

# Talent Development And Retention As Correlates Of Career Progression Of Business Educators In Tertiary Institutions In South-Western Nigeria

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*Abstract: This study investigates talent development and retention as correlates of career progression of business educators in tertiary institutions in south-western Nigeria. A descriptive correlation design was used with a population of 269 business educators across the tertiary institutions (universities, polytechnics and colleges of education) in the south-west geopolitical zone of the country. A census sampling was adopted because of the population size. Data was collected with a structured questionnaire titled Talent Development and Retention on Career Progression of Business Educators in Tertiary Institutions Questionnaire (TDRCPBETIQ). The instrument was validated by three experts in business education with their suggestions used in the final draft of the instrument; while the reliability was carried out using Cronbach's alpha statistics with a reliability index of 0.78 that confirmed the internal consistency. The data analysis was done using descriptive statistics of mean and standard deviation; and inferential statistics of Pearson Correlation and ANOVA using SPSS 26. The findings revealed that the overall correlation between talent management, retention strategies and career progression of business educators is positive but high. Also, it was revealed that, talent management and retention strategies have more predictive influence on Business Educators' career progression in tertiary institutions in southwest Nigeria. It was therefore recommended among other things that institutions should invest more in training, mentoring, and research grants for business educators and that transparent and fair promotion systems should be implemented across tertiary institutions in southwest Nigeria.*

*Keywords: Talent Development, Retention Strategies, Career Progression, Business Educators, Tertiary Institutions, South-Western Nigeria*

## I. INTRODUCTION

The importance of human capital development in educational institutions cannot be overstated, particularly in the context of tertiary education where lecturers serve as the backbone of knowledge creation, skill development, innovation and national development. Business educators in Nigerian tertiary institutions - universities, polytechnics and colleges of education play a crucial role in producing graduates who possess business, entrepreneurial and vocational competencies needed for the nation's socio-

economic development. However, the effectiveness of business educators depends largely on the extent to which they are exposed to talent development opportunities and the degree to which institutions can retain them for sustained services. Higher education systems rely heavily on competent academic staff who possess the necessary expertise to educate, mentor, conduct research, and contribute to national development. Among academic staff, business educators in tertiary institutions in Nigeria play a vital role in equipping students with 21st-century business and entrepreneurial skills. In order for these educators to be effective, institutions must

provide structures that ensure continuous talent development and retention (Aina & Oloruntoba, 2022).

Talent development refers to deliberate organizational strategies aimed at enhancing employees' skills, competencies, capabilities, and professional growth. It includes practices such as in-service training, workshops, conferences, mentoring, research support, digital skills training, and continuous professional development (CPD) programmes. Talent development refers to processes through which organizations support staff to improve their competencies, knowledge, and career readiness (Noe, 2020). In tertiary institutions, practices such as workshops, seminars, conferences, mentoring, research grants, sabbatical leave and academic training opportunities are essential; most especially for academic staff, popularly referred to as lecturers. Tertiary institutions in Southwestern Nigeria appear to be facing a continuous challenges relating to staff development, inadequate remuneration, heavy workload, low research funding and irregular promotion processes. Business educators seem to, often face limited training opportunities, poor mentoring, and insufficient institutional support (Aina & Oloruntoba, 2022). These conditions hinder professional growth and career progression.

Talent according to Avedon and Scholes (2010) is a natural ability developed through the training that people must have in order to perform well in any assigned task in a workplace. Scholars such as Peterson, Tahssain-Gay and Laila (2022) defined talent to comprise of individuals who can make a difference to organizational performance either through their immediate contributions or in the longer term by demonstrating the highest level of potential. Hence, the focus of talent management therefore centers on identifying employees who constitute key human capital resources to an organization; developed and retained them for the achievement of the organizational overall goals in the immediate and on the long-run. Zhang & Bright (2012) reported that talented workers tend to make a difference to organizational goals and performance through their immediate efforts as they have the potential to make important contributions in the future depending on how the talents are managed.

Talent development, otherwise referred to as mentoring, according to Rothwell and Kanazas (2023) is the process of facilitating employee learning, competencies, performance and change through organized interventions, initiatives and management actions for improving an organization's performance capacity and competitive advantage. It also refers to deliberate institutional efforts to help employees build competencies required for productivity and career advancement. In tertiary institutions, it includes, but not limited to seminars and conferences; training workshops; postgraduate sponsorship; sabbatical opportunities; mentorship programmes; ICT and digital teaching skills development; research grants and continuous professional development (CPD). Effective talent development ensures that business educators remain updated with current trends, teaching methods and industry expectations. Talent development comprises institutional structured efforts made by organizations to improve employee competencies through

training, mentoring, professional development and research support (Noe, 2020).

Retention on the other hand, involves policies and practices designed to keep employees committed to the organization over time. Retention strategies include fair remuneration, promotion opportunities, job satisfaction, conducive working environment, academic recognition, research grants and manageable workloads. Mbah & Ikemefuna, (2020) referred to employee retention as institutional mechanisms put in place to motivate staff to remain in the organization. In the business education academic context, retention strategies include some of the followings: good remuneration; regular promotions; conducive work environment; recognition and awards; academic allowances; fair workload distribution; job security; participatory management and research support. Retention enhances job satisfaction and reduces turnover intention (Ogunyemi, 2023). Talent retention is a process through which people with high potentials are identified for anticipated future needs. It is a proactive approach to managing talent as it involves a well-prepared development plan of these individuals so that talent pool or leadership pipeline is available when needed to meet organizational demands as they arise (Bersin, 2013; Pienaar & Bester, 2018). In the same vein, talent retention refers to the ability of an organization to retain its employees through building networks, finding mentors and helping employees grow and develop while feeling more connected and engaged in their work.

Career progression for academics typically involves movement from one academic rank to another based on criteria such as academic qualifications, research output, teaching effectiveness, administrative responsibilities and years of experience. Career progression refers to upward mobility in academic ranks such as graduate assistant; assistant lecturer; lecturer II; lecturer I; senior lecturer; associate professor and professor (in the case of universities in Nigeria, but, with different peculiarities and nomenclatures in colleges of education and polytechnics). Career progression in academia refers to movement through academic ranks, achievements in research, publications, grants, leadership positions, and professional recognition (Adeyemi & Babalola, 2024). When business educators are not exposed to adequate developmental opportunities or are poorly retained, their career progression becomes slow or stagnates. Career progression is influenced by factors like research output, teaching performance, administrative roles and institutional support. Career progression includes growth through academic ranks, research achievements, publications, grants, and leadership roles (Onwuka & Eze, 2022). A business educator with potentials and favourable workplace environment to progress may likely be retained on the job to assist in building the institution.

Highly talented business educators can be characterized through a variety of competencies, such as digital skills, abilities, experience, knowledge, intelligence, character and drive, or the ability to learn and grow within an organization including the tertiary institution sector. Although, scholars across disciplines have conducted numerous studies linking talent development, retention, and career progression; but not much has been done in business education literature to

establish if a correlation exists between these variables which are aspects of human resource management in business education. The reviewed literature shows that talent development and retention play crucial roles in the performance and career progression of employees, but not on business educators as the required human capital to achieve the goals of business education in tertiary institutions in southwest Nigeria seems limited. However, gaps exist in empirical studies particularly focusing on southwestern Nigeria, making this study necessary. Despite their importance, talent development and retention remain weak in many institutions in southwestern Nigeria due to inconsistent human resource policies, limited training opportunities, unclear promotion criteria, and poor working conditions (Onwuka & Eze, 2022). This creates barriers to academic productivity and career growth. Therefore, understanding how talent development and employee retention strategies serve as correlates of career progression is essential for building a sustainable academic workforce in tertiary institutions in southwestern Nigeria; hence, the need for this study.

#### STATEMENT OF THE PROBLEM

Career progression today has continued to be of major concern to both employers and employees across all sectors; hence, pressure recurrently mounts on human resource managers to meet up with the continuous changing environment, most especially as it relates to human resource in business education programme in Nigerian tertiary education sector. The cardinal objective of business education programme in Nigerian tertiary education sector is to produce required manpower with 21<sup>st</sup> century skills that will enable them to fit into and take up contemporary business opportunities, employment opportunities and be self-employed or employers of labour (FGN (CCMAS), 2023). Tertiary institutions in Southwestern Nigeria face recurring challenges related to academic staff talent development and retention. Numerous business educators complain about insufficient opportunities for professional development, lack of funding for conferences and limited access to modern teaching technologies; especially in this era of artificial intelligence (AI). A significant number of lecturers fund their own professional development, which becomes difficult due to rising economic pressures. Furthermore, retention problems persist as many business educators face job dissatisfaction due to delayed promotions, inconsistent salaries, high teaching loads, lack of recognition, inadequate research facilities and poor institutional support. These issues have contributed to academic burnout, reduced productivity and an increasing trend of seeking employment outside the country (academic migration, otherwise called japa syndrome). Consequently, career progression among business educators has become irregular. Some lecturers spend many years on the same rank due to inadequate research output, low institutional support, or poor staff development environments. Hence, the crux of the study to investigate talent development and retention as correlates of career progression of business educators in tertiary institutions in south-western Nigeria.

#### OBJECTIVES OF THE STUDY

This study sought to determine the correlation between talent developments, retention strategies and career progression of business educators in tertiary institutions in South-West Nigeria. Specifically, the study investigated:

- ✓ assess the career progression pattern of business educators;
- ✓ determine the relationship between talent development and career progression;
- ✓ establish the relationship between retention strategies and career progression and
- ✓ investigate the joint contribution of talent development and retention to career progression of business educators in tertiary institutions in southwest Nigeria;

#### RESEARCH QUESTIONS

- ✓ What is the pattern of career progression of business educators in tertiary institutions in southwest Nigeria?
- ✓ What is the relationship between talent development and career progression of business educators in tertiary institutions in southwest Nigeria?
- ✓ What is the relationship between retention strategies and career progression of business educators in tertiary institutions in southwest Nigeria?
- ✓ To what extent do talent development and retention strategies jointly predict career progression of business educators in tertiary institutions in southwest Nigeria?

#### RESEARCH HYPOTHESES

*H01:* There is no significant relationship between talent development and career progression of business educators in tertiary institutions in southwest Nigeria.

*H02:* There is no significant relationship between retention strategies and career progression of business educators in tertiary institutions in southwest Nigeria.

*H03:* Talent development and retention strategies do not jointly significantly predict career progression of business educators in tertiary institutions in southwest Nigeria.

## II. METHODOLOGY

#### RESEARCH DESIGN

A descriptive correlational design was adopted to collect data from a broad population in their natural setting to establish relationship between variables.

#### POPULATION AND SAMPLE

The target population comprised all business education lecturers in tertiary institutions within South-West Nigeria. The total population of business educators comprised 269 lecturers across the south-west geopolitical zone which are presented as follows:

S/n	Name of Institutions	No of Business Education Lecturers
1.	Adeyemi Federal University of Education, Ondo	17
2.	Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti	7
3.	Ekiti State University, Ado-Ekiti	4
4.	Emmanuel Alayande University of Education, Oyo	11
5.	Federal University, Oye-Ekiti	9
6.	Lagos State University of Education, Lagos	31
7.	Lead City University, Ibadan	3
8.	Olabisi Onabanjo University, Ago-Iwoye	10
9.	Osun State University, Osogbo	2
10.	Tai Solarin University of Education	16
11.	University of Ilesa	6
12.	University of Lagos	7
13.	Federal College of Education, Ilawe	9
14.	Osun State College of Education, Ila-Orangun	14
15.	Federal College of Education, Iwo	7
16.	Federal Polytechnic, Ede	13
17.	Federal College of Education (Special)	26
18.	Oyo State College of Education, Lanlate	8
19.	Federal College of Education, Osiele, Abeokuta	18
20.	Sikiru Adetona College of Education, Science and Technology, Omu-Ajose	10
21.	Federal College of Education (Technical), Akoka	41
<b>Total:</b>		<b>269</b>

Source: Offices of the Heads of Departments, 2025

A census sampling was adopted because of the population size.

### INSTRUMENTATION

Data was collected with a structured questionnaire titled Talent Development and Retention on Career Progression of Business Educators in Tertiary Institutions Questionnaire (TDRCPBETIQ). It covers three sections which include demographic information, talent development, retention strategies and career progression of business educators in tertiary institutions in southwest Nigeria? The questionnaire comprises 40-items with responses set on a four likert scale of strongly agree, agree, disagree and strongly disagree.

### VALIDITY AND RELIABILITY

The instrument was validated by three experts in business education with their suggestions used in the final draft of the instrument; while the reliability was carried out using Cronbach's alpha statistics with a reliability index of 0.78 that confirmed the internal consistency.

### METHOD OF DATA ANALYSIS

The data analysis was done using descriptive statistics of mean and standard deviation and inferential statistics of Pearson correlation and ANOVA using SPSS 26.

### III. RESULTS

*Research Question One:* what is the pattern of career progression of business educators in tertiary institutions in southwest Nigeria?

S/N	Items	N	Mean	SD	Remarks
1	I am satisfied with the investment my institution makes in training in education	269	2.89	.812	High
2	I am satisfied that I	269	2.92	.844	High

3	I am satisfied with the job-related training my institution offers	269	2.95	.784	High
4	My institution is dedicated to my professional developments	269	2.96	.807	High
5	I am pleased with the career development opportunities available to me in my institution	269	2.95	.825	High
6	I am satisfied with my opportunities for professional growth	269	2.96	.833	High
7	I set realistic goals for myself and I track my progress until I have realized them	269	3.18	.845	High
8	Engaging in career progression activities has a motivating effect on me	269	3.11	.721	High
9	It's worth making an effort on career progression because of the beneficial outcomes to my personal growth and institutional development	269	3.08	.800	High
10	There are rewards for continuing my professional development	269	2.96	.777	High
11	My Institution trains lecturers on skills that prepare them for future jobs and career progression	269	2.90	.849	High
12	My Institution provides career counseling and planning assistance to business educators	269	2.87	.852	High
13	My Institution allows business educators to have	269	2.91	.795	High

	the time to learn new skills that prepare them for future jobs				
14	My Institution provides support when lecturers decide to obtain ongoing training	269	2.89	.826	High
15	My Institution is receptive to lecturers' requests for lateral transfers (transfer to another department)	269	2.77	.868	High
16	My Institution provides a systematic programme that regularly assesses business educators skills and interests to engender career progression	269	2.81	.854	High
17	My Institution is fully supportive of career progression programmes for business educators	269	2.95	.917	High
	<b>Cluster</b>		<b>2.95</b>	<b>0.49</b>	<b>High</b>

Note: SD (Standard Deviation), N (Sample Size)

Table 1: Mean and standard deviation showing the career progression pattern of business educators in tertiary institutions in South West, Nigeria

In response to research question one, Table 1 shows the level of business educators' career progression in tertiary institutions in Southwest Nigeria. However, items 1 to 17 show high level of business educators' career progression with a mean rating ranging from 2.77 to 3.18, while standard deviation also ranges from 0.49 to 0.917. With these results, the above mean score shows that the level of business educators' career progression in tertiary institutions in Southwest Nigeria is high.

*Research Question Two:* What is the relationship between talent development and career progression of business educators in tertiary institutions in southwest Nigeria?

Variables	N	Mean	SD	R
Talent Development	269	2.8837	.52849	.621
Career Progression	269	2.9454	.48710	

Sources: Computed from Field Work, (2025)

Table 2: Pearson Product Moment Correlation of Relationship between talent development and career progression of Business Educators in Tertiary Institutions in Southwest Nigeria

The results in Table 2 demonstrate the relationship between talent development and career progression of Business Educators. The table displays a mean of 2.8837 and 2.9454, similarly a standard deviation of .52849 and .48710 for talent development and career progression respectively. The

coefficient value obtained for talent development and career progression is .621 which means positive and high relationship. It therefore means that the relationship between talent development and career progression of Business Educators in tertiary institutions in Southwest Nigeria is positively high.

*Research Question Three:* what is the relationship between retention strategies and career progression of business educators in tertiary institutions in southwest Nigeria?

Variables	N	Mean	SD	R
Retention Strategies	269	2.8363	.53191	.612
Career Progression	269	2.9454	.48710	

Sources: Computed from Field Work, (2025)

Table 10: Pearson Product Moment Correlation of Relationship between retention strategies and career progression of Business Educators in Tertiary Institutions in Southwest Nigeria

The analysis in Table 3 shows the relationship between retention strategies and career progression of Business Educators. The table shows that the correlation coefficient of .612 is positive and high. The data analysis further shows that mean of 2.8363 and 2.9454, as well as standard deviation of .53191 and .48710 for retention strategies and career progression respectively. This therefore indicates that the relationship between retention strategies and career progression of Business Educators in tertiary institutions in Southwest Nigeria is positively high.

*Research Question Four:* To what extent do talent development and retention strategies jointly predict career progression of business educators in tertiary institutions in southwest Nigeria?

	1	2	3
1.Talent Development	.623	1	
2.Retention Strategies	.909	.767	1
3.Career Progression	.621	.612	.673

Sources: Computed from Field Work, (2025)

Table 4: Pearson Product Moment Correlation of the extent to which talent development and retention strategies jointly predict career progression of business educators in tertiary institutions in southwest Nigeria?

The data presented in Table 4 indicates the extent to which talent development and retention strategies jointly predict career progression of business educators in tertiary institutions in southwest Nigeria. The coefficients range from .621 to .909 among the variables. The correlation coefficients between dimensions of talent management, retention strategies and career progression range from .612 to .767. Talent development and retention strategies have a positive and high correlation with career progression of Business Educators. Thus, the overall correlation between talent management, retention strategies and career progression of Business Educators is positive but high (.673).

HYPOTHESES

*Hypothesis One:* There is no significant relationship between talent development and career progression of business educators in tertiary institutions in southwest Nigeria.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	15.256	3	15.256	103.930	.000 <sup>p</sup>
Residual	24.367	266	.147		
Total	39.623	269			

Source: Field Study (2025)

Table 5: Summary of ANOVA on the linear regression estimate between talent development and career progression of Business Educators

The data analysis in Table 5 indicates that the ANOVA summary of linear regression based on career progression as predicted by talent development of business educators is statistically significant ( $F(1, 166) = 103.930, p = .000 < .05$ ). Thus, the null hypothesis is not retained. This means that talent development significantly predicts the career progression of Business Educators in tertiary institutions in Southwest Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.296	.164		7.882	.000
Talent Development	.572	.056	.621	10.195	.000

a. Dependent Variable: Career Progression

Note.  $R = .621$ ;  $R\text{-square} = .385$ ;  $Adjusted\ R\text{-square} = .381$ ;  $p < .05$

Source: Field Study (2025)

Table 6: Multiple regression coefficients between talent development and career progression of Business Educators

Table 6 shows that talent development significantly predict career progression of Business Educators with (beta value = .621, t-value = 10.195 and p-value .000 < .05). The adjusted R square value is .381, which indicates that the 38.1% of the variance in career progression is explained by talent development of business educators. This value is a large effect (Cohen, 1988). From the overall model analysis, the null hypothesis is not retained.

*Hypothesis Two:* There is no significant relationship between retention strategies and career progression of business educators in tertiary institutions in southwest Nigeria.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	14.817	3	14.817	142.871	.000 <sup>b</sup>
Residual	24.807	266	.142		
Total	39.623	269			

Source: Field Study (2025)

Table 7: Summary of ANOVA on the linear regression estimate between retention strategies and career progression of Business Educators

The data presented in Table 7 indicates that the ANOVA summary of linear regression based on career progression as

predicted by retention strategies of business educators is statistically significant ( $F(1, 166) = 99.149, p = .000 < .05$ ). Thus, the null hypothesis is not retained. There is a significant relationship between retention strategies and career progression of Business Educators in tertiary institutions in Southwest Nigeria.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.357	.162		8.363	.000
Retention Strategies	.560	.056	.612	9.957	.000

a. Dependent Variable: Career Progression

Note.  $R = .612$ ;  $R\text{-square} = .374$ ;  $Adjusted\ R\text{-square} = .370$ ;  $p < .05$

Source: Field Study (2025)

Table 8: Multiple regression coefficients on retention strategies predicting career progression of Business Educators

The data presented in Table 8 shows that retention strategies significantly predict career progression of Business Educators with (beta value = .612, t-value = 9.957 and p-value .000 < .05). The adjusted R square value is .370, which indicates that the 37.0% of the variance in career progression is explained by retention strategies of business educators. This value is a large effect (Cohen, 1988). From the overall model analysis, the null hypothesis is not retained.

*Hypothesis Three* Talent development and retention strategies do not jointly significantly predict career progression of business educators in tertiary institutions in southwest Nigeria.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	18.987	3	6.329	50.295	.000 <sup>b</sup>
Residual	20.637	266	.126		
Total	39.623	269			

Source: Field Study (2025)

Table 9: Summary of ANOVA on the multiple regression estimates between talent management, retention strategies and career progression of Business Educators

The data presented in Table 9 depicts that the ANOVA summary of multiple regression based on career progression as predicted by the talent management and retention strategies of business educators, is statistically significant ( $F(3, 164) = 50.295, p = .000 < .05$ ). Thus, the null hypothesis is rejected. This means talent management and retention strategies significantly predict career progression of Business Educators.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.911	.168		5.423	.000
Talent Development	.288	.077	.313	3.762	.000

Retention Strategies	.315	.067	.344	4.70	.00
				7	0

a. *Dependent Variable: Career Progression*

Note.  $R = .692$ ;  $R\text{-square} = .479$ ;  $Adjusted\ R\text{-square} = .470$ ;  $p < .05$

Source: Field Study (2025)

Table 10: Multiple regression coefficients on talent management and retention strategies predicting career progression of Business Educators

The data presented in Table 10 indicates that the adjusted R square value is .470, which indicates that the 47.0% of the variance in business educators' career progression is explained by talent management and retention strategies. This value is a large effect (Cohen, 1988). From the overall model analysis, the null hypothesis is rejected. However, the model analysis shows that talent management and retention strategies have more predictive influence on Business Educators' career progression in tertiary institutions in Southwest Nigeria.

#### IV. DISCUSSION OF FINDINGS

The results of the study are discussed according to the findings.

Findings from research question one show that that the level of business educators' career progression in tertiary institutions in Southwest Nigeria was high with all the items having a positive high mean. The result of data analysis from the investigation carried out by the researcher on research question two revealed a positive and high relationship coefficient value obtained for talent development and career progression. Hence, there is positively high relationship between talent development and career progression of business educators in Southwest tertiary institutions. Similarly, results from the data analysis on hypothesis one indicates that the ANOVA summary of linear regression based on career progression as predicted by talent development of business educators is statistically significant. Thus, the null hypothesis is not retained. This means that talent development significantly predicts the career progression of business educators in Southwest tertiary institutions. This is in tandem with the study of Aina & Oloruntoba, 2022 who opined that talent management is a process which can be used to direct employees' behaviour in a direction that fits business needs. Furthermore, the development of talents is an incentive to meet individual needs and subsequently, talents (agents) follow the company's (principal's) direction. This systematic investment in human capital not only causes employees to be more highly qualified and subsequently, produce work of a higher quality, but also enhances intellectual capital.

The finding also supports previous studies of Noe, (2020) and Bartlett, (2021) who posited that career options and progress are crucial for the motivation of talent. This arises because talents prefer non-material compensations, such as career prospects, challenging job content and scope of action, over monetary compensation and are apparently looking out for developmental perspectives. The finding is also consistent with the previous studies of Gandossy and Kao (2004) Ellickson and Logsdon (2021) and Lawler (2018) who reported that talent development leads to productive

employees, higher profit and encourages career development pattern of employees in an organization. It implies that, a well-developed career progression path of business educators in southwest tertiary institutions would ensure that high-potential people recruited into the colleges are assessed regularly, given some opportunities to develop their talents through being exposed to different situations and environments through their careers and given the opportunity to advance to ever-increasingly challenging opportunities.

The results of data analysis on research question three revealed a high and positive correlation coefficient between retention strategies and career progression respectively. This implies that, there is positively high relationship between retention strategies and career progression of business educators in southwest tertiary institutions. Furthermore, findings from the study on hypothesis two shows that retention strategies significantly predict career progression of business educators with an indication that 37.4% of the variance in career progression is explained by retention strategies of business educators. This value is a large effect (Cohen, 1988). According to the result, the ANOVA summary of linear regression based on career progression as predicted by retention strategies of business educators is statistically significant. Thus, from the overall model analysis, the null hypothesis is not retained. This simply implies that there is a significant relationship between retention strategies and career progression of business educators in southwest tertiary institutions.

This finding is in consonance with the opinion of Peterson, Tahssain-Gay and Laila (2022) who posited that the provision of development opportunities to all employees at all levels add to the retention value as well as to the increase in profitability associated with a competent and motivated workforce. The finding also corroborates the work of DeConinck and Johnson (2019) who found that talents are valued and retained if specialized programmes exist within the organization to make people stay and grow their career. This would make workers get committed to meaningful work combined with special rewards, with the ultimate goal of career progression. Furthermore, the quality of work would be enhanced through the use of this strategy in view of the fact that experience is an essential source of learning. This finding also agrees with the finding of Kusi, Opoku-Danso, & Afum (2020); McDonnell, Collings, Mellahi, & Schuler, 2017) who reported that career options and progress are functions of workers motivations and talent development pattern in an organization. Hence, it can be inferred therefore that, the longer the talented business educator stays in tertiary institutions, the higher the level of business education programme specific knowledge and qualification remains.

The findings from research question four shows that the overall correlation between talent management, retention strategies and career progression of business educators is positively high. More so, findings from hypotheses three showed that talent management and retention strategies significantly predict career progression of business educators. That is, there is significant relationship between talent management, retention strategies and career progression of business educators in southwest tertiary institutions. By implication, for business educators to progress on the job,

policies of talent management and retention strategies must be on ground in tertiary institutions which must be put in place by administrators of such institutions. Business educators must be consciously trained and retrained, mentored and coached to sustain career progression. This is in supports of the study of Kalu, Ezieshi and Okoro (2017) that reported that components of talent management such as succession planning, compensation management human capital development are the key strategies that deliver organizational performance. This implies that irrespective of the nature of organization, talent management and retention strategies are necessary impetus for organizational job performance which is a sine qua non to career progression. The finding is also in tandem with research of Ajisafe & Igbinedion (2024); Adeyemi & Babalola, (2024) studies in Nigeria that found that inadequate training reduces lecturers' research productivity and slows promotion. Their researches have shown that retention factors such as salary, work environment, and recognition significantly influence lecturers' job satisfaction. Their studies also identified a positive correlation between professional development opportunities and career progression in tertiary institutions.

The result also corroborates the findings of Permarupan, Saufi and Mahmud (2013), Kehinde (2012) and Pamela, Philippe and Bruno (2011) who reported that career development practices do have a significant and positive relationship with employee quality work life balance. The results from their studies equally revealed that talent management focusing on retaining and developing talents has a statistically significant positive impact on human resource outcomes such as job satisfaction, motivation, commitment and trust in leaders. Hence, it can be posited that, business educators in southwest tertiary institutions, need the variables of talent management strategies to positively predict their career progression.

## V. CONCLUSION

The study assessed talent development, retention strategies and career progression of business educators. Pearson correlation revealed significant relationships and regression analysis revealed joint predictive effects. It was concluded that talent development and retention strategies significantly correlate with and predict career progression of business educators in tertiary institutions in southwestern Nigeria.

## VI. RECOMMENDATIONS

- The study recommended as follows based on the findings:
- ✓ institutions should invest more in training, mentoring, and research grants;
  - ✓ transparent and fair promotion systems should be implemented;
  - ✓ improved welfare, recognition and work environment should be prioritized;
  - ✓ government should fund capacity-building programmes for business educators.

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