

Talent Management Practices and Employee Retention in Private Higher Education Institutions: A Comparative Study of Malaysia and Indonesia

**Anas Tajudin¹, Hedy Ramadhan Putra², Aerni Isa³,
Siti Fatinnah Ab Rahman⁴, Shafinah binti Abu Hasan⁵, Ndagire Salmah⁶**

¹Twintech International University College of Technology, Selangor, Malaysia*

²Universitas Islam Negeri Raden Mas Said, Surakarta, Indonesia

³Taylor's University, Selangor, Malaysia

⁴Universiti Kuala Lumpur, Kuala Lumpur, Malaysia

⁵MAIWP International University, Malaysia

⁶Islamic University in Uganda, Uganda

Abstract

Employee retention has emerged as a strategic concern among private higher education institutions (PHEIs) due to increasing competition for qualified academic and administrative personnel. This study examines the influence of talent management practices on employee retention within PHEIs in Malaysia and Indonesia. Specifically, the research investigates the effects of training and development, performance appraisal, compensation and benefits, and career development on employee retention. A quantitative research design was employed using a cross-sectional survey approach. Data were collected from academic and administrative staff employed in selected private higher education institutions in both countries. The collected data were analyzed using descriptive statistics, reliability analysis, correlation analysis, and multiple regression analysis. The findings indicate that talent management practices significantly influence employee retention. Career development and training opportunities were identified as the strongest predictors of employee retention among Malaysian respondents, whereas work-life balance and supportive organizational culture demonstrated greater significance among Indonesian respondents. The study contributes to the growing literature on talent management within higher education by providing comparative evidence from two Southeast Asian countries with distinct institutional and cultural environments. The findings further offer practical implications for university administrators and policymakers in designing context-specific human resource strategies to improve workforce stability and institutional sustainability.

Keywords - Talent Management, Employee Retention, Higher Education Institutions, Human Resource Management, Malaysia, Indonesia, Career Development.

1. Introduction

The higher education sector has undergone substantial transformation over the past decade due to globalization, technological advancement, institutional competition, and increasing demands for academic excellence (UIHassan et al., 2025). Within this dynamic environment, private higher education institutions (PHEIs) face significant challenges in attracting, developing, and retaining qualified employees (Dawo et al., 2025). Academic and administrative staff constitute critical organizational assets whose performance directly influences institutional reputation, student satisfaction, and long-term sustainability (Shimaneni, 2024). Consequently, employee retention has become a strategic priority among universities and colleges worldwide.

Talent management has emerged as an important organizational strategy aimed at identifying, developing, motivating, and retaining highly competent employees (Urme, 2023). Effective talent management practices enable institutions to create supportive working environments that foster employee commitment and reduce turnover intention (Syafri et al., 2025). Previous studies have demonstrated that strategic human resource practices such as training and development, career advancement opportunities, performance management systems, and compensation packages significantly influence employee satisfaction and organizational commitment (Aburumman et al., 2020).

In Southeast Asia, the private higher education sector has expanded rapidly, particularly in Malaysia and Indonesia driven by globalization, technological advancement, and increasing competition for academic excellence. (Salihi, 2020). In this ever-changing environment, private higher education institutions face significant challenges in attracting, developing, and retaining qualified academic and administrative personnel who are critical organizational assets. The loss of skilled employees through turnover, poses serious risks to the quality of education, institutional reputation, operational continuity, and long-term sustainability.

Despite similarities in regional economic development and educational expansion, both countries exhibit distinct cultural, institutional, and organizational characteristics that may influence the effectiveness of talent management strategies. Malaysian institutions generally emphasize structured career progression and professional development, whereas Indonesian institutions often prioritize collectivist workplace relationships and work-life balance (Tantawi, 2026).

Although talent management has been recognized as a vital organizational strategy to enhance employee retention by focusing on activities such as training and development, performance appraisal, compensation and benefits, and career development, there remains a paucity of empirical evidence on how these practices individually influence retention within PHEIs across Malaysia and Indonesia. Moreover, despite the geographical proximity, and economic similarities between the two countries, their differing cultural, institutional and organizational contexts may result in varied effectiveness of management strategies.

Numerous studies have examined talent management and employee retention independently. However, limited comparative research has investigated these relationships within private higher education institutions across Malaysia and Indonesia. Existing literature also demonstrates a lack of empirical

evidence using quantitative approaches to evaluate the effectiveness of specific talent management practices in influencing employee retention.

This research problem highlights the necessity to investigate how talent management practices individually influence employee retention in PHEIs in Malaysia and Indonesia, identify which practices are most significant, and understand how cultural and institutional differences shape these relationships. Addressing this knowledge gap is essential for informing university administrators and policymakers to design tailored human resource management strategies that foster employee engagement, reduce turnover, and enhance institutional sustainability in the competitive higher education landscape.

Research Objectives

Therefore, this study seeks to address the following research question:

How do talent management practices influence employee retention in private higher education institutions in Malaysia and Indonesia?

The objectives of this study are:

- 1.1. To examine the relationship between talent management practices and employee retention in private higher education institutions.
- 1.2. To identify the most significant talent management practices influencing employee retention.
- 1.3. To compare the effectiveness of talent management practices between Malaysia and Indonesia.
- 1.4. To provide recommendations for improving employee retention strategies within private higher education institutions.

The study contributes theoretically to the literature on talent management and employee retention within higher education settings. Practically, the findings may assist university administrators and policymakers in developing contextually appropriate human resource strategies that enhance employee engagement and institutional sustainability.

2. Literature Review

2.1. Talent Management

Talent management refers to a systematic organizational process involving the attraction, development, motivation, and retention of talented employees to achieve strategic objectives. Talent management encompasses activities related to workforce planning, succession management, training and development, performance evaluation, and career progression (Wiblen & Marler, 2021).

Within higher education institutions, talent management practices are increasingly important due to the competitive demand for qualified academic professionals and administrative personnel. Effective talent management not only improves organizational performance but also strengthens employee satisfaction and institutional loyalty (Syafri et al., 2025).

2.2. Employee Retention

Employee retention refers to an organization's ability to retain skilled and competent employees over a sustained period (AlQudah et al., 2023). It is a critical component of an organization's broader talent management strategy and is vital to any organization's stability, growth and profitability (Nafi & Antara,

2021). Private universities require highly skilled and competent employees to ensure the continuation and success of educational programs as well as maintain productivity (AlQudah et al., 2023). High employee turnover negatively affects organizational productivity, institutional knowledge, operational continuity, and financial performance (Gede, 2025). In educational institutions, turnover among academic staff may disrupt teaching quality, research productivity, and student learning experiences (Jameel & Ahmad, 2020).

Several studies indicate that employee retention is influenced by both intrinsic and extrinsic factors, including compensation, career advancement, leadership quality, work-life balance, and organizational culture. For example, (Haddad et al., 2023), (Sorn et al., 2023), and (Feungarrom & Tantasane, 2025).

2.3. Training and Development

Training and development programs enhance employee competencies, professional growth, and career satisfaction (Hasan et al., 2023). Training enhances employee skills and knowledge. Employees who are skilled and industrialized to handle emerging issues and tasks that require technical knowledge, determine the sustainability of organizations. (Omodo et al., 2025). Therefore, PHEIs should be able to embrace training, and conduct several training sessions, to meet the emerging trends in the industry.

Employees who perceive strong institutional investment in their development are more likely to remain committed to the organization (Almabrouk et al., 2024). Previous studies have identified training opportunities as significant predictors of employee retention in both educational and corporate sectors. For example, (Suryani et al., 2023), and (Elsafty & Oraby, 2022). Therefore, it was hypothesized that;

Hypothesis 1 (H1)

H1: Training and development positively influence employee retention.

2.4. Performance Appraisal

Performance appraisal systems provide employees with structured feedback, recognition, and performance expectations (Osman et al., 2024). Transparent and fair appraisal mechanisms contribute to employee trust, motivation, and organizational commitment (Shawn, 2023). Performance appraisal also helps to recognize a particular worker's current level of occupational performance, categorize employees' strengths and weaknesses, and enhances employee engagement (Shawn, 2023). Further, performance appraisal offers a basis for recompensating or disciplining workers in connection to the role or absence of sufficient involvement in firm aims, inspire improved performance, and offers information for authentic selection procedures, succession planning. training and inspire supervisory comprehension of the lower staff (Akanmu & Duh, 2025). Therefore, it was hypothesized that;

Hypothesis 2 (H2)

H2: Performance appraisal positively influences employee retention.

2.5. Compensation and Benefits

Compensation denotes the incentives personnel obtain for doing assigned jobs. Compensation and benefits represent critical determinants of employee satisfaction and retention (Sorn et al., 2023). Competitive salary structures, incentives, healthcare benefits, and retirement plans contribute significantly to employee motivation (Batse, 2025). A study by (Bello & Alhyasat, 2020), established

that compensation practices enhanced job satisfaction and consequently employee retention at a private HEI in Saudi Arabia. Therefore, it was hypothesized that;

Hypothesis 3 (H3)

H3: Compensation and benefits positively influence employee retention.

2.6. Career Development

Career development opportunities provide employees with pathways for professional growth and promotion (Novita Wahyu Setyawati et al., 2022). Institutions that support career advancement demonstrate commitment toward employee success and long-term engagement (Okafor et al., 2025). Therefore, it was hypothesized that;

Hypothesis 4 (H4)

H4: Career development positively influences employee retention.

2.7. Theoretical Framework

This study is grounded in Social Exchange Theory and Human Capital Theory. Social Exchange Theory suggests that employees remain committed to organizations when they perceive mutual benefits and organizational support (Sulistiyan et al., 2022). Human Capital Theory emphasizes the importance of investing in employee knowledge, skills, and competencies to improve organizational performance (Galiakberova, 2019).

2.8 Conceptual Framework

Independent Variable

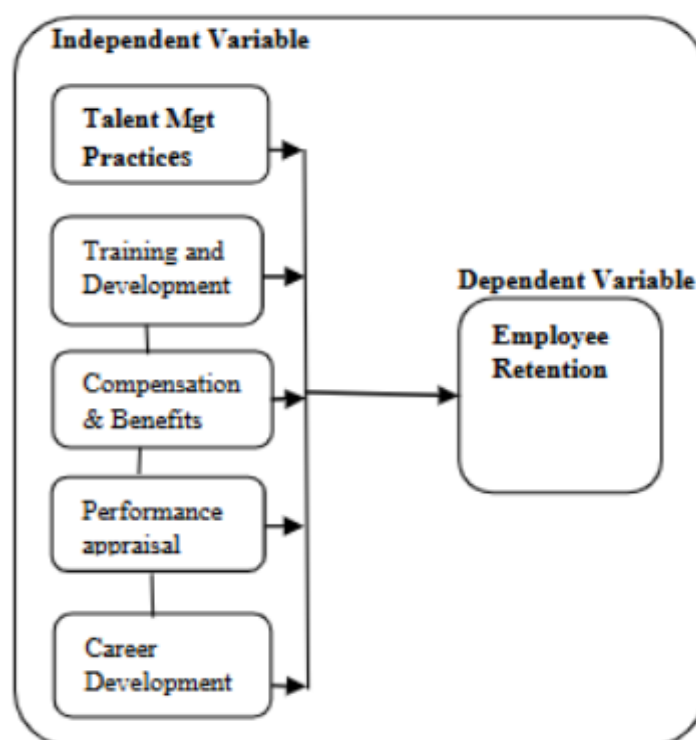


Figure 1: Conceptual Framework

The conceptual framework proposes that training and development, performance appraisal, compensation and benefits, and career development function as independent variables influencing employee retention as the dependent variable.

3. Research Methodology

3.1. Research Design

This study employed a quantitative research design using a cross-sectional survey approach. Quantitative methods were selected to facilitate statistical analysis of the relationships between talent management practices and employee retention (Kittur, 2023).

3.2. Population and Sampling

The target population consisted of academic and administrative employees working in private higher education institutions in Malaysia and Indonesia. A purposive sampling technique was employed to select respondents from universities and colleges operating within major urban regions.

A total of 350 questionnaires were distributed, and 312 usable responses were obtained, representing an effective response rate of 89.1%.

3.3. Research Instrument

The questionnaire consisted of five sections:

- Section A: Demographic Information
- Section B: Training and Development
- Section C: Performance Appraisal
- Section D: Compensation and Benefits
- Section E: Career Development
- Section F: Employee Retention

All measurement items were adapted from established studies and measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

3.4. Reliability and Validity

Cronbach's Alpha was used to assess internal consistency reliability (Izah et al., 2024). All constructs exceeded the recommended threshold value of 0.70, indicating acceptable reliability.

Content validity was established through expert review (Roebianto et al., 2023), while construct validity was examined using factor analysis (Tavakol & Wetzels, 2020).

3.5. Data Analysis

Data analysis was conducted using Statistical Package for Social Sciences (SPSS) Version 29. The following analyses were performed:

- Descriptive Statistics
- Reliability Analysis
- Pearson Correlation Analysis

- Multiple Regression Analysis

4. Findings

4.1. Demographic Profile

Among the respondents, 54% were female and 46% were male. Most respondents were aged between 30 and 45 years. Academic staff represented 68% of the sample, while administrative personnel constituted 32%.

4.2. Reliability Analysis

The reliability results demonstrated strong internal consistency across all constructs.

Table 1: Reliability Analysis

Variable	Cronbach's Alpha
Training and Development	0.884
Performance Appraisal	0.862
Compensation and Benefits	0.857
Career Development	0.891
Employee Retention	0.903

Source: Researchers, 2026

Table 1 shows that all constructs; that is, training and development, performance appraisal, compensation and benefits, career development, and employee retention, have high reliability, with Cronbach's Alpha values ranging from 0.857 to 0.903. This indicates that the questionnaire items for each factor consistently measure the same underlying concept. Reliable scales ensure that the data collected are trustworthy and suitable for further statistical analysis (Izah et al., 2024).

4.3. Correlation Analysis

The correlation analysis revealed significant positive relationships between all talent management variables and employee retention.

Table 2: Correlation Analysis

Variable	Correlation with Employee Retention
Training and Development	0.701**
Performance Appraisal	0.643**
Compensation and Benefits	0.674**

Career Development	0.756**
---------------------------	----------------

**p < 0.01

Source: Researchers, 2026

The correlation analysis in Table 2 reveals significant positive relationships between all examined talent management practices; that is, training and development, performance appraisal, compensation and benefits, and career development; and employee retention. The correlation coefficients ranged from 0.643 to 0.756 ($p < 0.01$), indicating strong associations.

Among these, career development exhibited the highest correlation with employee retention ($r = 0.756$), suggesting that employees who perceive opportunities for career progression are more likely to remain with their institutions.

Training and development ($r = 0.701$), compensation and benefits ($r = 0.674$), and performance appraisal ($r = 0.643$), also demonstrated substantial positive relationships with retention, highlighting the comprehensive role of talent management practices in enhancing employee commitment.

Specifically, the correlation of $r = 0.701$ exhibited by training and development suggests that employees who perceive greater training opportunities are more likely to stay. In addition, the correlation of $r = 0.643$, exhibited by performance appraisal indicates that fair and transparent employee performance evaluations relate to higher retention. Likewise, the correlation of $r = 0.674$, exhibited by compensation and benefits suggests that better pay and benefits correlate with more employees wanting to remain and consequently less labor turnover.

The significance level ($p < 0.01$) for all, indicates that all correlations are statistically significant at the 1% level. This means that there is a less than 1% probability that the observed relationships are due to chance.

This analysis shows that each talent management factor is individually strongly related to employee retention, supporting their relevance in human resource practices, in such a way that as each improves, employee retention tends to increase (Tej et al., 2021).

4.4. Regression Analysis

The regression analysis demonstrated that career development was the strongest predictor of employee retention, followed by training and development.

Table 3: Regression Analysis

Variable	Beta	Sig.
Training and Development	0.288	0.000
Performance Appraisal	0.176	0.013
Compensation and	0.214	0.005

Benefits

Career Development	0.391	0.000
---------------------------	-------	-------

Source: Researchers, 2026

The regression analysis further highlights the relative influence of each talent management practice on employee retention while controlling for the overlap among variables in Table 3. According to Table 3, career development emerged as the strongest predictor ($\beta = 0.391$, $p < 0.001$), confirming its critical role in fostering employee retention in private higher education institutions. This was followed by training and development ($\beta = 0.288$, $p < 0.001$), compensation and benefits ($\beta = 0.214$, $p = 0.005$), and performance appraisal ($\beta = 0.176$, $p = 0.013$), each exerting a significant but comparatively smaller effect on retention. The regression model accounted for 68.4% of the variance in employee retention ($R^2 = 0.684$), indicating a robust explanatory power of the combined talent management practices.

Collectively, these findings corroborate previous research emphasizing the importance of structured career development initiatives as an organizational investment that significantly enhances employee retention, consistent with Human Capital Theory (Galiakberova, 2019). The positive effects of training, fair performance appraisal, and competitive compensation further support a holistic approach to talent management (Ali Almohtaseb et al., 2020). Institutions aiming to improve retention should prioritize the implementation of comprehensive career development programs alongside effective training, equitable performance evaluation, and attractive compensation packages.

4.5. Comparative Findings between Malaysia and Indonesia

The findings indicate that Malaysian respondents placed greater emphasis on structured career progression and professional development opportunities. In contrast, Indonesian respondents demonstrated stronger preference toward organizational support, workplace harmony, and work-life balance.

These findings suggest that although talent management practices significantly influence employee retention in both countries, contextual cultural differences shape employee expectations and organizational priorities.

5. Discussion

The findings of this study strongly confirm that talent management practices significantly influence employee retention within private higher education institutions in Malaysia and Indonesia. The correlation analysis revealed strong positive relationships between employee retention and all four key talent management variables. That is; training and development, performance appraisal, compensation and benefits as well as career development. The results support previous studies which identified training opportunities, compensation systems, and career development as critical determinants of employee commitment.

Career development emerged as the strongest predictor of employee retention ($r = 0.756$, $p < 0.001$), indicating that employees are more likely to remain within institutions that provide clear promotion pathways, mentoring opportunities, and professional advancement programs, thereby exhibiting stronger

commitment to their institutions. This finding aligns with Human Capital Theory, which emphasizes organizational investment in employee development.

Training and development ($r = 0.701$), compensation and benefits ($r = 0.674$), and performance appraisal ($r = 0.643$), also showed substantial positive relationships with retention, highlighting the multifaceted nature of talent management's influence on workforce stability,

The multiple regression analysis further clarified the relative effects of these variables, with career development emerging as the most potent predictor ($\beta = 0.391$, $p < 0.001$). This highlights the importance of structured career advancement and mentorship programs in augmenting employee retention. This result aligns with Human Capital Theory, which posits that investing in employee skills, knowledge, and career growth enhances organizational loyalty and reduces turnover. Training and development also exhibited a significant influence ($\beta = 0.288$, $p < 0.001$, reinforcing that perceived institutional support through learning opportunities strengthens employee retention. Compensation and benefits ($\beta = 0.214$, $p = 0.005$) and performance appraisal ($\beta = 0.176$, $p = 0.013$) showed meaningful, though somewhat lesser, impacts, supporting the view that both extrinsic rewards and fair assessment mechanisms are integral to effective retention strategies (Adetayo & Egbuta, 2025).

Importantly, the model explained 68.4% of the variance in employee retention, indicating that these talent management practices collectively account for a substantial proportion of employees' decisions to remain with their institutions. This comprehensive effect supports prior empirical work suggesting that integrated human resource strategies, combining career development, training, compensation, and performance feedback, are critical in higher education contexts characterized by intense competition for quality staff.

The study further revealed cross-cultural differences between Malaysia and Indonesia. Malaysian employees demonstrated greater emphasis on professional achievement and career advancement, emphasizing the need for formal pathways and mentorship. However, Indonesian employees placed greater value on supportive organizational culture, workplace harmony and work-life balance, reflecting the influence of collectivist cultural norms and preferences for supportive environments.

The findings also support the Social Exchange Theory, which suggests that employees reciprocate institutional support, whether career-oriented or culturally contextualized, through loyalty, long-term commitment and reduced turnover intention (Sulistiyani et al., 2022). Institutions that invest in employee wellbeing, development, and recognition are more likely to retain talented staff (Hanif & Zaman, 2025). From a practical perspective, higher education administrators should implement comprehensive talent management frameworks tailored to local cultural and institutional contexts. Strategies such as structured mentorship programs, fair performance evaluations, flexible work arrangements, and leadership development initiatives may significantly improve employee retention (Urme, 2023). Malaysian private higher education institutions (PHEIs) may focus on enhancing career ladders, leadership development, and continuous professional learning, while Indonesian institutions could prioritize fostering supportive organizational cultures and policies that improve work-life integration. Additionally, transparent performance appraisal systems and competitive compensation packages should be consistently applied across both contexts as foundational elements of retention.

6. Conclusion

This study examined the influence of specific talent management practices on employee retention within private higher education institutions in Malaysia and Indonesia. The study presents both theoretical contributions, grounded in Social Exchange and Human Capital Theories, as well as practical recommendations for enhancing workforce sustainability through culturally sensitive and evidence-based human resource strategies.

The findings demonstrate that training and development, performance appraisal, compensation and benefits, and career development significantly influence employee retention.

Career development was identified as the strongest predictor of retention, particularly among Malaysian respondents, while work-life balance and supportive organizational culture were more influential within Indonesian institutions.

The study contributes to the growing body of literature on talent management in higher education by quantitatively providing comparative evidence from two Southeast Asian countries. The findings also provide practical insights for institutional leaders seeking to improve workforce sustainability and organizational performance.

6.1. Limitations

Several limitations should be acknowledged:

- The study employed a cross-sectional design which limits causal interpretation.
- Data were collected only from selected private higher education institutions.
- Self-reported questionnaires may introduce response bias.

6.2. Recommendations for Future Research

To build upon these findings, future studies should:

- Conduct longitudinal research to examine causal relationships.
- Include public universities and other educational sectors.
- Utilize mixed-method approaches combining quantitative and qualitative analysis to explore causal mechanisms and deeper cultural dynamics influencing talent management effectiveness.
- Explore the influence of digital transformation and remote work on employee retention.

Conflict of Interest

The authors have not declared any conflict of interest whatsoever.

Acknowledgements (If any)

The authors wish to thank everyone who contributed directly or indirectly to this study.

References

1. Aburumman, O., Salleh, A., Omar, K., & Abadi, M. (2020). The impact of human resource management practices and career satisfaction on employee ' s turn- over intention. *Management*

- Science Letters, 10, 641–652. <https://doi.org/10.5267/j.msl.2019.9.015>
2. Adetayo, A. I., & Egbuta, O. U. (2025). Strategic reward and recognition systems: Driving employee engagement and retention in talent management practices. *Journal of Economics, Finance And Management Studies*, 08(05), 2715–2724. <https://doi.org/10.47191/jefms/v8-i5-18>
3. Akanmu, M. D., & Duh, H. I. (2025). Performance appraisal practices and employee engagement towards academic staff performance in higher education institution. *Journal of Cultural Analysis and Social Change*, 11(1), 3384–3396. <https://doi.org/10.2139/ssrn.5274867>
4. Ali Almohtaseb, A., A Kareem Shaheen, H., Mohummed Alomari, K., & Yousef Almahameed, M. A. (2020). Impact of talent management on organizational performance: The moderating role of an effective performance management system. *International Journal of Business and Management*, 15(4), 11. <https://doi.org/10.5539/ijbm.v15n4p11>
5. Almabrouk, T., Azam, S. M. F., Tham, J., & Khatibi, A. (2024). Role of training and development programs in enhancing the employees job satisfaction and loyalty. *Sustainable Business and Society in Emerging Economies*, 6(3), 389–399. <https://doi.org/10.26710/sbsee.v6i3.3106>
6. AlQudah, N. F., Adeel Anjum, M., Naeem, K., Alqudah Ajloun, M. M., Ahmed, A., & Shtnaoui, H. (2023). Examining the antecedents of employee retention among Jordanian private Universities: The moderating role of knowledge sharing. *Cogent Business and Management*, 10(2). <https://doi.org/10.1080/23311975.2023.2208429>
7. Batse, S. A. (2025). Assessing the impact of rewards on employee performance. *Project Management and Scientific Journal*, 8(2), 77–101. <https://doi.org/10.4314/pmsj.v8i2.4>
8. Bello, Z., & Alhyasat, W. (2020). Compensation practices on job satisfaction of faculty members in private HEI in Saudi Arabia: Mediating role of talent management. *International Journal of Human Resource Studies*, 10(4), 37. <https://doi.org/10.5296/ijhrs.v10i4.17838>
9. Dawo, W. T., Gopala, P., & Murthy, K. (2025). Advances in consumer research innovative human resource management practices at selected private higher education institutions in Ethiopia. *Advances in Consumer Research*, (4).
10. Elsafty, A., & Oraby, M. (2022). The impact of training on employee retention. *International Journal of Business and Management*, 17(5), 58. <https://doi.org/10.5539/ijbm.v17n5p58>
11. Feungarrom, P., & Tantasane, S. (2025). Key perspectives to enhance employee retention. *ABAC ODI Journal*, 0617, 109–124.
12. Galiakberova, A. A. (2019). Conceptual analysis of education role in economics: The Human Capital Theory. *Journal of History Culture and Art Research*, 8(3), 410. <https://doi.org/10.7596/taksad.v8i3.2256>
13. Gede, D. (2025). The impact of employee turnover on organizational performance: A case study of Bule Hora University, Ethiopia. *African Research Reports*, 1(5), 281–291. <https://doi.org/10.65221/0037>
14. Haddad, H., Khatib, N. El, & Ashaal, A. (2023). The nexus between extrinsic motivation and employees' retention: Do compensation packages and flexible working hours matter? *Open Journal of Business and Management*, 11(02), 530–551. <https://doi.org/10.4236/ojbm.2023.112028>
15. Hanif, M., & Zaman, S. (2025). The impact of talent management practices and employee well-being in enhancing employee Retention. *International Journal of Social Sciences Bulletin*, 3(10),

- 359–373.
16. Hasan, D., Lailla, N., Tantri, M., Ali, S., & Farras Ramadhan, M. (2023). Training and career development: Why and when related to job satisfaction and its impact on employee performance. *Journal of Business and Behavioural Entrepreneurship*, 6(2), 69–81.
<https://doi.org/10.21009/jobbe.006.2.06>
17. Izah, S. C., Sylva, L., & Hait, M. (2024). Cronbach's Alpha: A cornerstone in ensuring reliability and validity in environmental health assessment. *ES Energy and Environment*, 23, 1–14.
<https://doi.org/10.30919/ese1057>
18. Jameel, A. S., & Ahmad, A. R. (2020). Factors impacting research productivity of academic staff at the Iraqi higher education system. *International Business Education Journal*, 13(1), 108–126.
<https://doi.org/10.37134/ibej.vol13.1.9.2020>
19. Kittur, J. (2023). Conducting quantitative research study: A step-by-step process. *Journal of Engineering Education Transformations*, 36(4), 100–112.
<https://doi.org/10.16920/jeet/2023/v36i4/23120>
20. Nafi, S., & Antara, S. (2021). Factors influencing employee retention. *Daffodil International University Journal of Business and Entrepreneurship*, 14(1), 20–38.
21. Novita Wahyu Setyawati, Dewi Sri Woelandari PG, & Muhammad Richo Rianto. (2022). Career development, motivation and promotion on employee performance. *East Asian Journal of Multidisciplinary Research*, 1(9), 1957–1970. <https://doi.org/10.55927/eajmr.v1i9.1453>
22. Okafor, C. M., Wedraogo, L., Essandoh, S., Sakyi, J. K., Ibrahim, A. K., Babalola, A. S., & Adenuga, M. A. (2025). Analysis of human resource development initiatives and employee career progression. *International Journal of Multidisciplinary Futuristic Development*, 6(1), 55–64. <https://doi.org/10.54660/ijmfd.2025.6.1.55-64>
23. Omodo, Y., Nsereko, N. D., & Eton, M. (2025). Educational research and reviews assessing the role of staff training and development on employee job satisfaction in selected private universities in Uganda. *Academic Journals Expand Your Knowledge*, 20(9), 136–145.
<https://doi.org/10.5897/ERR2025.4490>
24. Osman, A., Opoku, V., & Kyeraa, A. (2024). The impact of performance appraisal systems on employee motivation and organizational success: A comprehensive review of best practices and challenges. *Convergence Chronicles*, 5(5), 83–92. <http://creativecommons.org/licenses/by/4.0/>
25. Roebianto, A., Savitri, S. I., Aulia, I., Suciyan, A., & Mubarakah, L. (2023). Content validity: Definition and procedure of content validation in psychological research. *TPM - Testing, Psychometrics, Methodology in Applied Psychology*, 30(1), 5–18.
<https://doi.org/10.4473/TPM30.1.1>
26. Salihu, M. J. (2020). Demographic change and transition in Southeast Asia : Implications for higher education. *Universal Journal of Educational Research*, 8(2), 678–688.
<https://doi.org/10.13189/ujer.2020.080241>
27. Shawn, E. (2023). Efficacy of performance appraisal systems in enhancing employee engagement. *International Journal of Human Resource*, 1(1), 24–35.
28. Shimaneni, F. (2024). Human Resource Management Practices' Impact on Academic Staff Performance in Private Higher Education Institutions in Namibia. *Cape Peninsula University of Technology*.
29. Sorn, M. K., Fienena, A. R. L., Ali, Y., Rafay, M., & Fu, G. (2023). The effectiveness of

- compensation in maintaining employee retention. *OALib*, 10(07), 1–14.
<https://doi.org/10.4236/oalib.1110394>
30. Sulistiyani, E., Hidayat, Y. A., Setiawan, A., & Suwardi, S. (2022). Perceived organizational support, employee work engagement and work life balance: Social exchange theory perspective. *Jurnal Riset Ekonomi Dan Bisnis*, 15(2), 133. <https://doi.org/10.26623/jreb.v15i2.5336>
 31. Suryani, N. K., Santanu, G., & Karwinic, N. K. (2023). Enhancing employee retention in the education sector: The role of training and satisfaction. *Jurnal Siasat Bisnis*, 27(2), 208–218. <https://doi.org/10.20885/jsb.vol27.iss2.art6>
 32. Syafri, M., Pramono, D. W., & Suhara, A. (2025). Strategic talent management practices for enhancing employee retention in competitive work environments. *Jurnal Ilmiah Manajemen Kesatuan*, 13(6), 5597–5608. <https://doi.org/10.37641/jimkes.v13i6.4423>
 33. Tantawi, R. (2026). Understanding Indonesian organizational culture through Hofstede insights. *Jambura Science of Management*.
 34. Tavakol, M., & Wetzel, A. (2020). Factor analysis: a means for theory and instrument development in support of construct validity. *International Journal of Medical Education*, 11, 245–247. <https://doi.org/10.5116/ijme.5f96.0f4a>
 35. Tej, J., Vagaš, M., Taha, V. A., Škerháková, V., & Harničárová, M. (2021). Examining hrm practices in relation to the retention and commitment of talented employees. *Sustainability (Switzerland)*, 13(24). <https://doi.org/10.3390/su132413923>
 36. UlHassan, M., Murtaza, A., & Rashid, K. (2025). Redefining higher education institutions (HEIs) in the era of globalisation and global crises: A proposal for future sustainability. *European Journal of Education*, 60(1). <https://doi.org/10.1111/ejed.12822>
 37. Urme, U. N. (2023). The impact of talent management strategies on employee retention. *International Journal of Science and Business*, 127–146. <https://doi.org/10.58970/IJSB.2209>
 38. Wiblen, S., & Marler, J. H. (2021). Digitalised talent management and automated talent decisions: the implications for HR professionals. *International Journal of Human Resource Management*, 32(12), 2592–2621. <https://doi.org/10.1080/09585192.2021.1886149>