



## HUMAN TALENT MANAGEMENT IN ACADEMIA In the Face of the Challenge of Information and Communication Technologies

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### KEYWORDS

*Management  
Human talent  
Academic productivity  
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### ABSTRACT

*The purpose of this study is to determine the influence of human talent management as a value element on the academic productivity of university professors in Peru. This is a basic, cross-sectional, explanatory study; the sample consisted of 110 university professors, selected by non-probabilistic convenience sampling, who responded to two questionnaires evaluating human talent management and academic productivity. The results showed that human talent management as a value element significantly influences academic productivity by 57.0%.*

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## 1. Introduction

University authorities now have a great responsibility to ensure that teachers use their skills, abilities and competences to provide a quality service that is beneficial both to the university organisation and to the increase in intellectual productivity.

It is essential that a quality university administration prioritises the human capital with which it works and plans strategies aimed at its development; therefore, the management of human capital in universities becomes extremely important (Cuentas, 2018). For their part, Mendoza et al. (2018) state that the management of human talent must be considered as a method within universities that manages to influence both the formulation and the implementation of objectives and strategies, so that it becomes their greatest academic strength.

The Inter-American Development Bank (IDB, 2020) points out that in recent years most governments in Latin America and the Caribbean (LAC) have neglected investment and interest in acquiring and managing adequate human talent, focusing more on the technological and regulatory aspects of digital transformation. In its survey of Latin American public managers, 64% said that in the last five years their projects have suffered difficulties due to the lack of skills of the people in charge, which involves managing them from the moment they are selected and hired.

It is worth noting that Atencia (2021), in his study developed in Colombia, points out that research is the main axis for fundamental changes, especially in university education, teachers have certain deficiencies in the management of research skills, which has repercussions on their intellectual productivity.

In Mexico, Gordillo-Salazar et al. (2020) point out that talking about academic productivity becomes even more complex and ambiguous. Part of this problem is related to the functions that full-time lecturers have to perform in universities, which are related to the rules of operation, teaching, tutoring, student management, as well as the generation and implementation of knowledge.

According to a Venezuelan study, this reality poses a challenge to the management of human talent on university campuses, where it is necessary to adopt innovative strategies that are different from the traditional ones and that manage to include the function of guidance as a primary formative element (Jaramillo and Silva, 2022).

In Peru, in accordance with government policy, the National Superintendence of University Higher Education (SUNEDU) has been created, which is responsible for ensuring that universities are licensed by complying with the Basic Quality Conditions (Condiciones Básicas de Calidad. CBC). In addition, the National System for the Evaluation, Accreditation and Certification of Educational Quality (Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa. SINEACE) is responsible for proposing and supervising the criteria necessary for the accreditation and certification of educational quality. All these elements were presented based on the various existing concerns about the deficient factors of productivity of higher educators, as well as the existing management in these areas and the quality of education in general (Vives, 2022).

It is also necessary to consider what happened a few years ago, the pandemic affected many sectors and environments, both nationally and internationally; Quezada et al. (2021), argued that the COVID-19 context requires the university teacher to assume their role with passion for teaching, and to achieve this it is necessary to implement the enabling work environment and that the degree of productivity is constantly monitored, whether in the physical or digital environment, this would prevent dissatisfaction in job performance and potential negative perceptions of students (Duche et al., 2019).

On the other hand, Cuentas (2018) points to the lack of management that prioritises the human factor as an essential component in the progress of the organisation. Current management strategies do not recognise teachers as investors in human capital, which constitutes a competitive advantage for the institution in today's knowledge-based society.

## 2. Literature Review

### 2.1. Human Talent Management

In education, human talent management is a critical component in ensuring the success of educational institutions and the full development of students. According to Castro and Delgado (2020), human talent management plays a significant role in influencing the quality of teaching, the school environment and

student achievement. It includes various aspects such as planning, structuring, growth, coordination and supervision, with the aim of promoting efficient and effective performance of staff. It also creates an environment that is conducive to the achievement of individual and team goals that are directly or indirectly related to the tasks performed by those involved in human talent management (Jiménez et al., 2023).

On the other hand, Agudelo-Orrego (2019) emphasises that human talent management is a fundamental element in shaping the roles that are essential for the success of any institution. It involves the effective management of the human resources available within the organisation, thus constituting a continuous learning process in which individuals reflect on their mistakes, successes and rewarding experiences. Organisations seek individuals with a wide range of skills and knowledge to facilitate their professional growth and development (Montes, 2022).

It should be noted that universities emphasise not only specific technical skills, but also interpersonal skills and a commitment to continuous learning. Professionals who can adapt, acquire new knowledge and develop themselves in a constantly changing work environment are highly valued by organisations.

The importance of human talent management lies in the fact that it is an essential operational component of the organisation, responsible for the effective management of human resources and their capabilities to carry out their functions. When this management is efficient and of high quality, it promotes excellence in work performance, with the aim that employees are committed to the institution's goals, mission, vision, culture and policies in pursuit of organisational success (Agudelo-Orrego, 2019). Having a human talent management plan is crucial because it implies strengthening fundamental aspects such as the proper integration of new teachers, regular training, effective communication and the development of social skills, among others. These actions address the shortcomings or challenges faced by an organisation through its human resources department, with the aim of maximising the potential and loyalty of teachers and turning them into long-term strategic allies (Saavedra et al., 2019).

University organisations have a great responsibility to encourage and motivate their human capital to carry out their work with passion, which is essential for the growth, competitiveness and long-term success of any organisation, especially a university organisation, as it focuses on the most valuable asset of the institution: its human capital.

This is where the theory of human capital comes in, which, according to Silva et al. (2020), is a vision of an economic approach that has evolved over decades and has been strengthened by contributions from different disciplinary perspectives. Its central idea focuses on the contribution that human resources can make both to the individual and to the entity in which they are integrated. This set of theories is oriented towards the so-called knowledge economy, in which knowledge becomes a wealth-creating tool. This theory is based on the premise that human capital, the sum of people's knowledge, skills and competencies, is a valuable and strategic resource for organisations. According to this theory, investing in the development and effective management of human talent brings significant benefits to organisations.

The dimensions identified for human talent management are supported and described by Cortez (2019):

**Communication:** it contributes to the management of institutions and becomes a precursor to the achievement of the objectives set, involving all the relevant actors. Regardless of the size of the organisation, communication also drives its progress and requires a planning process that coordinates the actions of each area (Pineda-Henao, 2020).

**Academic satisfaction** refers to the level of contentment experienced by an individual when their expectations are met. In an academic context, it pertains to the level of well-being that students perceive when their academic expectations and needs are fulfilled (Mireles & García, 2022).

**Academic training**, which is a set of activities aimed at keeping up to date with pedagogical and methodological knowledge. These actions are organised with the aim of achieving teacher improvement, focusing on the functions derived from the role they must play in teaching, as well as their disposition towards the process of curricular renewal (Flores and Aballe, 2018).

The link between effective communication, academic satisfaction and academic empowerment is central to the management of human talent in education. Adopting a comprehensive approach that takes these dimensions into account can improve the educational environment and create more favourable conditions for students' learning, personal and academic development.

## 2.2. Academic Productivity

Academic productivity at university level is a crucial aspect that influences the personal and professional development of teachers, as well as the reputation and prestige of the educational institution, as Gordillo-Salazar et al. (2020) state that productivity is valued as the ability to achieve more with less investment. Today, however, it has become essential for all institutions, as it is crucial to be productive in order to achieve significant benefits. Achieving productivity provides the organisation with the necessary tools to compete effectively, regardless of the nature of its activity. In education, productivity is defined as the relationship between the qualitative and quantitative output of products, values and services and the human effort involved in their production. In education, productivity means achieving better results with less effort, which has a direct impact on the quality of education and the progress of society thanks to the greater number of people who benefit from it (Acosta-Pazmiño and Parra-Ferié, 2020). Considering the definition given in the previous paragraphs, it is possible to state that academic productivity implies that students, teachers and researchers have the capacity to achieve successful and high-quality results in the field of education. It is related to the efficient and effective achievement of educational goals and objectives, as well as the generation of knowledge and the contribution to progress in the academic field.

The dimensions of academic productivity are determined according to Feichtinger et al. (2019), who describe them below:

**Academic factor:** this factor includes different elements or variables that affect the academic performance of students at university level. These elements may include aspects such as the quality of teaching, curriculum content, curriculum design, access to educational resources, academic and emotional support provided by the institution, tutoring offered, students' level of motivation, their ability to manage time and stress, as well as the learning environment and opportunities to participate in extracurricular activities related to their field of study (Feichtinger et al., 2019).

**Economic factor:** the primary commitment to work in people's lives, motivated by various reasons such as family responsibilities, has an impact on the pursuit of lifelong learning, as people are likely to choose to be employed in activities not related to research or to seek job opportunities that provide them with a good quality of life (Feichtinger et al., 2019).

**Institutional factor:** public universities at the national level face obstacles in the training of their teachers, as academic conditions, such as an outdated curriculum, have hindered the formation of research groups. Moreover, the existing ones lack autonomy. This situation is most evident in higher education institutions located outside the capital, especially at the undergraduate level (Feichtinger et al., 2019).

**Methodological factor:** this plays an important role in this challenge, as the acquisition of information is crucial for teachers, and the lack of knowledge on how to find primary sources can be an obstacle when starting a scientific research. Although the use of virtual platforms can contribute to improving this aspect, it is essential to have continuous training in the handling of relevant sources and their citation according to the programme in which they are developed (Feichtinger et al., 2019).

The factor of teacher training and preparation; if the teacher does not have the minimum requirements to teach the research courses, this would be academically detrimental to the students. The selection of teachers for this course should be based on relevant criteria, such as the number of publications in recent years; it is paradoxical that a teacher with no indexed publications teaches the course (Feichtinger et al., 2019).

Motivation, on the other hand, plays a crucial role in academic productivity. Motivation theory suggests that people are driven by internal and external needs such as achievement, recognition, personal growth and external rewards. In order to increase academic productivity, it is important to understand students' needs and motivations and to provide them with appropriate incentives. This is where Herzberg's theory comes in, which, according to Peña and Villón (2018), is reflected in considering workers as people who seek to be recognised within the organisation and to have their needs met. By achieving these two objectives, their motivation becomes an impulse to take responsibility and direct their work behaviour towards the achievement of goals. These goals, in turn, will contribute to the success of the institution, with high levels of effectiveness. For Madero (2020), Herzberg's theory of motivation and hygiene postulates the existence of two types of factors: hygiene factors, related to the environment, whose presence does not generate motivation, but whose absence causes dissatisfaction. This theory has a philosophical component in that it states that people have to satisfy needs that correspond to two natures to which they must respond: the animal nature, which drives people to avoid harm and focuses on

physiological needs (survival, hunger, sleep, desire, among others); and the human nature, which drives people to seek fulfilment and psychological growth (social acceptance, self-realisation, family formation, among others).

### 3. Methodology

#### 3.1. Type of Study

The approach is quantitative, using the collection and analysis of data in order to be able to answer the research question formulated, thus managing to test the hypothesis previously raised, revolving around statistics in order to accurately identify patterns of behaviour in a population (Vega-Malagón et al., 2014). It is framed under the type of basic or substantive research, so that it seeks to generate new knowledge and manages to be the basis for the development of technological research; it is at the explanatory level, where it will be able to explain the cause of the facts, phenomena (Nieto, 2018). The design is non-experimental, which means that researchers study and examine the phenomena as they manifest themselves in their natural environment, without changing the variables or carrying out controlled treatments. It should be noted that this is a causal correlational type of study.

#### 3.2. Participants

The universe of the study was 110 university teachers in the country (Peru), selected through non-probabilistic sampling for convenience, accessibility, efficiency and ability to provide preliminary information in different research situations.

**Table 1.** Socio-demographic, occupational and academic data of university teachers

		Frequency	Percentage
<b>Age</b>	Under 30 years old	2	1,8%
	30 - 35 years	19	17,3%
	36 - 40 years	15	13,6%
	More than 40 years	74	67,3%
<b>Sex</b>	Male	59	53,6%
	Female	51	46,4%
<b>Marital status</b>	Single	28	25,5%
	Married	62	56,4%
	Cohabitant	7	6,4%
	Separated/divorced (a)	11	10,0%
	Widower	2	1,8%
<b>Employment status</b>	Full time	45	40,9%
	Part-time	65	59,1%
<b>He is currently studying</b>	Second speciality	8	7,3%
	Master	9	8,2%
	PhD	93	84,5%
<b>Level of education</b>	Ph.D.	2	1,8%
	PhD	30	27,3%
	Master	69	62,7%
	Second speciality	7	6,4%
	Other	2	1,8%
<b>Publication of articles</b>	Yes	46	41,8%
	No	64	58,2%

Source: Own elaboration

67.3% are over 40 years old; 53.6% are male; 56.4% are married; 59.1% work part-time; 84.5% are doctoral students; 62.7% have a master’s degree; and 41.8% have published articles (Table 1).

### 3.3. Data Collection

Two questionnaires were used for data collection, which included a section for informed consent, as well as socio-demographic, employment and academic data, with a total of 7 items (age, gender, marital status, employment status, current study, level of education, published articles). The first instrument assessed human talent management of university teachers with 18 items structured according to its three dimensions (adapted from Cortez, 2019); the second instrument assessed academic productivity with 29 items structured according to its five dimensions (adapted from Yerren, 2022), both with Likert scale responses.

Validation was carried out by means of expert judgement (5 professionals with expertise in the field); reliability by means of Cronbach's alpha, the values obtained being 0.933 and 0.903 respectively, demonstrating its high reliability. The information was collected virtually, using a form developed in Google Forms.

It should be noted that these instruments are self-administered.

### 3.4. Ethical Considerations

The international and national regulations governing all scientific research conducted on human subjects have been adhered to; likewise, informed consent and care for the participants have been considered to safeguard the primacy of benefit, and the identity of the sample subjects has been protected. The Declaration of Helsinki of the World Medical Association, which is applied in all areas based on the principles of beneficence, maleficence, respect, and justice, has been kept in mind at all times.

## 4. Results

### 4.1. Descriptive Statistics

**Table 2.** Level of the human talent management variable

	Frequency	Percentage
<b>Regular</b>	13	11,8%
<b>Adequate</b>	40	36,4%
<b>Very suitable</b>	57	51,8%
<b>Total</b>	110	100,0%

Source: Own elaboration

Table 2 shows the descriptive results of human talent management according to the perception of the 110 university teachers, where 11.8% consider it to be average, 36.4% adequate and 51.8% consider it to be very adequate.

**Table 3.** Levels of the dimensions of human talent management

Level	Communication		Academic satisfaction		Academic training	
	f	%	f	%	f	%
<b>Inadequate</b>	2	1,8%	0	0,0%	0	0,0%
<b>Regular</b>	8	7,3%	11	10,0%	11	10,0%
<b>Adequate</b>	35	31,8%	42	38,2%	40	36,4%
<b>Very suitable</b>	65	59,1%	57	51,8%	59	53,6%
<b>Total</b>	110	100,0%	110	100,0%	110	100,0%

Source: Own elaboration

With regard to the communication dimension, 1.8% of teachers consider it to be poor, 7.3% consider it to be fair, 31.8% adequate and 59.1% very adequate. Regarding the dimension of academic satisfaction, 10.0% consider it as average, 38.2% as adequate and 51.8% as very adequate. Finally, in the dimension of academic training, 10.0% consider it to be fair, 36.4% fair and 53.6% very fair (Table 3).

**Table 4.** Level of the academic productivity variable

	Frequency	Percentage
<b>Deficient</b>	1	0,9%
<b>Regular</b>	19	17,3%
<b>Good</b>	90	81,8%
<b>Total</b>	110	100,0%

Source: Own elaboration

Table 4 shows the results for academic productivity, with 0.9% in the poor category, 17.3% in the fair category and 81.8% in the good category.

**Table 5.** Levels of the dimensions of academic productivity

Level	Academic factor		Economic factor		Institutional factor		Methodological factor		Teacher training and preparation factor	
	f	%	f	%	f	%	f	%	f	%
<b>Deficient</b>	1	0,9%	3	2,7%	5	4,5%	4	3,6%	1	0,9%
<b>Regular</b>	8	7,3%	45	40,9%	40	36,4%	17	15,5%	5	4,5%
<b>Good</b>	101	91,8%	62	56,4%	65	59,1%	89	80,9%	104	94,5%
<b>Total</b>	110	100,0%	110	100,0%	110	100,0%	110	100,0%	110	100,0%

Source: Own elaboration

With regard to the academic factor dimension, according to the results obtained from the Peruvian university teachers who participated in the study (n=110), 0.9% were in the poor category, 7.3% in the fair category and 91.8% in the good category. For the economic factor dimension, 2.7% were in the poor, 40.9% in the fair and 56.4% in the good category. For the institutional dimension, 4.5% were in the poor category, 36.4% in the fair category and 59.1% in the good category. For the methodological dimension, 3.6% of respondents were in the poor category, 15.9% in the fair category and 80.9% in the good category. Finally, for the dimension of teacher training and preparation, 0.9% were in the poor, 4.5% in the fair and 94.5% in the good category (Table 5).

## 4.2. Inferential Statistics

Checking the normality of the data for the variable "Human talent management and academic productivity".

H<sub>0</sub>: the data are normally distributed.

H<sub>1</sub>: the data are not normally distributed.

Significance level:  $\alpha=0.05$  (type I error) (possibility of rejecting the null hypothesis as true).

**Table 6.** Normality test

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistician	gl	Sig.
<b>Human talent management</b>	,124	110	,000
<b>Academic productivity</b>	,093	110	,020

Source: Own elaboration

The variables have a p-value (sig.) < 0.05, so the null hypothesis is rejected; therefore, the data for the variables are not normally distributed. Ordinal logistic regression was therefore used (Table 6).

**Table 7.** Information on the fit of the model of influence of human talent management on academic productivity

Model	Logarithm of the likelihood -2	Chi-square	gl	Sig.
<b>Intersection only</b>	652,555			
<b>Final</b>	559,681	92,873	33	,000

Source: Own elaboration

Table 7 shows the results of the fit test of the model of the influence of human talent management on academic productivity, having obtained a chi-square value  $X^2 = 81.540$ ; with a p-value of 0.00; the likelihood ratio shows that the logistic model is significant in determining this incidence.

**Table 8.** Pseudo R-squared model of the influence of the human talent management variable on academic productivity.

	Result
<b>Cox and Snell</b>	,570
<b>Nagelkerke</b>	,570
<b>McFadden</b>	,113

Source: Own elaboration

The variability obtained for academic productivity as a function of the predictor variable: Management of Human Talent, a pseudo R-squared Nagelkerke value of 0.570 was obtained, which stands out in comparison with the Cox and Snell value (0.570) and the McFadden value (0.113). The Nagelkerke coefficient indicates that the proposed variability model manages to explain 57.0% of academic productivity (Table 8).

## 5. Discussion

The results obtained allowed us to confirm that the management of human talent has a significant impact on academic productivity. In Venezuela, Jaramillo and Silva (2022) found that these two variables are related; however, they were able to demonstrate certain shortcomings on the part of teachers at the University Institute of Technology of Cabins, such as the lack of continuous training, which has an impact on academic production.

With regard to the management of human talent, this study has shown that university teachers have managed to place themselves in an adequate category; other studies show the opposite, such as that of Batista et al. (2015), where a series of problems were found, so that not having a policy to attract, develop and retain human talent will generate an obsolete form of management, which hinders the actions that manage to reverse this problem, and also showed that 45% of teachers have not yet completed their master's studies; the opposite is the case with the present study, where 62.7% have a master's degree.



If the relevant areas of the universities do not recognise the teacher as a strategic tool to improve the quality standards of teaching, no change will be achieved. Zelada (2018) also found that their participants were in the medium category, both in terms of the variable and the dimensions they addressed, such as organisational projection, change management, organisational infrastructure, leadership of people and social responsibility. They managed to point out that human talent management contributes to the comprehensive development of workers, strengthening job satisfaction, as well as the development of the institution and responsible participation. Adequate management of human talent contributes to the promotion of three fundamental aspects, which are the production, introduction and socialisation of knowledge, achieving contributions at the academic level; it is also considered a determinant of the success of institutions (Briones and González, 2019; Zelada-Flores, 2020). Currently, it is essential to study in depth the role of science and technology in the integration of scientific knowledge from different perspectives, which facilitates a more effective approach to the complex phenomena of social reality. The performance of teaching human talent is becoming a fundamental component of human resource management in educational institutions. Since human talent is crucial to the development of organisations, it is appropriate to implement forms of management that ensure the presence of a well-trained, prepared and qualified teaching staff, able to combine theory and practice, and to integrate research, science and technology with the natural and social environment of the university. The effectiveness of the human talent of the teaching staff is considered a priority, which implies the adoption of policies that promote their retention and performance in their academic and research activities and in their interactions with society (Álvarez, 2021). Human talent management must be recognised as a strategic entity with the capacity to influence the formulation and implementation of the university's strategies and objectives. It is therefore important to emphasise that those universities that invest in their human talent are able to achieve one of the greatest academic advantages. Talent or human capital management, approached with a systemic focus and through processes, plays a crucial role in universities, as it is only through people that the desired organisational change project can be implemented (Párraga, 2016).

In terms of academic productivity, the highest percentage was placed in the good category; however, this is not always the case, as shown by Narváez and Burgos (2011), who carried out a study on teachers that shows that they have low academic productivity, their preparation tends to meet a work requirement, hence the lack of interest they may have in promoting technical-scientific productions; in the same sense, in Ecuador, Santos-Loor et al. (2019), point out that at the Technical University of Manabí, deficiencies were found in academic productivity, with implications for the role of university teachers, such as teaching, research and extension; on the other hand, Yerren (2022), in their results, pointed out that 53.8% were in the good category, which leads to the conclusion that there is a work motivation to be able to make the field of education more efficient. However, López, et al. (2022) also carried out their study in Peru, at the National University of San Martín, where 67.65% were in the average category, so there are certain shortcomings in both academic and administrative activities.

## 6. Conclusions

The management of human talent, as an element of value, has a significant impact on the academic productivity of university teachers in these times of technological dominance; having obtained an  $X^2 = 81.540$ ,  $\text{sig} = 0.000$ ; by means of the  $R^2$  Nagelkerke it is proven that the predictive effectiveness of the probability of occurrence of academic productivity is 57%.

51.8% of university teachers consider that the management of human resources is very adequate. Thus, the universities have valued their human resources and consider them to be a fundamental axis for the institution; however, they must continue to work on it, as 11.8% consider it to be average.

The dimensions of human talent management from the point of view of university teachers in Peru (academic communication, satisfaction and training) are at a very adequate level with 59.1%, 51.8% and 53.6% respectively; although these are representative percentages, there is a percentage of teachers who do not agree. Adequate human talent management contributes to better performance of teachers in universities, which benefits students through quality teaching.

With regard to the level of academic productivity, 81.8% of university teachers are in the good category; analysing the level of education of the participants, the highest percentage have a Master's

degree and are studying for their doctorate, which strengthens their research skills and abilities, contributing to their placement in the aforementioned category.

It has been possible to determine the level of the dimensions of academic productivity of university teachers in Peru, where the academic, economic, institutional, methodological, training and teacher preparation factors have been placed in the good category with 91.8%, 56.4%, 59.1%, 80.9% and 94.5% respectively.

Finally, higher education institutions have the managerial capacity to provide their staff with the basic conditions for developing human talent, i.e. skills that are put into practice in order to overcome deficiencies, taking into account quality of life and economic remuneration. This is also related to the development or enhancement of intellectual capital, managers have the obligation to manage knowledge, high standards of adequate performance, linked to productivity and competitiveness, in which university teachers know their strategic objectives and go for the fulfilment of them in these times where they go hand in hand with the Information and Communication Technologies (ICT).

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