worker learning<sup>54</sup>. So, when transformational leaders engage in intellectual stimulation, they set the standard for innovation and act as creative role models for staff members who are inclined to pay attention to and pick up knowledge from such leaders.

Proactive personality is one personal characteristic that affects innovative behaviour. Proactive personality refers to individuals' disposition toward engaging in active role orientation, such as initiating change and influencing the environment. Proactive people initiate changes, take action, and persevere until meaningful change occurs in the achievement of their goals, in contrast to passive people who just adapted to their undesirable circumstances<sup>55</sup>. It is therefore noteworthy to state that proactive employees actively work to manipulate their environment and seek out new information and practices in order to improve their performance. In a similar vein, proactive employee also attempt to promote their career prospect rather than passively reacted to the job situation<sup>56</sup>. They are also more likely to suggest new ways of doing tasks to achieve goals and generated new ideas in order to improve performance in comparison to passive employees. In addition, these the proactive employee are more likely to identify opportunities and act on them by exceeding normal job

expectations. As a result, they tend to actively engage in updating their knowledge and skills and identifying new work processes. The display of initiatives and surpassing normal job expectations, usually done by proactive employee, appeared to have positive effects on creativity.

### **2.1.2 Talent Management**

Worldwide, every organisation desires to be successful as much as current environment is very competitive<sup>57</sup>. Organisations irrespective of size and market strive to retain the best employees, acknowledging their important role and influence on organisational effectiveness. In order to overcome challenges, organisations create a strong and positive relationship with its employees, direct them towards task fulfillment and ensure they have job satisfaction. In order to achieve their goals and objectives, organisations develop strategies to compete in highly competitive markets and to increase their performance.

Nevertheless, just a few organisations consider the human capital as being their main asset, capable of leading them to success or if not managed properly can lead to failure of the organisation and high staff turnover. Employers are faced with the task developing programs and policies that embrace job satisfaction and serve to motivate employee takes time and money. When the employer understands these benefits in the workplace, then the investment in employee-related policies can be easily justified. Recently, most organisations pay attention to and strive to retain the best human resources because they understand the significance that human capital plays in giving an organisation a competitive edge, which is strongly correlated with successful leadership<sup>58</sup>. The key to maximizing the potential of the human resources at hand is to practice good talent management, which unlocks the potential

of the targeted personnel and equips them with the skills necessary to successfully confront and navigate obstacles.

The most pressing issue facing corporate HR directors and coaches these days is talent management. Talent management is advantageous and critical for businesses whose clients have highly complex needs and make few mistakes while also aiming to maximize potential share value for shareholders<sup>59</sup>. The acquisition of a competitive advantage is the foundation for the organisation's capacity to meet its objectives<sup>60</sup>. This is because, talent management is strongly linked to organisational success<sup>61</sup>. Organisational effectiveness is now a continuous and sustained process with an increasing performance level because of how quickly the world is changing<sup>62</sup>. The concept of talent management has gained a lot of attention in recent years, and organisations are being driven to seek for candidates with exceptional potential or skill sets (talented individuals).

The present global economic crisis has created an unstable and chaotic business climate, which makes it even more crucial for companies to figure out how to unlock their employees' full potential<sup>63</sup>. In order to thrive in the current competitive landscape, locally as well as globally, organisations must enhance their adaptability, resilience, agility, and customer focus. In addition to other issues, these new developments have forced organisations to look for methods to improve their competitiveness, flexibility, and adaptability so that they can meet standards. To succeed, organisations need a variety of tools, approaches, and methods. For an organisation to succeed, it needs money, a location for operations, and employees. Even while these elements are important principles, talent management is also acknowledged as an essential business tool, particularly when it comes to supporting organisational change, improvement, performance, and success.

The combination of an individual's intrinsic gift, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive is what makes an employee successful in their roles and potentially lead to significant contributions down the road. In this context, talent is defined as the whole of an employee's abilities<sup>64</sup>. It also encompasses the capacity for growth and learning. People with talent are people who have the capacity to improve an organisation's performance, either immediately or over time by exhibiting the greatest levels of potential<sup>65</sup>. A highly talented employees will go a long way toward surviving in this trend of challenging and competitive work environments. Attracting people with high potential is not enough; there needs to be a planned strategy for managing their talents. Therefore, achieving sustained organisational performance through the development of a capable workforce lies at the very heart of talent management. Talent is a rapidly increasing source of value creation and they referred to Brooking Institution, which found that the dependency of talent resulted in an increase in the firm's value<sup>66</sup>.

Placing the appropriate individuals in the proper roles is a key component of talent management<sup>67</sup>. This guarantees that the staff members optimize their abilities for the best possible performance of the company. The most successful companies today have an eye on the future and anticipate the abilities, dispositions, and behaviours that its gifted personnel will require. Effective talent management in the company raises employee commitment, which in turn improves effectiveness and places people based on suitability, aptitude, and interest. This helps to prevent the negative effects of fitting a square peg into a round hole, which cause organisational structure distortion and low productivity<sup>68</sup>. Thus, the goal of talent management is to locate, hire, retain, and grow such talented individuals. It is the cornerstone of achieving organisational objectives. Strategic management and performance

within the organisation are facilitated by effective management of employees, which includes defining individual talents, training and development, and career management. Talent management, to put it briefly, is the organisation's capacity to recognize its talent from the talent pool through the pipeline.

The intense competition among companies and the scarcity of highly qualified and talented workers force enterprises to prioritize the recruitment and retention of exceptional personnel<sup>69</sup>. An organisation has to have effective talent management strategies in place in order to draw in and keep the greatest talent available<sup>70</sup>. People are the organisation's most valuable resource, and creating welcoming work atmosphere fosters open communication that is complemented with stability and flexibility<sup>71</sup>. As a result, the core purpose of talent management is to enhance the planning, acquisition, and development of individuals possessing the necessary abilities and expertise to fulfill the needs of the organisation, including the activities associated with the departure of departing employees. The topic of talent management has been examined from a variety of perspectives, and because each sector has interpreted and defined it differently based on a number of factors, there isn't a single, definitive definition that can be used to describe the implications of unified talent management<sup>72</sup>. Instead of accepting a predetermined definition, each organisation needs to be able to comprehend talent management on its own and therefore holds its concept value with varying properties and degrees according to some specifications, such as the type of industry the organisation operates in, and organisational priorities relevantly with human resource issues<sup>73</sup>.

Talent management can then be defined as the systematic attraction, identification, development, engagement/retention, and deployment of talents<sup>74</sup>. It is also described as an

integrated process that includes attracting individuals with outstanding performance, supporting, and developing them in order to retain them and benefit from their talent within clear plans that seek to achieve the goals of the organisation<sup>75</sup>. It is also defined as an integrated system that starts with identifying the needs of the organisation in terms of talents, comparing them with the talents available within the organisation, determining the inability of them to work on attracting them from outside the organisation, then working on developing current and new talents, and developing strategies to preserve talents and provide them with an appropriate environment to earn their loyalty and commitment to the organisation<sup>76</sup>.

Management seeks to plan, acquire, sustain and develop human talents, capabilities, and innovations in order to achieve competitive advantages and success for employees and the organisation as a whole in the labour market<sup>77</sup>. It is defined as integrated strategies to attract, develop, and retain talents to achieve goals, and to meet the need to benefit from the experiences and capabilities that these competencies possess to achieve excellence, organisational needs<sup>78</sup>. Based upon this, there is an agreement among researchers that human talent management deals with a quality of individuals with high skills and competencies.

Recruiting and keeping the most skilled workers is the main justification for a tenable performance system in human resource management<sup>79</sup>. Any company that has a highly skilled staff is said to have a rich source of interest for both the benefactors and the employees<sup>80</sup>. As a result, human resource management is crucial for an organisation to demonstrate its demands for talent while working within financial and schedule constraints. Therefore, the primary goal of talent management is to enhance the hiring and development of individuals possessing the necessary abilities and skills to fulfill these organisational

demands<sup>81</sup>. In a nutshell, it comprises planning, hiring, choosing, onboarding, coaching, performance monitoring, career advancement, maintaining, leadership development, career planning, replacement planning, acknowledgment, and compensation.

Several talent management strategies explain how to have a highly skilled, experienced, and talented workforce with a clear competitive advantage. These strategies imply that employees will perform differently from one another based on their individual soft criteria. Given this, the business sector has seen a significant transition from an economy based on commodities to one based on knowledge, which forces firms to change both their organisational structures and their strategic choices<sup>82</sup>. In order for the concept of talent management to advance into significant managerial fundamentals, it must be focused on attracting, retaining, developing, and transitioning talented employees rather than just typical HR procedures like recruitment<sup>83</sup>. However, a new direction to talent management that involves using an internal continuous approach provide the greatest value, encourage recommendations and comments before making a job announcement<sup>84</sup>.

The scope of talent management has categorized into various elements. However, each of the elements plays an important role in a talent management framework<sup>85</sup>. This implies that in order to achieve innovative behaviour of employees, all elements of talent management should be implemented systematically. These elements are: 1) talent planning; 2) talent acquiring; 3) talent sustaining 4) talent transitioning. Each of these factors will be discussed in the preceding section. It is important to have a good organisational structure but it is even more important to fill the structure with the right people. Talent acquiring is that part of the process of management that is concerned with obtaining, utilizing and maintaining a satisfactory and satisfied workforce. It is thus, the process of maintaining and growing the

workforce needed to occupy different roles within the organisation. It is also the process of identifying, screening, shortlisting and hiring of the potential human resources for the purpose of filling up the positions within the organisations. It is the central function of human resource management.

### **2.1.3 Employee Well-being**

Good management of job demands and job resources of employees in an organisation is referred to as employee well-being. Recognizing the fundamental relationship between an organisation and its employees and the significance of employee well-being. Employee well-being is a concept, which has been operationalized by analyzing the extent to which employees perceive the immediate surroundings' as fulfilling their intrinsic, extrinsic and social needs and their reason of staying with the organisation<sup>86</sup>. Employee well-being is a key determinant of the quality of their work and their level of work satisfaction. It is described as both the physical and emotional aspect surroundings of the workplace that drive commitment, productivity and employees' satisfaction.

The concept of Employee Well-being is gaining popularity across the world, yet it does not have a standardly accepted definition. There is consensus in that employee well-being is a multidimensional concept, describing a dynamic state that changes over time<sup>87, 88</sup>. The model states that when job demands are high and job resources/positives are low, stress and burnout increases. In contrast, a high number of job resources can offset the effects of high job demands. For the purpose of overcoming these envisaged constraints, the model categorises working conditions into two distinct groups: job demands and job resources.

Job demands refer to the physical or emotional pressures that are present in the specific role play HR professionals. These factors encompass time constraints, an excessive amount of tasks, a tense work atmosphere, uncertainty about job responsibilities, the need to manage one's emotions, and unsatisfactory interpersonal connections. Job resources, also known as job positives, refer to the tangible, interpersonal, or structural elements that facilitate goal attainment and alleviate stress in the workplace. The factors encompassed are autonomy, robust work connections, prospects for progression, guidance and tutelage, and education and growth. JD-R Model indicates that stress and burnout are prevalent when there is a combination of high job demands and low job positives. On the other hand, favourable employment outcomes can counterbalance the negative consequences of demanding jobs and promote motivation and involvement. Nonetheless, in defining well-being, it is important not to only focus on the positive aspects of well-being. This enables the understanding of well-being in both positive and negative forms<sup>88</sup>. As a matter of fact, the portmanteau word "well-being" has overwhelmingly positive connotations, which usually normalizes it in a very favourable way. However, determining an individual's well-being status is a difficult task when considering well-being as having both positive and negative aspects.

The sorts of well-being initiatives implemented in the organisation setting have generally been impacted by the positive, inclusive, and ambiguous definitions of well-being. Managerialist viewpoint says creating and implementing successful workplace well-being programs requires complete knowledge of well-being. However, from a critical management standpoint, the imbalance of the employment relationship still plays a significant role in well-being research, with recognition of neutral or poor employee well-being states and workplace well-being framed as a problem relating to the subjectivity or identity of the employee<sup>89</sup>.

Their relationships with coworkers, the decisions they make, and the resources and tools available to them all have an influence. Although it varies from person to person, workplace safety, compensation, and hours worked all have a substantial influence on employee well-being. Employers who acknowledge that they have limited control over what happens after hours may still take responsibility for what they can do for their employees. It is the duty of employers to give staff members the support and attention they require for both their physical and mental wellbeing. In spite of this, a lot of firms still lack a focused well-being plan<sup>90</sup>.

A well-being strategy might encourage employees to feel supported and valuable. Additionally, it could increase staff engagement and motivate teams throughout the whole company to meet their goals. A vital aspect of every establishment is its capacity to ensure the well-being of its employees. Workplace well-being is a sense of prosperity obtained from work that is related to the feelings of workers in general (core affect) also the intrinsic and extrinsic work values<sup>91</sup>. The core effect is defined as a condition in which a sense of comfort and discomfort are mixed with the passion which affects human activities<sup>92</sup>.

Motivated employees are more likely to work harder, generate better quality and quantity of work, participate in organisational citizenship activities, and are less likely to quit the company in pursuit of more rewarding possibilities<sup>93</sup>. A psychological trait known as motivation propels a person toward a goal and keeps them working toward it. It has to do with the forces that encourage and dissuade them from acting in various ways. It is an ethereal quality that cannot be immediately perceived. It is predicated on the notion that psychological requirements underlie human behaviour. When one need is met, the person aspires to move up the hierarchy, where the need that follows becomes the most significant in determining behaviour<sup>93</sup>.

In a similar vein, competency refers to the skills and abilities that individual uses and contributes to the organisation while performing their work. It is made up of skills, knowledge, experiences, and abilities. Competency requires a solid foundation in school, extensive post-secondary education, and relevant job experience. Competence is task-specific and frequently developing continuously. Having self-control and being able to exert influence motivates people to apply their abilities at work<sup>94</sup>. This highlights the importance of the work itself as a motivator. It entails searching for and eventually discovering fulfillment in their work activities, which provide opportunities for success, acknowledgment, accountability, independence, challenging assignments, and personal development. From this standpoint, employer branding initiatives may be considered a tool to improve the impression that the organisation is a nice place to work. Predictability, consistency, and trust in an organisation's ability to manage such programs also have a role in employee receptivity to programs, as well as the use of personal data, such as health data, by the organisation<sup>95</sup>.

Theoretically, organisational trust is linked to fundamental psychological need fulfilment since meeting basic needs at work fosters an employee's confidence in their employer's ability and willingness to look out for their interests. More specifically, trust will be built based on an evaluation of how the organisation typically addresses a range of employee equity issues, provides safe working conditions, provides adequate resources for employees, and demonstrates social responsibility. Moreover, since micro-psychological processes and group dynamics are integrated with macro-organisational factors, confidence in the organisation may tell us something about how to open an employee to any organisational endeavour<sup>95</sup>.

## **2.2 Theoretical Framework**

This section explains the various theories and models that can be used to describe the influence of talent management and employee well-being on innovative behaviour of human resource staff in the universities in Oyo State. Base on this, the following theories are reviewed to indicate the relationship between talent management, employee well-being and innovative behaviour which includes: Theory of Innovative Behaviour (*idea Generation, idea promotion, and idea implementation*), Talent Management Lifecycle Model (*talent planning, talent acquiring, talent sustaining, and talent transitioning*), and Job Demands and Resources Model (*job demands and job resources*).

### **2.2.1 Theory of Innovative Work Behaviour**

The theory of Innovative Work Behaviour (IWB) was propounded by Onne Janssen in 2000. According to the theory, the foundation of all innovative improvement is ideas and it is individual employees who ‘develop, carry, react to, and modify ideas’<sup>96</sup>. The theory therefore focuses on the actions and processes through which employees generate, promote, and implement new ideas that can improve work processes, products, or services. It encompasses several stages, from idea generation to idea implementation, and involves both individual and organisational factors<sup>96</sup>. In the workplace, IWB is a multifaceted habit that encompasses three distinct tasks: idea generation, idea promotion, and idea realisation.

Idea generation is the initial step in individual innovation. It involves the creation of original and valuable ideas in any field. According to experts, ideas can be generated from perceived issues and inconsistencies in the workplace. Ideas can also come from unexpected changes and emerging patterns in the operating environment<sup>96</sup>. Creativity is the cornerstone of the idea generation phase in innovative work behaviour. It involves a cognitive process where

Human Resources (HR) experts transcend conventional thinking patterns to produce new and useful ideas. Problem recognition is a vital component of the idea generation phase, involving the ability of HR experts to identify opportunities or issues that necessitate innovative solutions. This step requires a keen sense of awareness and analytical skills to discern gaps, inefficiencies, or emerging trends that could benefit from creative intervention. HR experts who excel in problem recognition are adept at observing their environment, gathering information, and interpreting data to pinpoint areas for improvement<sup>97</sup>. They look beyond the obvious symptoms to uncover underlying causes, which can often lead to more sustainable and impactful solutions. By identifying the right problems to address, innovative HR experts set the stage for targeted and effective innovation.

The subsequent step in the innovation process involves promoting ideas to prospective allies. Coming up with a new idea by a HR expert, they must participate in social activities to establish connections with friends, backers, and sponsors who are interested in the idea. This involves forming a coalition of supporters who can give the required support and influence for the idea to succeed. In essence, the employees must enlist the help of others in the organisation to champion any idea generated<sup>97</sup>.

Championing ideas is a critical aspect of idea promotion, where HR experts take on the role of advocates for their innovative ideas within the organisation. This involves a concerted effort to persuade colleagues, supervisors, and other stakeholders of the idea's potential value and viability. Networking is another essential component of idea promotion, focusing on building alliances and collaborative networks to support and advance innovative ideas. This process involves engaging with a diverse range of individuals both within and outside the organisation, including colleagues, stakeholders, and management<sup>98</sup>. The thirds step in the

innovation process involves the actualization of ideas through the creation of a prototype or model. This prototype allows HR experts or organisations to experience and ultimately implement the innovation in their job roles or within the entire organisation. Application is the critical phase in the idea implementation process where abstract concepts are transformed into tangible outcomes. This phase involves meticulous planning to outline the steps required to bring the idea to life.

This theory is highly relevant to the current study as it highlights the crucial role of individual employees in fostering innovation. The theory's emphasis on three core stages (idea generation, idea promotion, and idea implementation) aligns well with the behaviors and practices that HR staff can cultivate to improve organizational outcomes. In the context of talent management, the ability to generate innovative ideas is foundational, requiring HR staff to be proactive in recognizing problems, identifying gaps, and generating creative solutions<sup>1</sup>. This directly links to the concept of talent acquisition, where universities must attract HR professionals with strong creative problem-solving skills. Furthermore, idea promotion is closely tied to the ability of HR staff to network, advocate, and build support for new ideas, which can enhance their social capital within the university and foster a collaborative, innovative environment<sup>5</sup>. The successful realization or implementation of these ideas is also crucial, as it involves translating abstract concepts into actionable outcomes that can improve the work environment, systems, and overall efficiency of HR functions. This stage is inherently tied to employee well-being, as innovative behaviors that are successfully implemented often lead to improved work processes, job satisfaction, and reduced stress. Moreover, the IWB theory also speaks to the broader organizational context in which these innovations take place, underscoring the importance of supportive leadership, organizational

culture, and the overall work environment in nurturing innovative behavior<sup>97</sup>. By integrating this theory with talent management and employee well-being, the study provides a comprehensive framework for understanding how the HR staff's innovative behavior can be harnessed and enhanced in universities, ultimately contributing to improved organizational performance and employee satisfaction in Oyo State, Nigeria.

### **2.2.2 Talent Management Lifecycle Model**

The Talent Management Lifecycle (TMLC) refers to a series of phases in the employee-employer relationship. There are many different interpretations of the stages within the talent lifecycle, but the overarching themes remain the same. The TMLC consists of four main phases Planning, Acquiring, Sustaining, and Transitioning talent<sup>99</sup>. Talent planning is a critical first step in the talent management process, focusing on forecasting future workforce needs and developing strategies to meet those needs. This phase begins with a comprehensive workforce analysis to assess current capabilities and identify gaps in skills and competencies. This involves creating development plans for high-potential employees, thus mitigating risks associated with talent shortages. Strategic alignment is essential, as it ensures that talent management strategies are integrated with the organisation's long-term objectives, effectively linking talent plans with business strategies and operational plans. Talent mapping further supports this by identifying critical roles and the key competencies required, thus preparing the organisation for future talent needs<sup>100</sup>.

Talent acquisition focuses on attracting and hiring individuals who have the skills and potential to contribute to the organisation's success. A strong employer brand is essential in this phase, as it communicates the organisation's culture, values, and benefits to potential

candidates, making it an attractive place to work. Recruitment strategies should be comprehensive, leveraging various channels such as job boards, social media, employee referrals, and recruitment agencies to reach a diverse and wide pool of candidates. The selection process must be effective, incorporating screening, interviewing, and assessment methods to identify the best candidates who not only meet technical requirements but also fit well with the organisational culture<sup>99</sup>. Onboarding is crucial for integrating new hires smoothly, with structured programs introducing them to company culture, processes, and their specific roles and responsibilities, ensuring they are well-prepared to start their journey in the organisation.

Sustaining talent involves retaining and engaging employees by creating a supportive and motivating work environment. Employee engagement strategies are critical, focusing on keeping employees motivated and committed through regular feedback, recognition programs, and fostering a sense of belonging. Continuous learning and development opportunities are essential, providing training programs, workshops, and on-the-job learning to upskill employees and prepare them for future roles. Offering clear career development paths and advancement opportunities keeps employees motivated and aligned with their career goals. Additionally, promoting work-life balance through flexible working hours, remote work options, and wellness programs helps reduce burnout and increase job satisfaction, contributing to higher retention rates and a more committed workforce<sup>100</sup>.

Transitioning talent involves managing the exit of employees and ensuring a smooth transition for both departing employees and the organisation. Effective succession planning ensures there are ready successors for key positions, avoiding disruptions in operations. This involves identifying and developing potential leaders within the organisation. Exit

management is also critical, with exit interviews providing valuable feedback on the reasons for departure and insights for improving organisational practices. Knowledge transfer processes are necessary to ensure that critical knowledge and expertise are passed on from departing employees to their successors, maintaining continuity and minimizing the loss of institutional knowledge<sup>99</sup>. Maintaining positive relationships with former employees through alumni networks and engagement programs can also create opportunities for rehiring and leveraging their networks for talent acquisition.

Integrating these phases into a cohesive talent management strategy is vital for organisational success. Data-driven decision-making plays a crucial role, using analytics to inform talent management practices, track progress, and measure the impact of various strategies. The utilization of HR technology and tools can streamline processes, enhance communication, and improve the efficiency of talent management activities. Finally, continuous improvement is essential, with regular reviews and updates to talent management strategies ensuring they remain aligned with changing business needs and workforce dynamics. By effectively planning, acquiring, sustaining, and transitioning talent, organisations can build a resilient workforce that drives sustainable growth and competitive advantage<sup>100</sup>.

This theory is highly relevant to the study as it explains the four main phases of the TMLC (planning, acquiring, sustaining, and transitioning talent) and how they are aligned directly with the study's focus on how talent management strategies influence innovative behavior and employee well-being. In the planning phase, universities in Oyo State can assess workforce needs, develop targeted strategies, and create development plans that address skill gaps and align with institutional goals, thereby setting the foundation for promoting innovative behavior among human resource staff. Talent acquisition strategies, such as

creating a strong employer brand and implementing effective recruitment processes, can attract individuals with the right skills, fostering an environment conducive to creativity and innovation<sup>60,69</sup>. The sustaining phase, which emphasizes employee engagement, development, and work-life balance, is especially significant in promoting employee well-being. By providing ongoing learning opportunities, career advancement paths, and support for mental and physical health, universities can enhance the motivation and commitment of human resource staff, which is critical for fostering innovative behavior. Finally, transitioning talent, through succession planning, knowledge transfer, and managing the exit process, ensures that critical skills and organizational knowledge are maintained, preventing disruptions that could hinder innovation<sup>71</sup>. Additionally, aligning these phases with the needs of human resource staff in universities ensures a holistic approach to talent management that supports their well-being, job satisfaction, and ultimately drives innovation. Integrating these talent management practices with data-driven insights and continuous improvement can further enhance the innovative behavior of human resource staff, ensuring sustainable growth and success in the universities in Oyo State.

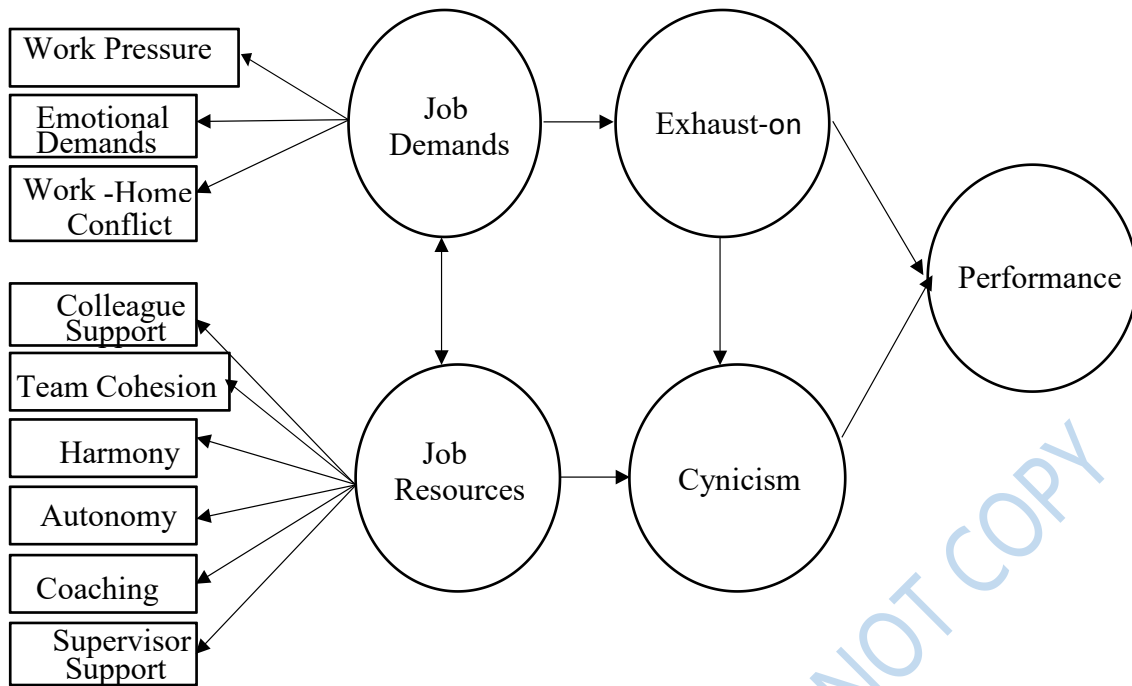
### **2.2.3 Job Demands and Job Resources Model**

The Job Demands-Resources (JD-R) Model was developed by Arnold Bakker and Evangelia Demerouti in 2006. The model states that when job demands are high and job resources/positives are low, stress and burnout increase. Conversely, a high number of job positives can offset the effects of high job demands. In order to overcome these perceived constraints, the model categorises working conditions into two distinct groups: job demands and job resources<sup>101</sup>. Job demands refer to the physical or emotional pressures that are

present in the specific role play HR professionals. These factors encompass time constraints, an excessive amount of tasks, a tense work atmosphere, uncertainty about job responsibilities, the need to manage one's emotions, and unsatisfactory interpersonal connections.

Job resources, also known as job positives, refer to the tangible, interpersonal, or structural elements that facilitate goal attainment and alleviate stress in the workplace<sup>101</sup>. The factors encompassed are autonomy, robust work connections, prospects for progression, guidance and tutelage, and education and growth. JD-R Model, stress and burnout are prevalent when there is a combination of high job demands and low job positives. On the other hand, favourable employment outcomes can counterbalance the negative consequences of demanding jobs and promote motivation and involvement.

This model is relevant to this current study as it offers valuable insights into the relationship between job demands, resources, and employee outcomes, particularly in the context of human resource (HR) staff in universities in Oyo State, Nigeria. This model suggests that when job demands, such as high workload, time pressures, and emotional stressors, are high, and job resources, such as support, autonomy, and opportunities for growth, are low, HR staff are more likely to experience stress, burnout, and decreased motivation. Conversely, when job resources are plentiful, they can buffer the negative effects of high job demands, leading to improved job satisfaction, motivation, and engagement. In the context of talent management and employee well-being, the JD-R Model helps explain how the balance of job demands and resources impacts the innovative behaviour of HR staff. High job demands, when not accompanied by adequate resources, can hinder employees' ability to engage in creative and innovative tasks, which are critical to organizational success. However, when HR staff have access to sufficient job resources—such as autonomy, professional



development opportunities, and a supportive work environment—they are more likely to exhibit innovative behaviour, manage their well-being effectively, and contribute positively to the organization. Thus, the JD-R Model is highly relevant to understanding how talent management strategies, which focus on enhancing job resources, can foster employee well-being and drive innovative behaviour among HR staff in Nigerian universities.

**Figure 2.1: The JD-R Model**<sup>101</sup>

## 2.3 Review of Empirical Studies

### 2.3.1 Talent Management and Innovative Behaviour

Various management literature has discussed about the issue of talent management and innovative behaviour where by the first people to discuss were the historians from the socio-technical group and the group from human relations. According to the socio- technical group ideas, innovative behaviour depends on the social surrounding of the working places and the technological devices that are used in the production process while the group of human relations ideas claimed that when workers are being satisfied, they perform well in their working environment. That means the fitness in body, mind and satisfaction of employees' influence the production and accuracy on the innovative behaviour of employees. A study investigates the relationship between talent management and the innovative behaviour of employees based on the mediating role of organisational learning<sup>103</sup>.

A descriptive and survey research method was used for the study for data collection and analysis. A population of 147 staffs were employed in the information technology organisation of Mashhad municipality, Iran. Data were collected using three valid and reliable questionnaire. Data were analyzed using SPSS software version 19. The main hypothesis of the study says that there is a significant relationship between talent management and the innovative behaviour of employees, and organisational learning mediates the relationship between talent management and the innovative behaviour of employees. Also, the minor hypothesis, there is a significant relationship between the components of talent management and innovative behaviour and the components of organisational learning can mediate the relationship between talent management and innovative behaviour. Organisational learning capability has a significant relationship with innovation, innovative behaviour and the organisational learning is a way in which educational and training opportunities for employees can be linked to innovative goals<sup>102</sup>.

In a similar study conducted to investigate Talent Management and its impact on Innovative Behaviour among Registered Nurses in Public Hospitals of Malawi. A multi-stage cluster sampling technique, as well as a purposive sampling technique, was used for the study. The population consisted of 947 registered nurses in public hospitals of Malawi. The study used an adapted innovative behaviour questionnaire in which the items of the questionnaire were structure using 5-0 in Likert scale rating to elicit information from the respondents. Findings showed that there was no significant influence in the relationship between talent management and innovative behaviour. The results of the study showed that talent management practices did not contribute to innovative behaviour of registered nurses in public hospitals of Malawi. The study concluded that talent management practices rarely contributed to the innovative behaviour due to the lack of resources for talent management development investments, a lack of qualified talent managers to lead the talent management systems, and a lack of strategic focus. Therefore, the management of public hospitals should pay attention to effective talent management practices of healthcare workers, particularly that of nurses in public hospitals<sup>103</sup>.

Another study examined The Effects of Talent Management on Service Quality: A study on Commercial Banks in Egypt: a descriptive survey research method was used to collect data. Structures questionnaire were distributed to elicit information from 382 employees working at the Egyptian Commercial Banks (ECB). The findings of this research show that talent management significantly and positively related to the service quality. In other words, talent management are more effective in achieving service quality. Results further supported the view that talent management significantly and positively influences service quality. The study therefore concluded that merging both the career planning of an individual talented

employee with the Talent management system of an organisation could result in a better stimulus for the organisation. Interestingly, all the people working in the organisation may expect equal treatment as laid out by the organisation itself. However, it would be a great challenge for the human resource department to make reasons for special treatment of those talented employees under the same roof, along with the others; some of whom may have already worked for a longer time than the newly hired talented employees<sup>104</sup>.

In a related study conducted to examine the influence of Human Talent Management Relationship on the Level of Administrative Creativity in the Public Sector: A field study on the Iraqi Industrial Sector; the General Company for Food Products. An analytical descriptive cross-sectional design was employed. The study was conducted among 400 employees of the General Company for Food Products. Data analysis was done using descriptive and inferential statistics. Regression analysis revealed a significant correlation between human talent management processes and administrative creativity among the employees. The study concluded that the survival and continuity of companies is linked to what they provide to human talents in terms of care, attention, and development, with an increase in knowledge and technology with the current and future development of companies. The study recommended that public company in particular, and the rest of the other companies in general, must motivate talents through rewards, promotions, and material and moral incentives that help increase the organisational creativity of talented employees, which contributes to accelerating the company's growth and stability in the face of competitors<sup>105</sup>.

A study was conducted on the Ghana Revenue Authority in Sunyani with a focus on the role that talent management plays in organisational performance. The study's focus was exclusively descriptive. With the use of simple random selection procedures, a sample size of

fifty respondents was chosen for the investigation. Frequency tables, mean scores, percentages, and other descriptive analytic elements were created, and their meanings were carefully described and understood. According to the report, talent management's primary function is to foster employee growth, learning, and satisfaction. The ability to support individuals in reaching their own best is the second most important function of talent management. Reducing employee attrition was talent management's third most important function. The study concluded that, in order to attract and retain the most brilliant workers who enhance organisational performance, employers should provide them with pleasant working circumstances. This will stop other companies from stealing their employees<sup>106</sup>.

In a related study carried out to investigate the mediating function of leadership in talent management's promotion of creativity and innovation among employees in Kuwait's private media industry. The use of quantitative approach was made. The primary research instrument was a Likert-5 scale-based questionnaire. The study's population comprised managers, executives, and staff members working in the human resources departments of privately held media companies. Statistical Package for Social Sciences (SPSS) was selected as the principal program to handle the acquired primary data. Cronbach's alpha was employed to assess the scale's dependability. The results demonstrated that talent management has a statistically significant impact on the inventiveness and originality of employees in Kuwait's private media industry. The study concluded pointing out that a key mediator in the link between talent management and innovation has been found to be leadership, as leaders are crucial in establishing the goals and culture of their companies as well as guiding the work of those under them. Their actions therefore have the potential to either facilitate or obstruct the growth of talent management and innovation skills.

Furthermore, the individual, the company, and the environment are the other three variables that may influence the connection between talent management and creativity. The individual can be either supportive or inhibiting of the relationship between talent management and innovation. The organisation can be supportive or inhibiting of the relationship between talent management and innovation. The environment can be supportive or inhibiting of the relationship between talent management and innovation<sup>107</sup>.

Another study examined the connection between organisational creativity and talent management at Maskan Bank of Hamedan. A survey research method was employed. The research population consisted of 202 employees of Maskan bank in Hamedan. Data collection instrument was two standard questionnaire was used to get information from the respondents. The study concluded that management of the organisation should use this strategy to increase organisational creativity of employees and save the organisation from the consequences of lack of organisational creativity<sup>108</sup>.

Similarly, a study was conducted to investigate the role of The Role of Talent Management Practices on Employee Innovative Behaviour: Moderating Role Transformational Leadership. The study was also done to examine the moderating effect of Transformational Leadership between talent management practices and Employee Innovative Behaviour. Thus, the study employed the convenience sampling of the non-probability technique was used to gather the data. A total population of 220 employees working at project-based organisations like software houses, construction companies, and NGOs in Peshawar city. Reliability analysis, correlation analysis and used for moderation analysis.

The results of the study suggest that Transformational leadership strongly moderates the influence on both talent management practices and employee innovative behaviour. This

research has a significant contribution to the project management domain. The study has some limitations and as the cross-sectional method was used for data collection. Future research directions were also suggested like, different sectors such as manufacturing firms, the health sector, the education sector, the banking sector, and the telecommunication sector, etc can also be the target for generalization of results<sup>109</sup>. A related study was conducted to investigate innovation, training and demographic factors as determinants of academic staff job performance among private universities. The study adopted a correlational research design. The target population for this study consisted of 300 academic staff of 5 private Universities in Southwest Nigeria which were randomly selected. Innovation was found to be the strongest factor predicting job performance, followed by training. Age and gender were not found significant. By implication innovation and training are essential determinant of academic staff job performance. It was recommended among others that, academic staff with outstanding innovative skills should be recognized to which might go a long way in making other academic staff to engage their innovation skills in their daily activities. Annual and bi-annual training should be held and various aspect of academics to make academic staff get abreast with the crest of change in the global scene. Staff age and gender should be considered when distributing tasks among academia<sup>110</sup>.

### **2.3.2 Employee Well-being and Innovative Behaviour**

Employee Well-being and Innovative Behaviour are one of the key factors which could have effect on the performance of the employees in any organisation including tertiary institutions. In the organisational setting, many studies had been carried out on the influence of employee well-being on innovative behaviour as well as the performance of employees<sup>112</sup>. In a study conducted to investigate the effects of happiness at workplace on innovative behaviour and

university citizenship behaviour through moderating effect of innovative behaviour. A cross-sectional survey design. The population of the study encompassed 383 lecturers from two public universities in Malaysia. Essentially, the structural questionnaire functioned as the study tool for Primary Data gathering and subsequently evaluated using Structural Equation Modelling. Based on the study outcome, happiness at workplace positively and significantly affected employees' innovative behaviour through the mediating and moderating effects of organisational citizenship innovative behaviour. This study concluded that University directors should establish effective HAW (Heart, Head, and Wallet) approaches that elevate workers' organisational satisfaction, involvement, and commitment and develop a creative culture that acknowledges and complements innovation. Overall, universities must internalize the significance of Outcome, Impact, and Contribution (OIC) in promoting innovativeness by moulding employees' behaviour and attitudes and organisational (university) values<sup>111</sup>.

A similar study assessed the Effects of Mindfulness and happiness and their impact on Employee Creative Performance: Mediating role of creative process engagement. The target population of the current study was 631 employees in manufacturing and service firms in Pakistan, structural equation modeling was used to test the theoretical model and proposed hypotheses. The results indicated that mindfulness and happiness positively and significantly influence employee creative performance. Furthermore, mindfulness and happiness indicated a significant positive impact on Innovative behaviour and Innovative creativity. Creative process engagement partially mediated the influence on mindfulness and creative performance and happiness and creative performance. The results propose imperative

directives for the leadership of manufacturing and service organisations by suggesting different ways to promote CP among employees through their attitudes<sup>112</sup>.

Another research work examined the Impact the effects of Servant Leadership (SL) and Innovative Organisational Culture (IOC) on employees' Innovative Behaviour (IB) with the mediating role of Perceived Organisational Support (POS) in these relationships. A qualitative approach was adopted for the study, and purposive sampling was used to select 280 employees working in Technopark companies located in Turkey. Structural equation modeling and bootstrapping procedure were used to test the hypothesized relationships. The findings suggest that SL, and IOC are significantly and positively related to employees' IB. The results also show that SL and IOC stimulate employees' IB through POS. These results may have emerged from the positive and supportive role of the servant leader and the provision of an innovative culture by the organisation. This is because, SL which is known for providing opportunities for employees to develop new skills and supporting them to reach their creative goals, and an innovative culture that allows employees to improve their creative performance by better understanding their skills, competencies and abilities, cause employees to perceive a high level of organisational support; this can pave the way for them to exhibit higher levels of IB<sup>113</sup>.

Additionally, an empirical study was done to assess the mediating role of perceived organisational support, trust and affective commitment in the influence on both Person-Organisation Fit and Innovative Behaviour. A total of 151 from nurses employed in different hospitals of Islamabad, Pakistan provided the data for this research. The correlation survey research method was used while the PROCESS Macros technique is applied to test the hypothesized model. The results show that affective commitment, perceived organisational

support, and trust have an indirect effect on the influence on Person-Organisation Fit and Innovative Behaviour. The findings of the study further affirm that Person-Organisation Fit have a positive impact on employees innovative behaviour through trust, perceived organisational support and affective commitment. Individuals expect benefits of equal amount or values that they give to others.

The influence is more positive between the organisation and employees when employees are having, high perceived organisational support, trust to the organisation, high commitment and high Person-Organisation Fit which will invariably lead them to display innovative behaviour in the organisation<sup>114</sup>. The study concluded that Medical institutions should provide high organisational support to the staff and create the environment of trust within the organisations. When the staff will have a greater degree of feeling of organisational support, affective commitment and trust, they will be less isolated at the workplace and thereby be more creative.

Employees who are empowered, they feel as being valued by the organisations and they perceive that their expertise is given weight and resultantly, they tend to inject mind energies in the positive side. Nurses' sense of ownership and responsibility of work practices origins self-assertion which empowers them to take ingenuities. Supervisors must develop the feeling in the individuals that they are capable, having capacities and control to perform their tasks<sup>114</sup>.

A research work examined The Impact of Perceived Organisational Support on Innovative Behaviour through Psychological Empowerment: Focusing on the Moderated Mediating Role of Organisational Procedural Justice. Descriptive survey was used to conduct the study. The population of the study was made up of 350 full-time employees in for-profit

organisations in South Korea. Data were collected using Questionnaire produced using an online survey domain using a 7-point Likert-type scale. The results suggest that POS was directly correlated to psychological empowerment. Moreover, POS was not directly correlated to IBW, but it indirectly influenced IBW through psychological empowerment. The results also suggest the moderated mediating effect of organisational procedural justice in the impact of POS on IWB through psychological empowerment. Based on these findings, it would seem that creating positive organisational climates valuing contributions of individuals and caring about their well-being is important in organisations. In addition, making an effort for the provision of procedural justice, including creating transparent organisational culture, can inspire and enhance employee's IB<sup>115</sup>.

A study investigated the effects of stress on the innovative behaviour of employees and examine the mediating effect of health and moderating effect of supervisor support. 350 medical healthcare professionals were surveyed in different hospitals in Lahore through a survey regarding stress, health, innovative behaviour, and supervisor support SPSS and AMOS were used for the analysis of the data and the investigation of the combined effects of the model. Exploratory (EFA) and Confirmatory Factor Analysis (CFA) were conducted to ensure the convergent and discriminant validity of the factors, while mediation analysis was done to check the mediating role of health. Findings showed that there is partial mediation of health between eustress and innovative behaviour whereas supervisor support does not moderate between eustress and health. Furthermore, the results indicate that distress is negatively associated with innovative behaviour.

In addition, health fully mediates between distress and innovative behaviour. If distress increases negative effects on health, then supervisor support reduces the negative impact of

distress on health. Furthermore, supervisor support also reduces the negative impact of health on innovative behaviour<sup>116</sup>. Similarly, another study investigated the relationship between Employee innovative behaviour and workplace well-being: Leader support for innovation and coworker ostracism as mediators. The snowball sampling approach was employed to collect the data. The population of the study was based on a sample of 319 employees from Chinese companies. Questionnaire were used to elicit information from the respondents. Descriptive statistics (SD) and correlation analysis (Pearson's coefficient), SPSS 26.0 and MPLUS 8.3 was used to examine the hypotheses. Findings showed that employee innovative behaviour was positively correlated with workplace well-being but negatively associated with coworker ostracism, and a non-significant correlation existed between coworker ostracism and workplace well-being. Furthermore, empirical results demonstrate that (a) employee innovative behaviour is directly and positively related to workplace well-being, (b) employee innovative behaviour is indirectly and positively related to workplace well-being through leader support for innovation, and (c) the negative association between employee innovative behaviour and workplace well-being via coworker ostracism is unsupported. The study concluded by noting that enterprises should create a harmonious atmosphere of organisational innovation and teamwork. A harmonious working atmosphere has become an important factor in attracting job seekers and retaining employees. Consequently, enterprises should adopt measures to create a harmonious atmosphere to avoid coworker ostracism in the workplace<sup>117</sup>.

## 2.4 Conceptual Model

### Independent Variables

#### Talent Management

Talent Planning

Talent Acquiring

Talent Sustaining

68

H<sub>01</sub>

### Dependent Variable

#### Innovative Behaviour

H<sub>02</sub>



**Figure 2.2: Conceptual Model of the Independent (Talent Management and Employee Well-being) and Dependent Variable (Innovative Behaviour)**

**Source: Researcher's Compilation, 2023**

The conceptual model of the study above indicates the dependent variable as innovative behaviour and in the context of this study, it will be measured by Theory of Innovative Work Behaviour. Innovative Behaviour has three measures relevant for this study which includes: idea generation, idea promotion and idea implementation. The independent variables are Talent Management and Employee Well-being; Talent management is measured with talent planning, talent acquiring, talent sustaining and talent transitioning while employee well-being has two measures relevant for this study which includes: job demands and job resources. The selections of the model is based on the belief that there is a relationship and interaction between the components of the independent variables and innovative behaviour of human resource staff in universities in Oyo State. It suggests that talent management and

employee well-being are some of the key determinants of innovative behaviour of human resource staff in universities in Oyo State.

The conceptual model also illustrated the combine influence of talent management and employee well-being on innovative behaviour of human resource staff of universities in Oyo State, Nigeria. With these variables, this study identified the impact of talent management on innovative behaviour (idea generation, idea promotion and idea implementation) of human resource staff in hypothesis one, impact of employee well-being on innovative behaviour (job demands and job resources) of human resource staff in hypothesis two and the combine impact of talent management and employee well-being on the innovative behaviour of human resource staff of selected universities in Oyo State, Nigeria; where recommendations that improved the innovative behaviour among Human resources staff is drawn.

The conceptual model is anchored on Theory of Innovative Work Behaviour, Talent Management Lifecycle Model and Job Demands and Resources Model. The Theory of Innovative Work Behaviour was used to explain the Innovative Behaviour. Some of the measures that were adapted for this theory are idea generation, idea promotion and idea implementation. Talent Management Lifecycle Model was used to explain the talent management with measures that were adapted for it are talent planning, talent acquiring, talent sustaining and talent transitioning. For employee well-being, the Job Demands and Resources Model. The measures used for this study were Job Demands and Job Resources<sup>118</sup>

## **2.5 Summary of Literature Reviewed**

This chapter indicated reviewed related literatures relevant to this research work. The literatures gave an overview of innovative behaviour, explored its meaning and discussed empirical findings on innovative behaviour of employees from various works of life within

and outside Nigeria. The review of literature on innovative behaviour showed that idea generation, idea promotion as well as idea implementation were strong components of innovative behaviour. The literature gave a deep insight into various factors of that influence innovative behaviour.

Review of literature on talent management and employee well-being in this study have revealed paucity of studies on human resource staff especially in universities, specifically in Oyo State, Nigeria. Literatures reviewed revealed that talent management and employee well-being have a strong influence on various components of innovative behaviour. Unfortunately, many human resource staff working in various tertiary institutions especially universities do not exhibit these innovative behaviour capacities in their work processes which have resulted in lack of creativity in carrying out work processes as well as capacities to carry out their duties effectively in these universities.

These categories of employee do not have positive attitude to innovative behaviour as well as proper education and training to engage in such behaviour. Furthermore, aside from their lack of proactiveness, there is also lack of interest in carrying out their job task due to workplace toxicity which can to a large extent, hinder their innovative behaviour. In addition, literature on the independent variables (talent management and employee well-being) in this study having a joint influence on innovative behaviour was also not covered in the review. This however, serves as one of the gaps this study tends to cover.

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## **Chapter Three**

### **Methodology**

The methodology employed in this study was provided in this chapter. It included the demographics, research design strategies, sample size and techniques, description of research instrument, validity of research instrument, reliability of research instrument, method of data collection and method of data analysis.

#### **3.1 Research Design**

This study adopted survey design using descriptive survey method. This was found appropriate for this study because it enabled the researcher to collect data from a large number of respondents spread across a wide geographical area. The method helped the researcher to investigate the influence of talent management, employee well-being on innovative behaviour of human resources staff of universities in Oyo State, Nigeria. Also, it allowed the researcher to gain knowledge in order to make informed decisions about the problem.

#### **3.2 Population of the Study**

The population of this study consists of one hundred (100) of human resources staff in the universities in Oyo State, Nigeria. The Human resource staff comprises trained employees/specialists, professional, trained to handle administrative aspect of all employees' affairs in the universities, from inception to the exiting stage of employees. The population of the study is shown in Table 3.1.

**Table 3.1: Population of the Study**

| <b>S/N</b> | <b>List of Universities in Oyo State</b>            | <b>No. of Human Resource Staff</b> |
|------------|---|------------------------------------|
| 1          | University of Ibadan                                | 22                                 |
| 2          | Ladoke Akintola University of Technology, Ogbomosho | 14                                 |
| 3          | First Technical University, Ibadan,                 | 14                                 |
| 4          | Emmanuel Alayande University of Education, Oyo      | 10                                 |
| 5          | Ajayi Crowder University, Oyo                       | 5                                  |
| 6          | Lead City University,                               | 8                                  |
| 7          | Dominican University,                               | 5                                  |
| 8          | Precious Cornerstone University                     | 5                                  |
| 9          | Dominion University                                 | 4                                  |
| 10         | Atiba University, Oyo                               | 6                                  |
| 11         | Koladaisi University,                               | 7                                  |
|            | Total   | 100                                |

**Source**<sup>1,2,3,4,5,6,7,8,9,10,11</sup>

### **3.3 Sample Size and Sampling Technique**

The total enumeration was used which means that the entire population was employed because the number of the respondents are within the manageable range.

### 3.4 Description of Research Instrument

The structured questionnaire was the instrument utilized to collect data for this investigation. The study followed the Likert scale design which permitted the respondents to pick from. The questionnaire includes the following sections:

**Section A:** This section is prepared by the researcher to gather demographic information of respondents. The Bio-data of respondents contained; gender, age, educational level and years of experience.

**Section B:** Innovative behaviour scale which includes three dimensions; Idea Generation, Idea Promotion, and Idea Implementation and targeted at Innovative behaviour of Human Resources Staff in the universities. The items were adapted from available literature as a guidance in designing the questions<sup>12</sup>. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. Example of questions are; The team encourages creative thinking and brainstorming, there is effective communication about new ideas within the team, The university provides training and support for employees involved in implementing new ideas.

**Section C:** Talent Management scale which comprises of four sub-variables of talent planning, talent acquiring, talent sustaining and talent transitioning. The elements were derived from available theory. Each of the adapted questionnaire were considered reliable given the reliability tested result reported by scholars<sup>13</sup>. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. Example of questions are; In my university, Talent Management is considered essential for our institution's strategy, in my university, we actively foster an engaging work environment by boosting social interactions

and promoting the sense of community and belonging. In my university, we focus not only on individual's performance but also on their potentials.

**Section D:** Employee Well-being scale comprises of two sub-variables of job demands and job resources. The components were derived from available literature. Each of the adapted questionnaire were considered reliable given the reliability tested result reported by scholars<sup>14</sup>. The Cronbach's alpha coefficient for the variables are 0.7, 0.8, 0.6, and 0.76 respectively. The research instrument was adapted<sup>15</sup>. Example of questions are: my job requires me to work very fast, I receive conflicting requests from different people at work, The University supports my professional development.

### **3.5 Validity of the Research Instrument**

To validate the instrument, information was gathered through related literature analysis and adaptation from questionnaire that have been used by other researchers. Content and construct validity was done. Content validity was utilized to determine the internal validity of the research instrument which was verified via the supervisor and other specialists in department of Information Management. Corrections submitted was used in generating the final questionnaire which was sent out to the respondents for the research.

### **3.6 Reliability of the Research Instrument**

In guaranteeing reliability of the data, questionnaire was checked by putting it to the examination of Human Resource Units of the universities under investigation in order to provide their judgments as to whether the hypotheses used to measure the concepts were valid so as to ensure it covered all variables under study.

The reliability of the instrument was done by a pilot test utilizing twenty (20) copies of the questionnaire and were given to human resource staff of Olabisi Onabanjo University, McPherson University, and Babcock University both in Ogun State which were not used as part of the study. Data received from the returned questionnaire were analyzed and the Cronbach's alpha reliability test was used to confirm internal consistency of the items and the result of the analysis showed that the entire instrument have a Cronbach Alpha value of 0.76. Each section of the questionnaire was also tested and the results obtained are as follows: Innovative Behaviour Scale (0.82); Talent Management Scale (0.79); Employee Well-being Scale (0.73).

### **3.7 Administration and Method of Data Collection**

A structured questionnaire was used in accordance with available literatures to gather data and it worked well with a cross-section survey design largely because it facilitated the gathering of data about opinion and perception of respondents at a moment in time on current topics. A letter of introduction/recommendation was collected from the Head, Department of Information Management, Lead City University which was to get authorization to conduct the survey from the universities. Due to the number of respondents, a research assistant supported the researcher to expedite action of the administration, retrieval and initial sorting of copies of the questionnaire after a day training for the research assistant.

### **3.8 Method of Data Analysis**

The researcher evaluated the data obtained using a combination of descriptive and inferential statistics. Descriptive statistics was useful since it helps to explain and summarize data in terms of frequency distribution, mean, standard deviation and percentage of response

concerning variables under investigation, thereby addressed the research questions. In addition, inferential statistics in the form of linear regression were used to test the hypotheses formulated. The data obtained was analyzed using Statistical Package for Social Sciences (SPSS), version 24. All hypotheses in the research was evaluated at a level of 0.05 significance.

### **3.9 Ethical Consideration**

The ethical considerations for this study, "talent management and employee well-being on innovative behaviour of human resource staff in universities in Oyo State, Nigeria," are pivotal to ensuring the integrity and credibility of the research process. Participation in the study was voluntary, and informed consent was obtained from all respondents, ensuring they fully understand the purpose, procedures, and their rights, including the option to withdraw at any point without repercussions. The confidentiality and anonymity of participants were strictly maintained, with data securely stored and used solely for academic purposes. Additionally, the study avoided any form of harm such as physical, emotional, or psychological, to participants by adopting non-invasive data collection methods. The research adhered to ethical guidelines by avoiding bias, misrepresentation of findings, or manipulation of data, ensuring that the study is conducted transparently and with respect for all participants. Approval from a recognized ethical review board was sought to validate the study's alignment with ethical standards.

## Endnotes

1. Human Resource Units, *Number of Staff*, University of Ibadan, Oyo State, 2024
2. Human Resource Units, *Number of Staff*, Ladoke Akintola University of Tech., Ogbomoso, Oyo State, 2024
3. Human Resource Units, *Number of Staff*, First Technical University, Ibadan, 2024
4. Human Resource Units, *Number of Staff*, Emmanuel Alayande University of Education, Oyo, 2024.
5. Human Resource Units, *Number of Staff*, Ajayi Crowder University, Oyo, 2024
6. Human Resource Units, *Number of Staff*. Lead City University, Ibadan, 2024
7. Human Resource Units, *Number of Staff*, Dominican University, Ibadan, Oyo State, 2024.
8. Human Resource Units, *Number of Staff*, Precious Cornerstone University, Ibadan, Oyo State, 2024.
9. Human Resource Units, *Number of Staff*, Dominion University, Ibadan, 2024
10. Human Resource Units, *Number of Staff*, Atiba University, Oyo, 2024
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## Chapter Four

### Results and Discussion of Findings

Data presentation, analysis, and result interpretation were covered in this chapter. The particular goals and theories that were developed during the study served as a guide for the analysis. The descriptive analysis is presented in the first part using tables with percentages and an explanation beneath the tables. Inferential statistics were provided in Part two, and the chapter concludes with a discussion of the results. The study aimed to investigate and address the research questions and hypotheses, which informed the provided results. Data were analyzed using SPSS version 27.

#### 4.1 Data Presentation

A total of one hundred (100) copies of the questionnaire were administered, and Ninety-five (95) copies were returned. After sorting the questionnaire only eighty-eight (88) copies were certified as duly filled and considered usable and these represented a 95.4% response rate. The high response rate was recorded as the researcher administered the instrument with the help of research assistant who put concerted efforts into reaching out to the Human Resource staff to request them to participate in the study. The response results are presented in Table 4.1

**Table 4.1: Response Rate**

| <b>Response Rate:</b>              | <b>Frequency</b> | <b>Percent (%)</b> |
|------------------------------------|------------------|--------------------|
| Questionnaire<br>Returned and used | 88               | 95.4%              |
| Not Returned/Returned but not used | 12               | 4.6%               |
| No of distributed Questionnaire    | 100              | 100%               |

**Source: Field Survey Data, 2024**

**Table 4.2: Demographic Characteristics of Respondents**

| Variables           | Category  | Frequency | Percentage |
|---------------------|---|-----------|------------|
| Gender              | Male  | 52        | 59.1%      |
|                     | Female  | 36        | 40.9%      |
| Age                 | 20-25 years   | 6         | 6.8%       |
|                     | 26-30 years   | 15        | 17.0%      |
|                     | 31-35 years   | 33        | 37.5%      |
|                     | 40-36 years   | 10        | 11.4%      |
|                     | 41-45 years   | 17        | 19.3%      |
|                     | 46 and above  | 7         | 8.0%       |
| Educational Level   | HND   | 11        | 12.5%      |
|                     | Bachelor's degree                                   | 37        | 42.0%      |
|                     | Master's degree                                     | 25        | 28.4%      |
|                     | Ph.D.   | 15        | 17%        |
| Years of experience | 5 – 10 years  | 33        | 37.5%      |
|                     | 11 – 15 years                                       | 12        | 13.6%      |
|                     | 16 – 20 years                                       | 12        | 13.6%      |
|                     | 21 – 25 years                                       | 10        | 11.4%      |
|                     | 26 – 30 years                                       | 7         | 8.0%       |
|                     | 31 and above  | 14        | 15.9%      |
| University          | University of Ibadan, Ibadan                        | 21        | 23.9%      |
|                     | Ladoke Akintola University of Technology, Ogbomosho | 14        | 15.9%      |
|                     | First Technical University Ibadan                   | 14        | 15.9%      |

|  |    |       |
|--|----|-------|
| Emmanuel Alayande University of Education, Oyo | 10 | 11.4% |
| Ajayi Crowder University, Oyo                  | 5  | 5.7%  |
| Lead City University, Ibadan                   | 7  | 8.0%  |
| Dominican University, Ibadan                   | 3  | 3.4%  |
| Precious Cornerstone University, Ibadan        | 3  | 3.4%  |
| Dominion University, Ibadan                    | 4  | 4.5%  |
| Atiba University, Oyo                          | 3  | 3.4%  |
| Koladaisi University, Ibadan                   | 4  | 4.5%  |

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**Source: Field Survey Data, 2024**

The demographic information collected from the respondents reveals diverse characteristics in terms of gender, age, educational level, years of experience, and university affiliation. To this effect, the results are presented in Table 4.2. The respondents comprise a higher proportion of male respondents (59.1%) compared to female respondents (40.9%), indicating a male-dominated respondent pool. In terms of age distribution, the majority of respondents fall within the 31-35 years age bracket, representing 37.5% of the sample. This is followed by those aged 41-45 years (19.3%), 26-30 years (17.0%), 36-40 years (11.4%), and 46 years and above (8.0%). The smallest age group is 20-25 years, accounting for 6.8% of the respondents. This age distribution suggests that a significant portion of the respondents are in their early to mid-career stages. Educational levels among the respondents show that the largest group holds a Bachelor's degree, constituting 42.0% of the respondents. This is followed by respondents with a Master's degree (28.4%), a Ph.D. (17%), and those with a Higher

National Diploma (HND), representing 12.5% of the sample. The data highlights a well-educated respondents, with a majority having attained at least a Bachelor's degree.

When examining years of experience, the majority of respondents have 5-10 years of experience, accounting for 37.5% of the respondents. This is followed by respondents with over 31 years of experience (15.9%), 11-15 years (13.6%), 16-20 years (13.6%), 21-25 years (11.4%), and 26-30 years (8.0%). This distribution indicates a wide range of experience levels among the respondents, with a notable concentration in the early stages of their careers.

Furthermore, university affiliation revealed that the University of Ibadan has the highest representation among the respondents with 23.9%. This is followed by Ladoko Akintola University of Technology, Ogbomosho, and First Technical University, Ibadan, each with 15.9%. Other universities represented include Emmanuel Alayande University of Education, Oyo (11.4%), Lead City University, Ibadan (8.0%), Ajayi Crowder University, Oyo (5.7%), and several others with smaller representations. This diverse university affiliation underscores the broad reach and inclusivity of the respondents.

## 4.2 Presentation of Response to the Research Questions

**Research Question One:** What is the level of innovative behaviour of human resource staff in universities in Oyo State, Nigeria?

**Table 4.3: Descriptive Analysis on the Level of Innovative Behaviour of Human Resource Staff in Universities in Oyo State, Nigeria**

| <b>Idea Generation</b>   | <b>VH</b>                 | <b>HE</b>     | <b>LE</b>     | <b>VL</b>     | <b>Mean</b> |
|--|---------------------------|---------------|---------------|---------------|-------------|
| The team encourages creative thinking and brainstorming.                                       | 37<br>(42.0%)             | 22<br>(25.0%) | 22<br>(25.0%) | 7<br>(8.0%)   | 1.99        |
| There is a systematic process for capturing and documenting new ideas.                         | 47<br>(53.4%)             | 17<br>(19.3%) | 13<br>(14.8%) | 11<br>(12.5%) | 1.86        |
| Regular action of forming sessions are conducted to generate new concepts and solutions.       | 42<br>(47.7%)             | 30<br>(34.1%) | 7<br>(8.0%)   | 9<br>(10.2%)  | 1.81        |
| The team values employees for suggesting new and innovative ideas.                             | 61<br>(69.3%)             | 12<br>(13.6%) | 12<br>(13.6%) | 3<br>(3.4%)   | 1.51        |
|  | <b>Average Mean Score</b> |               |               |               | <b>1.79</b> |
| <b>Idea Promotion</b>  |                           |               |               |               |             |
| There is effective communication about new ideas within the team.                              | 42<br>(47.7%)             | 21<br>(23.9%) | 22<br>(25.0%) | 3<br>(3.4%)   | 1.84        |
| The university provides resources to develop and refine promising ideas.                       | 21<br>(23.9%)             | 20<br>(22.7%) | 22<br>(25.0%) | 25<br>(28.4%) | 2.58        |
| The university has a formal process for prioritizing ideas for further development.            | 38<br>(43.2%)             | 15<br>(17.9%) | 18<br>(20.5%) | 17<br>(19.3%) | 2.16        |
| The university has a clear strategy for promoting innovative solutions to stakeholders.        | 42<br>(47.7%)             | 16<br>(18.2%) | 12<br>(13.6%) | 18<br>(20.5%) | 2.07        |
|  | <b>Average Mean Score</b> |               |               |               | <b>2.16</b> |
| <b>Idea Implementation</b>   |                           |               |               |               |             |
| The university has a culture that supports risk-taking in the implementation of new ideas.     | 28<br>(31.8%)             | 16<br>(18.2%) | 21<br>(23.9%) | 23<br>(26.1%) | 2.44        |
| There is a clear timeline for the implementation of innovative projects.                       | 56<br>(63.6%)             | 11<br>(12.5%) | 12<br>(13.6%) | 9<br>(10.2%)  | 1.70        |
| The university provides training and support for employees involved in implementing new ideas. | 68<br>(77.3%)             | 15<br>(17.0%) | 3<br>(3.4%)   | 2<br>(2.3%)   | 1.31        |
|  | <b>t</b>                  |               |               |               |             |

| <b>Idea Generation</b>   | <b>VH</b>     | <b>HE</b>     | <b>LE</b>     | <b>VL</b>                 | <b>Mean</b> |
|--|---------------|---------------|---------------|---------------------------|-------------|
| Regular reviews and evaluations are conducted to assess the progress of implemented ideas. | 28<br>(31.8%) | 42<br>(47.7%) | 15<br>(17.0%) | 3<br>(3.4%)               | 1.92        |
|  |               |               |               | <b>Average Mean Score</b> | <b>1.84</b> |
|  |               |               |               | <b>Grand Mean Score</b>   | <b>2.90</b> |

**Decision rule: 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High**

**Source: Field Survey Data, 2024**

The research question sought to evaluate the level of innovative behaviour among human resource staff in universities in Oyo State, Nigeria. The table breaks down the responses into three dimensions of innovative behaviour: idea generation, idea promotion, and idea implementation. Each dimension is analyzed based on the frequency distribution, percentages, and mean scores for corresponding statements, with the averages for each dimension contributing to the grand mean score.

Under the idea generation dimension, the statement “The team encourages creative thinking and brainstorming” had a mean score of 1.99, indicating a low level of practice. While 42.0% of the respondents rated this as very high and 25.0% as high, a combined 33.0% rated it as low or very low, reflecting some gaps in fostering creative thinking within teams. For the statement “There is a systematic process for capturing and documenting new ideas,” the mean score was 1.86, also categorized as low. The majority of respondents (53.4%) rated it as very high, but a significant portion (27.3%) rated it as low or very low, suggesting that while processes exist, they are not universally perceived as adequate. “Regular action of forming sessions is conducted to generate new concepts and solutions” recorded a mean score of 1.81. Nearly half of the respondents (47.7%)

rated it as very high, but the remaining responses indicated inconsistent practices in holding such sessions.

The strongest positive response was for “The team values employees for suggesting new and innovative ideas,” which achieved a very low mean score of 1.51. A remarkable 69.3% rated this as very high, showing strong encouragement for individual contributions. The average mean score for idea generation was 1.79, indicating an overall low level of innovative practices in this dimension. The idea promotion dimension presented mixed results. For “There is effective communication about new ideas within the team,” the mean score was 1.84, indicating a low level of communication. Almost half of the respondents (47.7%) rated this as very high, suggesting room for improvement in fostering open communication about new ideas. The statement “The university provides resources to develop and refine promising ideas” recorded a mean score of 2.58, categorizing it as high. However, only 23.9% rated it as very high, while 28.4% rated it very low, highlighting disparities in resource allocation across teams.

“The university has a formal process for prioritizing ideas for further development” had a mean score of 2.16, categorized as low. Although 43.2% rated it as very high, over 39.8% rated it as low or very low, indicating gaps in formalizing prioritization processes. For “The university has a clear strategy for promoting innovative solutions to stakeholders,” the mean score was 2.07, reflecting a low level of strategic promotion. While 47.7% rated it as very high, 34.1% rated it as low or very low. The average mean score for idea promotion was 2.16, suggesting a low level of promotion practices overall. In the idea implementation dimension, the statement “The university has a culture that supports risk-taking in the implementation of new ideas” had a mean score of 2.44, indicating a low

level of risk-taking support. Only 31.8% rated this as very high, while 50.0% rated it as low or very low.

The strongest result was for “There is a clear timeline for the implementation of innovative projects,” with a mean score of 1.70 (very low). A significant 63.6% rated this as very high, showing good planning practices in project implementation. “The university provides training and support for employees involved in implementing new ideas” had the lowest mean score of 1.31 (very low). A staggering 77.3% rated this as very high, emphasizing the critical role of training and support for implementation. Finally, “Regular reviews and evaluations are conducted to assess the progress of implemented ideas” achieved a mean score of 1.92, categorizing it as low. While 31.8% rated this as very high, 20.4% rated it as low or very low, highlighting inconsistencies in follow-up processes. The average mean score for idea implementation was 1.84, indicating a low level of implementation practices.

The grand mean score across all dimensions was 2.90, which categorizes the level of innovative behaviour as high according to the decision rule ( $2.50-3.24 = \text{High}$ ). This indicates that despite some gaps, human resource staff in universities demonstrate a commendable level of innovative behaviour, particularly in aspects such as encouraging brainstorming, valuing employee suggestions, and providing timelines for projects. The findings suggest that while innovative practices are evident, there are significant gaps in promoting and implementing new ideas. Stronger institutional support, better communication channels, and formalized processes for idea prioritization and risk-taking are needed to enhance innovative behaviour further. Addressing these gaps will ensure

that human resource staff are better equipped to drive innovation in universities across Oyo State, Nigeria.

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**Research Question Two:** What is the level of talent management of human resource staff in universities in Oyo State, Nigeria?

**Table 4.4: Descriptive Analysis on the Level of Talent Management of Human Resource Staff in Universities in Oyo State, Nigeria**

| <b>Talent Planning</b>  | <b>VH</b>                 | <b>H</b>      | <b>L</b>      | <b>VL</b>     | <b>Mean</b> |
|---|---------------------------|---------------|---------------|---------------|-------------|
| In my university, Talent Management is considered essential for our institution's strategy.                           | 24<br>(27.3%)             | 15<br>(17.0%) | 29<br>(33.0%) | 20<br>(22.7%) | 2.51        |
| Talent Management initiatives are aligned with university's culture and values.                                       | 45<br>(51.1%)             | 21<br>(23.9%) | 16<br>(18.2%) | 6<br>(6.8%)   | 1.81        |
| Top management in my university believes in the return and benefits of the implemented Talent Management initiatives. | 58<br>(65.9%)             | 14<br>(15.9%) | 8<br>(9.1%)   | 8<br>(9.1%)   | 1.61        |
|   | <b>Average Mean Score</b> |               |               |               | <b>1.98</b> |
| <b>Talent Acquiring</b>   |                           |               |               |               |             |
| In my experience, identifying and acquiring talented people outside the university is a challenge.                    | 53<br>(60.2%)             | 12<br>(13.6%) | 14<br>(15.9%) | 9<br>(10.2%)  | 1.76        |
| In my opinion, our recruiting process creates an adequate talent pipeline.  | 40<br>(45.5%)             | 14<br>(15.9%) | 13<br>(14.8%) | 21<br>(23.9%) | 2.17        |
| High performing or demanding projects are outsourced to consultant companies.   | 21<br>(23.9%)             | 15<br>(17.0%) | 17<br>(19.3%) | 35<br>(39.8%) | 2.75        |
|   | <b>Average Mean Score</b> |               |               |               | <b>2.23</b> |
| <b>Talent Sustaining</b>  |                           |               |               |               |             |
| My university has policies that encourage fair and transparent career growth and development opportunities            | 75<br>(85.2%)             | 4<br>(4.5%)   | 7<br>(8.0%)   | 2<br>(2.3%)   | 1.27        |

| <b>Talent Planning</b>  | <b>VH</b>                 | <b>H</b>      | <b>L</b>      | <b>VL</b>     | <b>Mean</b> |
|---|---------------------------|---------------|---------------|---------------|-------------|
| Employees are provided with adequate and sufficient training that allow them to do better at their jobs.  | 42<br>(47.7%)             | 20<br>(22.7%) | 11<br>(12.5%) | 15<br>(17.0%) | 1.99        |
| In my university, we actively foster an engaging work environment by boosting social interactions and promoting the sense of community and belonging. | 23<br>(26.1%)             | 28<br>(31.8%) | 18<br>(20.5%) | 19<br>(21.6%) | 2.38        |
|   | <b>Average Mean Score</b> |               |               |               | <b>1.88</b> |
| <b>Talent Transitioning</b>   |                           |               |               |               |             |
| In HR, we have adequate digital and analytical tools.   | 33<br>(37.5%)             | 9<br>(10.2%)  | 16<br>(18.2%) | 30<br>(34.1%) | 2.49        |
| In my opinion, some talent management initiatives are hindered by factors outside HR.   | 39<br>(44.3%)             | 15<br>(17.0%) | 17<br>(19.3%) | 17<br>(19.3%) | 2.14        |
| In my university, we focus not only on individual's performance but also on their potentials.   | 44<br>(50.0%)             | 18<br>(20.5%) | 15<br>(17.0%) | 11<br>(12.5%) | 1.92        |
|   | <b>Average Mean Score</b> |               |               |               | <b>2.03</b> |
|   | <b>Grand Mean Score</b>   |               |               |               | <b>2.15</b> |

**Decision Rule: 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High.**

**Source: Field Survey Data, 2024**

This research question sought to answers the level of talent management practices among human resource staff in universities within Oyo State, Nigeria. Talent management was analyzed through four dimensions: talent planning, talent acquiring, talent sustaining, and talent transitioning, with their mean scores contributing to a grand mean score of 2.15, which reflects a low level of talent management according to the decision rule (1.75–2.49 = Low). Below is a detailed analysis of each dimension.

The first dimension, talent planning, evaluates the strategic integration of talent management initiatives into institutional goals. The statement “In my university, Talent

Management is considered essential for our institution's strategy" recorded a mean score of 2.51, categorizing it as high. Despite this, only 27.3% of respondents rated this as very high, while a combined 55.7% rated it as low or very low, suggesting inconsistency in perceiving talent management as critical to strategy.

"Talent Management initiatives are aligned with university's culture and values" achieved a mean score of 1.81, reflecting a low level of alignment. While 51.1% rated it as very high, a significant proportion of respondents rated it low or very low (25.0%), indicating gaps in embedding talent initiatives into institutional culture. The statement "Top management in my university believes in the return and benefits of the implemented Talent Management initiatives" had the lowest mean score in this category, at 1.61 (very low). Although 65.9% rated this as very high, the low score suggests a lack of confidence in the perceived benefits of these initiatives. The average mean score for talent planning was 1.98, reflecting a low level of talent planning practices overall.

The talent acquiring dimension evaluates the processes for recruiting and outsourcing talent. The statement "In my experience, identifying and acquiring talented people outside the university is a challenge" had a mean score of 1.76, categorized as low. Although 60.2% rated this as very high, the overall low mean suggests that universities face difficulties in accessing external talent. For "Our recruiting process creates an adequate talent pipeline," the mean score was 2.17, still in the low category. Only 45.5% rated it as very high, while a notable 38.7% rated it as low or very low, highlighting deficiencies in creating a robust pipeline for future talent. The statement "High-performing or demanding projects are outsourced to consultant companies" had the highest mean score in this dimension at 2.75, categorized as high. However, only 23.9%

rated this as very high, and a substantial 59.1% rated it as low or very low, indicating variability in outsourcing practices. The average mean score for talent acquiring was 2.23, reflecting a low level of effectiveness in acquiring talent.

Talent sustaining focuses on retaining and developing talent. The statement “My university has policies that encourage fair and transparent career growth and development opportunities” achieved the lowest mean score of 1.27, categorized as very low. A remarkable 85.2% rated it as very high, but the mean suggests that career growth policies are insufficiently implemented or perceived. “Employees are provided with adequate and sufficient training that allows them to do better at their jobs” recorded a mean score of 1.99, reflecting a low level of training opportunities. Although 47.7% rated this as very high, 29.5% rated it as low or very low, indicating inconsistencies in training practices. For “We actively foster an engaging work environment by boosting social interactions and promoting a sense of community and belonging,” the mean score was 2.38, categorized as low. While 26.1% rated this as very high, a notable 42.1% rated it as low or very low, suggesting mixed efforts in building an inclusive work culture. The average mean score for talent sustaining was 1.88, indicating a low level of talent retention and development.

Talent transitioning examines how well universities manage transitions and potential growth. The statement “In HR, we have adequate digital and analytical tools” had a mean score of 2.49, categorized as low. Only 37.5% rated this as very high, while 52.3% rated it as low or very low, reflecting insufficient technological support for HR processes. For “Some talent management initiatives are hindered by factors outside HR,” the mean score was 2.14, categorized as low. Although 44.3% rated it as very high, the responses

highlight challenges from external constraints. “We focus not only on individuals’ performance but also on their potentials” had a mean score of 1.92, reflecting a low level of focus on potential development. While 50.0% rated this as very high, a combined 29.5% rated it as low or very low, indicating inconsistent prioritization of employee potential. The average mean score for talent transitioning was 2.03, indicating a low level of transitioning practices. The grand mean score across all dimensions was 2.15, reflecting a low level of talent management practices overall. This suggests that although certain aspects, such as outsourcing high-performing projects and aligning talent management with institutional strategies, show promise, significant gaps remain in planning, acquiring, sustaining, and transitioning talent effectively.

The findings reveal that talent management practices in universities in Oyo State are not sufficiently robust. While there are some strengths, such as the recognition of talent management’s strategic importance and efforts to outsource high-performing projects, challenges persist in training, career development, and technological support. Universities should focus on developing comprehensive policies, enhancing training programs, and fostering a supportive culture to improve talent management practices and retain high-performing employees effectively.

**Research Question Three:** What are the various employee well-being practices available to human resource Staff of Universities in Oyo State, Nigeria?

**Table 4.5: Descriptive Analysis on the Employee Well-Being Practices Available to Human Resource Staff of Universities in Oyo State, Nigeria**

| <b>Job Demands</b>  | <b>SA</b>     | <b>A</b>      | <b>D</b>            | <b>SD</b>     | <b>Mean</b> |
|---|---------------|---------------|---------------------|---------------|-------------|
| My job requires me to work very fast.                                   | 35<br>(39.8%) | 25<br>(28.4%) | 17<br>(19.3%)       | 11<br>(12.5%) | 2.05        |
| I am emotionally exhausted at the end of the workday.                   | 22<br>(25%)   | 18<br>(20.5%) | 30<br>(34.1%)       | 18<br>(20.5%) | 2.50        |
| I know exactly what my responsibilities are.                            | 52<br>(59.1%) | 19<br>(21.6%) | 7<br>(8.0%)         | 10<br>(11.4%) | 1.72        |
| I receive conflicting requests from different people at work.           | 9<br>(10.2%)  | 1<br>(1.1%)   | 26<br>(29.5%)       | 52<br>(59.1%) | 3.37        |
| I have to work with two or more groups who operate quite differently.   | 31<br>(35.2%) | 22<br>(25.0%) | 18<br>(20.5%)       | 17<br>(19.3%) | 2.24        |
| I often have to deal with competing demands at work.                    | 17<br>(19.3%) | 18<br>(20.5%) | 15<br>(17%)         | 38<br>(43.2%) | 2.84        |
|   |               |               | <b>Average Mean</b> |               | <b>2.45</b> |
| <b>Job Resources</b>  |               |               |                     |               |             |
| The university provides adequate resources for me to do my job well.    | 56<br>(63.6%) | 20<br>(22.7%) | 6<br>(6.8%)         | 6<br>(6.8%)   | 1.57        |
| I receive sufficient support from my supervisor and other team members. | 40<br>(45.5%) | 17<br>(19.3%) | 14<br>(15.9%)       | 17<br>(19.3%) | 2.09        |
| I can determine the order in which I complete tasks.                    | 35<br>(39.8%) | 23<br>(26.1%) | 15<br>(17%)         | 15<br>(17%)   | 2.11        |
| The university supports my professional development.                    | 38<br>(43.2%) | 25<br>(28.4%) | 13<br>(14.8%)       | 12<br>(13.6%) | 1.99        |
| I am enthusiastic about my job.   | 25<br>(28.4%) | 46<br>(52.3%) | 12<br>(13.6%)       | 5<br>(5.7%)   | 1.97        |
| The feedback I receive helps me improve my work.                        | 34<br>(38.6%) | 31<br>(35.2%) | 15<br>(17.0%)       | 8<br>(9.1%)   | 1.97        |
|   |               |               | <b>Average Mean</b> |               | <b>1.95</b> |
|   |               |               | <b>Grand Mean</b>   |               | <b>2.20</b> |

**Decision rule: 1.00-1.74 = Very Low, 1.75-2.49 = Low, 2.50-3.24 = High, 3.25-4.00 = Very High**

**Source: Field Survey Data, 2024**

According to Table 4.5, the assessment of employee well-being activities available to human resource staff in universities in Oyo State, Nigeria, provides several insights. The research question sought to determine the level of job demands and job resources as employee well-being practices available to human resource staff in universities in Oyo State, Nigeria. The table presents a detailed descriptive analysis, including the frequency distribution, percentages, and mean scores for each statement under the variables job demands and job resources. These mean scores were further summarized to calculate the average mean for each variable and the grand mean score.

The responses to job demand suggest a varied level of agreement on the pressures faced by human resource staff. For the statement, “My job requires me to work very fast,” the mean score was 2.05, indicating a low level of agreement based on the decision rule (1.75–2.49 = Low). A majority of respondents strongly agreed (39.8%) or agreed (28.4%), reflecting significant time pressures in their work environment. Similarly, for the statement “I am emotionally exhausted at the end of the workday,” the mean score of 2.50 indicates a high level of job demand. A substantial proportion of respondents either disagreed (34.1%) or strongly disagreed (20.5%), suggesting mixed experiences of emotional exhaustion among the staff.

A notably positive response was observed for “I know exactly what my responsibilities are,” with the highest agreement level (mean score = 1.72), categorized as very low job demand. The majority strongly agreed (59.1%) or agreed (21.6%), indicating clear role clarity among the respondents. However, challenges emerged for the statement “I receive conflicting requests from different people at work,” where the mean score was 3.37 (very

high job demand). Most respondents strongly disagreed (59.1%) or disagreed (29.5%), reflecting a consensus about conflicting requests being a significant stressor. The overall average mean score for job demands was 2.45, falling within the low category. This implies that although some pressures exist, the overall level of job demands among the human resource staff is manageable.

In terms of job resources, the statement “The university provides adequate resources for me to do my job well” had the highest agreement, with a mean score of 1.57 (very low category). A large proportion of respondents strongly agreed (63.6%) or agreed (22.7%), signifying sufficient resource availability to support their tasks. For “I receive sufficient support from my supervisor and other team members,” the mean score was 2.09, indicating low job resources. Nearly half of the respondents strongly agreed (45.5%), while a smaller portion disagreed (15.9%) or strongly disagreed (19.3%), suggesting mixed perceptions of supervisory and team support. The statement “I can determine the order in which I complete tasks” had a mean score of 2.11, which also falls within the low category. This indicates a moderate level of autonomy, as about 39.8% strongly agreed and 26.1% agreed.

Respondents showed high agreement with the statement “The university supports my professional development,” achieving a mean score of 1.99 (very low job resources). A significant percentage strongly agreed (43.2%) or agreed (28.4%), reflecting robust support for growth opportunities. Overall, the average mean score for job resources was 1.95, categorized as very low. This indicates that the universities provide substantial resources to help staff manage their roles effectively and alleviate stress. The grand mean score for both job demands and job resources was 2.20, indicating a low overall level of

employee well-being practices based on the decision rule. This suggests that, although resources are available, job demands present significant challenges that may affect the well-being of human resource staff in universities.

The findings highlight a balanced interplay between job demands and job resources. While some aspects of job resources are rated highly, such as the provision of adequate resources and role clarity, certain job demands like conflicting requests and competing priorities remain critical issues. The low grand mean score suggests a need for universities to enhance well-being practices further, particularly by addressing emotional exhaustion and fostering greater autonomy and professional development support for their human resource staff. These results underscore the importance of improving job resources to counterbalance high job demands and promote a healthier and more productive work environment in universities across Oyo State, Nigeria.

#### **4.3 Presentation of Test Hypotheses**

The null hypothesis posits that there will be no significant influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) on innovative behaviour of human resource staff of universities in Oyo State was tested using simple regression analysis. In the analysis, the value of talent management was regressed on the value of innovative behaviour. The data for talent management (Independent variable) was generated by summing responses of all variable items respectively while that of the innovative behaviour of human resource staff (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in tables 4.6a-c

**Table 4.6 (a-b): Summary of Regression Analysis on the Influence of Talent Management on Innovative Behaviour of Human Resource Staff of Universities in Oyo State.**

**H<sub>0</sub>1: There will be no Significant Influence of Talent Management on Innovative Behaviour of Human Resource Staff of Universities in Oyo State.**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .531 <sup>a</sup> | .282     | .274              | .852                       |

a. Predictors: (Constant), Talent Management

**ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 24.569         | 1  | 24.569      | 33.850 | .000 <sup>b</sup> |
|       | Residual   | 62.420         | 86 | .726        |        |                   |
|       | Total      | 86.989         | 87 |             |        |                   |

a. Dependent Variable: Innovative Behaviour

b. Predictors: (Constant), Talent Management

**Coefficients<sup>a</sup>**

| Model |                   | Unstandardized Coefficients |            | Standardized Coefficients |       |      |
|-------|-------------------|-----------------------------|------------|---------------------------|-------|------|
|       |                   | B                           | Std. Error | Beta                      | T     | Sig. |
| 1     | (Constant)        | .998                        | .193       |                           | 5.171 | .000 |
|       | Talent Management | .548                        | .094       | .531                      | 5.818 | .000 |

a. Dependent Variable: Innovative Behaviour

**Source: Field Survey Data, 2024**

In Table 4.6a,b,c, the results of the regression analysis indicate a significant positive relationship between talent management and innovative behaviour, as shown by the p-value of 0.000 in the ANOVA table and the coefficient of 0.548 for talent management in the coefficients table, with a standardized beta of 0.531. This affirms that talent management significantly influences the innovative behaviour of human resource staff in universities in Oyo State. According to the regression analysis, the model significantly

explains the variance in the dependent variable, the team encourages creative thinking and brainstorming (R Square = 0.282, Adjusted R Square = 0.274,  $p < 0.001$ ). The predictor variable, Talent Management initiatives aligned with university's culture and values, shows a statistically significant positive effect on innovative behaviour ( $B = 0.548$ ,  $SE = 0.094$ ,  $Beta = 0.531$ ,  $t = 5.818$ ,  $p < 0.001$ ). This suggests that universities in Oyo State with talent management practices that are well-aligned with their culture and values tend to have higher levels of creative thinking and brainstorming among their human resource staff.

The overall regression model is statistically significant ( $F(1, 86) = 33.850$ ,  $p < 0.001$ ), indicating that the model as a whole provides a good fit for the data and explains a significant amount of variance in creative thinking and brainstorming. These findings contradict the null hypothesis that there is no significant influence of talent management on innovative behaviour of human resource staff in universities in Oyo State. Instead, the results support the alternative hypothesis that talent management initiatives aligned with university culture and values positively impact innovative behaviour among HR staff. The intercept of the regression equation (Constant  $B = 0.998$ ,  $SE = 0.193$ ,  $t = 5.171$ ,  $p < 0.001$ ) indicates the expected value of creative thinking and brainstorming when the predictor variables are zero. This confirms that even without talent management initiatives aligned with university culture and values, some level of creative thinking and brainstorming is observed among HR staff. These results provide evidence that strategic talent management practices can play a crucial role in fostering a culture of innovation within universities in Oyo State, emphasizing the importance of aligning talent

management initiatives with organisational values to enhance innovative behaviour among HR staff.

The null hypothesis two which posits that there will be no significant influence of employee well-being (Job Demands and Job Resources) on innovative behaviour of human resource staff in Oyo State was tested using multiple linear regression analysis. In the analysis, the value of employee well-being was regressed on the values of innovative behaviour. The data for employee well-being (Independent variable) was generated by summing responses of all variable items respectively while that of the innovative behaviour of human resource staff (dependent) was generated by adding responses of all items used to measure the variable. The regression test results are presented in tables 4.7a-c.

**Table 4.7a-c: Summary of Regression Analysis on the influence of Employee Well-being on Innovative Behaviour of Human Resource Staff in Oyo State.**

**H<sub>0</sub>2: There will be no Significant Influence of Employee Well-Being (Job Demands and Job Resources) on Innovative Behaviour of Human Resource Staff in Oyo State.**

**a. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .586 <sup>a</sup> | .344     | .336              | .930                       |

a. Predictors: (Constant), Employee Well-Being

**b. ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 38.997         | 1  | 38.997      | 45.048 | .000 <sup>b</sup> |
|       | Residual   | 74.447         | 86 | .866        |        |                   |
|       | Total      | 113.443        | 87 |             |        |                   |

a. Dependent Variable: Innovative Behaviour

b. Predictors: (Constant), Talent Acquiring

**c. Coefficients<sup>a</sup>**

|   | Model               | Unstandardized Coefficients |            | Standardized Coefficients |       | Sig. |
|---|---------------------|-----------------------------|------------|---------------------------|-------|------|
|   |                     | B                           | Std. Error | Beta                      | T     |      |
| 1 | (Constant)          | 1.130                       | .238       |                           | 4.752 | .000 |
|   | Employee Well Being | .611                        | .091       | .586                      | 6.712 | .000 |

a. Dependent Variable: Innovative Behaviour

Source: Field Survey Data, 2024

In Table 4.7a, b, c, the results of the regression analysis indicate a significant positive relationship between employee well-being (job demands and job resources) and innovative behaviour, as evidenced by the p-value of 0.000 in the ANOVA table and the coefficient of 0.611 for employee well-being in the coefficients table, with a standardized beta of 0.586. This confirms that employee well-being significantly influences the innovative behaviour of human resource staff in Oyo State. The hypothesis stating that employee well-being (job demands and job resources) does not significantly influence the innovative behaviour of human resource staff in Oyo State was evaluated through multiple linear regression analysis. In this analysis, the employee well-being scores were used as the independent variable and the innovative behaviour scores as the dependent variable. To quantify these variables, responses to all relevant items were summed for employee well-being, and similarly, responses to items measuring innovative behaviour were aggregated. The findings from the regression analysis are detailed below.

The model summary indicates an R value of 0.586, an R Square value of 0.344, and an Adjusted R Square value of 0.336, with a standard error of the estimate being 0.930. This suggests that approximately 34.4% of the variance in innovative behaviour can be explained by the employee well-being variables. The ANOVA results show a regression sum of squares of 38.997 with a mean square of 38.997 and an F value of 45.048, which

is significant at the 0.000 level. This indicates that the regression model is a good fit for the data and that there is a statistically significant relationship between employee well-being and innovative behaviour. The coefficients table provides more detail about the relationship between the predictors and the dependent variable. The unstandardized coefficient (B) for the predictor "Talent Acquiring (In my university, we actively foster an engaging work environment by boosting social interactions and promoting the sense of community and belonging)" is 0.611, with a standard error of 0.091 and a standardized coefficient (Beta) of 0.586. The t value is 6.712, which is significant at the 0.000 level. The constant (intercept) has an unstandardized coefficient of 1.130, with a standard error of 0.238 and at value of 4.752, also significant at the 0.000 level.

These results indicated that employee well-being, specifically the aspect of fostering an engaging work environment by boosting social interactions and promoting a sense of community and belonging, has a significant positive influence on the innovative behaviour of human resource staff in Oyo State. The null hypothesis three which states that there will be no significant combined influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) and employee well-being (job demands and job resources) on innovative behaviour of human resource staff of universities in Oyo State was tested using multiple linear regression analysis. In the analysis, the value of influence of talent management was regressed on the values of innovative behaviour. The data for influence of talent management (Independent variable) was generated by summing responses of all variable items respectively while that of the innovative behaviour of human resource staff (dependent) was generated by adding

responses of all items used to measure the variable. The regression test results are presented in tables 4.8a-c.

**Table 4.8a-c: Summary of regression Analysis on the combined influence of talent management and employee well-being on innovative behaviour of human resource staff in Oyo State.**

**H<sub>03</sub>: There will be no significant combined influence of talent management (talent planning, talent acquiring, talent sustaining and talent transitioning) and employee well-being (job demands and job recourses) on innovative behaviour of human resource staff of universities in Oyo State.**

**a. Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .697 <sup>a</sup> | .486     | .480              | .664                       |

a. Predictors: (Constant), Talent Management and Employee Well-Being

**b. ANOVA<sup>a</sup>**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1     | Regression | 35.883         | 1  | 35.883      | 81.444 | .000 <sup>b</sup> |
|       | Residual   | 37.890         | 86 | .441        |        |                   |
|       | Total      | 73.773         | 87 |             |        |                   |

a. Dependent Variable: Innovative Behaviour

b. Predictors: (Constant), Employee Well-Being

**c. Coefficients<sup>a</sup>**

| Model |            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
|       |            | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant) | .589                        | .156       |                           | 3.784 | .000 |

|                     |      |      |      |      |      |
|---------------------|------|------|------|------|------|
| Employee Well-Being | .612 | .068 | .697 | 9.02 | .000 |
|                     |      |      |      | 5    |      |

a. Dependent Variable: Innovative Behaviour.

In Table 4.8a, b, and c, the regression analysis results show a significant combined influence of talent management and employee well-being on innovative behaviour. The model's R-square value of 0.486 indicates that approximately 48.6% of the variation in innovative behaviour is explained by these two factors. The p-value of 0.000 in the ANOVA table further confirms that this relationship is statistically significant. The coefficients table reveals that employee well-being has a substantial positive effect on innovative behaviour, with an unstandardized coefficient of 0.612 and a standardized beta of 0.697. This indicates that employee well-being is a strong predictor of innovative behaviour among human resource staff in universities in Oyo State. The regression test results are presented below.

The model summary shows an R value of .697, indicating a moderate to strong correlation between the predictors and the dependent variable. The R Square value is .486, meaning that approximately 48.6% of the variance in effective communication about new ideas within the team can be explained by job demand. The ANOVA results indicate that the regression model is significant,  $F(1, 86) = 81.444$ ,  $p < .001$ , suggesting that job demand significantly predicts effective communication about new ideas within the team. The coefficients table provides further details on the relationship. The unstandardized coefficient (B) for job demand is .612, with a standardized coefficient (Beta) of .697, and a t-value of 9.025, which is significant at  $p < .001$ . This indicates that job demand is a significant predictor of effective communication about new ideas within the team. The constant (intercept) value is .589, with a t-value of 3.784, also significant at  $p < .001$ .

In summary, the results of the multiple linear regression analysis demonstrate that there is a significant combined influence of talent management and employee well-being on the innovative behaviour of human resource staff in universities in Oyo State.

#### **4.4 Discussion of Findings**

The aim of this study is to determine the influence of talent management and employee well-being on innovative behaviour of human resource staff of universities in Oyo State. So, to achieve this aim, the researcher raised three research questions and hypotheses respectively. The analysis of innovative behaviour among human resource staff in universities in Oyo State, Nigeria, reveals a nuanced landscape, indicating a generally low level of innovative behaviour. While there are strengths in certain areas, the environment does not fully support or nurture innovation. In the realm of idea generation, findings suggest that there is a moderate level of encouragement, implying that creative thinking is valued to some extent, though a significant portion of staff feel less supported in this area.

The structured approach to capturing and documenting ideas indicates a strong foundation for innovation. However, the gap between encouragement and systematic documentation suggests that while ideas are captured effectively, the initial support for generating them could be stronger. In terms of idea promotion, effective communication of new ideas within teams is acknowledged. Still, the lower score for resource provision indicates a bottleneck in developing these ideas. This disparity suggests that while ideas are communicated effectively, the lack of resources may hinder their development into tangible outcomes. Although the strategic promotion of innovative solutions is rated

relatively high, the overall process of idea promotion appears underdeveloped, particularly in terms of resource allocation and formal prioritization.

When examining idea implementation, the results show a mixed picture. While there is a high level of clarity in project timelines and substantial training support, the moderate support for risk-taking suggests a potential barrier to more radical or unconventional innovations. Regular reviews of implemented ideas are fairly well-practiced, suggesting ongoing assessment; however, the overall culture may not be fully conducive to risk-taking and experimentation. In conclusion, innovative behaviour among human resource staff in universities in Oyo State is limited, with only moderate support for idea generation, promotion, and implementation. The universities lack the necessary resources and risk-taking culture to fully nurture and sustain innovation.

Similar findings are observed that aligning sustainability and strategic human resource practices can enhance the innovation potential within institutions while still being constrained by resource availability<sup>1</sup>. Additionally, another scholar underscored that effective talent management and organisational support play critical roles in enabling innovation and boosting staff productivity<sup>2</sup>.

The findings from research question two indicated that the assessment of talent management among human resource staff reveals moderate effectiveness but with significant room for improvement. The belief that talent management is essential to the institution's strategy shows only moderate alignment with strategic priorities, reflecting a divide in perceptions across staff. This is consistent with Liu's findings that emphasize the challenges in gaining full organisational alignment on strategic HR practices in educational institutions<sup>3</sup>. Similarly, the alignment of talent management initiatives with

university culture scored lower, suggesting that while some consensus exists, integration with institutional values remains incomplete<sup>1</sup>.

Challenges in talent acquisition are evident, with significant difficulties highlighted in securing external talent. These challenges were found to be organisational barriers which can impact effective recruitment and necessitate a more robust strategy<sup>4</sup>. This includes reconsidering the role of outsourcing in talent acquisition, as well as addressing the adequacy of the recruiting process. Low scores in career growth policies and training adequacy underscore the need for more effective programs to support staff development, aligning it with the importance of structured career progression within HR frameworks<sup>5</sup>.

Additionally, fostering an engaging work environment and the adequacy of digital tools point to areas requiring more attention to support productivity and engagement. Ultimately, while talent management practices in these universities are moderately effective, key areas such as talent acquisition, career growth policies, and alignment with university culture, need substantial improvement for overall effectiveness.

The results from research question three provide an analysis of employee well-being activities among human resource staff, revealing an overall low level of support for employee well-being. This lack of support aligns with findings reviewed that high job demands without adequate support can lead to reduced performance and satisfaction<sup>4</sup>. Many staff members report feeling pressured to work very fast, which may contribute to emotional exhaustion and burnout, as seen in similar environments where work demands outweigh support structures. Managing stress and emotional health is essential for sustaining effective HR practices<sup>2</sup>.

Despite an apparent sufficiency in material resources, the lower levels of interpersonal support from supervisors and team members suggest a disconnect between resources and emotional support structures, as necessitate both tangible and intangible support for effective employee engagement<sup>3</sup>. Also, limited support for professional development and low enthusiasm about the job point to a disengaged workforce that feels unsupported in career growth, consistent with findings that high-performance work systems should incorporate job satisfaction to maintain productivity<sup>5</sup>.

The perceived lack of usefulness in feedback further emphasizes the need for impactful performance management practices that drive constructive engagement. Overall, these findings indicate inadequacies in employee well-being, highlighting high job demands, limited interpersonal support, and scarce opportunities for professional growth. It was supported and concluded that strategic HRM practices prioritizing well-being are essential for fostering a supportive work environment<sup>1</sup>.

Regression analysis reveals a significant relationship between talent management and innovative behaviour, with talent management explaining a notable portion of the variance in innovative behaviour among human resource staff. Talent management practices, such as talent planning, acquisition, sustaining, and transitioning, appear to play a crucial role in fostering innovative behaviour. Specifically, talent management initiatives that align with university culture and values are more likely to promote innovative behaviour which highlights the influence of organisational alignment on competitive advantage<sup>6</sup>.

In conclusion, while certain strengths exist, significant challenges remain in creating an environment conducive to innovation and well-being among HR staff. A more robust

approach to managing job demands, supporting interpersonal relationships, and enhancing development opportunities is necessary to ensure a thriving workforce.

These findings are consistent with existing literature. For instance, market-oriented firms that prioritize creativity and new product development tend to have higher performance levels due to their effective talent management strategies<sup>1</sup>. Moreover, there is an emphasis on the importance of strategic talent management decisions in enhancing organisational performance and innovation capabilities<sup>2</sup>. Thus, the findings of this study support the assertion that talent management practices are positively associated with innovative behaviour among human resource staff. Overall, the results of hypothesis one reject the null hypothesis, indicating that talent management practices significantly influence the innovative behaviour of human resource staff in universities in Oyo State. The positive findings underscore the importance of strategic talent management in fostering an environment conducive to innovation within the university context.

The null hypothesis two, which posits that there is no significant influence of employee well-being (encompassing Job Demands and Job Resources) on the innovative behaviour of human resource staff in Oyo State, was rigorously tested using multiple linear regression analysis. The analysis yielded compelling results underscoring the significant impact of employee well-being on the innovative behaviour of these staff members. The model summary indicated that employee well-being accounted for a substantial proportion of the variance in innovative behaviour. This highlights the critical role that well-being factors play in fostering innovation among human resource staff. The regression coefficient for employee well-being was found to be significant, suggesting that improvements in job demands and job resources are strongly associated with

increased innovative behaviour among staff. The positive coefficient underscores that enhancing these aspects of employee well-being can directly boost the capacity for innovation.

Findings established that psychological and physical well-being of employees play a critical role in enhancing both creativity and performance<sup>7</sup>. So also supports that a well-resourced and psychologically supportive work environment contributes to higher innovative outputs, reinforcing the relationship between employee well-being and innovation<sup>8</sup>. Moreover, employee engagement, being one of the core aspects of well-being, is highly correlated with creative and innovative behaviours that ultimately contribute to organisational success<sup>9</sup>. The results then support the Job Demands-Resources (JD-R) model which postulates that while high job demands can lead to burnout, the presence of sufficient job resources (like social support and opportunities for professional growth) not only enhances engagement but also fosters positive outcomes like innovation<sup>7</sup>. This theoretical model underpins the importance of a comprehensive approach to employee well-being for promoting innovation among HR staff in educational institutions.

The findings for hypothesis two led to the rejection of the null hypothesis, demonstrating that employee well-being significantly influences the innovative behaviour of human resource staff in Oyo State. These results underscored the necessity for universities to actively foster a supportive work environment that emphasizes social connection, community, and a strong sense of belonging, which are critical to driving innovation. The null hypothesis three, which states that there will be no significant combined influence of talent management (talent planning, talent acquiring, talent sustaining, and

talent transitioning) and employee well-being (Job Demand and Job Resource) on the innovative behaviour of human resource staff of universities in Oyo State, was tested using multiple linear regression analysis. The results indicated that the combined factors of talent management and employee well-being significantly influence the innovative behaviour of human resource staff. The model summary showed that the combined factors explained a substantial proportion of the variance in innovative behaviour. This high proportion suggests that the interplay between effective talent management practices and robust employee well-being programs is crucial in fostering innovation among human resource staff.

The coefficient for the combined influence of talent management and employee well-being was significant, indicating that when universities implement comprehensive talent management strategies and prioritize employee well-being, there is a notable increase in innovative behaviour. The positive coefficient highlights that improvements in both domains synergistically enhance the capacity for innovation. These findings align with existing literature that emphasizes the interconnectedness of talent management and employee well-being in promoting innovation. This was emphasized that organisations that effectively manage their talent while supporting employee well-being are better positioned to achieve high levels of innovation and performance<sup>10</sup>. Furthermore, the Job Demands-Resources (JD-R) model underscores that while job demands can lead to burnout, adequate job resources (such as effective talent management and employee well-being) can enhance motivation and foster positive outcomes like innovation<sup>7</sup>. Additionally, studies indicate that organisations with strong talent management practices and a focus on employee well-being tend to exhibit higher levels of innovation and

overall performance. Such practices not only attract and retain top talent but also create an environment where employees feel valued, supported, and motivated to contribute creatively to the organisation's goals<sup>11</sup>.

Overall, the results of hypothesis three reject the null hypothesis, indicating that the combined influence of talent management and employee well-being significantly impacts the innovative behaviour of human resource staff in Oyo State. This underscores the importance of integrating talent management strategies with employee well-being programs to drive innovation within university settings.

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## **Chapter Five**

### **Conclusion**

This chapter presents and discusses the summary of findings, conclusions, and provides useful recommendations, contributions to knowledge, and suggestions for further studies.

#### **5.1 Summary of Findings**

The main objective of this study is to investigate the influence of talent management and employee well-being on the innovative behaviour of human resource staff in universities in Oyo State, Nigeria. The study is organized into five chapters to achieve its main objective. Chapter one provided the background to the study, highlighting the importance of talent management and employee well-being in enhancing the innovative behaviour of staff. Several studies have explored talent management and employee well-being, and their impact on innovation. Empirical evidence supported the notion that effective talent management and employee well-being initiatives are critical to fostering an innovative environment in organisations. However, there is a need for more focused

studies in the context of universities in Oyo State to address specific challenges and opportunities.

The data generated were sorted, coded, and analyzed to determine the statistical significance of the influence of talent management and employee well-being on the innovative behaviour of human resource staff in universities in Oyo State, Nigeria. Based on the interpretation of the data collected and the findings of the study, the summary below are the main empirical findings:

- i. Human resource staff in Oyo State universities exhibits a moderate-to-high level of innovative behaviour. This suggests a notable degree of creativity and willingness to adopt new ideas among staff, which is critical to organisational growth and adaptability in the educational sector.
- ii. Talent management practices, including talent planning, acquiring, sustaining, and transitioning, are being implemented at a moderate level within universities in Oyo State. This level of implementation highlights the potential for growth in talent management to fully optimize employee capabilities and foster sustained innovation.
- iii. Several employee well-being practices focused on addressing job demands and providing job resources, such as support systems and work-life balance initiatives. These well-being practices, though beneficial, varied across institutions, suggesting room for enhancement to support employee mental and physical health fully.
- iv. There was a significant influence of talent management on innovative behaviour. This suggests that effective talent management practices positively impact the

- innovative behaviour of staff, highlighting the role of talent planning, acquiring, sustaining, and transitioning in fostering a culture of innovation.
- v. Analysis of results indicated a significant influence of employee well-being on innovative behaviour.
  - vi. There was a significant combined influence of talent management and employee well-being on innovative behaviour.

## **5.2 Conclusion**

The findings of this study underscored the critical role of both talent management and employee well-being in fostering innovative behaviour among human resource staff in universities. The essence of promoting innovation is significant for the success of academic institutions, and this can be achieved by effective planning, acquiring, sustaining, and transitioning among employees, as well as improving on job demands and resources available for the employees. The study concluded that effective talent management practices, including planning, acquiring, sustaining and transitioning, are essential for enhancing the innovative capacity of human resource staff. Employee well-being initiatives, such as improving the employees' job demands and resources will foster a convenient atmosphere for innovation.

Also, that synergy between talent management and employee well-being created an optimal environment that significantly boosts the innovative behaviour of human resource staff. Conclusively, investing in comprehensive talent management and employee well-being programs is vital for universities aiming to achieve high levels of innovation. These initiatives not only attract and retain top talent but also create an

environment where employees feel valued, supported, and motivated to contribute creatively to the institution's goals.

### **5.3 Recommendations**

Based on the findings of this study, it was recommended that the management of the universities:

1. invest in robust talent management practices that include talent planning, talent acquiring, talent sustaining and talent transitioning that motivates staff especially human resource staff to innovate.
2. develop a more robust culture that actively encourages innovation among human resource staff, providing them with the necessary resources and recognition for innovative ideas and practices.
3. regularly train HR staff on creative thinking, problem-solving, and innovation techniques. This would help enhance their capacity to innovate in their work and contribute to the overall advancement of the university.
4. align talent management practices with the university's overall objectives to ensure that HR staff have the tools to manage talent effectively.
5. expand and strengthen their employee well-being programs, focusing on both job demands and job resources.
6. focus on improving their talent acquisition processes and retention strategies, ensuring they attract and keep the most qualified and innovative HR professionals.

7. ensure that HR staff's job demands are balanced with adequate resources and support, such as sufficient staffing, technology, and time for creative problem-solving. This balance is crucial for fostering innovation.

#### **5.4 Contributions to Knowledge**

This study made several significant contributions to the existing body of knowledge by providing empirical evidence on the critical role of talent management and employee well-being in enhancing the innovative behaviour of human resource (HR) staff in universities.

The findings underscored the necessity of adopting a holistic approach that seamlessly integrated talent management practices and well-being initiatives to cultivate a conducive environment for innovation. By examining various dimensions of talent management, such as planning, acquiring, sustaining and transitioning of talent or employee, the research provided nuanced insights into how these practices directly influence the creative and innovative capabilities of human resource staff. It also contributes to the broader understanding of talent management by demonstrating its direct impact on innovation, and area that is relatively underexplored in existing literature. Additionally, the study emphasized employee well-being as a crucial determinant of innovative behaviour. It sheds light on how factors such as job demands and job resources can drive human resource staff to engage more deeply in innovative activities. Hence, it enriches the current knowledge base by linking well-being to innovation and suggesting that employee health and satisfaction are not just ends in themselves but also means to achieve greater institutional innovation.

The study's holistic approach, which integrates talent management and employee well-being, provides a comprehensive framework for fostering innovation, positing that the synergy between well-managed talent and a supportive well-being environment creates a fertile ground for innovation, serving as a blueprint for HR practitioners in universities and other sectors aiming to enhance innovative behaviours within their organisations. From a practical standpoint, the findings suggested that universities should invest in robust talent management systems and prioritize the well-being of their HR staff to stimulate innovation. It thereby creates a more dynamic and forward-thinking organisational culture, offering valuable guidance for university HR professionals and administrators seeking effective strategies to drive innovation in an increasingly competitive academic landscape.

Lastly, this study contributed to the broader fields of human resource management and innovation by bridging the gap between these two areas, uniquely connecting them by showing how effective HR practices can lead to enhanced innovative outcomes. Also, an interdisciplinary contribution that is particularly valuable for researchers that are interested in understanding the interplay between HR strategies and innovation.

### **5.5 Areas for Further Studies**

This study focused on the influence of talent management and employee well-being on innovative behaviour of human resource staff in universities in Oyo State, Nigeria. Nevertheless, to further broaden the frontiers of knowledge, the following areas of studies are suggested for further research.

1. Broader Geographical Scope: Future research could expand the geographical scope to include universities in other regions or countries to compare the influence of talent management and employee well-being on innovative behaviour.
2. Longitudinal Studies: Conducting longitudinal studies would provide insights into the long-term effects of talent management and employee well-being initiatives on innovation.
3. Specific Interventions: Future studies could explore the impact of specific talent management and well-being interventions on innovative behaviour to identify the most effective practices.
4. Other Sectors: Research could be extended to other sectors beyond academia to determine if the findings are consistent across different industries.

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## **Report**

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- Human Resource Units, *Number of Staff*, Dominican University, 2024
- Human Resource Units, *Number of Staff*, Dominion University, 2024
- Human Resource Units, *Number of Staff*, Emmanuel Alayande University of Education, Oyo, 2024
- Human Resource Units, *Number of Staff*, First Technical University, Ibadan, 2024.
- Human Resource Units, *Number of Staff*, Koladaisi University, 2024
- Human Resource Units, *Number of Staff*, Ladoke Akintola University of Technology, 2024.
- Human Resource Units, *Number of Staff*, Lead City University, 2024
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- Human Resource Units, *Number of Staff*, University of Ibadan, 2024.

## **Thesis & Dissertation**

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## Appendix I

### Questionnaire

Lead City University  
Faculty of Communication and Information Sciences  
Department of Information Management

Dear Respondents,

I am a Master's student of the above named institution gathering data for the purpose of academic research on the topic "*Talent Management, Employee Well-being, and Innovative Behaviour of Human Resource Staff of Universities in Oyo State, Nigeria*".

To achieve this, your optimum cooperation is needed, there are no right or wrong answers. All your responses will be kept confidential and used for research purpose only.

Thank you.

### Section A: Demographic Information

**Instruction:** Please, tick (√) the appropriate answers to the questions asked below:

1. Gender: Male ( ), Female ( )
2. Age: 20 – 25 ( ), 26 – 30 ( ), 31 – 35 ( ), 36 – 40 ( ), 41- 45 ( ), 46 and above ( )
3. Educational Level: HND ( ), Bachelor’s degree ( ), Master’s degree ( ), Ph.D. ( )
4. Years of experience: Less 5 – 10 ( ), 11 – 15 ( ), 16 – 20 ( ), 21 – 25 ( ), 26 - 30 ( ), 31 and above ( )

### Section B: Innovative Behaviour of Human Resource Staff

Please indicate your level of agreement with the following statements regarding **Innovative Behaviour** on a scale of 1 to 4, where Very High (VH) = 4, High (H) = 3, Low (L) = 2, Very Low (VL) = 1

| S/N | Idea Generation  | VH | H | L | VL |
|-----|--|----|---|---|----|
| 1   | The team encourages creative thinking and brainstorming.                                 |    |   |   |    |
| 2   | There is a systematic process for capturing and documenting new ideas.                   |    |   |   |    |
| 3   | Regular action of forming sessions are conducted to generate new concepts and solutions. |    |   |   |    |
| 4   | The team values employees for suggesting new and innovative ideas.                       |    |   |   |    |
|     | <b>Idea Promotion</b>  |    |   |   |    |
| 5   | There is effective communication about new ideas within the team.                        |    |   |   |    |
| 6   | The university provides resources to develop and refine promising ideas.                 |    |   |   |    |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 7  | The university has a formal process for prioritizing ideas for further development.            |  |  |  |  |
| 8  | The university has a clear strategy for promoting innovative solutions to stakeholders.        |  |  |  |  |
|    | <b>Idea Implementation</b>   |  |  |  |  |
| 9  | The university has a culture that supports risk-taking in the implementation of new ideas.     |  |  |  |  |
| 10 | There is a clear timeline for the implementation of innovative projects.                       |  |  |  |  |
| 11 | The university provides training and support for employees involved in implementing new ideas. |  |  |  |  |
| 12 | Regular reviews and evaluations are conducted to assess the progress of implemented ideas.     |  |  |  |  |

### SECTION C

Please indicate your level of agreement with the following statements regarding **talent management** on a scale of 1 to 4, where Very High (VH) =4, High (H) =3, Low (L) =2, Very Low (VL) =1

|    | <b>Talent Planning</b>  | <b>VH</b> | <b>H</b> | <b>L</b> | <b>VL</b> |
|----|---|-----------|----------|----------|-----------|
| 1. | In my university, Talent Management is considered essential for our institution's strategy. |           |          |          |           |
| 2. | Talent Management initiatives are aligned with university's culture and values.             |           |          |          |           |

|     |   |  |  |  |  |
|-----|---|--|--|--|--|
| 3.  | Top management in my university believes in the return and benefits of the implemented Talent Management initiatives.                                 |  |  |  |  |
|     | <b>Talent Acquiring</b>   |  |  |  |  |
| 4.  | In my experience, identifying and acquiring talented people outside the university is a challenge.  |  |  |  |  |
| 5.  | In my opinion, our recruiting process creates an adequate talent pipeline.  |  |  |  |  |
| 6.  | High performing or demanding projects are outsourced to consultant companies.   |  |  |  |  |
|     | <b>Talent Sustaining</b>  |  |  |  |  |
| 7.  | My university has policies that encourage fair and transparent career growth and development opportunities  |  |  |  |  |
| 8.  | Employees are provided with adequate and sufficient training that allow them to do better at their jobs.  |  |  |  |  |
| 9.  | In my university, we actively foster an engaging work environment by boosting social interactions and promoting the sense of community and belonging. |  |  |  |  |
|     | <b>Talent Transitioning</b>   |  |  |  |  |
| 10. | In HR, we have adequate digital and analytical tools.   |  |  |  |  |
| 11. | In my opinion, some talent management initiatives are hindered by factors outside HR.   |  |  |  |  |
| 12. | In my university, we focus not only on individual's performance but also on their potentials.   |  |  |  |  |

#### SECTION D

Please indicate your degree of agreement with the following statements regarding **employee wellbeing** on a scale of 1 to 4, where 1 is strongly disagree, 2 is disagree, 3 is agree and 4 is strongly agree.

|    | <b>Job Demand</b>                                     | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|----|---|-----------|----------|----------|-----------|
| 1. | My job requires me to work very fast.                 |           |          |          |           |
| 2. | I am emotionally exhausted at the end of the workday. |           |          |          |           |
| 3. | I know exactly what my responsibilities are.          |           |          |          |           |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 4. | I receive conflicting requests from different people at work.           |  |  |  |  |
| 5. | I have to work with two or more groups who operate quite differently.   |  |  |  |  |
| 6. | I often have to deal with competing demands at work.                    |  |  |  |  |
|    | <b>Job Resource</b>   |  |  |  |  |
| 1. | The university provides adequate resources for me to do my job well.    |  |  |  |  |
| 2. | I receive sufficient support from my supervisor and other team members. |  |  |  |  |
| 3. | I can determine the order in which I complete tasks.                    |  |  |  |  |
| 4. | The university supports my professional development.                    |  |  |  |  |
| 5. | I am enthusiastic about my job.   |  |  |  |  |
| 6. | The feedback I receive helps me improve my work.                        |  |  |  |  |

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## Appendix II

### Demographic Information of Respondents

|          |                | <b>Statistics</b> |           |                   |                     |              |   |
|----------|----------------|-------------------|-----------|-------------------|---------------------|--------------|---|
|          |                | Gender            | Age       | Educational Level | Years of Experience | Universities | The team encourages creative thinking and brainstorming . |
| <b>N</b> | <b>Valid</b>   | <b>88</b>         | <b>88</b> | <b>88</b>         | <b>88</b>           | <b>88</b>    | <b>88</b>   |
|          | <b>Missing</b> | <b>0</b>          | <b>0</b>  | <b>0</b>          | <b>0</b>            | <b>0</b>     | <b>0</b>  |

|          |                | <b>Statistics</b>  |  |  |   |  |
|----------|----------------|--|--|--|---|--|
|          |                | There is a systematic process for capturing and documenting new ideas. | Regular action of forming sessions are conducted to generate new concepts and solutions. | Regular action of forming sessions are conducted to generate new concepts and solutions. | There is effective communication about new ideas within the team. | The university provides resources to develop and refine promising ideas. |
| <b>N</b> | <b>Valid</b>   | <b>88</b>  | <b>88</b>  | <b>88</b>  | <b>88</b>   | <b>88</b>  |
|          | <b>Missing</b> | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>0</b>   |

**Statistics**

|          |                |   |   |  |  |  |
|----------|----------------|---|---|--|--|--|
|          |                | The university has a formal process for prioritizing ideas for further development. | The university has a clear strategy for promoting innovative solutions to stakeholders. | Idea Implementation (The university has a culture that supports risk-taking in the implementation of new ideas.) | Idea Implementation (There is a clear timeline for the implementation of innovative projects.) | Idea Implementation (There is a clear timeline for the implementation of innovative projects.) |
| <b>N</b> | <b>Valid</b>   | <b>88</b>   | <b>88</b>   | <b>88</b>  | <b>88</b>  | <b>88</b>  |
|          | <b>Missing</b> | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   |

**Statistics**

|          |                |  |   |   |   |   |
|----------|----------------|--|---|---|---|---|
|          |                | Idea Implementation (Regular reviews and evaluations are conducted to assess the progress of implemented ideas.) | In my university, Talent Management is considered essential for our institution's strategy. | Talent Management initiatives are aligned with university's culture and values. | Top management in my university believes in the return and benefits of the implemented Talent Management initiatives. | Talent Acquiring (In my experience, identifying and acquiring talented people outside the university is a challenge.) |
| <b>N</b> | <b>Valid</b>   | <b>88</b>  | <b>88</b>   | <b>88</b>   | <b>88</b>   | <b>88</b>   |
|          | <b>Missing</b> | <b>0</b>   | <b>0</b>  | <b>0</b>  | <b>0</b>  | <b>0</b>  |

**Statistics**

|          |                | Talent Acquiring ( In my opinion, our recruiting process creates an adequate talent pipeline.) | Talent Acquiring (High performing or demanding projects are outsourced to consultant companies.) | Talent Sustaining (My university has policies that encourage fair and transparent career growth and development opportunities) | Talent Acquiring (Employees are provided with adequate and sufficient training that allow them to do better at their jobs.) | Talent Acquiring (In my university, we actively foster an engaging work environment by boosting social interactions and promoting the sense of community and belonging.) |
|----------|----------------|--|--|--|---|--|
| <b>N</b> | <b>Valid</b>   | <b>88</b>  | <b>88</b>  | <b>88</b>  | <b>88</b>   | <b>88</b>  |
|          | <b>Missing</b> | <b>0</b>   | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>0</b>   |

**Statistics**

|          |                | Talent Transitioning (In HR, we have adequate digital and analytical tools. ) | Talent Transitioning (In my opinion, some talent management initiatives are hindered by factors outside HR. ) | Talent Transitioning (In my university, we focus not only on individual's performance but also on their potentials.) | Job Demand (My job requires me to work very fast.) | Job Demand (I am emotionally exhausted at the end of the workday.) |
|----------|----------------|---|---|--|--|--|
| <b>N</b> | <b>Valid</b>   | <b>88</b>   | <b>88</b>   | <b>88</b>  | <b>88</b>  | <b>88</b>  |
|          | <b>Missing</b> | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>   |

**Statistics**

|          |                | Job Demand<br>(I know exactly what my responsibilities are.) | Job Demand<br>(I receive conflicting requests from different people at work.) | Job Demand<br>(I have to work with two or more groups who operate quite differently.) | Job Demand<br>(I often have to deal with competing demands at work.) | Job Resource<br>(The university provides adequate resources for me to do my job well) |
|----------|----------------|--|---|---|--|---|
| <b>N</b> | <b>Valid</b>   | <b>88</b>  | <b>88</b>   | <b>88</b>   | <b>88</b>  | <b>88</b>   |
|          | <b>Missing</b> | <b>0</b>   | <b>0</b>  | <b>0</b>  | <b>0</b>   | <b>0</b>  |

**Statistics**

|          |                | Job Resource<br>(I receive sufficient support from my supervisor and other team members.) | Job Resource<br>(I can determine the order in which I complete tasks.) | Job Resource<br>(The university supports my professional development.) | Job Resource<br>(I am enthusiastic about my job.) | Job Resource<br>(The feedback I receive helps me improve my work.) |
|----------|----------------|---|--|--|---|--|
| <b>N</b> | <b>Valid</b>   | <b>88</b>   | <b>88</b>  | <b>88</b>  | <b>88</b>   | <b>88</b>  |
|          | <b>Missing</b> | <b>0</b>  | <b>0</b>   | <b>0</b>   | <b>0</b>  | <b>0</b>   |

**Frequency Table**

**Gender**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Male   | 52        | 59.1    | 59.1          | 59.1               |
|       | Female | 36        | 40.9    | 40.9          | 100.0              |
|       | Total  | 88        | 100.0   | 100.0         |                    |

|       |              | Age       |         |               |                    |
|-------|--------------|-----------|---------|---------------|--------------------|
|       |              | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 20-25        | 6         | 6.8     | 6.8           | 6.8                |
|       | 26-30        | 15        | 17.0    | 17.0          | 23.9               |
|       | 31-35        | 33        | 37.5    | 37.5          | 61.4               |
|       | 36-40        | 10        | 11.4    | 11.4          | 72.7               |
|       | 41-45        | 17        | 19.3    | 19.3          | 92.0               |
|       | 46 and above | 7         | 8.0     | 8.0           | 100.0              |
|       | Total        | 88        | 100.0   | 100.0         |                    |

|       |                   | Educational Level |         |               |                    |
|-------|-------------------|-------------------|---------|---------------|--------------------|
|       |                   | Frequency         | Percent | Valid Percent | Cumulative Percent |
| Valid | HND               | 11                | 12.5    | 12.5          | 12.5               |
|       | Bachelor's degree | 37                | 42.0    | 42.0          | 54.5               |
|       | Master's degree   | 25                | 28.4    | 28.4          | 83.0               |
|       | Ph.D.             | 15                | 17.0    | 17.0          | 100.0              |
|       | Total             | 88                | 100.0   | 100.0         |                    |

|       |              | Years of Experience |         |               |                    |
|-------|--------------|---------------------|---------|---------------|--------------------|
|       |              | Frequency           | Percent | Valid Percent | Cumulative Percent |
| Valid | Less 5 -10   | 33                  | 37.5    | 37.5          | 37.5               |
|       | 11-15        | 12                  | 13.6    | 13.6          | 51.1               |
|       | 16-20        | 12                  | 13.6    | 13.6          | 64.8               |
|       | 21-25        | 10                  | 11.4    | 11.4          | 76.1               |
|       | 26-30        | 7                   | 8.0     | 8.0           | 84.1               |
|       | 31 and above | 14                  | 15.9    | 15.9          | 100.0              |
|       | Total        | 88                  | 100.0   | 100.0         |                    |

|       |   | Universities |         |               |                    |
|-------|---|--------------|---------|---------------|--------------------|
|       |   | Frequency    | Percent | Valid Percent | Cumulative Percent |
| Valid | University of Ibadan, Ibadan                        | 21           | 23.9    | 23.9          | 23.9               |
|       | Ladoke Akintola University of Technology, Ogbomosho | 14           | 15.9    | 15.9          | 39.8               |
|       | Oyo State Technical Ibadan, Ibadan                  | 14           | 15.9    | 15.9          | 55.7               |
|       |   |              |         |               |                    |

|  |    |       |       |       |
|--|----|-------|-------|-------|
| Emmanuel Alayande<br>University of Education,<br>Oyo | 10 | 11.4  | 11.4  | 67.0  |
| Ajayi Crowder<br>University, Oyo                     | 5  | 5.7   | 5.7   | 72.7  |
| Lead City University,<br>Ibadan                      | 7  | 8.0   | 8.0   | 80.7  |
| Dominican University,<br>Ibadan                      | 3  | 3.4   | 3.4   | 84.1  |
| Precious Cornerstone<br>University, Ibadan           | 3  | 3.4   | 3.4   | 87.5  |
| Dominion University,<br>Ibadan                       | 4  | 4.5   | 4.5   | 92.0  |
| Atiba University, Oyo                                | 3  | 3.4   | 3.4   | 95.5  |
| Koladaisi University,<br>Ibadan                      | 4  | 4.5   | 4.5   | 100.0 |
| Total  | 88 | 100.0 | 100.0 |       |

**The team encourages creative thinking and brainstorming.**

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | VH    | 37        | 42.0    | 42.0             | 42.0                  |
|       | H     | 22        | 25.0    | 25.0             | 67.0                  |
|       | L     | 22        | 25.0    | 25.0             | 92.0                  |
|       | V     | 7         | 8.0     | 8.0              | 100.0                 |
|       | Total | 88        | 100.0   | 100.0            |                       |

There is a systematic process for capturing and documenting new ideas.

|       |       | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-------|-----------|---------|------------------|-----------------------|
| Valid | VH    | 47        | 53.4    | 53.4             | 53.4                  |
|       | H     | 17        | 19.3    | 19.3             | 72.7                  |
|       | L     | 13        | 14.8    | 14.8             | 87.5                  |
|       | VL    | 11        | 12.5    | 12.5             | 100.0                 |
|       | Total | 88        | 100.0   | 100.0            |                       |

Regular action of forming sessions are conducted to generate new concepts and solutions.

|       |     | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|-----|-----------|---------|------------------|-----------------------|
| Valid | VHE | 42        | 47.7    | 47.7             | 47.7                  |
|       | HE  | 30        | 34.1    | 34.1             | 81.8                  |

|  |       |    |       |       |       |
|--|-------|----|-------|-------|-------|
|  | LE    | 7  | 8.0   | 8.0   | 89.8  |
|  | VLE   | 9  | 10.2  | 10.2  | 100.0 |
|  | Total | 88 | 100.0 | 100.0 |       |

Regular action of forming sessions are conducted to generate new concepts and solutions.

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 61        | 69.3    | 69.3          | 69.3               |
|       | H     | 12        | 13.6    | 13.6          | 83.0               |
|       | L     | 12        | 13.6    | 13.6          | 96.6               |
|       | VL    | 3         | 3.4     | 3.4           | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

There is effective communication about new ideas within the team.

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VHE   | 42        | 47.7    | 47.7          | 47.7               |
|       | HE    | 21        | 23.9    | 23.9          | 71.6               |
|       | LE    | 22        | 25.0    | 25.0          | 96.6               |
|       | VLE   | 3         | 3.4     | 3.4           | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

The university provides resources to develop and refine promising ideas.

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 21        | 23.9    | 23.9          | 23.9               |
|       | H     | 20        | 22.7    | 22.7          | 46.6               |
|       | L     | 22        | 25.0    | 25.0          | 71.6               |
|       | VL    | 25        | 28.4    | 28.4          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

The university has a formal process for prioritizing ideas for further development.

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 38        | 43.2    | 43.2          | 43.2               |
|       | H     | 15        | 17.0    | 17.0          | 60.2               |
|       | L     | 18        | 20.5    | 20.5          | 80.7               |
|       | VL    | 17        | 19.3    | 19.3          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

The university has a clear strategy for promoting innovative solutions to stakeholders.

|       |    | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | VH | 42        | 47.7    | 47.7          | 47.7               |

|  |       |    |       |       |       |
|--|-------|----|-------|-------|-------|
|  | H     | 16 | 18.2  | 18.2  | 65.9  |
|  | L     | 12 | 13.6  | 13.6  | 79.5  |
|  | VL    | 18 | 20.5  | 20.5  | 100.0 |
|  | Total | 88 | 100.0 | 100.0 |       |

Idea Implementation (The university has a culture that supports risk-taking in the implementation of new ideas.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 28        | 31.8    | 31.8          | 31.8               |
|       | H     | 16        | 18.2    | 18.2          | 50.0               |
|       | L     | 21        | 23.9    | 23.9          | 73.9               |
|       | VL    | 23        | 26.1    | 26.1          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Idea Implementation (There is a clear timeline for the implementation of innovative projects.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 56        | 63.6    | 63.6          | 63.6               |
|       | H     | 11        | 12.5    | 12.5          | 76.1               |
|       | L     | 12        | 13.6    | 13.6          | 89.8               |
|       | VL    | 9         | 10.2    | 10.2          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Idea Implementation (There is a clear timeline for the implementation of innovative projects.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 68        | 77.3    | 77.3          | 77.3               |
|       | H     | 15        | 17.0    | 17.0          | 94.3               |
|       | L     | 3         | 3.4     | 3.4           | 97.7               |
|       | VL    | 2         | 2.3     | 2.3           | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Idea Implementation (Regular reviews and evaluations are conducted to assess the progress of implemented ideas.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 28        | 31.8    | 31.8          | 31.8               |
|       | H     | 42        | 47.7    | 47.7          | 79.5               |
|       | L     | 15        | 17.0    | 17.0          | 96.6               |
|       | VL    | 3         | 3.4     | 3.4           | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

In my university, Talent Management is considered essential for our institution's strategy.

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | VH    | 24               | 27.3           | 27.3                 | 27.3                      |
|       | H     | 15               | 17.0           | 17.0                 | 44.3                      |
|       | L     | 29               | 33.0           | 33.0                 | 77.3                      |
|       | VL    | 20               | 22.7           | 22.7                 | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Talent Management initiatives are aligned with university's culture and values.

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | VH    | 45               | 51.1           | 51.1                 | 51.1                      |
|       | H     | 21               | 23.9           | 23.9                 | 75.0                      |
|       | L     | 16               | 18.2           | 18.2                 | 93.2                      |
|       | VL    | 6                | 6.8            | 6.8                  | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Top management in my university believes in the return and benefits of the implemented Talent Management initiatives.

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | VH    | 58               | 65.9           | 65.9                 | 65.9                      |
|       | H     | 14               | 15.9           | 15.9                 | 81.8                      |
|       | L     | 8                | 9.1            | 9.1                  | 90.9                      |
|       | VL    | 8                | 9.1            | 9.1                  | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Talent Acquiring (In my experience, identifying and acquiring talented people outside the university is a challenge.)

|       |    | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|----|------------------|----------------|----------------------|---------------------------|
| Valid | VH | 53               | 60.2           | 60.2                 | 60.2                      |
|       | H  | 12               | 13.6           | 13.6                 | 73.9                      |
|       | L  | 14               | 15.9           | 15.9                 | 89.8                      |
|       | VL | 9                | 10.2           | 10.2                 | 100.0                     |

|       |    |       |       |  |
|-------|----|-------|-------|--|
| Total | 88 | 100.0 | 100.0 |  |
|-------|----|-------|-------|--|

Talent Acquiring ( In my opinion, our recruiting process creates an adequate talent pipeline.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 40        | 45.5    | 45.5          | 45.5               |
|       | H     | 14        | 15.9    | 15.9          | 61.4               |
|       | L     | 13        | 14.8    | 14.8          | 76.1               |
|       | VL    | 21        | 23.9    | 23.9          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Acquiring (High performing or demanding projects are outsourced to consultant companies.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 21        | 23.9    | 23.9          | 23.9               |
|       | H     | 15        | 17.0    | 17.0          | 40.9               |
|       | L     | 17        | 19.3    | 19.3          | 60.2               |
|       | VL    | 35        | 39.8    | 39.8          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Sustaining (My university has policies that encourage fair and transparent career growth and development opportunities )

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 75        | 85.2    | 85.2          | 85.2               |
|       | H     | 4         | 4.5     | 4.5           | 89.8               |
|       | L     | 7         | 8.0     | 8.0           | 97.7               |
|       | VL    | 2         | 2.3     | 2.3           | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Acquiring (Employees are provided with adequate and sufficient training that allow them to do better at their jobs.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 42        | 47.7    | 47.7          | 47.7               |
|       | H     | 20        | 22.7    | 22.7          | 70.5               |
|       | L     | 11        | 12.5    | 12.5          | 83.0               |
|       | VL    | 15        | 17.0    | 17.0          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Acquiring (In my university, we actively foster an engaging work environment by boosting social interactions and promoting the sense of community and belonging.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 23        | 26.1    | 26.1          | 26.1               |
|       | H     | 28        | 31.8    | 31.8          | 58.0               |
|       | L     | 18        | 20.5    | 20.5          | 78.4               |
|       | VL    | 19        | 21.6    | 21.6          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Transitioning (In HR, we have adequate digital and analytical tools )

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 33        | 37.5    | 37.5          | 37.5               |
|       | H     | 9         | 10.2    | 10.2          | 47.7               |
|       | L     | 16        | 18.2    | 18.2          | 65.9               |
|       | VL    | 30        | 34.1    | 34.1          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Transitioning (In my opinion, some talent management initiatives are hindered by factors outside HR. )

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 39        | 44.3    | 44.3          | 44.3               |
|       | H     | 15        | 17.0    | 17.0          | 61.4               |
|       | L     | 17        | 19.3    | 19.3          | 80.7               |
|       | VL    | 17        | 19.3    | 19.3          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Talent Transitioning (In my university, we focus not only on individual's performance but also on their potentials.)

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | VH    | 44        | 50.0    | 50.0          | 50.0               |
|       | H     | 18        | 20.5    | 20.5          | 70.5               |
|       | L     | 15        | 17.0    | 17.0          | 87.5               |
|       | VL    | 11        | 12.5    | 12.5          | 100.0              |
|       | Total | 88        | 100.0   | 100.0         |                    |

Job Demand (My job requires me to work very fast.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|-------|-------|------------------|----------------|--------------------------|-------------------------------|
| Valid | SA    | 35               | 39.8           | 39.8                     | 39.8                          |
|       | A     | 25               | 28.4           | 28.4                     | 68.2                          |
|       | D     | 17               | 19.3           | 19.3                     | 87.5                          |
|       | SD    | 11               | 12.5           | 12.5                     | 100.0                         |
|       | Total | 88               | 100.0          | 100.0                    |                               |

Job Demand (I am emotionally exhausted at the end of the workday.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|-------|-------|------------------|----------------|--------------------------|-------------------------------|
| Valid | SA    | 22               | 25.0           | 25.0                     | 25.0                          |
|       | A     | 18               | 20.5           | 20.5                     | 45.5                          |
|       | D     | 30               | 34.1           | 34.1                     | 79.5                          |
|       | SD    | 18               | 20.5           | 20.5                     | 100.0                         |
|       | Total | 88               | 100.0          | 100.0                    |                               |

Job Demand (I know exactly what my responsibilities are.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|--------------------------|---------------------------|
| Valid | SA    | 52               | 59.1           | 59.1                     | 59.1                      |
|       | A     | 19               | 21.6           | 21.6                     | 80.7                      |
|       | D     | 7                | 8.0            | 8.0                      | 88.6                      |
|       | SD    | 10               | 11.4           | 11.4                     | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                    |                           |

Job Demand (I receive conflicting requests from different people at work.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|--------------------------|---------------------------|
| Valid | SA    | 9                | 10.2           | 10.2                     | 10.2                      |
|       | A     | 1                | 1.1            | 1.1                      | 11.4                      |
|       | D     | 26               | 29.5           | 29.5                     | 40.9                      |
|       | SD    | 52               | 59.1           | 59.1                     | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                    |                           |

Job Demand (I have to work with two or more groups who operate quite differently.)

|  |  | <b>Frequency</b> | <b>Percent</b> | <b>Valid</b> | <b>Cumulative</b> |
|--|--|------------------|----------------|--------------|-------------------|
|--|--|------------------|----------------|--------------|-------------------|

|       |       |    |       | <b>Percent</b> | <b>Percent</b> |
|-------|-------|----|-------|----------------|----------------|
| Valid | SA    | 31 | 35.2  | 35.2           | 35.2           |
|       | A     | 22 | 25.0  | 25.0           | 60.2           |
|       | D     | 18 | 20.5  | 20.5           | 80.7           |
|       | SD    | 17 | 19.3  | 19.3           | 100.0          |
|       | Total | 88 | 100.0 | 100.0          |                |

Job Demand (I often have to deal with competing demands at work.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | SA    | 17               | 19.3           | 19.3                 | 19.3                      |
|       | A     | 18               | 20.5           | 20.5                 | 39.8                      |
|       | D     | 15               | 17.0           | 17.0                 | 56.8                      |
|       | SD    | 38               | 43.2           | 43.2                 | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Job Resource (The university provides adequate resources for me to do my job well)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | SA    | 56               | 63.6           | 63.6                 | 63.6                      |
|       | A     | 20               | 22.7           | 22.7                 | 86.4                      |
|       | D     | 6                | 6.8            | 6.8                  | 93.2                      |
|       | SD    | 6                | 6.8            | 6.8                  | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Job Resource (I receive sufficient support from my supervisor and other team members.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | SA    | 40               | 45.5           | 45.5                 | 45.5                      |
|       | A     | 17               | 19.3           | 19.3                 | 64.8                      |
|       | D     | 14               | 15.9           | 15.9                 | 80.7                      |
|       | SD    | 17               | 19.3           | 19.3                 | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Job Resource (I can determine the order in which I complete tasks.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
|-------|-------|------------------|----------------|----------------------|---------------------------|
| Valid | SA    | 35               | 39.8           | 39.8                 | 39.8                      |
|       | A     | 23               | 26.1           | 26.1                 | 65.9                      |
|       | D     | 15               | 17.0           | 17.0                 | 83.0                      |
|       | SD    | 15               | 17.0           | 17.0                 | 100.0                     |
|       | Total | 88               | 100.0          | 100.0                |                           |

Job Resource (The university supports my professional development.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|-------|-------|------------------|----------------|--------------------------|-------------------------------|
| Valid | SA    | 38               | 43.2           | 43.2                     | 43.2                          |
|       | A     | 25               | 28.4           | 28.4                     | 71.6                          |
|       | D     | 13               | 14.8           | 14.8                     | 86.4                          |
|       | SD    | 12               | 13.6           | 13.6                     | 100.0                         |
|       | Total | 88               | 100.0          | 100.0                    |                               |

Job Resource (I am enthusiastic about my job.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|-------|-------|------------------|----------------|--------------------------|-------------------------------|
| Valid | SA    | 25               | 28.4           | 28.4                     | 28.4                          |
|       | A     | 46               | 52.3           | 52.3                     | 80.7                          |
|       | D     | 12               | 13.6           | 13.6                     | 94.3                          |
|       | SD    | 5                | 5.7            | 5.7                      | 100.0                         |
|       | Total | 88               | 100.0          | 100.0                    |                               |

Job Resource (The feedback I receive helps me improve my work.)

|       |       | <b>Frequency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
|-------|-------|------------------|----------------|--------------------------|-------------------------------|
| Valid | SA    | 34               | 38.6           | 38.6                     | 38.6                          |
|       | A     | 31               | 35.2           | 35.2                     | 73.9                          |
|       | D     | 15               | 17.0           | 17.0                     | 90.9                          |
|       | SD    | 8                | 9.1            | 9.1                      | 100.0                         |
|       | Total | 88               | 100.0          | 100.0                    |                               |

## Bio - data

### A. Personal Data

- **Full Name:** Olanike Victoria AHAMZE,
- **Address:** 11A, Apple Ave., Arowona Est, Idi Mango, Soka, Ib.
- **Email address:** nikkamze@yahoo.com, ahamze.victoria@lcu.edu.ng,
- **Phone Number:** 08034784646
- **Date and Place of Birth:** 23rd September, 1974, Ibadan
- **Nationality:** Nigerian
- **Marital Status:** Married
- **Name and Address of Next of Kin:** Mr. Abraham I. Ahamze (Address as above)

### B. Educational Background

- Ibadan Municipal Government, Agodi, Ibadan. (1987 – Primary Leaving Certificate)
- Anglican Commercial Grammar School, Ibadan (1993 – S.S.C.E)
- Institute of Management and Secretarial Studies (1995 – Diploma in Secretarial Studies)
- The Polytechnic Ibadan – (2001 - OND), (2010 - HND)
- Lead City University, Ibadan - BSc (2021)
- Lead City University, Ibadan – (MSc 2024)

### C. Work Experience: With Dates

#### Lead City University

**Lecturer** (Department of Information Management)

2022 – till date

**Courses taught and co-taught as Graduate Assistant/Assistant Lecturer within the current academic sessions:**

- Human Resource Management
- Information Management I & II
- Computer Keyboarding & Shorthand Writing
- Office Practice and Organisation
- Information Processing
- Introduction to Business for Office Managers

**Admin Secretary** (Faculty of Management and Social Science)

February 2021 - 2022

**Key Performance Areas:**

- Taking of minute of faculty meetings
- Attending to students and visitors on behalf of the Dean of the Faculty
- General Office Management

**Admin Secretary/HR Assistant** (Senate Affairs & HR Unit)

February 2016 – 2021

Key Performance Areas:

- Handling HR activities (Recruitment of new employees, process of transfer, termination, promotions and performance appraisal etc)
- Organize Senate Meeting, Business Committee of Senate Meeting and taking of its minute
- Coordinate & Manage Human and Material Resources in the office
- General Office Management

**De-Babs Associate**

44, Ondo Street, Oshuntokun Avenue, Bodija, Ibadan

**HR Assistant/Trainee**

2014 – 2015

Key Performance Areas:

- Assisting in interview activities
- Participating in Applicants or Employees' Background investigations
- Assisting in administering on-the-job training programs
- Data entries of existing and new employees

**Halogen Security Company Limited**

3, Olubunmi Ibitoye Avenue, Off Ring Rd, Ib.

**Regional Secretary/Administrator, West**

2003 – 2014

Key Performance Areas:

- General documentation of files(sorting & numbering) for easy retrieval
- Arranging meeting and Communicating to personnels involved in any meeting
- Computation of Nominal Rolls
- Making of Proposal/Profile to clients
- Assisting/Conducting interview for new employees in the region
- Receiving and entertaining visitors
- Taking of minutes of meetings

**Lanny Travels (Nig) Limited**

17, Adetunji Shopping Complex, Oke Bola, Ibadan

**Secretary/Admin Officer**

1999 - 2002

- Custodian of all documents/files,
- Attending meeting on behalf of the Managing Director
- Organizing and supervising quarterly staff meeting etc

**Globe Oil Limited**

3<sup>rd</sup> Floor Cocoa House, Dugbe, Ibadan

**Secretary/Receptionist**

1996 – 1998

(In charge of writing/typing letters, attending to visitors, keeping and retrieving of files etc)

#### **D) Membership of Academic Professional Bodies**

- Chartered Institute of Personnel Management - CIPM (Associate Member)
- National Institute of Office Administrators and Information Managers – NIOAIM - (Professional Member)
- Institute of Personality Dev't & Customer Relationship Management - IPDCRM – (Member)

#### **E) Publications:**

**Thesis/Dissertation**

- Impact of Human Resource Management Practices on Organisational Development in Lead City University, Ibadan, Oyo State (BSc)
- Talent Management, Employee Well-Being, and Innovative Behaviour of Human Resource Staff Universities in Oyo State, Nigeria (MSc)

**Published Refereed Conference Proceedings:**

- Repositioning Office Administration and Information Mgt for Innovation, Sustainable Development and Global Competitiveness: Human Resource Management Practices and Organisational Development in Lead City University, Ibadan, Oyo State, Nigeria

**Papers Accepted for Publication:**

- Influence of Training Experience on Job Performance of Secretaries in Public Polytechnics in Edo State, Nigeria
- Records Filing and Office Automation as Predictors for Job Performance

**F) Major Conferences/Workshops Attended**

CIPM 16<sup>th</sup> Annual Branch Conference - Human Capital Management: The Role of HR Metrics

Workshop: Upskilling for Professionalism in the Information Age

Workshop: 2022 Academic & Industry EDGE Workshop with focus on “Widening Skill Gap and The Future of Work”

Webinar Series II on Innovation in Information and Knowledge Management in the Era of Fourth Industrial Revolution

A 2 Day Training Workshop on Contemporary Management Skills Development & Effectiveness

**H) Services in Lead City University:**

- 1. Within the Department:** Seminar/Workshop Welfare Officer
- 2. Within the Faculty:** Faculty Conference Committee Member
- 3. Within the University:**
  - \* The Impact Rankings Project 2024 Team Member
  - \* University Choir Member
  - \* Assistant Class Governor

**4. Services Outside the University (Local, State or National or International):**

- Vice President, Old Student Association – Ang. Commercial Grammar School - 93 Set
- General Secretary, The Gospel Group Inc. Total Garden, Ibadan
- Sisters’ Coordinator, Lead City University’s Chapel of Peace & Joy
- Treasurer II, National Institute of Office Administrators & Information Managers

**I) Extra-Curricular Activities:** Reading, Singing, and Driving

**J) Names and Addresses of Referees**

- Mr. Akin AKINPELU (MCIPM)**  
The Managing Director/CEO

De-Babs Associates,  
44, Ondo Street, Off Oshuntokun Ave.  
Old Bodija, Ibadan.

- ii) **Dr. Jimoh Akanbi IBRAHIM (FCA)**  
Commissioner 3,  
Lagos State Audit Service Commission,  
Alausa, Lagos State.

K) **Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

### **The University Compliance Certification**

This is to certify that this thesis by Olanike Victoria AHAMZE with Matric No. LCU/PG/003094 in the Faculty of Communication and Information Sciences, Department of Information Management, Lead City University, Ibadan, is in full compliance with the approved university format and style.

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**Signature**

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**Date**