

Talent Management, Participative Culture and Organizational Resilience of Selected Private Secondary Schools

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Abstract: *The study explored the relationship between talent management, participative culture and organizational resilience of selected private secondary schools in Yenagoa, Bayelsa State, Nigeria. A population of 67 private secondary schools were surveyed with a sample size of 126 teaching staff drawn from the studied schools. Cross-sectional survey research design was adopted and data were collected from 126 teaching staff from the population. A self-administered questionnaire was used for data collection, and the Spearman Rank Order Correlation Coefficient was applied for analysis through the Statistical Package for Social Sciences (SPSS). The results revealed that key aspects of talent management including talent attraction and talent retention were significantly related to organizational resilience of private secondary schools. Additionally, participative culture played crucial role in strengthening both talent management and organizational resilience. The study concluded that effective talent management substantially enhances organizational resilience, and fostering a participative culture further supports this relationship. Based on these findings, the study recommends that private secondary schools should continuously invest in talent attraction because by doing so they would equip teachers with the resilience needed to adapt to changes, embrace diversity, and drive sustainable growth within their institutions. Also, schools that identify and nurture the skills of their teaching staff stand to create a positive impact on student learning outcomes. This involves effective recruitment processes, continuous professional development and mechanisms for recognizing and rewarding outstanding performance among teaching staff.*

Keywords: Talent, Talent Attraction, Talent Retention, Absorptive Capability, Adaptive Capability

Introduction

Over the years, organisational resilience has become a central focus of research globally, as scholars and practitioners recognize its critical role in sustaining business operations. Studies conducted in both developed and developing economies advocate for increased awareness of resilience within organisations, highlighting its potential benefits in mitigating operational disruptions and fostering growth. Given the rapid changes and uncertainties in the business environment, companies are realizing that survival and success depend not only on financial resources or technological advancements but also on the resilience of their workforce.

In this vein, previous studies have examined resilience through factors such as employee competency development, mentoring, knowledge acquisition, and performance management, many organisations still struggle to survive due to a lack of resilience measures (Bagheri, et al.,2020). Additionally, most research on talent management has focused on its impact on employee performance, discretionary work behavior, organisational performance, and sustainability, rather than its direct connection to resilience (Sandeepanie, et al.,2023).

Moreso, building a resilient organisation helps minimize exposure to environmental threats by proactively implementing measures to withstand disruptions. This concept has gained particular relevance in explaining how businesses can endure and even thrive amid adversity.

The COVID-19 pandemic highlighted the vulnerability of many globally recognized organisations, some of which quickly resorted to laying off employees due to a lack of resilience awareness among their workforce. This crisis underscored the necessity for businesses to develop adaptive structures that ensure security and stability during periods of uncertainty. One key lesson learned is that talent plays a crucial role in organisational resilience because human capital has emerged as a vital strategic resource for competitive advantage, as organisational success now depends on the unique skills and expertise of its employees Edeh, et al.,2021). Without effectively leveraging its talented workforce, an organisation may struggle to achieve its objectives, regardless of its access to other resources such as infrastructure, natural assets, or technology.

Therefore, Talent management and organisational resilience are now recognized as integral components of modern business strategy. Talent management encompasses activities such as talent attraction and retention, all of which contribute to organisational goals. It includes practices such as recruitment, training, performance management, and succession planning (Hillmann, et al.,2020). On the other hand, organisational resilience involves the ability to adapt and respond effectively to disruptions, drawing on key elements such as adaptive capability, absorptive capability (Eketu, et al.,2020). Organisations must navigate various environmental challenges, including economic fluctuations, technological advancements, competitive pressures and crises such as pandemics or natural disasters (Babarinde, et al.,2022). Despite the recognition of talent management as a key driver of competitive advantage and organisational growth, there is limited research on its relationship with organisational resilience (Aina, et al.,2020; Edeh, et al.,2022). While previous studies have examined resilience through factors such as employee competency development, mentoring, knowledge

acquisition, and performance management, many organisations still struggle to survive due to a lack of resilience measures (Bagheri, et al., 2020; Sandeepanie, et al., 2023). Additionally, most research on talent management has focused on its impact on employee performance, discretionary work behavior, organisational performance, and sustainability, rather than its direct connection to resilience (Ciasullo, et al., 2024). Given this gap in the literature, the present study seeks to investigate the correlation between talent management and organisational resilience in private secondary schools in Yenagoa, Bayelsa State (Gül, et al., 2023). The study used participative culture as a moderating factor and aims to contribute to the growing body of knowledge on the subject. By bridging this gap, the research will provide insights into how schools can leverage talent management strategies to enhance resilience and ensure long-term success (Ule, et al., 2020; Khan, et al., 2024).

With this importance as education remains a vital tool for national development and for equipping individuals with the skills and knowledge needed to navigate a rapidly changing world (Garrido, et al., 2024). Nigeria education sector is increasingly losing its importance on the global stage due to leadership failures that have hindered the attraction and retention of talented employees. This issue has led to the poor performance of private secondary schools, caused by leadership's inability to identify key values that could support the education system's growth and development. This failure is often attributed to weak leadership, which has contributed to the erosion of socio-economic, cultural and political values in the system (Garrido, et al., 2024). In addition, the principles of education stress the importance of effective policy implementation and productive delivery, alongside the growing competition among private secondary schools. As a result, some schools are forced to close, while others merge or rapidly revamp their offerings due to challenges such as lack of funding, poor quality assurance, inadequate facilities and equipment, environmental conditions, insufficient manpower development and poor working conditions.

Other factors influencing the effectiveness of the school's system include global economic crises, natural disasters, insecurity, terrorism, rising customer expectations and intense competition. Therefore, this study aims to investigate how talent attraction, talent retention in talent management can help these schools become more resilient in the face of recent challenges, with participative culture acting as a moderating factor (Garrido, et al., 2024; Khan, et al., 2024).

Furthermore, the study objectives are to explore the relationship between talent management dimensions (talent attraction, talent retention) organisational resilience dimensions (absorptive capability, adaptive capability) and also the role of participative culture as a moderating factor in the relationship between talent management and organisational resilience in the selected private secondary schools in Yenagoa, Bayelsa State.

Literature Review

Talent Management

The concept of Talent Management (TM) was first introduced by McKinsey consultants in their well-known article "*The War for Talent*" at the end of the 20th century (Appau, et al., 2021; Mohana, et al., 2021). Their study highlighted the necessity of securing top talent for organizations aiming to be agile, strategic, and successful (Abdulmaleek, 2020). Talent is a highly valued attribute in human resources, and organizations require talented individuals due to their unique capabilities (Mohana, et al., 2021). However, simply having skilled employees does not automatically translate into success unless their potential is effectively harnessed to achieve organizational goals (Abdulmaleek, 2020). Talent serves as a key resource in human resource management, making it one of the essential tools for managing personnel in the 21st century (Kaliannan, et al., 2023). (Kravariti, et al., (2022) noted that the increasing scarcity of exceptional individuals has intensified the competition among organizations to attract and retain the best talent. Over the past two decades, talent has gained significant attention among organizational practitioners and scholars due to its critical role in both individual and organizational success (Ali, et al., 2023). Mohana, et al., (2021) stated that talented individuals remain a rare resource, and business organizations consistently compete to acquire them. Gupta, et al., (2024) believed that the mere presence of skilled employees does not guarantee improved organizational performance; companies must invest in talent utilization to drive their objectives forward. However, many organizations struggle to fill key positions due to the shortage of highly skilled individuals. Al-Dalahmed, et al., (2020) concluded that the need for effective management of talent has become even more pronounced in today's highly competitive and dynamic business environment (Appau, et al., 2021; Mohana, et al., 2021). Consequently, talent management emerged as a strategic response to the intense global competition, which demands quick decision-making and effective actions (Younas, et al., 2020). Madurani, et al., (2021) in their study claims that organizations must ensure that the right personnel are placed in the right roles to address challenges related to competition and technological advancements.

Kaleem, (2019) concluded that talent management is now considered as a fundamental aspect of human resource management, addressing skill gaps and the increasing demand for new competencies driven by digital transformation in the workplace. Scholars have defined talent management as the systematic process of attracting, developing, and retaining skilled employees to achieve organizational objectives (Singh, 2019; Al-Aina, et al., 2020). While some definitions focus solely on selecting the best candidates for job positions, this perspective overlooks other critical aspects such as employee retention, reward systems and continuous development (Jibril, et al., 2022; Moslem, et al., 2019). Dogan, et al., (2020) stated that talent management encompasses various functions, including talent identification, compensation, retention, and professional growth.

As a strategic business function, talent management must be integrated into all employee-related processes, ensuring that attracting and retaining talent is not solely the responsibility of HR managers but a collective effort across the organization (Moslem, et

al.,2019). Babarinde, (2022) conclude that, successful talent management requires strong support from top management to optimize people centered processes.

Despite different perspectives, scholars worldwide have identified various key indicators of talent management, such as talent attraction, talent engagement, learning and development, talent retention, career management, workforce planning, and leadership (Bagheri, et al.,2020). Organizations must prioritize talent management to enhance their employee value proposition and systematically acquire and develop talent. Today, talent is a fundamental driver of competitive advantage in the business world (Abdulmaleek, 2020). The study of talent management has two vital indicators to measure its effectiveness on organizational resilience which are talent attraction and talent retention.

Talent Attraction

Talent attraction and talent management are essential components of human resources that serve different functions (Mohana, et al.,2021). Talent attraction focuses on identifying and recruiting individuals with the necessary skills to fulfill specific roles within an organization (Dube,2021). Once these individuals are hired, talent management takes over, encompassing activities such as onboarding, training and development, performance evaluation, succession planning, and career progression (Madurani, et al.,2021). Scholars in organizational research suggest that a firm's competitive advantage often stems from its internal talents and capabilities, which are difficult to replicate, rather than its products and service (Cedergren, et al.,2024). Nevertheless, securing top talent is a fundamental step toward achieving a competitive edge (Kaliannan, et al.,2023). Effective talent attraction serves as the gateway to strategically positioning employees who demonstrate commitment and contribute to the organization's long-term success and sustainability (Ali, et al.,2023).

As a critical aspect of talent management, talent attraction involves selecting individuals with the right expertise and investing in their development (Qiao, et al.,2023). Organizations must carefully plan their hiring processes to ensure they acquire human capital that drives growth, as employees are widely recognized as a company's most valuable asset in maintaining a sustainable competitive advantage (Younas, et al.,2020). Furthermore, talent attraction encompasses recruitment, selection, employer branding, employee value proposition, and positioning the company as an employer of choice (Manenzhe, et al.,2021). Organizations must implement strategic measures to ensure new hires align with their culture and values (Kim, et al.,2021). The primary goal is to attract qualified candidates who not only meet job requirements but also integrate seamlessly into the organization (Madurani, et al.,2021). Matching job analyses with human resource assessments is crucial in ensuring that the right candidates are placed in appropriate roles (Gupta, et al.,2024).

Based on the discussion above, the study theorizes the following proposition:

Ho₁: There is no significant relationship between talent attraction and absorptive capacity.

Talent Retention

Talent retention refers to the strategies and practices organizations use to keep skilled employees engaged, satisfied and committed to the company for an extended period (Chatzoudes, et al.,2022). Retaining top talent is a critical challenge for organizations, as their profitability, long-term success and growth depend on their ability to maintain a strong workforce (Moses, et al.,2020). Ohunakin, et al., (2020) believed that talent retention strategies aim to minimize turnover and ensure that valuable employees remain within the organization. The vital significance of talent retention remains a central focus in organizational discussions (Nteogwuija, et al.,2019). With high turnover rates and intense competition for skilled professionals posing major challenges across industries, organizations must implement proactive retention strategies to ensure stability and maintain their competitive edge (Edeh, et al.,2021). Organizations that prioritize talent retention recognize that losing skilled employees may provide competitors with a strategic advantage (Ndubuisi, et al.,2024). Research suggests that retaining employees is an indicator of an organization's maturity in handling crises (Kravariti, et al.,2022). Moreover, employee retention directly contributes to job satisfaction and morale, as employees who feel valued are more likely to stay, leading to reduced turnover rates (Roberto, et al.,2019). In service-oriented industries, employee retention is particularly crucial, as conscientious behavior in the workplace such as working extra hours and adhering to organizational policies enhances overall performance (Ule, et al.,2019; Nteogwuija, et al.,2019). Human resource professionals play a vital role in implementing effective retention strategies, including direct and indirect compensation, to ensure employees remain engaged and committed (Hussien, et al.,2021). The inability to retain essential talent contributes to high turnover rates, which can disrupt organizational stability and hinder long-term success (Dube,2021).

Based on the discussion above, the study theorizes the following proposition:

Ho₂: There is no significant relationship between talent retention and adaptive capacity

Organizational Resilience

Organizational Resilience refers to the ability of an organisation to anticipate, prepare for, respond to, and adapt to gradual changes and sudden disruptions, ensuring its survival and long-term success (Mama, et al.,2020). Although, the growing complexity and unpredictability of the global business landscape have made organizational resilience a crucial area of interest for researchers (Kussudiyarsana, et al.,2023). Given the ever-changing and volatile nature of this environment, organizations must adapt their business models to remain resilient (Mama, et al.,2020). The term "resilience" originates from the Latin word *resilire*, meaning "to spring back." Initially, resilience referred to an individual's ability to endure and adapt in the face of adversity, trauma, or setbacks (Mama, et al.,2020). By the 1980s, the concept was integrated into behavioral sciences, shifting focus from individual resilience to

human-environment interactions and long-term sustainability (Bhutto, et al.,2021; Ugboego, et al.,2022). Despite its significance, scholars continue to debate the precise meaning of resilience, particularly the distinction between resilience capacity and resilience capability, as the terms are often used interchangeably (Hussien, et al.,2021).

This study considers various scholarly perspectives and defines organizational resilience as a developmental process in which organizations swiftly recognize and respond to significant environmental changes (Lyng, et al.,2022; Mama, et al.,2020). Galavotti, et al., (2022); Chen, et al., (2021) concludes that, organizational resilience represents an organization's ability to anticipate unforeseen challenges, proactively address emerging risks, and implement effective strategies to sustain growth despite adversity. Putra, et al., (2022) point out that, resilience enables organizations to foresee potential threats, mitigate risks, and adapt to evolving conditions. Fundamentally, it reflects an organization's capacity to recover from disruptions, maintain stability, and ensure long-term success (Rai, et al.,2021; Qiao, et al.,2023).

A key aspect of resilience is the strategic adaptation of processes to identify alternative solutions (Ahmic, 2022). This quality is particularly vital for entrepreneurs, given the uncertainties they encounter daily. Beyond survival, resilience enables organizations to maintain a competitive advantage in dynamic and competitive environments (Qiao, et al.,2023). The way organizations shape their response strategies at the industry level may reveal consistent patterns in managing crises and external shocks (Rai, et al.,2021). Some scholars argue that organizations must first cope with, adapt to, and respond to stressors dynamically before integrating new ideas into their systems (Mama, et al.,2020). The ability to respond effectively to challenges is rooted in contextual competence and strategic adaptability (Stentoft, et al.,2023).

This study measures organizational resilience using two key dimensions: absorptive capability, adaptive capacity. These factors collectively determine an organization's ability to withstand disruptions, adapt to new challenges and maintain long-term sustainability. These dimensions help to provides insight into how can enhance the organizational resilience.

Absorptive Capability

Absorptive capacity, a concept originally derived from macroeconomics, refers to an organization's ability to absorb and utilize external resources and information (Rubbio, et al.,2023). The central idea behind absorptive capacity is that an organization's ability to leverage external knowledge depends on the knowledge it already possesses (Stentoft, et al.,2023). This concept is closely tied to the role of intangible assets, such as knowledge embodied in intellectual property (Rai, et al.,2021). To build these intangible assets, organizations must understand how to generate new knowledge from the resources at their disposal (Ugboego, et al.,2022).

Through a combination of organizational routines and processes, firms must be capable of acquiring, sharing, assimilating, transforming, and applying new knowledge to remain competitive and foster growth (Chen, et al.,2021). In broader terms, absorptive capacity refers to an organization's ability to learn, solve problems, and integrate external knowledge to generate new insights (Aloulou, 2024). It is defined as "the ability of a firm to recognize the value of new external information, assimilate it, and apply it to commercial purposes"(Duchek, 2020). Duchek, (2020) believes that, absorptive capacity is the extent to which an organization can effectively utilize external resources, knowledge, or capabilities.

Absorptive capacity acts as a filtering mechanism, enabling organizations to use external knowledge to their advantage (Edeh, et al.,2021; Evenseth, et al.,2022). This process involves several stages: identifying and acquiring external knowledge (exploratory learning), assimilating, understanding, and retaining that knowledge (transformative learning), and then applying and utilizing it effectively (exploitative learning) (Evenseth, et al.,2022). In exploratory learning, firms focus on identifying and gathering external knowledge, such as industry trends and technological innovations, by continuously scanning their environment (Edeh, et al.,2021; Evenseth, et al.,2022).

Adaptive Capability

Adaptive capability refers to an organization's ability to adjust and cope with particular challenges, such as climate hazards or other external disruptions (Cedergren, et al.,2024). Organizations become more resilient when their adaptive capacity is enhanced (Putra, et al.,2022). This capacity includes key aspects such as leadership and decision-making structures, the flow of information and knowledge, and the level of creativity and flexibility the organization fosters (Chen, et al.,2021). Therefore, an organization's ability to adapt is central to its resilience (Edeh, et al.,2021). Resilience, seen as adaptive behavior, is increasingly applied in business environments to explain how organizations balance stability with change (Hügel, et al.,2024). The concept also connects adaptive capacity to organizational competitiveness, as it measures an organization's culture and dynamics that enable timely, appropriate decision-making in both everyday operations and crises (Mama, et al.,202).

Rai, et al., (2021) argued that adaptive capacity can be defined as "the extent to which an organization can adjust to less vulnerable conditions. Hussien, et al., (2021) claims that, it encompasses the ability to thrive in complex and uncertain environments by solving new and unfamiliar problems. Adaptive capacity can be reactive, where the organization adapts to current conditions and changes, or proactive, where the organization anticipates changes by forecasting based on early signals (Ahmic, 2022). Reactive adaptive capacity enables resilience in organizations, while proactive capacity uses foresight such as sensing and seizing opportunities to further enhance resilience (Eketu, et al.,2020).

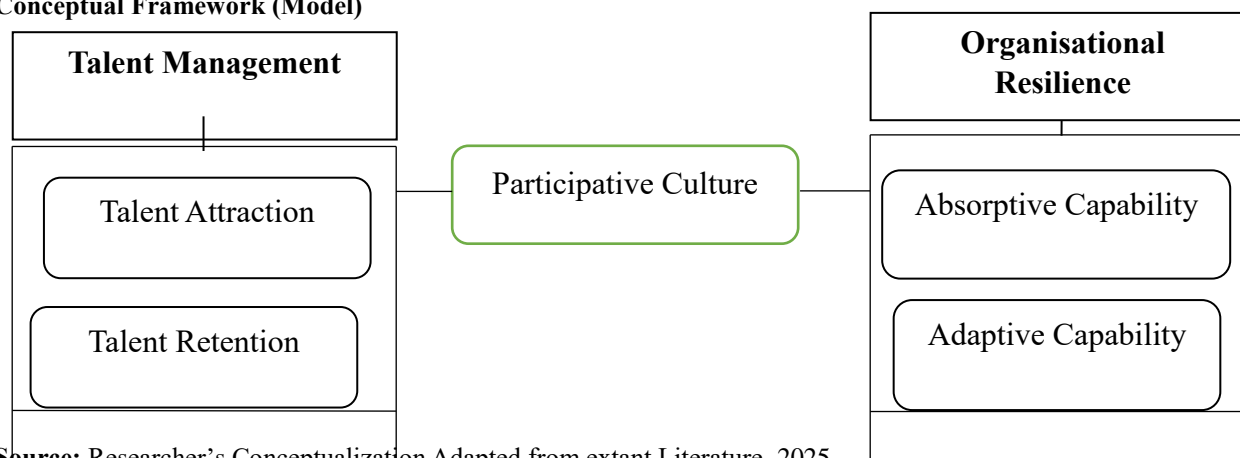
Participative Culture

In this study, participative culture stands as the moderating variable to influence talent management and organizational resilience. However, participative culture refers to the attitudes of individuals within a group (Jenkins, et al.,2015). It shapes individuals, who in turn form the foundation of organizations (Amiri, et al.,2024). Culture is essentially a system of beliefs, values, and behavioral

patterns that subconsciously influence employees' decisions, guiding their actions and behaviors within an organization without their conscious awareness (Amiri, et al.,2024). In organizations, the dominant cultural practices are typically divided into two types: participative culture and bureaucratic culture (Jenkins, et al.,2015). Bureaucratic culture focuses on rules, regulations, and a strong leadership style, while participative culture emphasizes teamwork, societal acceptance, and employee loyalty (Jenkins, et al.,2015). This study focuses on participative culture as a moderating factor because it fosters relatively low barriers to creative expression and civic engagement.

Participative culture is one where organizational member believe their contributions are valued and make a difference in the organization's affairs. It embraces diversity and democratic values, encouraging collective decision-making in all aspects of human interaction (Amiri, et al.,2024). This culture allows individuals to express themselves through various forms and practices, and it promotes supportive leadership, which enhances employee loyalty and job performance, leading to higher talent retention and resilient behaviors within the organization (Jenkins, et al.,2015). Amiri, et al., (2024) suggested that if managers prioritize employees' input, it not only motivates the workforce but also creates opportunities for employee learning through information sharing and connection, ultimately opening doors to new opportunities. This study examines how participative culture influences the resilience of private secondary schools in Yenagoa, Bayelsa State, Nigeria.

Conceptual Framework (Model)



Source: Researcher's Conceptualization Adapted from extant Literature, 2025.

Fig 1: Conceptual Framework.

Theoretical Framework

The theoretical framework of this study is rooted in the Resource-Based View (RBV) theory that was propounded by a scholar and popularized by Barney. The theory posits that competitive advantage can be sustained only if the capabilities creating the advantage are supported by resources that are not easily duplicated by competitors (Barney, J. B, 1991). Therefore, the reasons of this (RBV) theory in this study that successful firms will find their future competitiveness on the development of distinctive and unique capabilities which may often be implicit or intangible in nature. Other reasons of this RBV theory, it helps organizations in identifying its unique internal resources which not only enhance the organizational performance, but also creates competitive advantage for organizations. Thus, the study posits that the creation, growth and sustainability of private hospitals depend to a large extent on their ability to acquire and effectively combine resources that are difficult to imitate in their system. As a result, private hospitals in Bayelsa State would enhance their resilience capacity by effectively identifying and utilizing their internal distinctive resource of value that are of rarity, inimitability and non-substitutability to survive in the everchanging environment.

Methodology

Research Design

The study is descriptive in nature, aimed at providing new insights into the resilience behaviour of private secondary schools. It seeks to assess the ability of these schools to adapt to potential damage caused by unforeseen environmental forces, as well as identify areas for transformation and strategies to overcome disruptions. The collected data allowed the researcher to understand the current conditions related to talent management and organizational resilience with participative culture in these schools. Given its descriptive nature, the study employs a survey research strategy, where all teaching staff including principals, vice principals, and classroom teachers of the selected private secondary schools in Yenagoa, Bayelsa State were asked the same set of questions to gather their perspectives on resilience behavior.

Population of the Study

In this study, the population consists of one hundred (100) registered and operational private secondary schools in Yenagoa, the capital city of Bayelsa State, as provided by the Ministry of Education. The study adopted only sixty-seven (67) private secondary schools out of the one hundred (100) due to time constraints that involves in the study.

Sample Size/Sampling Technique

A population of one hundred and eighty-three (183) teaching staff are the target population but due to practical constraints, it was not possible to include the entire one hundred and eighty-three so, Taro Yamene's formula was applied to select a sample size from the target population thus, the calculation below:

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n = Sample size (Number of persons to be issued questionnaires)

N = Population size (Total number of teaching staff in the schools)

1 = Constant

e = level of significant at 0.05 (5%)

Therefore, for the total estimated number of 183 teaching staff in the selected private secondary schools in Yenagoa, Bayelsa State, the sample size was calculated as follows:

$$\begin{aligned} n &= \frac{183}{1 + 183(0.05)^2} \\ &= \frac{183}{1 + 183(0.0025)} \\ &= \frac{183}{1 + 0.4575} \\ &= \frac{183}{1.4575} \\ n &= 125.55 \\ n &= 126 \end{aligned}$$

The sample size for this study consists of 126 teaching staff who were given questionnaires. Stratified sampling technique was used to select the 126 participants from the estimated number of 183 teaching staff of the selected schools. However, the rationale behind using stratified sampling is to ensure that each private secondary school is adequately represented in the respondent selection, with schools grouped into strata based on the size of their workforce.

Method of Data Collection

This study utilizes data from two main sources: primary and secondary. Primary data was collected using a self-report questionnaire, while secondary data was gathered from online publications, journals, and textbooks by prominent scholars on talent management and organisational resilience with participative culture. These two sources of data collection allow the researcher to effectively utilize available resources and contribute valuable insights to the body of knowledge upon completion of the study (Okorie, et al, 2017; Agwu, et al, 2018).

Validity of Research Instrument

This research utilizes content and construct validity to assess whether the scale items align with the relevant constructs being measured. The content validity of the instrument was strengthened through logical validation and expert feedback. The researcher ensured that the questionnaire addressed issues related to the study's variables by consulting subject matter experts. Additionally, the instrument was examined to confirm that the construct items accurately reflect the intended meaning of the constructs being studied. This approach helped the researcher to assess participants' ability to understand and answer the questions, ensuring they have the necessary information about talent management in their workplaces and its connection to the resilience behaviour of private secondary schools.

Reliability of the Research Instrument

To measure the reliability of the research instrument, internal consistency was evaluated using Cronbach's Alpha coefficient and a threshold of 0.70 were adopted, as it indicates an acceptable level of internal consistency depending on the nature of the measurement.

Table 1: Reliability Coefficients

S/N	Variables	No of items	Coefficient value
1	Talent Attraction	5	0.72
2	Talent Retention	5	0.91
3	Absorptive Capability	5	0.76
4	Adaptive Capability	5	0.81

Source: SPSS Output, 2025

Data Analysis Techniques

Data analysis for this study was conducted in three phases: univariate, bivariate, and multivariate analysis. The univariate analysis employed descriptive statistics and frequency distribution, while the bivariate analysis used inferential statistics to test the hypotheses and establish the relationships between the variables. Specifically, Spearman's Rank Order Correlation Coefficient (Rho) was used to analyze the data, as it was suitable for the nature of the research and the ordinal scale of measurement. For the multivariate analysis, partial correlation was applied to assess the moderating effect of participative culture on the relationship between talent management and organisational resilience.

Results and Discussion of Findings

The study aims to determine the empirical relationship between talent management, participative culture and organisational resilience of selected private secondary schools in Yenagoa, Bayelsa State, Nigeria. The results and discussions of the findings are presented under the following sub-headings:

Demographic Data Analysis

The demographic data collected from the study participants were analyzed using tables, frequencies, percentages, which are presented below in the order they were arranged in the questionnaire, starting with the fieldwork.

Field survey

The fieldwork for this study was conducted over three-month period, from November 2024 to July 2025. This phase involved distributing and collecting the questionnaires from the teaching staff of the selected private secondary schools in Yenagoa, Bayelsa State. The distribution and retrieval process were facilitated by six research assistants from the respective schools. Although, some questionnaires were not retrieved and some retrieved but had multiple responses which were discarded during the analysis stage.

Table 2: Demographic Profile of Respondents

Items	Categorization	Frequency	Percentage (%)
Sex distribution	Male	49	41.9%
	Female	68	58.1%
Age	18-25	16	13.7%
	26-35	39	33.3%
	36-45	35	29.9%
	46 years and above	27	23.1%
Marital status	Single	27	23.1%
	Married	61	52.1%
	Others	29	24%
Qualification	NCE/OND	23	19.7%
	HND/B.Sc	83	70.9%
	M.Sc	9	7.7%
	PhD	2	1.7%
Work Experience	1-5 years	25	21.4%
	6-10 years	50	42.7%
	11 years and above	42	35.9%

Source: Field work, 2025

The above table revealed that 41.9% of the study participants were male, while 58.1% were female. Additionally, it illustrates that the majority of the teaching staff of the selected private secondary schools were female. The age bracket showed that 13.7% were between the ages of 18 and 25, 33.3% were aged 26 to 35, 29.9% fell within the 36 to 45 age range, and 23.1% were 46 years old and above. The group aged 26 to 35 years constituted the largest proportion of respondents. Therefore, the education qualification indicated that 19.7% holding an NCE/OND, 70.9% possessing an HND/B.Sc, 7.7% having an M.Sc, and 1.7% holding a Ph.D. In addition, the table 3 clearly shows that the majority of participants had an HND/B.Sc, followed by those with NCE/OND, and fewer participants held M.Sc and Ph.D. qualifications. This suggests that the study participants were well-educated and capable of providing informed responses on the topics of talent management, participative culture and organizational resilience in the selected private secondary schools in Yenagoa, Bayelsa State, Nigeria. Furthermore, the above table indicated that 21.4% of participants had between 1 to 5 years of work experience, 42.7% had between 6 to 10 years, and 35.9% had 11 years or more of experience. The illustrates proves that the majority of participants had between 6 to 10 years of experience. This suggests that the length of employees' work experience plays a significant role in the selected private secondary schools in Yenagoa, Bayelsa State, Nigeria.

Descriptive Statistics

To explore the dimensions of talent management and organisational resilience measures in private secondary schools in Yenagoa, Bayelsa State, with the moderating role of participative culture, the questionnaire used a Likert scale. Respondents were asked to rate their opinions on a five-point scale, where responses were averaged to provide a general measure of approval or disapproval. The responses were assigned values: strongly agree (5), agree (4), moderately agree (3), disagree (2), and strongly disagree (1), leading to a weighted mean of $5+4+3+2+1=15/5=3$ (criterion mean). Descriptive statistical tools, such as percentages, mean, and standard deviation, were used to summarize the characteristics or opinions of the sample. Any mean score above 3 is interpreted as overall approval, indicating that the majority of respondents supported the statement, while a value below 3 ($M < 3$) signifies disapproval. The study uses a mean score of 3.0 as the threshold. The tables below present the results of the descriptive statistics for the variables in this study.

Table 3: Descriptive statistic for Talent attraction

Variable	Item Statement	Mean	Std. Deviation
Talent attraction X = 3.8226 Std = .99300	Attracting the right talent enable my school to transform itself in a deliberate and conscious manner towards the changing environment.	4.00	.754
	Promoting staff good image enables me become responsive to my school in a positive manner.	3.32	1.407
	My school internal recruitment policies enable my colleagues and I to absorb easily in our operational environment.	3.92	.911
	Talented teachers' help to enable my school maintain a competitive edge over others in the State.	4.04	1.078

Source: Field data output, 2025

Talent attraction, as a component of talent management, was measured using four item statements on an ordinal scale. The responses to these items showed a consistent level of agreement, with the mean values for all four items surpassing the 3.0 threshold, as shown in the table above. This indicates that talent attraction is present among the selected private secondary schools within the study area.

Table 4: Descriptive statistic for Talent Retention

Variable	Item Statement	Mean	Std. Deviation
Talent Retention X = 3.8974 Std = .92041	Recognising teachers' effort supports my school to become flexible in decision making.	3.71	1.204
	Conducive work environments help teaching staff to adapt easily to the school methods of doing things.	3.92	.882
	Satisfying work-life-balance of teaching staff helps to ensure adaptability in the school environment.	4.22	.732
	Compensating teachers enable them to become adaptive to the school.	3.74	.995

Source: Field data output, 2025

The responses to the talent retention statements indicate a general consensus among the study participants that talent retention practices influence private secondary school teachers' flexibility in decision-making, particularly regarding the school's image. This is supported by the fact that the mean values of the four statements exceed the criterion mean of 3.0, reinforcing the idea that talent retention is a key practice in private secondary schools. It helps school management enhance sustainability, which is crucial for maintaining resilience in the face of unforeseen challenges.

Table 5: Descriptive statistic for Absorptive Capability

Variable	Item Statement	Mean	Std. Deviation
Absorptive Capability X = 3.7115 Std = 1.02953	My school recognises the value of new external information, assimilates it and apply it to commercial ends.	3.35	1.328

	My school is proficient in quickly understanding and absorbing knowledge.	3.68	1.073
	In my school, we quickly expand our horizon and acquire new knowledge from external source.	3.82	1.031
	My school leadership continuously scan the environment to identify sources of new knowledge and observe technological trends.	4.00	.841

Source: Field data output, 2025

Absorptive capability, a key component of organisational resilience, was assessed using four item statements on an ordinal scale. The average responses to these items indicate that absorptive capability is present among the principals and supervisors of the selected private secondary schools in Yenagoa, Bayelsa, Nigeria. The mean values for these items suggest that a significant majority of participants acknowledge the presence of absorptive capability, which empowers employees to learn and solve problems. This, in turn, helps organisations absorb external knowledge and generate new insights. All the item statements exceeded the study's criterion mean of 3.0, further confirming the presence of absorptive capability in the schools.

Table 6: Descriptive statistic for Adaptive Capability

Variable	Item Statement	Mean	Std. Deviation
Adaptive Capability X =3.6667 Std =1.12065	Some teachers always hide important information from their colleagues.	3.53	1.263
	There is effective communication between the management in respect to day-to-day operation of the school system.	4.24	.750
	Management and leadership of our school encourage creativity and flexibility in decision making time of crisis.	3.89	1.032
	Employees share information and knowledge to their colleagues in our school.	3.42	1.328
	My school leadership develops strategic vision which is understood by all teachers.	3.26	1.384

Source: Field data output, 2025

The average response rate across the five item statements of adaptive capability indicates that all the items reflect a significant level of observation, as the mean values represent the distribution of responses among the study participants. This suggests that adaptive capability is evident among the selected private secondary schools in Yenagoa, Bayelsa State, Nigeria, as shown by the high mean values in the table above. Therefore, it can be concluded that adaptive capability plays a crucial role in organisational resilience in these schools. The responses from the participants highlight how adaptive capability helps organisations maintain a balance between stability and change in their daily operations.

Table 7: Descriptive statistic for Participative Culture

Variable	Item Statement	Mean	Std. Deviation
Participative Culture X =3.6188 Std =1.17766	The ways my school operate encourages teachers' active participation in terms of decision making.	3.43	1.309
	My contributions towards decision making in my school often lead to organisational flexibility.	3.75	1.090
	Team work is always encouraged in our school because the management believed in individual contribution.	3.66	1.100
	There is collaboration and mutual co-operation across various departments in our school.	3.91	1.129
	There is always mutual agreement among employees and the way things are done in our school.	3.35	1.404

Source: Field data output, 2025

The descriptive table above displays the mean scores for the five item statements related to participative culture among the private secondary schools studied in Yenagoa, Bayelsa State, Nigeria. The results show that participative culture plays a crucial role in fostering business sustainability, as the mean values for all the observed items exceed the 3.0 threshold, indicating a high level of acceptance. This suggests that participative culture enhances work commitment to the success of school operations and helps create a competitive edge in the highly competitive environment.

Bivariate Analysis

The hypotheses outlined in this study were tested statistically using the Spearman Rank Order Correlation Coefficient (ρ). This statistical method was chosen because the data were collected using an ordinal scale of measurement, and the analysis was conducted with the assistance of the Statistical Package for Social Sciences (SPSS).

H₀₁: There is no significant relationship between talent attraction and absorptive capability of private secondary schools in Yenagoa, Bayelsa State.

Correlations

		Talent Attraction	Absorptive Capability
Spearman's rho	Talent Attraction	Correlation Coefficient	1.000
		Sig. (2-tailed)	.791**
		N	.000
	Absorptive Capability	Correlation Coefficient	1.000
		Sig. (2-tailed)	.791**
		N	.000

** . Correlation is significant at the 0.01 level (2-tailed).

The first hypothesis was tested to assess the relationship between talent attraction and absorptive capacity in selected private secondary schools in Yenagoa, Bayelsa State. The results of the empirical test indicated a significant and positive correlation between talent attraction and absorptive capacity, with a correlation value of ($\rho = .791^{**}$, $p = .000$). This finding led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, based on the significance of the correlation.

H₀₂: There is no relationship talent retention and adaptive capacity of private secondary schools in Yenagoa, Bayelsa State.

Correlations

		Talent Retention	Adaptive Capability
Spearman's rho	Talent Retention	Correlation Coefficient	1.000
		Sig. (2-tailed)	.690**
		N	.000
	Adaptive Capability	Correlation Coefficient	1.000
		Sig. (2-tailed)	.690**
		N	.000

** . Correlation is significant at the 0.01 level (2-tailed).

The second hypothesis was tested to determine the relationship between talent retention and adaptive capacity in the selected private secondary schools in Yenagoa, Bayelsa State. The results of the empirical test revealed a significant and positive relationship between talent retention and adaptive capacity, with a correlation value of ($\rho = .690^{**}$, $p = .00$). As a result, the null hypothesis (H_{02}) was rejected, and the alternative hypothesis (H_{A2}) was accepted due to the significant correlation. Therefore, the study concludes that talent retention has a strong positive relationship with the adaptive capacity of private secondary schools in Yenagoa, Bayelsa State, Nigeria.

Multivariate Analysis

The final hypothesis (H_{03}) was tested to empirically examine the moderating effect of participative culture on the relationship between talent management and organisational resilience in the selected private secondary schools in Yenagoa, Bayelsa State, Nigeria. The hypothetical statements for this analysis are as follows:

Ho3: Participative culture does not significantly moderate the relationship between talent management and organisational resilience of the studied private secondary schools in Yenagoa, Bayelsa State, Nigeria.

			Correlations		
Control Variables			Talent Management	Organisational Resilience	Participative Culture
-none- ^a	Talent Management	Correlation	1.000	.995	.994
		Significance (2-tailed)	.	.000	.000
		Df	0	115	115
	Organisational Resilience	Correlation	.995	1.000	.993
		Significance (2-tailed)	.000	.	.000
		Df	115	0	115
	Participative Culture	Correlation	.994	.993	1.000
		Significance (2-tailed)	.000	.000	.
		Df	115	115	0
PC	TM	Correlation	1.000	.663	
		Significance (2-tailed)	.	.000	
		Df	0	114	
	ORG	Correlation	.663	1.000	
		Significance (2-tailed)	.000	.	
		Df	114	0	

a. Cells contain zero-order (Pearson) correlations.

Hypothesis three (Ho3) was tested to explore the moderating effect of participative culture on the relationship between talent management and organisational resilience in private secondary schools in Yenagoa, Bayelsa State, Nigeria. The results from the correlation analysis showed that talent management strongly correlates with organisational resilience at (.995) and with participative culture at (.994), while talent management and participative culture also have a strong correlation at (.993), indicating a significant multivariate interaction between the variables. Additionally, the partial correlation analysis revealed a notable moderating effect of participative culture, with a correlation value of (.663), demonstrating a significant and positive relationship. Based on the significant correlation, the alternate hypothesis (HA3) is accepted, and the null hypothesis (Ho3) is rejected. Therefore, participative culture significantly moderates the relationship between talent management and organisational resilience in the private secondary schools in Yenagoa, Bayelsa State, Nigeria. This highlights the important role that participative culture plays in enhancing both talent management and organisational resilience, helping these schools become more proactive in boosting productivity and effectiveness.

Discussion of Findings

The findings of this study are examined in relation to existing literature on talent management, organisational resilience, and participative culture, particularly within the Nigerian context. Additionally, some international studies were referenced to support certain claims, as outlined in the discussion below. The study found a positive and significant correlation between talent attraction and absorptive capability, a measure of organisational resilience. The correlation suggests that private secondary school administrators recognise the unique internal talents and skills of their staff, which cannot be easily replicated. Teachers leverage both external and internal knowledge to gain a competitive edge, contributing to job satisfaction. This finding aligns with existing management research, which highlights the significant impact of talent attraction on job satisfaction. The study concludes that an effective talent attraction strategy leads to increased employee satisfaction, fostering their commitment to the organisation and enabling the assimilation of external knowledge to address challenges (Kravariti, et al., 2022).

The second hypothesis showed a significant and positive relationship between talent retention and adaptive capability among private secondary school teachers. This indicates that talent retention, as a factor of organisational resilience, motivates school administrators to enhance the skills and abilities of their workforce. This enables teachers to adapt more effectively to challenging work environments. The findings support previous research that talent retention significantly influences discretionary work behavior in Nigerian hospitality organisations. Additionally, other studies confirm that talent retention has a notable impact on organisational resilience.

Hypothesis three was tested to determine the moderating impact of participative culture on the relationship between talent management and organisational resilience in selected private secondary schools in Yenagoa, Bayelsa State, Nigeria. The results showed that participative culture significantly influences the correlation between talent management and organisational resilience. This finding aligns with the notion that organisational structure, which is an integral part of organisational culture, has a positive effect on employee resilience. The reasoning behind this is that culture, as a system of beliefs, values, and behavioral patterns, subconsciously motivates employees to make important decisions. As a result, environmental dynamics play a positive moderating role between organisational resilience and organisational learning, potentially guiding the trajectory of organisational resilience and contributing to a sustainable competitive advantage through organisational learning. Additionally, organisational resilience helps Chinese companies gain a viable competitive advantage, with organisational learning acting as a mediator between organisational resilience and sustainable competitive advantage. Finally, employee competency development is found to influence organisational resilience, with adaptive capacity, situation awareness, keystone vulnerability management, and resilience ethos all depending on the development of employee competencies (Iskandar, et al., 2020; Sivapragasam & R. Raya, 2018).

Conclusion

The study empirically explored the relationship between talent management, participative culture and organizational resilience of the selected private secondary schools. From the theoretical disposition and empirical outcome, it was found that talent management components of talent attraction and talent retention all give credence to organizational resilience in the form of absorptive capacity and adaptive capacity of the selected private secondary schools. Based on this disposition, it was concluded that organisational resilience remains a vital factor for private secondary schools to surmount the challenges confronting them especially with the uncertainties it faces due to the changing in the business environment. The implication of this is that, embracing talent management in all sphere will increase organisational resilience of private secondary schools within Nigeria and the outside world. Furthermore, participative culture plays a critical role in strengthening the relationship between talent management and organisational resilience by promoting employee involvement, engagement, and performance.

Based on the findings and conclusions, the following recommendations are made to enhance the organisational resilience of private secondary schools in Yenagoa, Bayelsa State through talent management:

1. School administrators should ensure they have the necessary resources to attract qualified personnel who can absorb and utilize external resources to gain competitive advantage. This will lead to increased employee satisfaction and organisational resilience.
2. Talent retention should be actively managed to improve productivity and organisational resilience, ensuring that top talent is sustained.
3. A participative culture should be encouraged to foster employee engagement, performance, and a positive working environment, which will enhance organisational resilience.

Suggested Areas for Further Research

No single study can address all human challenges comprehensively. Therefore, this research aims to highlight areas for further exploration to inspire future scholars and reinforce our findings.

- I. This study focused on two components of talent management and two measures of organisational resilience, which are not exhaustive. Additionally, its scope was confined to selected private secondary schools in Yenagoa, Bayelsa State. As a result, further research is recommended to explore additional dimensions and measures across various sectors such as healthcare, transportation, hospitality, manufacturing, and agriculture.
- II. Since this study employed a single research method, we suggest the use of a mixed-methods approach (triangulation) in future studies, incorporating advanced statistical techniques like Structural Equation Modeling (SEM) and Partial Least Squares (PLS).
- III. Moreover, replicating this study would help validate our findings on the significant and positive outcomes observed. We also recommend a longitudinal survey to better establish causal relationships within the model, as this approach provides deeper insights into how variables interact over time.

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