



Managing Knowledge and Talent Management Activities for Teacher Retention in Secondary Schools in Rivers State

Jennifer N. Igbuduⁱ

Department of Educational Management
Faculty of Education, University of Port Harcourt, Nigeria
igbudujenny@gmail.com

Sunday T. Afangidehⁱⁱ

Department of Educational Management
Faculty of Education, University of Port Harcourt, Nigeria
sunny_afangideh@yahoo.com

Abstract

This study examined the management of knowledge and talent management activities for teacher-retention in Secondary Schools in Rivers State. Two (2) research questions and 2 corresponding hypotheses were answered and tested in the study, respectively. The population of the study comprised all the 268 public senior secondary schools in Rivers State, with 268 principals (218 males and 50 females), from which a sample of 215 (80%) was drawn using the proportionate stratified random sampling technique. Respondents of the study responded to a validated 16 – item instrument titled “Managing Knowledge and Talent Management Activities for Teacher-Retention Scale” (MKTMATRS), designed by the researchers, in the modified 4-point likert scale model, with a reliability index of 0.84, obtained using Cronbach Alpha. In all, 215 copies of the instrument were administered to the respondents in their various schools. 214 (99%) were retrieved, while 213 (99%) survived after coding and were used in the statistical procedures. Mean and standard deviation, were used in answering the research questions, while z-test was used in testing the hypotheses at 0.05 alpha level. Results from data analysis show that proper knowledge and talent management activities are necessary for teacher-retention. It is concluded that the use of knowledge and talent management activities to a very high extent, determine teacher-retention in secondary schools in Rivers State. Recommendations are that school principals, government and stakeholders should give adequate attention to knowledge and talent management activities in their various schools.

Keywords: Managing, Knowledge Management Activities, Talent Management Activities, Teacher-Retention.

Reference to this paper should be made as follows:

Igbudu, J. N., & Afangideh, S. T. (2018). Managing Knowledge and Talent Management Activities for Teacher Retention in Secondary Schools in Rivers State. *International Journal of Scientific Research in Education*, 11(6), 1180-1192. Retrieved [DATE] from <http://www.ijre.com>.

INTRODUCTION

The management of staff turnover has remained an unending challenge to organizational prospects, as it affects its growth and consolidation, with the school not an exception. This view is held by scholars, principals, administrators, opinion leaders and stakeholders in the school system.

The school, with its records of antecedents, has remained a basic preserver and transmitter of knowledge and societal heritage from generations to generations, as it interacts with its environment. It therefore, needs the collaboration of its stakeholders to be result oriented. This obviously qualifies it as a social institution, with robust responsibilities and expectations, which must not be allowed to slip through its fingers.

Arising from the foregoing, it becomes obvious that the school may find it difficult to meet these expectations, as an entity, and therefore needs conscious efforts, for harnessing the human, material and fiscal resources to be result oriented. However, to manage these material and fiscal resources, the human resource needs to be adequately equipped, as it is its efforts that put the other resources into realistic uses.

In the school, human resources fall under two basic categories, which are the student personnel and staff personnel (Nosiri, 1985a). The staff personnel is further split into teaching and non-teaching staff, with the non-teaching staff carrying out duties such as of clerical functions security, cleanings, record keeping, among others, which complement the job of the teachers, making it easier for the teachers to discharge their duties, adequately.

In the school system, material resources generally include, school system, include school buildings, school furniture, instructional materials, while the fiscal (money) resource are used for financing school activities and programmes. The synergistic contributions of these resources, make the school an interesting place, that would encourage teacher-retention. Based on these analogy, it is therefore not an overstatement to note that the variables of staff turnover, such as knowledge and talent management activities may be efficacious in teacher-retention a reality, in the school system. On this premise, subsequent, presentations in this study will concentrate on the management of knowledge and talent management activities for teacher-retention.

Management occurs in our daily interactions, sometimes unknown to us. It is infact one of the most commonly used concept. For clarity however, it has been expressed by different scholars in different ways. The scholars believe that it is the control of resources for resultant effect.

Knowledge Management Activities for Teacher-Retention

Knowledge management activities, has been identified as an important variable for the management of staff turnover, to enhance teacher-retention. It is the considered opinion of the researchers that since education is knowledge based, it should be robed, to produce results, aimed at making man positively transformed. The concept of knowledge management embraces the practical possibilities of man deriving benefits from the usage of this knowledge and not just its acquisition. If education must be all encompassing or broad based, towards the production of the educated man and not just mere acquisition of segmented knowledge, there is need for knowledge management.

Knowledge is complex. It is implicit and explicit, verbal and encoded, developing and static. It could also be physical and mental. It is sometimes abstract and resided, reflective and

composed, apart from being broad based and interesting. These may explain why English Oxford Living Dictionaries.com (2018), perceives knowledge as facts, information and skills acquired through experience or education; the theoretical or practical understanding of a subject. Knowledge can be stored in data banks and found in reports, libraries, policy documents, manuals and presentations (Armstrong 2012). The scholar further defines knowledge, as what people understand, about things, concept, ideas, theories, procedures, practices and ‘the way we do things around here’. Nonaka (1991) as cited in Armstrong (2012) believes that knowledge is held either by individuals or collectively. Knowledge is an understanding or information about a subject that you get by experience or study, either known by one person or by people generally (Cambridge English Dictionary, 2018).

Another dimension in the meaning of knowledge is that given by Wikipedia (2018). For the outfit, knowledge is a similarity, awareness or understanding of someone or something, such as facts, information, descriptions or skills, which is acquired through experience or education, by perceiving, discovering or learning. It further states that knowledge can refer to the theoretical and practical knowledge of a subject. It thus, can be implicit, concerning practical skills or expertise or explicit, as it concerns the theoretical understanding of a subject. Knowledge in the view of the researchers is what you know about something. Knowledge is thus, broad and for it to bring about the desired change there is need for its management.

Knowledge management has been defined by various scholars, amongst them Armstrong (2012). For Armstrong, knowledge management is concerned with storing and sharing of wisdom, understanding and expertise, accumulated in an organization, about its processes, techniques and operations. It involves the transformation of knowledge resources, by identifying relevant information and then disseminating it, so that knowledge can take place. Differently, Scarborough et al. (1991) as cited in Armstrong (2012) documents that knowledge management is any process or practice of creating, acquiring, capturing, sharing and using knowledge, wherever it resides, to enhance learning and performance in organizations. In another view by Business Dictionary (2018), knowledge management refers to the strategies and processes, designed to identify, capture, structure, value, leverage and share an organization’s intellectual assets, to enhance its performance and competitiveness. It further explains that, it is based on two critical activities, which are capture and documentation of individual explicit and tacit knowledge and another, being its dissemination within the organization. The capture and documentation of individuals explicit and tacit knowledge, could be likened to the use of text books and other teaching materials, while the dissemination within the organization, could refer to the teaching and learning process. This may explain why Study.com (2018) perceives knowledge management as the process of finding, gathering, assessing, organizing and sharing information or knowledge. Following from the foregoing, it would not be out of place to place on record that knowledge management is the ability to organize and share what one knows to improve performance.

The school, being a channel for the dissemination of this desired knowledge, its syllabus contents and methods of dissemination in the school system, must translate to the type of education we actually need, to bring about the necessary change that will be useful to our immediate societal growth and development. This should be visible in our knowledge management activities.

Knowledge management activities are tied to organizational objectives. As identified by Wikipedia (2018), they are intended to lead to the achievement of specific outcomes, such as shared intelligence, improved performance, competitive advantage or higher levels of

innovation. Knowledge management activities are closely related to organizational learning (Zazachat 2006). It is believed that effective knowledge management activities can help us to learn systematically from experience and data (successes and failures); retain and transfer critical knowledge across operations; re-use lessons learned in future and in adjacent projects and operations; and reduce the cost of ignorance (DNV.GL 2017). Knowledge management activities include on-the-job discussions, formal apprenticeship, discussion forums, corporate libraries, professional training and mentoring, knowledge bases, expert system, intranets and computer supported works. From the perspective of All KM (2018), the benefits of knowledge management or ROI of KM activities are that through knowledge management activities, a culture is developed; new and better products are developed, higher customer satisfaction; reduced input costs; and higher productivity. Successful management activities yield confidence and satisfaction which could encourage retention. A complete management system thus, must possess elements of knowledge management. The elements of knowledge management are knowledge creation and capture, knowledge sharing and environment, information storage and retrieval and knowledge dissemination (IT Knowledge Portal, 2018).

For the purpose of this study, the knowledge management activities listed in Wikipedia (2018), are used and do not signify a disagreement with those listed by other scholars.

Talent Management Activities for Teacher-Retention

When the word talent is mentioned, what readily comes to mind is domineering skill. It actually makes those who possess it to distinguish themselves amongst equals. The ability to manage it becomes more expedient. Armstrong (2012) identifies talent as what people have when they possess the skills, abilities and aptitudes that enable them to perform effectively in their roles. Those who possess it, make differences, by contributing importantly in the future, through their efforts. In the presentation by Google Search.com (2018), talent is a natural aptitude or skill, while Cambridge Dictionary (2018) sees it as a natural ability to be good at something, especially without being taught. Little wonder, Merriam Webster (2018) defines it as a specific and special, often athletic, creative or artistic aptitude; general intelligence or mental power; the natural endowment of a person (Merriam Webster 2018). For Collins Dictionary (2018), talent is the natural ability to do something well. In the foregoing, Dictionary.com (2017) defines talent as a special natural ability or aptitude, a capacity for achievement or success; ability. From the list of definitions presented, it is deductible that talent is a natural ability that needs to be enhanced to be more useful and purposeful, apart from the fact that it is that which distinguishes a person from the other, when put to use.

Since talent is usually identified when put into use, there is need to manage it adequately, to achieve desired results. Talent management thus, is the sure bet and process of harnessing identified abilities, towards the achievement of desired organizational goals. A search into the world of knowledge or the definition of talent management, brings to bear, the idea put together by Wikipedia (2017). Wikipedia refers talent management to be the science of using strategic human resource planning to improve business values and make it possible for companies and organizations to reach their goals. This thus, emphasizes that, everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning. It is therefore an organization's ability to recruit, retain and produce the most talented employees available in the job market. Progressively, talent management ensures that organizations have the talented people it needs, to attain its business goals; it thus, would

involve managing the flow of talents through an organization, strategically, through the creation and maintenance of talent pipeline (Armstrong, 2012).

In yet another contribution, Study.com (2018) defines talent management as the process of finding, developing, training and keeping employees, who's skills, best align with the needs and objectives of the company. For Business Dictionary (2018), talent management is an organizations attempt to recruit, keep, and train the most gifted and highest quality staff members that they can afford and hire. From the perspective of Management Study Guide (2018), talent management is a concept that is not restricted to recruiting the right candidate at the right time, but also to the exploration of hidden and unusual qualities of your employees and developing and nurturing them to get the desired results. No wonder, the outlet defines talent management as the process of managing the abilities, competencies and power of employees within an organization. This may be explained in the fact that sometimes, we need to study our employees and fit them in rightly.

Finding workers who are talented and hardworking is not as difficult as making sure that they want to stay with the organization. This is so because, where the employees are not satisfied with the job, they leave for better job opportunities. However, proper talent management, aids retention. Talent management activities should thus, be put in place, to aid retention of employees, in order to achieve predetermined organizational goals. Having identified this, there is obvious need to seek those activities and practices that aid talent management, towards employee retention.

In the presentation by Halogen Software (2018), seven talent management practices support and enhance the attainment of organizational goals. These are align individual and organizational goals and effectively track their progress; conduct regular employee reviews to keep employee performance on trace, provide ongoing feedback to maximize performance; have a success plan, and be as efficient as possible. The list of talent management activities displayed by Heathfield (2017), include developing clear job descriptions, so you know the skills, abilities and experience needed from a new employee; selecting appropriate employees, who have superior potentials and fit your organization's culture, with an appropriate selection process; negotiating the requirements and accomplishment-based performance standards, outcomes and measures within a performance development planning system; effective employee on-boarding and on-going training and development opportunities, that reflect both the employee's and the organization's needs; provide on-going coaching, mentoring and feedback, so the employee feels valued and important; conduct quarterly performance development planning discussions that focus on the employee's interests for career development; design effective compensation and recognition systems that reward people for their contributions; provide promotional career development opportunities for employees within a system that includes career paths, succession planning, and on-the-job training opportunities; and hold exit interviews to understand why a valued employee decided to leave the organization.

Without doubt, the foregoing focuses on how to build a winning talent management strategy in organizations in order to retain employees for continuous services. In furtherance of this, some scholars have made valuable contributions. For instance, Johnson (2017) suggested that organizational leaders should treat potential recruits like customers, align their plans, provide clear job requirements and goals, measure progress, stay engaged, offer fair compensations and rewards; provide an outlet for employees to share concerns; and create a path for advancement and improvement. Progressively, HireRabbit (2017) provides 4 best practices for effective talent management to include setting clear expectations and aligning organizational

goals; going beyond regular performance appraisals; providing professional development opportunities; and measuring and improving talent management with analysis.

For the purpose of this study, the list of talent management activities by Heathfield (2017) was used. This does not mean a rejection of the activities and practices listed by other scholars.

Statement of Problem

The management of staff turnover is expected to enhance teacher-retention. On this premise, it is expected that the government, school administrators and other stakeholders in the school system, will put in place, knowledge and talent management activities for teacher-retention. Surprisingly, research findings, comments from opinion leaders, scholarly positions and other general observations reveal that teacher-retention is not enhanced in schools. Rather, what seem to be the order of the day are poor salaries with increased cost of living, irregular conduct of promotion exercises, non-implementation of promotion arrears, insecurity occasioned by cultism, uncondusive and unsustainable work environment, inability to manage knowledge activities and absence of talent management activities among others, that appear to be bedeviling our much cherished schools system.

Naturally, it becomes obvious that schools characterized with these threats, may find it difficult to retain their teachers, which challenges the use of knowledge and talent management activities by the school administrators, government and educational stakeholders, even in the perceived exposition of failure. This study was therefore, contemplated to investigate into knowledge and talent management activities as viable instruments for enhancing teacher-retention in educational institution with a focus on secondary schools.

Aim and Objectives of the Study

This study examined the management of knowledge and talent management activities for teacher-retention in secondary schools in Rivers State. Specifically, the study sought to:

- Investigate the extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State.
- Ascertain the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State.

Research Questions

- To what extent do knowledge management activities determine teacher-retention in secondary schools in Rivers State?
- To what extent do talent management activities determine teacher-retention in secondary schools in Rivers State?

Hypotheses

- There is no significant difference between the mean ratings of male and female secondary school principals on the extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State.
- There is no significant difference between the mean ratings of principals from secondary schools in rural and urban areas on the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State.

METHODOLOGY

The design for the study was the analytic descriptive survey. The population of the study comprised all 268 public senior secondary schools in Rivers State. These schools have a population of 268 principals (Planning Research and Statistics Department, RSSSB, Port Harcourt, Rivers State, 2017) from which 215 representing 80% (165 males, 50 females, 180 rural and 35 urban school principals) were selected, as sample of the study, using the proportionate stratified random sampling technique. The instrument for data collection was a validated 16 – item instrument titled ‘Managing Knowledge and Talent Management Activities for Teacher-Retention Scale’ (MKTMATRS), with a reliability index of 0.84, designed by the researchers using the 4-point Likert scale model. A total of 215 copies of the instrument were administered, 214 were retrieved while 213 survived, after coding. Thus, 213 (163 and 50 male and female principals, 178 and 35 principals, from schools in rural and urban areas) were used in the analysis of data. Mean scores and standard deviations were used in answering the research questions while z-test was used in testing the hypotheses at 0.05 level of significance.

RESULTS

The results of the study were obtained from the answers to the research questions and results to the test of hypotheses as presented in the proceeding sections:

Research Question 1: To what extent do knowledge management activities determine teacher-retention in secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on the Rating of Male and Female Secondary School Principals on the Extent to which Knowledge Management Activities Determine Teacher-Retention in Secondary Schools in Rivers State

S/N	Item	Male		Female		W \bar{x}	Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
1	Teachers engaged in on-the-job discussions will be excited the stay in the present schools	2.96	0.87	2.74	0.66	2.85	HE
2	Formal apprenticeship is a tool towards our teachers to consider retention.	2.88	0.77	2.78	0.89	2.83	HE
3	Discussion forums help to increase the possibility of the willingness of the teacher to stay with the profession.	2.93	0.74	2.74	0.75	2.84	HE
4	Corporate libraries increase the teachers' consideration towards retention.	2.76	0.89	2.98	0.71	2.87	HE
5	Professional training gives the teacher a level of satisfaction to considers retention.	3.24	0.65	3.24	0.48	3.24	VHE
6	Knowledge bases that make the job convenient for teachers would encourage them to remain with the job.	3.06	0.65	2.96	0.76	3.01	VHE
7	Expert system helps the teachers to manage knowledge for convenient continuity towards retention.	3.08	0.73	3.02	0.82	3.05	VHE
8	Intranets if provided in the school system make the teacher's job easier as retention is encouraged.	3.17	0.69	3.28	0.67	3.23	VHE
9	Computer supported works boost the teacher's morale while making his job easier as he considers retention.	3.26	0.74	3.14	0.57	3.2	VHE
Grand Mean = 3.01		3.04	0.75	2.99	0.70	3.01	VHE

Legend

\bar{x}_1 = Mean: Male Principals
 \bar{x}_2 = Mean: Female Principals
SD₁ = Standard deviation of \bar{x}_1
SD₂ = Standard deviation of \bar{x}_2
W \bar{x} = Weighted mean
 $\frac{W\bar{x}}{N}$ = Grand mean

Scale

0.01 – 1.00 Very Low Extent (VLE)
1.01 – 2.00 Low Extent (LE)
2.01 – 3.00 High Extent (HE)
3.01 – 4.00 Very High Extent (VHE)

Data on table 1 show that items 1, 2, 3 and 4 had weighted mean ratings between 2.01 and 3.00 and therefore, fell under High Extent (HE). Differently, items 5, 6, 7, 8 and 9 had mean ratings between 3.01 and 4.00, which fell under Very High Extent (VHE). In summary, with a grand mean score of 3.01 (VHE), male and female secondary school principals agreed that to a very high extent, knowledge management activities determine teacher retention in secondary schools in Rivers State.

Research Question 2: To what extent do talent management activities determine teacher retention in secondary schools in Rivers State?

Table 2: Mean and Standard Deviation on the Ratings of Principals from Secondary Schools in Rural and Urban Areas on the Extent to which Talent Management Activities Determine Teacher-Retention in Secondary Schools in Rivers State

S/N	Item	Rural		Urban		W \bar{x}	Remark
		\bar{x}_1	SD ₁	\bar{x}_2	SD ₂		
10	Clear job description encourages the teacher towards retention.	3.35	0.74	3.11	0.80	3.23	VHE
11	Selection of appropriate employees to fit into the organization with superior potentials makes retention possible.	3.15	0.63	3.11	0.76	3.13	VHE
12	There is possible teacher-retention when requirements are negotiated for and fulfilled.	3.27	0.81	3.11	0.63	3.19	VHE
13	Provision of employee on-boarding our on-going training encourages teacher-retention.	3.11	0.73	2.97	0.71	3.04	VHE
14	Provision of school learning feedback mechanism is an employee retention pill	3.02	0.71	3.0	0.64	3.01	VHE
15	Conducting quarterly performance development is a talent management activity that encourages retention.	2.92	0.83	2.97	0.89	2.95	HE
16	The design of an effective compensation system that reward people for their contribution will give them reasons to stay.	3.41	0.65	2.89	0.80	3.2	VHE
Grand Mean = 3.11		3.18	0.73	3.02	0.75	3.11	VHE

Legend

- \bar{x}_1 = Mean: Principal (Rural)
- \bar{x}_2 = Mean: Principals (Urban)
- SD₁ = Standard deviation of \bar{x}_1
- SD₂ = Standard deviation of \bar{x}_2
- W \bar{x} = Weighted mean
- $\frac{W\bar{x}}{N}$ = Grand mean

Scale

- 0.01 – 1.00 Very Low Extent (VLE)
- 1.01 – 2.00 Low Extent (LE)
- 2.01 – 3.00 High Extent (HE)
- 3.01 – 4.00 Very High Extent (VHE)

Data on table 2 show that items 10, 11, 12, 13, 14 and 16 had weighted mean ratings between 3.01 and 4.00 and therefore, fell under Very High Extent. Differently, item 15 had a mean rating of 2.95, which fell under High Extent (HE). In summary, with a grand mean rating of 3.11 (VHE), principals from secondary schools in rural and urban areas agreed that to a very high extent, talent management activities determine teacher-retention in secondary school in Rivers State.

H₀₁: There is no significant difference between the mean ratings of male and female secondary school principals on the extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State.

Table 3: Summary of z-test Analysis of the Difference Between the Mean Ratings of Male and Female Secondary School Principals on the Extent to which Knowledge Management Activities Determine Teacher-Retention in Secondary Schools in Rivers State

Subjects	N	\bar{x}	SD	df	z-Cal	z-Crit	Results
Male Principals	163	3.04	0.75	211	0.42	1.96	Not Significant (failed to reject)
Female Principals	50	2.99	0.70				

Data on table 3, show summaries of subjects, scores, means, standard deviation, and z-test of difference between the mean ratings of male and female secondary school principals, on the

extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State. The z-test value calculated and used in testing the hypotheses stood at 0.42, while the z-critical value stood at 1.96, using 211 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 211 degrees of freedom, the calculated z-value of 0.42 is less than the critical value of 1.96. Hence, there is no significant difference between the respondents. Consequently, the researchers failed to reject the hypothesis and confirm that, there is no significant difference between the mean ratings of male and female secondary school principals on the extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State.

Ho₂: There is no significant difference between the mean ratings of principals from secondary schools in rural and urban areas on the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State.

Table 4: Summary of z-test Analysis of the Difference between the Mean Ratings of Principals from Secondary Schools in Rural and Urban Areas on the Extent to which Talent Management Activities Determine Teacher-Retention in Secondary Schools in Rivers State

Subjects	N	\bar{x}	SD	df	z-Cal	z-Crit	Results
Rural Principals	178	3.18	0.73	211	1.14	1.96	Not Significant
Urban Principals	35	3.02	0.75				(failed to reject)

Data on table 4 show summary of location, scores, means, standard deviations and z-test of difference between the mean ratings of principals from secondary schools in rural and urban areas on the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State. The z-test value, calculated and used in testing the hypothesis stood at 1.14 while the z-critical value stood at 1.96, using 211 degrees of freedom, at 0.05 level of significance.

At 0.05 level of significance and 211 degrees of freedom, the calculated z-value of 1.14 is less than the z-critical value of 1.96. Hence, there is no significant difference between respondents. Consequently, the researchers failed to reject the hypothesis and confirm that, there is no significant difference between the mean ratings of principals from schools in rural and urban areas on the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State.

DISCUSSION

Knowledge Management Activities for Teacher-Retention

The first finding of the study is that principals responded that to a Very High Extent (VHE), knowledge management activities determine teacher-retention in secondary schools in Rivers State.

This finding agrees with Wikipedia (2018), Zazachat (2006), IT Knowledge Portal (2018), Study.com (2018), Business Dictionary (2018), Armstrong (2012) among others, who in their scholarly papers and researches, work on knowledge management activities for staff-

retention in organizations. A corresponding hypothesis resulted in no significant difference between the mean ratings of male and female secondary school principals, on the extent to which knowledge management activities determine teacher-retention in secondary schools in Rivers State. This observed change in trend may have arisen from the rigorous processes involved in the hypothesis testing or that the lack of significance may have been due to differences in ratings on the basis of gender, which does not invalidate earlier findings from research questions. This implies that organizing knowledge management activities for teachers in secondary schools will boost their confidence, ability and desire for retention.

Talent Management Activities for Teacher-Retention

The second finding of the study is that principals to a Very High Extent (VHE) agreed that talent management activities determine teacher-retention in secondary schools. This finding is in agreement with Heathfield (2017), HireRabbit (2017), Johnson (2017), Halogen Software (2018) Study.com (2018), among others. These scholars and researchers in their scholarly researches and papers, work on talent management activities needed to determine staff-retention in organization. A corresponding hypothesis resulted in no significant difference between the mean ratings of principals from secondary schools in rural and urban areas on the extent to which talent management activities determine teacher-retention in secondary schools in Rivers State. This difference in finding may have occasioned by the rigorousness in the statistical processes or the trend in response may have been influenced by differences in location. This implies that talent management activities are necessary determinants for teacher-retention as every teacher will excel in his/her area and thus, desire retention.

CONCLUSION

Based on the findings of the study, it is concluded that knowledge and talent management activities to a Very High Extent (VHE), determine teacher-retention in secondary schools.

Recommendations

In light of the findings of the study, the discussions on them and the accompanying implications, the following are recommended for implementation:

- Knowledge management activities should be put in place in the school system, to make knowledge useful and easy to access by both the custodian and the user, for easy transmission and passion for the job toward retention.
- Talent management activities should be put in place in the school system for identification, nurturing and proper use of talents for productivity. This will achieve productivity and a sense of fulfillment that encourages retention. Round pegs should be made to fit into round holes.

REFERENCES

All KM (2018). Benefit of knowledge management or ROI of KM program. Retrieved from www.allkm.com/km-basics/benefit-of-km.php

- Armstrong, M. (2012). *Armstrong's handbook of human resource management practice* (12th edition). London: Kogan page.
- Business Dictionary (2018). Talent management. Retrieved from www.businessdictionary.com/definition/talent-management.html
- Business Dictionary.com (2018). Knowledge management. Retrieved from www.businessdictionary.com/definition/knowledge-management.html
- Cambridge Dictionary.com (2018). Meaning of talent in English dictionary. Retrieved from <https://dictionarycambridge.org/dictionary/english/talent>
- Cambridge English Dictionary.com (2018). Meaning of knowledge in English dictionary. Retrieved from <https://dictionary.cambridge.org/dictionary/english/knowledge>.
- Collins Dictionary.com (2018). Definition of talent. Retrieved from <https://www.collinsdictionary.com/dictionary/english/talent>
- Dictionry.com (2017). Talent. Retrieved from www.dictionry.com/browse/talent
- DNV.GL (2017). Knowledge management programmes oil and gas: People, process and technology. Retrieved from <https://www.dnagl.com/services/knowledge-management-programmes-8390>
- English Oxford Living Dictionaries.com (2018). Definition of knowledge in English. Retrieved from <https://en.oxfordictionaries.com/definition/knowledge>
- Google Search.com (2018). Meaning of talent. Retrieved from <https://www.google.com.ng/search?q=n>
- Halogen Software (2018). 7 talent management practices to help you survive a downturn. Retrieved from <https://www.halogensoftware.com/learn/how-to/7-talent-management-practices-to-help-you-survive-a-downturn>.
- Heathfield, S. (2017). Learn the best talent management practices. Retrieved from <https://www.thebalance.com/best-talent-management-practices-1917671>
- Hire Rabbit (2017). 4 best practices for effective talent management. Retrieved from blog.hirerabbit.com/4-best-practices-for-effective-talent-management/
- IT Knowledge Portal (2018). Knowledge management. Retrieved from www.itinfo.am/eng/knowledge-management/
- Johnson, S. (2017). How to build a winning talent management strategy. Retrieved from www.knowledgeanywhere.com/resources/article-detail/how-to-build-a-winning-talent-management/strategy
- Management Study Guide (2018). Talent management – meaning and concepts. Retrieved from www.managementstudyguide.com/talent-management.htm
- Meriam Webster (2018). Talent. Retrieved from <https://www.meriam-webster.com/dictionary/talent>
- Nosiri, C.P. (1985a). *Pupil personnel administrations*. In B.S. Okeke, C.P. Nosiri, J.O. Elele, N.M. Ozurumba & S.O. Igwe (Eds). *A handbook on educational administration* (200 – 226). Owerri: New Africa.
- Planning, Research and Statistics Department (2017). *Summary of secondary school principals in Rivers State*. Port Harcourt: Rivers State Ministry of Education.
- Study.com (2018). What is knowledge management? – Definition, process and examples. Retrieved from <https://study.com/academy/lesson/what-is-knowledge-management-definition-process-examples.html>
- Study.com (2018). What is talent management? Definition & process. Retrieved from <https://study.com/academy/lesson/what-is-talent-management-definition-process.html>

Wikipedia (2017). Talent management. Retrieved from <https://en.m.wikipedia.org/wiki/talent-management>

Wikipedia (2018). Knowledge. Retrieved from <https://en.m.wikipedia.org/wiki/knowledge>

Wikipedia (2018). Meaning of management. Retrieved from <https://en.m.wikipedia.org/wiki/management>

Zazachat (2006). Knowledge management definition. Retrieved from www.zazachat.cm/knowledge-management-articles/knowledge-management-definition.aspx

 © JSRE

ⁱ **Jennifer N. Igbudu** is a postgraduate student in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria. She can be reached via email at igbudujenny@gmail.com.

ⁱⁱ **Dr. Sunday T. Afangideh** is a Lecturer in the Department of Educational Management, Faculty of Education, University of Port Harcourt, Nigeria. He can be reached via email at sunny_afangideh@yahoo.com.