

EXPLORING THE INFLUENCE OF TALENT RESOURCING STRATEGIES ON FACULTY ENGAGEMENT OUTCOMES IN NIGERIAN UNIVERSITIES

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Abstract

The study examined the influence of talent resourcing strategies on engagement outcomes of Faculty in private universities in Nigeria. Few studies have evaluated how talent resourcing strategies can help drive performance in organisations. Little consideration has been given to the nexus between talent resourcing strategies and engagement outcomes of Faculty. A descriptive survey research design was adopted for this study. The study's population consists of all the private universities in Southwest Nigeria. Purposive and convenience sampling were adopted for the selection of the faculty members. Structural Equation Model (AMOS 22) was also adopted to analyse 517 valid copies of the questionnaire. The finding implies that talent attraction, talent selection, talent onboarding, and talent deployment significantly influence organisational citizenship behaviour, job satisfaction, and job commitment of the faculty members in the selected universities. This study contributed to the existing knowledge in strategic HRM and Faculty engagement in higher educational institutions. The study also concludes that higher learning institutions can drive excellent job engagement outcomes when adopting appropriate talent resourcing strategies.

Keywords: Talent resourcing, talent attraction, talent selection, talent onboarding, job engagement.

1.0 Introduction

In a knowledge-based economy, employees with distinctive competencies are the strength and livewire of an institution. Institutions of higher learning with a high concentration of talents have high chances of achieving and maintaining sustained engagement that will culminate into the incredible performance of faculty members. Talent resourcing strategies (TRS) and productive engagement of talent in the changing and dynamic academic world is a *sine qua non* for universities' sustainable performance. Ogunyomi and Ojikutu (2014) noted that TRS has become inevitable because of the structural and technological disruptions in the 21st century. Higher institutions require multidimensional talents for sustainable engagement outcomes in the changing academic world, particularly in Nigeria. The Universities in Nigeria are increasing geometrically without the corresponding availability of talented faculty members. The non-availability of qualified senior faculty members censoriously affects university education in Nigeria, particularly some newly established private universities (Elegbe, 2010). Old-generation universities are also affected because few talented senior Faculty are overloaded with teaching, administrative responsibilities, community service, and other extra-curricular activities demanded by the institution's management. Both new and old universities are challenged with how to attract and hunt for talents that will be engaged for excellent teaching, state-of-heart research endeavour and innovation that will help in positioning the universities in Nigeria to be competitive favourably with their counterparts around the world (Aina, 2010; Scullion & Collings, 2010; Tichaona, 2014).

The ranking is one of the significant determinants of the university's performance and effectiveness. It has been observed that the best-ranked university in Nigeria in 2019 was ranked 600-800, according to the Times Higher Education (THE) ranking of world universities (THE, 2018). In the world

universities ranking of 2019 by Times Higher Education, only three universities (Covenant University, University of Ibadan and University of Nigeria) out of over 156 universities in Nigeria were ranked. Covenant University ranked 600-800, the University of Ibadan ranked 700-800, and the University of Nigeria was ranked 1000+. (THE, 2018) It must be reported that Nigerian Universities are indeed striving to compete with other high-ranked universities globally. To this end, four universities (Covenant University, University of Ibadan, University of Lagos and the University of Nigeria) were ranked 401-500, 501-600, 801-1000 and 1000+ in that order in 2020. In 2021 the number of Nigerian Universities ranked increased with the inclusion of Lagos State University. The ranking for 2022, which was released in September 2021, shows that the number of Nigerian ranked universities increased to seven. They were ranked in this order: University of Ibadan (401-500), University of Lagos (501-600), Covenant University (601-800), University of Ilorin (1201+), University of Nigeria (1201+), Obafemi Awolowo University (1201+) and Lagos State University (Reporter). Times Higher Education ranking of world universities (THE, 2019, 2020, 2021). This shows that all steps and strategies are taken by the universities management, Nigeria Universities Commission, and other stakeholders in the education sector in Nigeria yield positive results. However, there is a need to re-appraise strategies in line with the reality of the competitive academic environment.

The ranking parameters used by THE are grouped into four major areas. The first parameter is teaching which accounted for 30%. The teaching parameter covers the reputation survey, which represents (15%), staff-to-student ratio represents (4.5%), doctorate-to-bachelor's ratio accounted for (2.25%), doctorate awarded to academic staff ratio accounted for 6% while institutional income also accounted for 2.25%. The second parameter is research which represents 30%. The research parameter covers reputation survey (18%), research income (6%) and research output (6%). The third parameter focused on citations, which accounted for 30%, followed by the international outlook representing 7.5%. International outlook covers a proportion of international students represents (2.5%), Percentage of international staff accounted for (2.5%), and international collaboration accounted for (2.5%). The last parameter is Industry income which accounted for only (2.5%). Since the parameters are clearly stated, talent resourcing strategies could help attract, engage, develop, and retain talented faculty members who have distinctive competencies in teaching, research, partnership, and collaboration. Having competent Faculty is not enough; the ability of the university to productively engage them through various strategies and incentives will go a long way.

Although, the vital goal of institutions of higher learning is to develop and provide a quality education through a robust and life-applicable curriculum and comprehensive courses. This will adequately prepare both men and women with mental, moral and physical empowerment (Idogho, 2011). Universities are also saddled with providing quality leadership training and building a stable economy and society (Adeyeye, 2009; Aina, 2010; Gachunga & Namusonge, 2014). Nevertheless, the need for talent resourcing strategies and sustained engagement outcomes cannot be overemphasised. Some scholars have studied the relationships between employee resourcing and organisational productivity. Katua, Mukulu and Gachunga (2014) investigated the effect of labour resourcing strategies on commercial banks' performance. Ogunyomi and Ojikutu (2014) also examined the effect of employee resourcing on the performance of SMEs. In a related development, the relationship between employee resourcing and capacity development was also investigated in secondary schools by Kemboil and Onyango (2015).

Similarly, Ngui, Elegwa and Gachunga (2014) also investigated the impact of HR resourcing strategies on deposit money banks' performance. Falola, Adeniji, Adeyeye, Igbinoba and Atolagbe (2020) studied the influence of institutional supports on the efficacy of the Academic staff. None of

this study looked at the influence of TRS on Faculty engagement in the institutions of higher learning. This suggests that there is an element of the research gap. Besides, most of the current studies used correlation and regression for the analysis. This study uses Structural Equation Modeling (Amos 22) to determine the influence of TRS on Faculty engagement in institutions of higher learning. None of these studies investigated the relationship between TRS and engagement outcomes of Faculty in Nigerian universities. Therefore, this study explores the influence of TRS on faculty engagement in selected private universities in Nigeria. Thus, the purpose of this study is to investigate the effects of talent recruitment on faculty engagement, talent selection on faculty engagement, talent onboarding on faculty engagement, and talent development on faculty engagement. In addition, the study also offers a model that integrates TRS and faculty engagement that can be adopted for policy formulation by the management of the universities.

2.0 Literature Review

Talent Resourcing Strategies (TRS)

Talent resourcing is essential to any institution's sustainable performance in the face of an increasingly competitive and dynamism in an academic environment (CIPD, 2021; Katua Mukulu & Gachunga, 2014 and Ogunyomi & Ojikutu, 2014). TRS considers the organisation's decision on how to attract and deploy employees with distinguishing competencies that can be efficiently engaged (Ngui, Elegwa & Gichunga, 2014). Talent resourcing strategy is also concerned with having the right number of talents required to achieve the core objective of any organisation (Armstrong & Taylor, 2014; Karikari, Boateng & Ocansey, 2015). TRS require that institutions use numerous methods of selecting the right and suitable talents that believe in the philosophical ideologies and values of the organisation within reasonable cost (Armstrong, 2014, Ngui Elegwa & Gachunga, 2014).

The need for TRS is to ensure the sustainable performance of the members of staff working in any organisation. Scholars like Chuai, Preece and Iles (2013), Hughes and Rog (2011), Heinz (2010), Morton (2005) believe that TRS is very critical in attracting, deploying and retaining employees with distinguished skills that can be engaged economically. It must also be noted that TRS is not also about attracting, selecting and onboarding the best talents; it is also concerned with developing and retaining employees with exceptional skills that can be leveraged by the organisations for improved performance (Armstrong *et al.* 2014; Karikari, Boateng, and Ocansey, 2015).

Talent Attraction/Selection and Employee Engagement

In the hyper-competitive academic environment, talent attraction is highly significant to drive employee engagement, particularly in the institutions of higher learning (Saad & Mohammad, 2021; Swanepoel, Erasmus, Schenk, & Tshilongamulenzhe, 2014). It is evident in Nigeria that senior talents in the academic world have become a scarce commodity because of the number of existing universities and the upcoming ones that have been licensed to operate. They all require senior and talented academic staff for several reasons: accreditation purposes, research productivity and quality teaching. As noted by Otoo, Assuming, and Agyei (2018) and Kwenin, Muathe and Nzulwa (2013), talent attraction becomes inevitable for institutions to have an adequate number of talents engaged in attaining the institutional goals and objectives. Studies have shown that competitive reward is one driver of talent attraction (Oyetunde & Ayeni, 2014; Terera and Ngirande, 2014; Hausknecht, Howard & Rodda, 2009).

The relationship between talent attraction and competitive reward is evident in how talented academic staff move from one university to another (Chew & Chan 2008, Sarinah, Gultom & Thabah, 2017). However, Falola, Oludayo, Olokundun, Salau, and Ibidunni (2018) opined that the attraction of academic staff and the retention of the existing talent depends on the competitive reward system and

staff friendly policies. This suggests that the more academic staff are rewarded and supported, the more likely they stay with the institution (Falola, Olokundun, Salau, Oludayo, & Ibidunni, 2018). This will invariably impact their performance and engagement, particularly in research, teaching quality, community service and student supervision. As Kwenin, Muathe and Nzulwa (2013) noted, most academic staff stay long in a university for economic gains and the reputation of such the institution. What brings about the reputation of any university is the quality research, recognition, and ranking status among the best-ranked universities by national and international ranking agencies (Falola, Olokundun, Salau, Oludayo, & Ibidunni, 2018).

Onboarding and Employee Engagement

Another critical aspect of talent resourcing strategy is the onboarding programme. This focuses on integrating the newly engaged talents into the doctrines and culture of the organisation. According to Bauer (2010), onboarding is one of the fundamental factors that are instrumental to the success, commitment, loyalty, and performance of the new talents. Therefore, successful onboarding is all activities put forward by the institution to orientate and induct new talents about nature, the people, customers, the core values, job responsibilities, and practices (Jones, Kalmi, & Kauhanen, 2010). The onboarding strategy includes exposing the new talents to the institutions' operations and creating a platform that can allow them to become contributing members within the shortest period (Allison & Zane, 2015; Stein, 2010). This will provide them with the opportunity to quickly settle down and start contributing and adding value to the system. Stein (2010) also noted that a good onboarding strategy must outline the specific goal, responsibilities, available support with a specific timeline. This should be officially documented and communicated to all the parties involved with a consistent tracking mechanism.

Talent Deployment and Employee Engagement

The literature has established that the appropriate deployment of talents into strategic positions with suitable job responsibility engenders productive engagement of employees (Falola, Olokundun, Salau, Oludayo, & Ibidunni, 2018, Kavoo-Linge, & Kiruri, 2013). According to Dessler (2013), strategic deployment of employees ensures that new talents are rightfully placed within the sphere of their competencies, where they can explore their competencies towards attaining the organisational goals. It must be noted that the strategic deployment of talents increases employees' morale and job satisfaction. When the employees are satisfied with their job, it will reduce turnover intention, absenteeism and deviant behaviours. As noted by Falola *et al.* (2018), talent deployment should be designed in a way that will promote or enhance active employee engagement, involvement and commitment through adequate and appropriate strategies in line with the best practices around the globe.

3.0 Methodology

This study explores the relationship and the significant influence of talent resourcing strategies on the engagement outcomes of faculty members in some selected universities. Talent resourcing strategies were operationalised into four variables as talent attraction (TA), talent selection (TS), talent onboarding (TO) and talent deployment (TD). At the same time, engagement outcomes were measured using organisational citizen behaviour, job satisfaction and job commitment. There are two hundred and two licensed universities in Nigeria. This comprises forty-nine federal universities, fifty-four state-owned universities and ninety-nine private universities. However, the population of this study consists of only private universities in Southwest Nigeria. Out of ninety-nine private universities in Nigeria, thirty-nine are situated in Southwest Nigeria. Therefore, the population for the study is thirty-nine private universities in Southwest Nigeria. What informed the choice of Southwest was the high concentration of private universities in the country. The choice of private universities is

based on the high level of competition for Faculty, Staff, and Students attraction from home and abroad.

Meanwhile, only eight (8) private universities represent 20.5% of the private universities in Southwest Nigeria. The number is adequate because it is above 10% of the population recommended by Memon et al. (2020). Meanwhile, the universities that participated in the survey are Covenant University, Afe Babalola University, Babcock University, Redeemer's University, Bowen University, Joseph Ayo Babalola University, Lead City University and Bells University. These universities were purposively selected based on their appreciable students' enrollment, the number of courses offered, reputation, and establishment year. The eight selected universities have a total of 3,571 faculty members ranging from graduate assistants to professors. The sample size was calculated using the Bartlett, Kotrlik, and Higgins (2001) table chart, and it was estimated to be 600 to account for unreturned copies of the administered questionnaire at a margin of error of 0.05. The proportional affixation criterion was used to determine how many copies of the questionnaire each university received. This shows that the university sample in each stratum is proportionate to the study population's relative weight.

For suitable and appropriate harmonisation and analysis of data collected, Statistical Package for Social Sciences (SPSS 25) was used for the coding, while AMOS 22 was also used to develop a Structural Equation Model. This was done to determine the degree of fitness and influence of talent resourcing strategies on the engagement outcomes of Faculty. It is also important to note that purposive and convenient sampling techniques were used. Purposive sampling was used because only faculty members of the selected private universities were considered in the survey. A convenient sampling method was also used because the recruitment of the faculty members for the survey was based on the availability of the faculty members. The human resource management practices questionnaire developed by Demo, Neiva, Nunes, & Rozzett (2012) and Obeidat, Masa'deh and Abdallah (2014) was adapted for data gathering. Six hundred (600) copies of the 5-point Likert scale of the questionnaire were distributed to all categories of faculty members in the sampled universities. It is important to note that verbal consent was obtained from the respondents that participated in the study. The respondents were assured of the anonymity of their identity and confidentiality of the information provided with implied consent.

Meanwhile, the reliability of the research instrument and the degree of fitness were carried out. Also, construct validity was determined through convergent and discriminant analyses. All the assumptions and procedures for adequacy of analysis were considered and accurately checked as suggested by Anderson and Tatham (2009). Thus, the acceptance values > 0.2 and variance inflation factor values > 5.0 were within the threshold. At the same time, the effort was also made to the text for normality and linearity. After the analysis, 56 respondents were removed from the original sample of 600 using Mahalanobis Distance Criterion (MDC). Similarly, to eliminate the missing data, a deletion technique was used. It was discovered that the missing data was less than 3 per cent. Therefore, the final total number of respondents was four hundred and sixty-one (461), representing (76.8%). This is considered to be accurate for the analysis. Meanwhile, some of the items below .50 in the factor loading were also removed. It is equally important to state that the reliability and validity were evaluated after the amendment of the final measurement. The summary of the measurement model outputs is depicted in Table 1. This summary includes: factor loadings, error variance, composite reliability and average variance extracted (AVE) estimate of the measurement model with specific threshold values. The minimum benchmarks for CFA loading, construct composite reliability, error variance, and construct average variance extracted estimate are 0.70, 0.80, < 0.5 and > 0.5 .

Table 1: Validity and Reliability

Variables & Constructs	Composite Reliability	AVE	Cronbach's Alpha
	≥ 0.8	≥0.5	> 0.7
Talent Attraction)	0.958	0.795	0.78
Talent Selection	0.960	0.803	0.88
Talent Onboarding	0.957	0.788	0.93
Talent Deployment	0.963	0.816	0.90
Organisational Citizenship Behaviour	0.910	0.772	0.87
Job Satisfaction	0.921	0.792	0.79
Job Commitment	0.958	0.779	0.85

Source: SPSS output, 2021

The validity and reliability of the instrument were ascertained through confirmatory factor analysis of Cronbach's Alpha, AVE and composites reliability. The outcomes are above the recommended thresholds, as displayed in Table 1. Similarly, the dependent variable, faculty engagement outcomes, were also operationalised into the following constructs: job satisfaction, organisational citizenship behaviour, and job commitment. The validity and reliability of the dependent variable were also carried out with CFA, as depicted in Table 1 and Figure 2. It is imperative to note that the dependent variable data are in line with assumptions guiding the normality test, as advocated by Fornell and Larcker (1981)

4.0 Results and Discussion

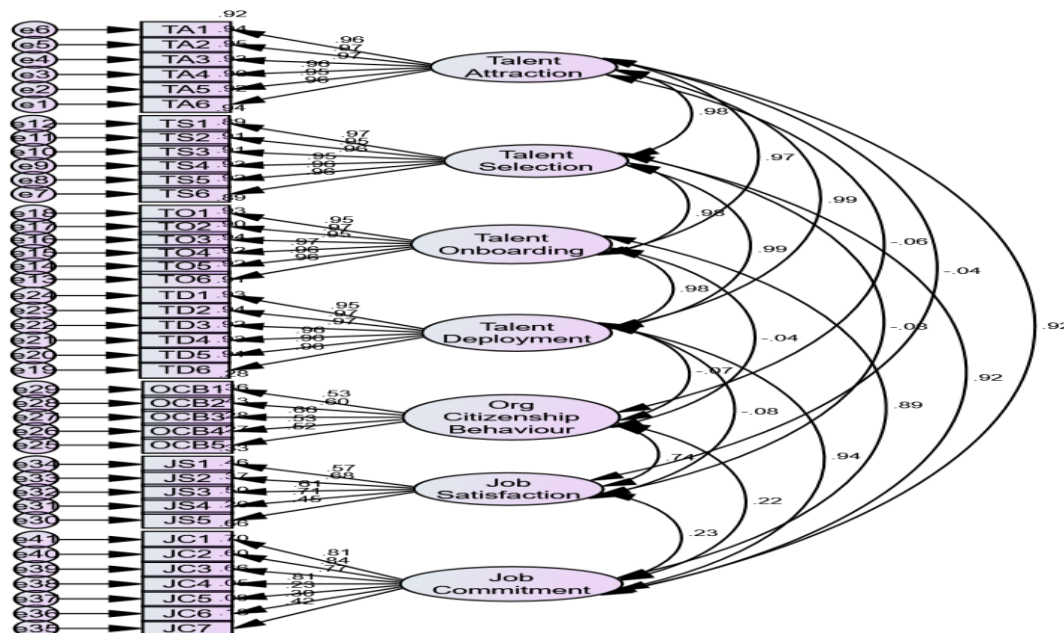


Figure 1: Amos Graphics CFA. Output for Discriminant and Convergent Validity Test

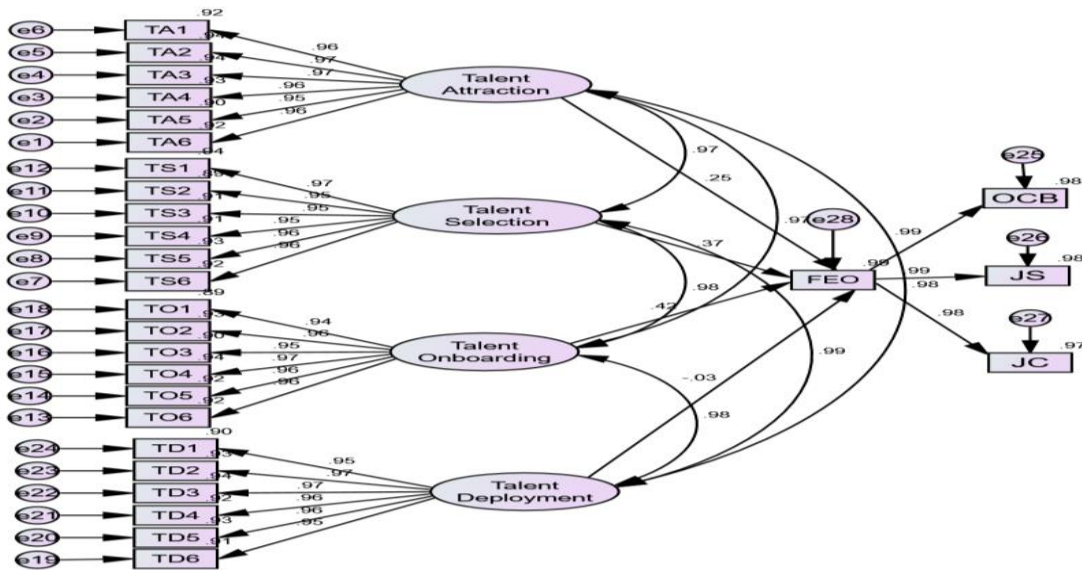
Table 2: Discriminant Validity

To ascertain the discriminant validity of the SEM, Figure 1 and Table 2 were used in line with the suggested thresholds of the various model Goodness-of-fit indicators.

Table 2: Discriminant validity

Construct	TA	TS	TO	TD	OCB	JS	JC
(TA)	0.8920						
(TS.)	.351**	0.8962					
(TO)	.232**	.217**	0.8877				
(TD)	.138**	.128**	.052	0.9035			
(OCB)	.506**	.149**	.188**	.295**	0.8757		
(JS)	.295**	.196**	.050	.193**	.297**	0.8787	
(JC)	.231**	.154**	.054	.291**	.277**	.285**	0.8831

Discriminant validity was also conducted to re-examine the validity of constructs. The rule for the discriminant validity is that under no condition should the square root of AVE of a specific construct be less than the correlation of the construct and other constructs under consideration. Since the model fit the validity of the measurement as depicted in Table 2, it becomes important to re-examine the validity of constructs. This is done through a discriminant validity test. It must be reported that the square root of AVE for each construct must be above the correlation of that construct and any other constructs for discriminant validity to be met. The discriminant validity outcome is depicted in Table 2. Meanwhile, the level of influence of TRS on faculty engagement outcomes is presented in Figure 2 as generated by structural equation modelling (AMOS 22).

**Figure 2: Talent resourcing strategies and faculty engagement outcomes model**

Construct validity and goodness-of-fit, the factor loadings indicators or index on the various regression paths of the standardised estimate in Table 4 and Figures 1 and 2 were examined. Going by the goodness of fits statistics presented in Table 3, it can be concluded that all the goodness of fit indicators met the minimum parameters. Therefore, the model can be adjudged fit.

Table 3: Goodness of Fit Statistics

Model	X ² /DF	P-value	IFI	NFI	CFI	GFI	AGFA	RMSEA
Parameters Recommended	<3.0	<0.05	>0.9	>0.9	>0.9	>0.8	>0.8	<0.08
Goodness of Fit	65.653	0.000	0.966	0.943	0.901	0.955	0.906	0.7643

Note: X²/DF = Chi-square/degree of freedom, P-value= Significant, IFI= Incremental Fix Index, NFI = Normed Fit Index CFI= Comparative Fit Index GFI= Goodness-of-Fit Index, AGFI= Adjusted Goodness of fit and RMSEA= Root Mean Square Error of Approximation. Further to the data depicted in Table 3, the Goodness-of-fit of the formulated hypotheses fit the sample data. The implication is that the predictive capability of Faculty engagement outcomes on talent resourcing strategies is statistically significant.

Table 4 Standardised Regression Weights

			Estimate	SE.	CR.	P
FEO.	<---	Talent_Onboarding	.424	.019	19.061	***
FEO	<---	Talent_Attraction	.249	.022	10.127	***
FEO	<---	Talent_Selection	.365	.024	13.614	***
TA5	<---	Talent_Attraction	.947	.049	18.333	***
TA4	<---	Talent_Attraction	.963	.042	22.394	***
TA3	<---	Talent_Attraction	.972	.040	25.681	***
TA2	<---	Talent_Attraction	.968	.044	24.223	***
TA1	<---	Talent_Attraction	.961	.052	21.594	***
TS5	<---	Talent_Selection	.964	.049	21.221	***
TS4	<---	Talent_Selection	.953	.051	18.455	***
TS3	<---	Talent_Selection	.955	.053	18.876	***
TS2	<---	Talent_Selection	.945	.052	17.002	***
TS1	<---	Talent_Selection	.968	.050	22.607	***
TO5	<---	Talent_Onboarding	.959	.049	19.670	***
TO4	<---	Talent_Onboarding	.970	.051	22.867	***
TO3	<---	Talent_Onboarding	.946	.049	16.904	***
TO2	<---	Talent_Onboarding	.965	.051	21.166	***
TO1	<---	Talent_Onboarding	.945	.050	16.686	***
TD5	<---	Talent_Deployment	.963	.047	21.001	***
TD4	<---	Talent_Deployment	.957	.053	19.401	***
TD3	<---	Talent_Deployment	.971	.045	24.096	***
TD2	<---	Talent_Deployment	.966	.047	22.032	***
TD1	<---	Talent_Deployment	.951	.049	18.093	***
OCB.	<---	FEO.	.988	.028	36.337	***
JC	<---	FEO.	.984	.028	31.135	***
JS	<---	FEO.	.988	.030	36.369	***

Discussion of the Findings

The findings show the interaction between talent resourcing strategies and faculty engagement outcomes. Figure 2 shows the variance in engagement outcomes of faculty members, as explained by talent resourcing strategies. The findings also revealed that the measures of talent resourcing strategies significantly influenced faculty engagement outcomes. All the indicators show that talent attractions, talent selection, talent onboarding and talent deployment contribute significantly to organisational citizenship behaviour, job satisfaction, and job commitment in terms of research, teaching quality, community impact and academic-administrative responsibilities. It is imperative to recognise that any institution of higher learning to attract faculty members with distinctive capabilities for quality teaching, research, community impact, and having strong industry partnership experience will help the institutions accomplish their strategic objectives. As noted by Falola, Olokundun, Salau, Oludayo, and Ibidunni (2018), any university with a concentration of talented academic staff with appropriate institutional support systems will most likely earn the faculty commitment to doing state-of-heart research and innovative teaching. This corroborates the findings of McClean and Collins (2011).

The study investigated the influence of talent resourcing strategies on faculty engagement outcomes. It is important to report that all the hypotheses formulated as developed in the structural equation model were supported with sound measurement scales after testing. The findings also showed that talent resourcing strategies (talent attraction, selection, onboarding, and deployment) significantly influence organisational citizenship behaviour, job satisfaction, and job commitment. Organisational citizenship behaviour of Faculty members is enhanced if the institutions' higher learning can attract and engage Academic staff with the right job attitude. The resourcing process of the academic staff into any university is critical to attaining the vision of such a university. That is why the university must attract versatile persons in their various disciplines and people with good work behaviour. Persons with this good trait are most likely to be satisfied with their core job responsibilities with minimum motivation. The motivation could perhaps forester their level of research, teaching and community initiatives engagement. These findings, to some extent, validate the submissions of Ibidunni, Osibanjo, Adeniji, Salau, and Falola (2016) and Bolander, Werr, and Asplund (2017). It is equally important to note that the well-packaged onboarding programme and proper deployment trigger engagement outcomes. This confirms and corroborates with the findings of Ahmed (2014), Kemboil and Onyengo (2015), Ogunyomi, & Ojikutu (2014) and Osibanjo, Salau, Falola, and Oyewunmi (2016).

As a sequel to the above, the findings have a wide-ranging application for the university's management, government or its agencies, academic staff and other stakeholders within the education sector. This is evident in the analysis. There is no doubt that the influence of talent resourcing strategies on faculty engagement outcomes is fundamental to the performance of the universities. To this end, every university that wants to compete favourably with other high-ranked universities worldwide must strive to attract talented, research/teaching endowed faculty members into their universities and provide necessary institutional supports to aid their retention. Also, effort must be intensified to ensure that every attracted talent is rightly and appropriately selected, inducted and deployed into different units to maximally and productively engage and utilise their skills and experiences.

5.0 Conclusion and Recommendations

The study investigated the influence of TRS on engagement outcomes of Faculty in private universities in Nigeria. Faculty from eight well pronounced private universities in Nigeria participated in the study. This study concludes that the attraction of Faculty with distinctive competencies, the

selection and deployment of talented Faculty, comprehensive talent onboarding and timely development of Faculty with distinctive capabilities are significant to influencing Faculty job commitment, satisfaction and discretionary behaviours that exceed delineated role expectations but are crucial for universities performance. It is also recommended that the selected institutions' management base their resourcing strategies on three different domains. Research-Oriented Faculty should be encouraged to focus only on research activities with a target number of publications in high impact journals per year. Faculty members who are good at teaching should be allowed to focus on teaching, and those who can combine both teaching and research should also be allowed. However, attractive remuneration should be worked out for these different domains to keep them productively engaged. Also, faculty members must understand their core roles as researchers, teachers, mentors, and creators of knowledge. Moreover, the role of university management, particularly in providing enabling environment with modern facilities that will drive excellent teaching, quality research and productive community engagement, are strongly recommended. Also, the talent resourcing strategies and faculty engagement outcomes model within the context of institutions of higher learning will serve as a platform for researchers and HR educators to explore its applicability across the institutions of higher learning cultures in developing and developed economies.

Limitations and Suggestions for Further Studies

The research was restricted in scope as it includes only eight (8) universities in Southwest Nigeria. To this end, the generalisation of the findings becomes a problem. It is therefore suggested that further studies may consider other universities situated in the other five (5) geo-political zones. Besides, the study also focused on only four dimensions of talent resourcing strategies (talent attraction, selection, onboarding and deployment); future studies can use more dimensions of talent resourcing strategies. It is also important to note that other factors can influence the relationship between talent resourcing and engagement outcomes. It is suggested that future studies can introduce moderating or mediating variables. This study also used only the quantitative method; future studies can use a mixed-method to enhance the quality of the findings.

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