

Effect of Talent Management Strategy on Job Satisfaction of Academic Staff in Public Universities, Kenya

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ABSTRACT

Job satisfaction among academic staff is essential for enhancing teaching, research, and service delivery in higher education institutions. Talent management strategy has increasingly been recognized as a critical human resource practice for attracting, developing, and retaining competent academic staff. This study sought to establish the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya. The study was anchored on Herzberg's Two-Factor Theory and adopted descriptive and correlational research designs. The target population comprised 9,657 academic staff drawn from 38 public chartered universities in Kenya. A sample of 384 respondents was selected using stratified random sampling, of whom 277 returned completed questionnaires, representing a response rate of 72.1%. Primary data were collected using structured questionnaires and analyzed using descriptive statistics, Pearson correlation, and simple linear regression analysis after confirming that the assumptions underlying regression analysis were satisfactorily met. The findings revealed a positive and statistically significant relationship between talent management strategy and job satisfaction ($r = 0.563$, $p < 0.05$). Regression results further showed that talent management strategy had a positive and significant effect on job satisfaction ($\beta = 0.606$, $p < 0.05$), explaining 31.7% of the variation in job satisfaction ($R^2 = 0.317$). The study concludes that effective talent management strategies significantly enhance the job satisfaction of academic staff in public universities. The study recommends that public universities strengthen talent management practices by investing in structured onboarding programs, continuous professional development, mentorship initiatives, transparent promotion systems, and talent retention strategies to improve job satisfaction among academic staff.

Keywords: Talent management strategy, job satisfaction, academic staff, public universities

INTRODUCTION

Job satisfaction is a critical factor in the effectiveness and performance of higher education institutions. Academic staff play a central role in teaching, research, innovation, and community service, making their satisfaction essential for achieving university objectives and maintaining the quality of higher education (Mgaiwa, 2021). Job satisfaction refers to the positive emotional state resulting from an employee's evaluation of their job and work experiences. It is influenced by several factors, including career development opportunities, work environment, organizational support, recognition, and talent management practices (Amadi, 2024; Mather & Bam, 2025).

Talent management strategy has emerged as a strategic human resource management practice aimed at attracting, developing, motivating, and retaining high-performing employees. Effective talent management encompasses recruitment, career development, succession planning, mentorship, continuous learning, and retention initiatives that enable employees to realize their full potential while contributing to organizational performance (Barkhuizen & Gumede, 2021; Sepahvand et al., 2021). Institutions that invest in talent management are more likely to develop a committed, competent, and satisfied workforce capable of responding to changing organizational and technological demands.

Employee job satisfaction has been associated with higher productivity, stronger organizational commitment, lower turnover intentions, and improved institutional performance (Masuku et al., 2025). Universities therefore increasingly recognize the need to create supportive work environments that promote professional growth and

career advancement. According to Mather and Bam (2025), effective talent management practices, equitable career opportunities, and employee recognition significantly enhance job satisfaction among academic staff. Despite the importance of talent management, job satisfaction among academic staff in Kenyan public universities remains a concern. Studies have reported dissatisfaction associated with limited career development opportunities, inadequate talent development programs, constrained promotion practices, and other human resource management challenges (Maina, 2020; Barasa et al., 2025).

These challenges have contributed to low employee morale, reduced commitment, and the migration of experienced academics to institutions offering better career prospects and working conditions. Although talent management has received increasing attention in human resource management research, limited empirical evidence exists regarding its influence on the job satisfaction of academic staff in Kenyan public universities. This study therefore sought to establish the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya.

Statement of the Problem

Academic staff are a critical resource in higher education institutions and play a central role in achieving university objectives through teaching, research, innovation, and community service. However, job satisfaction among academic staff in Kenyan public universities remains a major concern, with implications for employee commitment, retention, research productivity, and the quality of university education (Maina, 2020; Barasa et al., 2025). Studies have reported dissatisfaction arising from limited career development opportunities, inadequate talent development initiatives, constrained promotion practices, and other human resource management challenges. In addition, Mather and Bam (2025) observed that institutions of higher learning continue to experience talent drain due to inadequate talent management practices.

Persistent job dissatisfaction has contributed to low employee morale, increased turnover intentions, and the migration of experienced academics to institutions offering better career development opportunities and working conditions (Mwashila, 2018). Failure to address these challenges may undermine institutional performance, teaching quality, research output, and the long-term sustainability of public universities (Barasa et al., 2025; Kipara, 2025).

Although talent management has increasingly been recognized as a strategic human resource practice for attracting, developing, and retaining competent employees, limited empirical evidence exists regarding its influence on the job satisfaction of academic staff in Kenyan public universities. This study therefore sought to establish the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya.

3 General Objective

To establish the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya.

Research Hypothesis

H_0 : Talent management strategy has no significant influence on the job satisfaction of academic staff in public universities in Kenya.

LITERATURE REVIEW

Theoretical Review: Two-Factor Theory

Herzberg's Two-Factor Theory was developed by Frederick Herzberg in 1959 to explain the factors that influence employee motivation and job satisfaction. The theory proposes that employee attitudes toward work are determined by two independent categories of factors: motivators and hygiene factors. Motivators include achievement, recognition, responsibility, advancement, personal growth, and the nature of the work itself. These intrinsic factors promote higher levels of motivation and job satisfaction by fulfilling employees' psychological

needs. Conversely, hygiene factors such as organizational policies, supervision, salary, interpersonal relationships, working conditions, and job security do not necessarily increase job satisfaction but prevent employee dissatisfaction when adequately addressed (Herzberg, 1959).

The theory provides a suitable foundation for understanding how talent management strategy influences job satisfaction among academic staff in public universities. Talent management practices such as career development, mentorship, succession planning, continuous professional development, and employee recognition directly correspond to Herzberg's motivators by providing opportunities for professional growth, achievement, advancement, and recognition. Similarly, onboarding programs, supportive work environments, transparent human resource policies, equitable promotion systems, and talent retention initiatives correspond to hygiene factors by enhancing organizational support, improving working conditions, and strengthening employees' sense of security and fairness. Consequently, institutions that effectively implement comprehensive talent management strategies are likely to address both intrinsic and extrinsic employee needs, thereby enhancing overall job satisfaction.

Despite its widespread application in organizational and human resource management research, Herzberg's Two-Factor Theory has attracted criticism. Critics argue that the distinction between motivators and hygiene factors is not always clear because certain factors, such as salary and recognition, may simultaneously influence both satisfaction and dissatisfaction depending on individual circumstances (Ruthankoon & Ogunlana, 2003). In addition, the theory assumes that employees respond similarly to workplace conditions, yet motivational needs may differ across cultures, professions, and organizational contexts. Nevertheless, the theory remains highly relevant to the present study because it provides a comprehensive framework for explaining how talent management strategies contribute to improved job satisfaction among academic staff through enhanced career development, recognition, professional growth, organizational support, and favorable working conditions.

Empirical Review

Talent management strategy has become a critical human resource management practice for attracting, developing, motivating, and retaining competent employees in knowledge-intensive organizations such as universities. Effective talent management encompasses activities including talent acquisition, onboarding, career development, succession planning, mentorship, continuous professional development, performance management, recognition, and retention. According to Barkhuizen and Gumede (2021), institutions that implement integrated talent management practices are better positioned to develop a skilled workforce, enhance organizational performance, and improve employee attitudes toward work. Similarly, Sepahvand et al. (2021) found that comprehensive talent management strategies significantly improve organizational effectiveness by strengthening employee engagement and commitment. These findings suggest that organizations investing in employee development are more likely to cultivate a motivated and satisfied workforce.

Several empirical studies have established a positive relationship between talent management and employee job satisfaction across different organizational settings. Mazlan and Jambulingam (2023) reported that effective talent retention strategies increase employee loyalty, organizational commitment, and overall job satisfaction by creating favourable career opportunities and supportive working environments. Likewise, Almashyakhi (2024) observed that organizations implementing structured talent management programs experience lower employee turnover and higher levels of satisfaction because employees perceive greater opportunities for professional growth and career advancement. These studies demonstrate that talent management contributes to both employee well-being and organizational sustainability.

Within higher education institutions, talent management has increasingly been recognized as an important strategy for addressing challenges associated with staff retention, academic productivity, and institutional competitiveness. Mather and Bam (2025) observed that academic staff satisfaction is strongly influenced by opportunities for professional development, equitable promotion systems, recognition of academic achievements, supportive leadership, and institutional commitment to employee growth. Similarly, Amadi (2024) reported that career advancement opportunities, continuous learning, recognition, and supportive organizational practices significantly influence job satisfaction among university employees. These findings

underscore the importance of creating institutional environments that support the professional aspirations of academic staff.

Evidence from African higher education institutions similarly highlights the importance of talent management in enhancing employee outcomes. Barkhuizen and Gumede (2021) found that talent management practices positively influence employee commitment and organizational performance within South African universities by strengthening employee competence, motivation, and retention. In Tanzania, Mgaiwa (2021) established that favorable work environments, professional development opportunities, and institutional support significantly improve academics' job satisfaction. More recently, Barasa et al. (2025) reported that work environment, organizational support, and opportunities for career development significantly contribute to job satisfaction among academic staff in Kenyan universities. Collectively, these studies indicate that talent management practices are particularly important in African higher education institutions, where universities continue to face challenges related to limited resources, increasing workloads, and competition for highly qualified academic staff.

Recent literature also demonstrates that employee engagement and organizational commitment play important roles in explaining the relationship between talent management and job satisfaction. Sepahvand et al. (2021) established that employee engagement partially mediates the relationship between talent management and organizational effectiveness by increasing employees' psychological attachment to their organizations. Similarly, Masuku et al. (2025) found that engaged employees exhibit higher job satisfaction, stronger organizational commitment, and improved performance because they perceive greater organizational support and opportunities for career development. These findings suggest that talent management contributes to job satisfaction not only through direct human resource practices but also by strengthening employees' emotional attachment and commitment to their institutions.

Despite the growing body of literature, empirical findings remain somewhat inconclusive because the effectiveness of talent management strategies varies across institutional contexts, organizational cultures, and economic environments. Universities in developing countries often operate under financial constraints, limited promotion opportunities, inadequate research funding, and increasing staff workloads, factors that may reduce the effectiveness of talent management initiatives despite their theoretical importance. Consequently, findings from developed countries may not be directly generalizable to African public universities, where institutional and policy environments differ considerably.

Although previous studies have demonstrated positive associations between talent management and employee outcomes such as organizational commitment, employee engagement, retention, and organizational performance, relatively few studies have specifically examined the influence of talent management strategy on the job satisfaction of academic staff in Kenyan public universities. Existing studies within Kenya have largely focused on work environment, leadership, or general human resource practices rather than comprehensive talent management strategies. This limited empirical evidence creates a contextual knowledge gap regarding how talent management influences job satisfaction within Kenyan public universities. The present study therefore sought to address this gap by examining the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya.

METHODOLOGY

The study was anchored on the positivist research philosophy and adopted descriptive and correlational research designs. The descriptive research design was appropriate for describing the prevailing talent management practices and levels of job satisfaction among academic staff in public universities in Kenya, while the correlational research design enabled the examination of the relationship between talent management strategy and job satisfaction.

The target population comprised 9,657 academic staff drawn from the 38 public chartered universities in Kenya as reported by the Commission for University Education (CUE, 2023). The academic staff included graduate assistants, tutorial fellows/assistant lecturers, lecturers, senior lecturers, associate professors, and professors. A sample of 384 respondents was determined using Slovin's formula and selected through stratified random

sampling to ensure adequate representation across the various academic ranks. The unit of analysis was the public university, while the unit of observation was the academic staff.

Primary data were collected using a structured questionnaire developed from validated measurement scales reported in previous empirical studies on talent management strategy and job satisfaction. Prior to the main survey, a pilot study involving 38 academic staff drawn from public universities that were not included in the final study was conducted to evaluate the clarity, relevance, and adequacy of the questionnaire items. The feedback obtained from the pilot study was used to refine the research instrument before the main data collection exercise. Content validity was established through expert review by university supervisors and specialists in human resource management, while construct reliability was assessed using Cronbach's alpha coefficient. All study constructs achieved Cronbach's alpha values exceeding the recommended threshold of 0.70, indicating satisfactory internal consistency and reliability of the measurement scales.

Ethical considerations were observed throughout the research process. Ethical clearance was obtained from the relevant university postgraduate research committee, while a research permit was secured from the National Commission for Science, Technology and Innovation prior to data collection. Permission to collect data was also obtained from the management of the selected public universities. Participation in the study was voluntary, informed consent was obtained from all respondents, and respondents were assured that the information provided would be treated confidentially and used solely for academic purposes. Anonymity was maintained by ensuring that respondents were not required to disclose their identities in the questionnaire.

A total of 384 questionnaires were distributed to the sampled respondents, of which 277 were completed and returned, representing a response rate of 72.1%. According to Babbie (2021), a response rate exceeding 70% is considered very good for survey research and is adequate for generating reliable findings. To assess the possibility of non-response bias, responses from early and late respondents were compared on selected demographic characteristics and study variables. The analysis revealed no statistically significant differences between the two groups, suggesting that non-response bias was unlikely to have materially influenced the study findings.

The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequencies, percentages, means, and standard deviations, were computed to summarize respondent characteristics and the study variables. Inferential statistics comprising Pearson correlation analysis and regression analysis were employed to determine the nature and strength of the relationship between talent management strategy and job satisfaction.

Prior to conducting regression analysis, the assumptions underlying simple linear regression were assessed. Linearity was examined using scatterplots, normality of residuals was assessed through normal probability plots and standardized residual analysis, homoscedasticity was evaluated using scatterplots of standardized residuals, while the independence of errors was assessed using the Durbin-Watson statistic. Since the study employed a simple linear regression model with a single predictor variable, assessment of multicollinearity was not applicable. The diagnostic results confirmed that the assumptions underlying simple linear regression were satisfactorily met, indicating that the data were suitable for regression analysis.

The following regression model was estimated to determine the influence of talent management strategy on job satisfaction:

$$JS = \beta_0 + \beta_1 TMS + \varepsilon$$

Where:

JS = Job satisfaction of academic staff

B₀ = Constant term

B₁ = Regression coefficient

TMS = Talent management strategy

ε = Error term

RESULTS

A total of 384 questionnaires were distributed to the sampled academic staff, of which 277 were successfully completed and returned, representing a response rate of 72.1%. According to Babbie (2021), a response rate above 70% is considered very good for survey research and is adequate for statistical analysis. The achieved response rate was therefore considered sufficient to provide reliable findings and enhance the credibility of the study.

Respondent Characteristics

Table 1 presents the demographic characteristics of the respondents. The majority of respondents were aged between 45 and 64 years (60.3%), held PhD qualifications (53.4%), had served in their respective universities for between five and nine years (24.9%), and were Senior Lecturers (40.8%). These findings indicate that the respondents possessed adequate academic qualifications and experience to provide reliable information on talent management strategy and job satisfaction.

Table 1 Respondent Characteristics (n = 277)

Characteristic	Category	Frequency (n)	Percentage (%)
Age (years)	25–44	45	16.2
	45–64	167	60.3
	65–70	57	20.6
	Over 70	8	2.9
Highest Qualification	Master's Degree	65	23.5
	PhD Degree	148	53.4
	Post-PhD	64	23.1
Length of Service (years)	Below 5	47	17.0
	5–9	69	24.9
	10–14	50	18.1
	15–19	52	18.8
	Over 20	59	21.3
Academic Rank	Graduate Assistant	7	2.7
	Tutorial Fellow/Assistant Lecturer	46	16.6
	Lecturer	55	19.9
	Senior Lecturer	113	40.8
	Associate Professor	27	9.7
	Professor	29	10.3

Descriptive Statistics for Talent Management Strategy

Table 2 presents the descriptive statistics for talent management strategy. The aggregate mean of 2.92 and standard deviation of 1.12 indicate that respondents were, on average, neutral to slightly dissatisfied with talent management practices in public universities in Kenya. Higher mean scores were reported for talent retention strategies (M = 3.7), onboarding (M = 3.6), feeling valued by the university (M = 3.6), and talent identification and development (M = 3.5). Conversely, lower mean scores were recorded for institutional partnerships (M = 2.3), research and development funding (M = 2.4), supportive work environment (M = 2.2), internal knowledge-sharing conferences (M = 2.3), and staff training and short courses (M = 2.2). Overall, the findings suggest that although some talent management practices are well established, considerable improvements are required to strengthen talent development, professional growth, and talent retention in public universities

Table 2 Descriptive Statistics for Talent Management Strategy

Talent Management Strategy Item	Mean	SD
Partnerships with global learning institutions	2.3	0.9
Knowledge sharing platform	3.4	1.0
Research and development funding	2.4	1.2
Talent retention strategies	3.7	1.3
Supportive work environment	2.2	1.0
Feeling valued by the university	3.6	1.2
Talent identification and development	3.5	1.4
Onboarding process	3.6	1.3
Internal knowledge-sharing conferences	2.3	1.1
Staff training and short courses	2.2	0.8
Aggregate Mean	2.92	1.12

Descriptive Statistics for Job Satisfaction

Table 3 presents the descriptive statistics for job satisfaction. The overall mean score ($M = 3.31$, $SD = 1.15$) indicates moderate levels of job satisfaction among academic staff in public universities. Higher satisfaction was reported for the challenging nature of academic work, job variety, access to working tools, and contribution to learners. Lower satisfaction was observed regarding promotion prospects and promotion criteria, suggesting that career advancement remains a key concern among academic staff.

Table 3 Descriptive Statistics for Job Satisfaction

Job Satisfaction Item	Mean	SD
Independent thought and action	3.2	0.8
Personal growth and development	3.4	1.3
Contribution to learners	3.6	1.1
Challenge in the job	3.9	0.9
Worthwhile accomplishment	3.5	1.2
Job variety	3.8	1.0
Promotion criteria	2.5	1.4
Access to working tools	3.7	1.2
Promotion prospects	2.2	1.0
Career advancement opportunities	3.2	1.5
Working relationship with colleagues	3.4	1.3

Correlation Analysis

Table 4 depicts the results of the Pearson correlation analysis between talent management strategy and job satisfaction among academic staff in public universities in Kenya. The results reveal a positive and statistically significant relationship between talent management strategy and job satisfaction ($r = 0.563$, $p < 0.05$). The findings indicate that improvements in talent management practices are associated with higher levels of job satisfaction among academic staff.

Table 4 Correlation between Talent Management Strategy and Job Satisfaction

Variable	1	2
1. Job Satisfaction	1	
2. Talent Management Strategy	0.563**	1

Note. $p < 0.01$.

Regression Analysis

Tables 5 and 6 present the results of the simple linear regression analysis conducted to determine the effect of talent management strategy on the job satisfaction of academic staff in public universities in Kenya.

Table 5 Regression Model Summary

R	R ²	Adjusted R ²	F	p-value
0.563	0.317	0.314	127.517	<0.001

Table 6 Regression Coefficients

Predictor	B	SE	β	t	p-value
Constant	1.586	0.198	—	8.010	<0.001
Talent Management Strategy	0.606	0.054	0.563	11.292	<0.001

DISCUSSION OF THE FINDINGS

Prior to estimating the regression model, the assumptions underlying linear regression were assessed to ensure the validity of the analysis. Linearity between the independent and dependent variables was examined using scatterplots, while the normality of residuals was assessed through normal probability plots and standardized residual analysis. Homoscedasticity was evaluated using scatterplots of standardized residuals, independence of errors was assessed using the Durbin-Watson statistic, and multicollinearity was examined using Variance Inflation Factor (VIF) and tolerance statistics. The diagnostic results confirmed that all the assumptions of linear regression were satisfactorily met, indicating that the regression model was appropriate for examining the relationship between talent management strategy and job satisfaction.

The findings of this study demonstrate that talent management strategy has a positive and statistically significant influence on the job satisfaction of academic staff in public universities in Kenya ($\beta = 0.606$, $p < 0.001$). The regression results further indicate that talent management strategy explains 31.7% of the variation in job satisfaction ($R^2 = 0.317$), implying that improvements in talent management practices are associated with meaningful increases in employees' job satisfaction. These findings support the proposition that universities that deliberately invest in attracting, developing, recognizing, and retaining talented academic staff are more likely to foster a motivated and satisfied workforce.

The findings are consistent with Herzberg's Two-Factor Theory, which argues that employees derive satisfaction from intrinsic motivators such as achievement, recognition, advancement, responsibility, and opportunities for professional growth, while adequate organizational policies and supportive working conditions reduce dissatisfaction (Herzberg, 1959). In the context of this study, talent management practices including career development, mentorship, continuous professional development, succession planning, onboarding, and talent retention provide both motivational and hygiene factors that enhance the work experiences of academic staff. Consequently, universities that effectively implement these practices are better positioned to improve employee satisfaction and strengthen institutional performance.

The results are also consistent with previous empirical studies. Barkhuizen and Gumede (2021) reported that talent management practices significantly improve employee commitment and organizational performance within higher education institutions. Similarly, Sepahvand et al. (2021) established that talent management enhances organizational effectiveness by strengthening employee engagement, while Mazlan and Jambulingam (2023) found that effective talent retention strategies increase employee loyalty and job satisfaction. Comparable findings were reported by Almashyakhi (2024), who observed that structured talent management programs contribute to higher employee satisfaction through enhanced career development opportunities and improved retention. Within higher education, Mather and Bam (2025) and Amadi (2024) similarly concluded that professional development opportunities, recognition, and supportive organizational practices are important determinants of job satisfaction among academic staff.

The findings should also be interpreted within the institutional context of Kenyan public universities. Many public universities continue to experience financial constraints, increasing student enrolment, heavy teaching

workloads, limited research funding, delayed promotions, and difficulties in retaining experienced academic staff. These institutional challenges may reduce employees' perceptions of organizational support and limit opportunities for career progression, thereby lowering job satisfaction. Consequently, universities that invest in structured talent management strategies including transparent promotion systems, continuous professional development, mentorship programs, research support, and employee recognition are likely to improve staff morale, strengthen organizational commitment, and enhance employee retention despite prevailing resource constraints. The findings therefore suggest that talent management represents a practical strategic intervention for improving both employee well-being and institutional effectiveness within Kenyan public universities.

Although talent management strategy explained a significant proportion of the variation in job satisfaction, the regression model accounted for only 31.7% of the total variance. This suggests that job satisfaction among academic staff is influenced by additional organizational and individual factors beyond talent management. Variables such as leadership style, organizational culture, employee engagement, work environment, workload, remuneration, and institutional governance may also contribute to employee job satisfaction and should therefore be considered when developing comprehensive human resource strategies within public universities.

CONCLUSION AND RECOMMENDATION

Conclusion

The study concludes that talent management strategy has a positive and significant influence on the job satisfaction of academic staff in public universities in Kenya. Talent management practices such as career development, talent retention, onboarding, mentorship, and continuous professional development contribute significantly to enhancing employee satisfaction. Universities that invest in structured talent management strategies are therefore more likely to foster a committed, motivated, and productive academic workforce.

Recommendation

Public universities in Kenya should strengthen talent management strategies by implementing structured talent development and retention programs that support the recruitment, development, and retention of high-performing academic staff. Universities should establish transparent career progression and promotion systems, invest in comprehensive onboarding and continuous professional development programs, strengthen mentorship initiatives, and create supportive work environments that recognize and nurture academic talent. These measures will enhance job satisfaction, improve employee commitment, and promote the long-term retention of competent academic staff.

Study Limitations

Like all empirical studies, this study has several limitations that should be considered when interpreting its findings. First, the study employed a cross-sectional research design, which captured respondents' perceptions at a single point in time and therefore limited the ability to establish causal relationships between talent management strategy and job satisfaction. Second, the study relied on self-reported questionnaire data, which may have been subject to social desirability bias and respondents' subjective perceptions. Third, although the regression model explained 31.7% of the variation in job satisfaction ($R^2 = 0.317$), a substantial proportion of the variation remained unexplained, suggesting that additional organizational and individual factors may also influence employees' job satisfaction. Finally, the study focused exclusively on academic staff in public universities in Kenya, thereby limiting the generalizability of the findings to private universities and higher education institutions in other national contexts. Consequently, caution should be exercised when generalizing the findings beyond the population and context examined in this study.

Future Research

Future studies should adopt longitudinal research designs to examine how talent management strategies influence job satisfaction over time and to establish stronger causal relationships. Researchers are also encouraged to employ mixed-methods approaches that combine quantitative and qualitative techniques to obtain

deeper insights into employees' experiences and perceptions of talent management practices. Furthermore, future studies should investigate additional organizational variables, including leadership style, organizational culture, work environment, organizational commitment, employee engagement, and perceived organizational support, to determine how these factors interact with talent management in influencing job satisfaction. Comparative studies involving private universities and higher education institutions in other African countries would also enhance the generalizability of findings and contribute to a broader understanding of talent management within the higher education sector.

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