

Organizational Culture as a Mediator Between Talent Management and Job Satisfaction in Higher Education

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Abstract

Introduction: The primary objective of this research is to study the role of organizational culture in mediating talent management strategies on facilitation of job satisfaction in higher education institutions, specifically in a developing region like Northern Odisha with a completely different institutional environment.

Methods: The study conducted the research using a cross-sectional survey approach, collecting data from 207 respondents (teaching and administrative staff) in higher education institutions of Northern Odisha. A combination of the Structural Equation Modeling (SEM) method was utilized to examine relationships between talent management practices, organizational culture, and job satisfaction.

Results: Although the study finds that key talent management practices, such as talent attraction, knowledge sharing, and training, do not have significant direct relationships with job satisfaction in the context of Northern Odisha's higher education institutions, these results provide valuable insights into the dynamics of talent management in resource-constrained environments. These findings undermine the assumption that the practice of talent management in general improves job satisfaction. In the environment with restricted resources, the impact of the traditional talent management approaches may be overridden by such factors as the support of the institution, the effectiveness of its leadership, and the socio-economic limitations. Moreover, low mediating impacts of the organizational culture emphasize the fact that, in some given situations, cultural factors might not be adequately formed or applied regularly to act as moderators.

Conclusion: This research is a pioneering evaluation of the interplay between organizational culture, talent management practices and job satisfaction in the context of higher education in Northern Odisha, where these dynamics have not been extensively explored previously. There is an indication from this study that other institutional factors may be at play in Northern Odisha higher education institutions, over and beyond talent management and organizational culture. Future studies can focus on identifying and understanding these factors. The research outcomes highlight the imperative for leaders and administrators in higher education to contemplate broader organizational and socio-economic elements in their endeavor to enhance employee satisfaction and organizational efficacy. The study concludes that human resource strategies in higher education institutions of developing countries should be more than talent management practices and should consider broader organizational and socio-economic settings.

Categories: Strategic Human Resource Management, Sustainable Human Resource

Keywords: organizational culture, talent management, job satisfaction, higher education . sustainable human resource management, northern odisha

Introduction

Universities and colleges are experiencing increasing pressure to attract, retain, and motivate competent academic and administrative personnel in the rapidly evolving domain of tertiary education. Talent management, encompassing recruitment, professional development, and staff retention strategies, is widely acknowledged as a critical factor in enhancing job satisfaction, which subsequently influences institutional performance and employee retention. Although the direct impact of talent management on job satisfaction has been extensively studied, there remains a paucity of knowledge regarding the mediating role of organizational culture in this relationship, particularly in resource-constrained settings. This study addresses a significant gap in extant research by investigating how organizational culture affects the efficacy of talent management in promoting job satisfaction, with a specific focus on higher education institutions in Northern Odisha, a region characterized by socio-economic challenges. In contrast to previous research that predominantly centers on developed nations or corporate environments, this investigation adopts a novel approach by exploring the interplay between

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organizational culture, talent management, and job satisfaction within the higher education sector of a developing region. The urgency of this research is underscored by the necessity for context-specific human resource approaches that not only attract talent but also foster an environment conducive to long-term job satisfaction and institutional success. In the recent past, research has been more inclined toward the changing role of talent management and organizational culture in the process of increasing the satisfaction levels of employees, particularly in institutions of higher learning. The new theoretical frameworks lay stress on the fact that there should be a correspondence between the talent management practices and organizational culture that would help to create a supportive work environment that would foster job satisfaction and institutional performance (Saleh and Atan, 2021) (Putri et al., 2023). These researches have claimed that the concept of talent management is not limited to attraction and retention of skilled workers but also it involves building an organizational culture that fosters growth, cooperation, and appreciation (Azeem et al., 2021). Additionally, the modern studies have also raised the issue of the increasing relevance of the context-specific approaches in talent management, especially in the underdeveloped areas where socio-economic limitations and issues of governance could considerably affect the efficiency of such practices (Kankam and Oppong, 2023). The literature will give a larger background of how the organizational culture may mediate the effect of talent management on job satisfaction, and there is a need to conduct a research that focuses on the challenges that higher education institutions in developing regions encounter to develop an organizational culture that will mediate the effect of talent management on job satisfaction. As higher education institutions in developing areas contend with financial and governance obstacles, understanding how organizational culture mediates the impact of talent management becomes crucial for devising sustainable solutions.

Review of literature

Past researchers have continually stressed the role of talent management practice in improving job satisfaction especially in the higher education sector. Mabaso found that the performance management practices in South African tertiary institutions correlated with a high level of development of talent with increased job satisfaction among academic personnel (Mabaso, 2020). Here, a quantitative approach was used using a survey to gather the views of 250 academic staff, and the finding revealed that talent development explained 42% of the variance in job satisfaction, proving that there is value in the investment in a structured career advancement program. Similarly, an investigation of the Lebanese higher education sector by Saleh and Atan revealed that enhanced sustainable talent management practices and positive organizational culture induced a highly significant positive impact on job satisfaction, as there was a 15 increase in employee satisfaction levels (Saleh and Atan, 2021). These results confirm that higher education practices in talent management, including recruitment, training, and retention, are essential in creating a motivated and content workforce.

As higher education institutions, it is crucial to manage talents for improving job satisfaction and organization success. According to Saleh, attracting, nurturing, and retaining people with skills, who, incidentally, are also in line with institutional objectives is essential, because without these, the overall excellence will slip into irrelevance in a competitive environment (Saleh and Atan, 2021). The studies in the Lebanese and South African higher education areas show that effective talent management leads to job satisfaction (as prompted through talent development and performance management practices) (Mabaso, 2020) (Saleh and Atan, 2021). In addition, talent management has a positive influence on organizational performance as it builds a context where employees are encouraged to perform better at their job as well as achieve institutional success (Putri et al., 2023).

The scope of talent management and sustainable talent management is different. Traditional talent management involves attracting and retaining talent for short-term purpose, while sustainable talent management emphasizes long-term employee development and retention to assist in overall job satisfaction and organizational sustainability (Alparslan and Saner, 2020). Research also supports that job satisfaction and organizational commitment increase in institutions that adopt sustainable talent management (defined as structured development plans and supportive organizational cultures, as reported by Saleh and Atan) (Saleh and Atan, 2021). Since higher education institutions need to attract and retain competent learners as well as improving their performance, there are both traditional and sustainable approaches they must adopt.

Further investigation revealed that organizational culture, leadership, and opportunities for professional development all have an impact on the level of job satisfaction and thus, employee well-being and institutional success. Job satisfaction is affected by a positive organizational culture, which involves collaboration and support as indicated in several studies from Ghana, where clarity of role and support influenced satisfaction of the employee (Kankam and Oppong, 2023). Career development and performance management processes directly lead to job satisfaction because they boost continuous learning and growth (Mabaso, 2020). Staff who are in an institution with developed culture in an inclusive manner exposed to development opportunity develop a high level of satisfaction and retention.

Organizational culture is the mediator between talent management and job satisfaction. Sideways management fosters employee value and engagement (Saleh and Atan, 2021) more positively, with

a positive and cooperative environment. First of all, research shows that a culture of inclusivity that promotes modernization and recognition strengthens a talent management culture, which inevitably aggravates a culture of happiness (Putri et al., 2023). On the other hand, if the culture is unsupportive of talent management practices, it will play a negative role in diminishing the effectiveness of talent management practices (Rizwan et al., 2017).

In the recent past, the literature on talent management and job satisfaction in higher education has increased significantly. The section gives a thematic review of the main constructs, which will be used in this study namely, Talent Attraction, Knowledge Sharing, Employee Training, Career Development, and Organization Culture. Each of the constructs is presented in a discussion of its relation to job satisfaction and the way it helps to formulate the research hypotheses.

Talent Attraction

As an aspect of talent management, talent attraction is regarded as a significant part of the process because it is usually perceived as the initial stage of creating an efficient and happy workforce (Saleh and Atan, 2021). Talent attraction strategies such as competitive compensation, career development opportunity, and a favorable working environment have been found to have direct influence on employee satisfaction (Putri et al., 2023). The recent studies note the positive correlation between talent attraction and job satisfaction. Research studies continue to demonstrate that appropriate talent attraction strategies such as talent management practices and employer branding have the potential to improve job satisfaction and overall organizational performance. As an example, talent attraction greatly increases job satisfaction, contributing to the development of a more favorable work environment and a culture of support and motivation (Nimtur et al., 2024). Additionally, employer branding and internal marketing strategies have been found to improve job satisfaction by aligning employees' expectations with organizational values, thus increasing their sense of belonging and commitment (Farooq et al., 2024). Also, the flexibility to work, including remote work, has been shown to bring in the best employees, which directly contributes to employee satisfaction by improving work-life balance (Fatima et al., 2024). Talent attraction does not only guarantee that organizations hire highly skilled people but also makes the goals of the employees to coincide with the mission of the organization, which improves their job satisfaction. According to the literature, we come up with the following hypothesis:

Hypothesis 1 (H1): Talent attraction has positive value to job satisfaction.

Knowledge Sharing

Knowledge sharing can be described as the process of sharing the expertise, skills, and information among the employees, which was found to be one of the most important aspects when it comes to collaborating and improving the job satisfaction (Malik and Kanwal, 2018). The more knowledge sharing is encouraged by a positive organizational culture, the more innovative and engaged workforce will be and, therefore, the more people will become satisfied with their jobs. Recent research studies on knowledge sharing and its contribution to job satisfaction have highlighted the beneficial effect of knowledge sharing on job satisfaction by creating collaboration and innovation in the workplace. Through knowledge sharing, ideas and expertise can be shared and this will help to establish a culture of collaboration and it might result to increased levels of job satisfaction among employees. As an example, sharing knowledge, as well as transformational leadership, has been proven to be a significant contributor to creative work behavior and job satisfaction within banking contexts (Nguyen and Sharma, 2024). In the same sense, organizational culture and knowledge sharing have also been identified to enhance job satisfaction among government agencies, which points to an environment of collaboration (Al-Abdullat and Dababneh, 2018). In addition, the studies conducted in the pharmaceutical sector show that knowledge sharing directly affects innovation and the performance of employees, which, in turn, is also related to job satisfaction through the establishment of a dynamic and learning-based environment (Le et al., 2024). This hypothesis is based on the argument that sharing of knowledge among employees makes them feel valued hence giving them more job satisfaction. So we would like to suggest the following hypothesis:

Hypothesis 2 (H2): The knowledge sharing has positive influence on job satisfaction by creating collaboration and innovation.

Employee Training

It is common knowledge that employee training is one of the key factors of job satisfaction, especially when it results in the development of skills, promotion, and personal development (Chaudhary and Bhaskar, 2016). Training programs enhance employees' competence, which in turn leads to greater confidence in their roles and increased job satisfaction. Additionally, organizations which invest in constant training create a learning and growing culture which will lead to a more satisfied and motivated workforce. Studies have established that, employee training is a very important element that can help in increasing job satisfaction through skills development and growth culture in organizations. Training programs contribute to employees' skill development, thereby increasing their competence and confidence, which directly leads to higher job satisfaction (Vikasitha and Bhat, 2024). Moreover, good

training programs have been discovered to moderate job satisfaction, enhancing performance and motivation, particularly with job autonomy and favorable organizational culture (Hajiali et al., 2022). Training does not only hone the technical skills but also develops an atmosphere of constant learning, which boosts employee engagement and overall well-being (Ahmed et al., 2024). Moreover, training that is related to career-related objectives leads to employee satisfaction because it provides them with a clear path to professional development and promotion (Ichbal and Ubaidillah, 2023). Thus, we put forward the following hypothesis:

Hypothesis 3 (H3): Employee training positively influences job satisfaction by enhancing employees' skills and creating a culture of growth.

Career Development

The development of career programs is aimed at employees to fulfill their professional ambitions and desires, and this is directly associated with job satisfaction (Heriyanti and Krisma, 2022). These schemes offer security and a future career to the employees, giving a greater feeling of loyalty toward the organization. The sphere of higher education is especially concerned with the issue of career development as employees here want to have a chance for promotion. The recent studies highlight the beneficial impact of career development on job satisfaction by giving the employees evident opportunities for development and motivation. Structured career pathing and promotion opportunities are some examples of career development programs that have been found to be effective in increasing job satisfaction because they help align the skills of employees with the requirements of promotions and create the feeling of professional achievement (Agusta and Azmy, 2023). Furthermore, organizations that prioritize career growth and development contribute to employees' intrinsic motivation, which, in turn, boosts their satisfaction and commitment to the organization (Firdaus et al., 2024). Also, the study on training and career development of employees in institutions of higher learning reveals that the perception of employees of growth opportunities in their workplaces leads to job satisfaction, which in turn enhances employee performance (Suriadi et al., 2024). This gives birth to the hypothesis:

Hypothesis 4 (H4): The development of career has a positive influence on the job satisfaction through providing clear career growth opportunities and motivation.

Organizational Culture

The mediating role of organizational culture is in improving the effectiveness of talent management practices in the determination of job satisfaction. The culture of teamwork, rewarding, and employee welfare fosters an atmosphere in which the practices related to talent management will have a higher probability of success (Kontoghiorghe, 2016). According to the literature, a positive organizational culture is one of the most important determinants of job satisfaction that can help the desired effects of the talent management practices (Rizwan et al., 2017). The study has revealed that organizational culture mediates the connection between talent attraction and job satisfaction and makes a small contribution to the impact of talent attraction. Talent attraction strategies, such as employer branding and recruitment practices, help to create a strong organizational culture that aligns with employees' values, which in turn increases job satisfaction. An illustrative example is that an effective organizational culture is not only capable of attracting the best talent but also makes sure that the employees are happy and motivated, creating a healthy working environment (Yusra et al., 2024). Moreover, research shows that an effective organizational culture, which fosters innovation and teamwork, increases the effect of talent attraction on employee satisfaction, thus leading to a greater employee retention rate and organizational performance (Shah et al., 2024). Also, the studies indicate that the organizational culture, in combination with leadership and career development opportunities, has a significant impact on job satisfaction mediating the impacts of talent attraction on employee satisfaction and performance (Fitri et al., 2025). In this way, we would like to assume the following hypotheses concerning the mediating effect of the organizational culture:

Hypothesis 5a (H5a): Organizational culture mediates the effect of talent attraction to job satisfaction partially.

Hypothesis 5b (H5b): The links between knowledge sharing and job satisfaction are entirely mediated through organizational culture.

Hypothesis 5c (H5c): Organizational culture partly mediates the connection between employee training and job satisfaction.

Hypothesis 5d (H5d): Organizational culture mediates the connection between career development and job satisfaction partly.

The literature review and the corresponding hypotheses are pointing to the direction that talent management practices, with the help of favorable organizational culture, play an essential role in

facilitating job satisfaction within higher education institutions. The hypotheses set are as follows:

- a) H1: The attraction of talent has a positive impact on the job satisfaction.
- b) H2: There is a positive impact of knowledge sharing on job satisfaction.
- c) H3: Training of employees will have a positive effect to job satisfaction.
- d) H4: There is a positive influence of career development on job satisfaction.
- e) H5a: Job satisfaction is partly mediated by organizational culture between talent attraction and job satisfaction.
- f) H5b: The relationship between the knowledge sharing and job satisfaction is completely mediated by the organizational culture.
- g) H5c: There is partial mediation between the relationship between employee training and job satisfaction mediated by the organizational culture.
- h) H5d: There is a partial mediation between organizational culture and the relationship between career development and job satisfaction.

This study seeks to provide a better insight into how the practice of talent management, backed by organizational culture, can be used to improve job satisfaction in institutions of higher learning, especially in situations where there are limited resources.

Despite these contributions, at best only limited knowledge of the mediating role of organizational culture in the link between talent management and job satisfaction exists. Though prior literature has depicted talent management practice as positively associated with job satisfaction, relatively few studies have disentangled how organizational culture may amplify or mediate such a relationship. However, the existing research suffers from a key gap in that there has not been any context-specific investigation, especially for developing regions such as Northern Odisha, where socio-economic factors might influence the existence and effectiveness of talent management practices. Most existing work has taken place within developed countries, leaving a number of questions regarding institutional constraints and cultural nuances in developing areas regarding how these relationships operate. Moreover, while many of the studies have relied on quantitative methods, studies with a mixed method designs lending themselves to a greater understanding of the underlying cultural factors and their mediating effects are still not common.

To fill these gaps, this study adopts a cross-sectional design with structural equation modeling (SEM) approach to examine the mediating role of organizational culture in the relation between talent management and job satisfaction. By applying this robust methodology which simultaneously allows analysis of multiple variables, the research is able to more adequately account for the interaction of these factors. Finally, the inclusion of higher education institutions in Northern Odisha offers a new geographic and socio-economic context to empirical literature, which promises theoretical and practical insights that can complement existing theorization. By showing how organizing culture mediates the associations between talent management and job satisfaction in a geographic space that has been traditionally underrepresented, these findings will add to the growing body of knowledge.

This study seeks to address a critical research question: Focussing on higher education institutions of Northern Odisha, under what conditions and capability does organizational culture mediate the relationship between talent management practices and job satisfaction? This research addresses the problem caused by the lack of understanding of the very specific role that organizational culture plays in the effectiveness of talent management strategies on enhancing job satisfaction. Previous research has established the significance of both talent management and the company culture, but still there is a large void on how these two aspects play together by generating a culture of innovation, specifically in developing regions ([Saleh and Atan, 2021](#)). Our research hypothesis is that organizational culture dramatically mediates the relationship between talent management practices (e.g., talent attraction, development, and retention) and job satisfaction. Hence, a supportive and collaborative organizational culture is expected to support the positive effect of talent management on job satisfaction.

The objectives of this study are threefold: First, it examines the direct relationship between sustainable talent management practices and job satisfaction in higher education institutions. Second, it assesses the mediating role of organizational culture in this relationship, specifically those cultural elements that add to improved job satisfaction. Finally, it aims to draw out context-specific insights into how regional socio-economic factors in Northern Odisha shape these dynamics. The objectives of this study are also to offer actionable recommendations for policymakers and institutional leaders aimed at improving employee

satisfaction and organizational performance by achieving these objectives.

This study is capable of making a unique contribution due to its focus on the higher education sector in a developing region that has not been represented in previous research. Furthermore, SEM used to assess the mediating role of organizational culture offers a more rich analysis than simply using traditional methods to examine these relationships. The study is also presented as an application of a mixed methods approach combining quantitative and qualitative data to explore how cultural factors shape talent management outcomes in higher education institutions.

In terms of significance, this study extends beyond the particular context of this place in higher education and its focus on an underreported issue: the effects of staffing and scale on job satisfaction and retention, as policies are implemented in resource-constrained environments. The findings of this research will highlight the importance of aligning talent management practices with a conducive organizational culture, hence assisting institutions in such socio-economic environments to adopt more effective human resource strategies. Moreover, this research makes a unique contribution to the advancement of the field of sustainable human resource management by offering novel insights about how organizational culture can mediate the impact of talent management in nurturing dimensions of meaningful work that are critical to long-term institutional success and employee well-being.

Research Method

For this study, mainly, the methodological approach is mainly quantitative. A cross-sectional research design is used by the study to examine the relationship between sustainable talent management practices and job satisfaction, with organizational culture as a mediating variable. The data necessary for this project were collected from academic and administrative staff from higher education institutions in Northern Odisha using a structured questionnaire. The data, and the hypothesized relationships between variables, are studied using SEM technique.

Research design

A quantitative research design was employed in this study to ascertain the relationship between independent (talent management practices) and dependent (job satisfaction) variables, which were also evaluated to ascertain the mediating role of organizational culture. Using the cross-sectional design meant we could take our data at a single point in time at multiple institutions in Northern Odisha, which allowed us to obtain a snapshot of how the two variables studied are related in our context. Data analysis was carried out with the SEM, which is appropriate for multivariate analysis and assessment of mediating effects.

Sample and sampling technique

The sample size used in the study was a purposive sample, where the study focused on faculty and administrative employees of different institutions of higher learning in Northern Odisha. The justification of choosing this area is that it has a socio-economic background that is underrepresented in the literature on organizational culture and talent management. To achieve a representative sample and diversity, both public and private institutions were represented in the study, thereby covering a broad spectrum of views on the issue of job satisfaction and talent management practices. The participants were selected based on one of the major inclusion criteria, which is more than one year of working experience in their institutions. This criterion was necessary because it made sure that the participants were knowledgeable about the organizational culture and talent management practices at their respective workplaces and their responses were more informed and relevant (Bryman, 2016). Moreover, random sampling method was used to exclude bias and provide all individuals with equal opportunity of being sampled. This is generally considered a successful approach to obtaining a representative sample, which improves the extrapolation of the results (Creswell, 2014). The 207 respondents were enough, according to previous research and statistical power, which guaranteed the reliability and validity of the results (Bougie and Sekaran, 2016). This sound sampling design enhances the external validity of the study and its probability of offering practical recommendations to institutions of higher learning in the same socio-economic backgrounds.

Academic and administrative staff of higher education institutes located in northern Odisha were the target population of the study. The reasons for selection of these institutions were based on their regional importance and also the diversity in the membership of these institutions composed of faculty members, executives, administrative or administrative as well as support staff. Based on the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity, sample size was determined so that the sample was sufficiently large to produce valid and reliable results. A sample size of 207 participants was targeted from a variety of public and private institutions within the region, based on previous research and consideration of statistical power.

Participants for the study were selected using the random sampling technique. This method prevented the selection bias that would occur if each person in the target population had an unequal chance of inclusion

in the sample. We also included participants that had at least one year of work experience inside their respective institutions to guarantee that they are familiar with the talent management practices and organizational culture in their place of work.

Data collection tool

The data were collected using a structured questionnaire, which was developed as the primary tool. The questionnaire was designed after establishing validity and reliability from the scales used in the established studies that had high validity and reliability. The questionnaire included three main sections and was composed of 65 items, 6 sections in total, which included demographic questions providing information about the participants' background (e.g., gender, age, education, experience, and others). A pre-test of the questionnaire was undertaken on a pilot sample of 25 participants to ensure being clear, relevant, and reliable. The questionnaire was improved through feedback from the pilot study, with adjustments based on this feedback. Data were collected over three months between the months of July to August 2024. Google forms were used to distribute the questionnaires and emails were sent to the principal of the selected faculties to allow them take part in the research. Study participants were notified of the study's objectives; their confidentiality was promised; and they were assured that participation was voluntary. Respondents were anonymized, so no identifying information was collected. As it concerns time, the online survey method was agreed upon as easily available and efficient. This meant that they were allowed to do the survey when they had some time to do it, thus increasing the response rate. At the end of the data collection period, 207 valid responses were collected, considered sufficient to perform the subsequent statistical analyses.

The possible issue with this research is the existence of the common method bias (CMB), as the study relied on the data that was measured by the same source and self-report data. Such a bias is observed when constructs do not affect the relationships between the variables, but the measurement procedure does. In our study, self-reports by the respondents could have also been a source of systematic error and this could have biased the results thereby giving inflated or deflated results of the association between the variables studied.

To assess the potential for CMB, we conducted Harman's single-factor test, a widely used technique in social science research. The test will entail conducting an exploratory factor analysis (EFA) whereby all the variables will be loaded into a single factor model to identify the number of factors that will be obtained. Based on the test findings, the data failed to indicate a single factor which could explain a significant percentage of the variance in the constructs. Actually, the total variance explained by the first factor was far much below the recommended level of 50%, which means that the data are not unduly explained by any single factor.

Based on these findings, we will have to conclude that CMB is not an issue of concern in the present study. The non-existence of a strong single factor in the EFA indicates that the correlations between the variables will probably measure the constructs of interest, but not artifacts of the measuring technique. Thus, the results of this research can be discussed as valid and the results are not likely to be affected by CMB.

Data analysis techniques

Descriptive statistics were conducted on the data collected using SPSS version 29, while SEM was done using AMOS 24. The choice of SEM technique came from the ability for assessing the complex relationships between the independent variables (talent management practices), the dependent variable (job satisfaction), and the mediating variable (organizational culture) simultaneously. The data analysis procedure followed two key steps:

Descriptive Analysis: Means, standard deviations, and correlations of the study variables were computed descriptively to obtain a basic look at the data. This served as an analysis to identify patterns and relationships between talent management practices, organizational culture, and job satisfaction.

Confirmatory Factor Analysis (CFA): The measurement model was tested and CFA was done to determine the validity and reliability of the measure items used to explain each construct. Sampling adequacy and data suitability for factor analysis were confirmed by using the KMO test and Bartlett's test of sphericity. Internal consistency was calculated for each construct using Cronbach's alpha values and a reliability threshold of 0.7 was considered acceptable.

Structural Equation Modeling (SEM): Then it was tested through SEM to see if the hypothesized relationships hold. Imagine that this technique was used to evaluate direct and indirect effects and especially to isolate the mediating role of organizational culture between talent management practices and job satisfaction. Several indices (chi-square (χ^2), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Root Mean Square Error of Approximation (RMSEA)) were used to assess the model fit. CFI and TLI values greater than 0.90, an RMSEA value less than 0.08, indicated a good model fit.

Ethical considerations

The study fully relies on strict ethical approach to the protection of the rights of the participants and the honesty of the study. All adult participants received an informed consent form detailing the study’s purpose, if they choose to participate voluntarily, and if a participant wished to withdraw from the study at any time. No personal identifying information was required for data collection and they were collected anonymously.

Results

Demographic	Group	Frequency	%	Valid %	Cumulative %
Age	21-30	13	6.3	6.3	6.3
	31-40	93	44.9	44.9	51.2
	41-50	81	39.1	39.1	90.3
	51-60	20	9.7	9.7	100.0
	Total	207	100.0	100.0	
Gender	Male	80	38.6	38.6	38.6
	Female	127	61.4	61.4	100.0
	Total	207	100.0	100.0	
Marital Status	Married	183	88.4	88.4	88.4
	Unmarried	24	11.6	11.6	100.0
	Total	207	100.0	100.0	
Education Qualification	Post Graduate	207	100.0	100.0	100.0
Occupation	Asst. Professor	162	78.3	78.3	78.3
	Asst. Professor	37	17.9	17.9	96.1
	Professor	8	3.9	3.9	100.0
	Total	207	100.0	100.0	

TABLE 1: Demographic information of respondent
Primary data collection

The total sample size was 207. Below are summarized demographic characteristics of the participants are presented as per Table 1. The age distribution of the respondents was as follows: 6.3% were between 21 and 30, 44.9% were between 31 and 40, 39.1% were between 41 and 50, and 9.7% were between 51 and 60 age groups. In terms of gender, 38.6% were male and 61.4% were female. This means that there are more female participants than usual in the study. We had 88.4% married and 11.6% unmarried as regards marital status. In the data, married individuals dominate the participants. Respondents were highly educated: all (100%) had a post-graduate education. The occupational distribution was as follows: 78.3% Assistant Professors, 17.9% Associate Professors, and 3.9% Professors. Most of the respondents were Assistant Professors.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.760
Approx. Chi-Square		4652.599
Bartlett's Test of Sphericity	df	1770
	Sig.	.000

TABLE 2: KMO and Bartlett's Test

Primary data collection. KMO, Kaiser-Meyer-Olkin

The KMO measure of sampling adequacy was 0.760, and therefore the sample size is appropriate for factor analysis, as per Table 2. Generally, KMO values of over 0.6 indicates that the data in question are suitable to be analyzed using this type of analysis. The p value was less than 0.001 using Bartlett's Test of Sphericity and approx. chi square value = 4652.599, df = 1770. This is an extremely significant result because it demonstrates that, in fact, the correlation matrix is a non-identity matrix, yet another confirmation that factor analysis is indeed appropriate for the dataset. Taken together, these results collectively indicate this data to be amenable to factor analysis, and form a useful starting point for further investigation of the underlying factor structure.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.376	10.627	10.627	6.376	10.627	10.627	6.279	10.466	10.466
2	4.898	8.164	18.791	4.898	8.164	18.791	4.816	8.027	18.493
3	4.546	7.576	26.368	4.546	7.576	26.368	4.406	7.343	25.836
4	4.000	6.667	33.035	4.000	6.667	33.035	4.040	6.734	32.570
5	3.537	5.895	38.930	3.537	5.895	38.930	3.537	5.896	38.465
6	2.603	4.339	43.268	2.603	4.339	43.268	2.882	4.803	43.268
7	1.430	2.384	45.652						
8	1.327	2.212	47.864						

TABLE 3: Total variance explained

Authors own source

The data were assessed with Principal Component Analysis and the factor structure of the data were determined. The first six components had eigenvalues greater than 1 and provided 43.27% of the total variance. More specifically, Component 1 accounted for 10.63%, Component 2 accounted for 8.16%, and Component 3 accounted for 7.58%. On rotation, the first six components together accounted for 43.27% of the variance, with Component 1 accounting for 10.47%, Component 2 accounting for 8.03%, and Component 3 accounting for 7.34%. Together, components 4, 5, and 6 accounted for an additional 6.73%, 5.90%, and 4.80% of the variance (Table 3).

The components with eigenvalue less than 1 did not contribute much explained variance. This implies that a six factor model may be a suitable structure of the data according to the eigenvalue threshold 1.

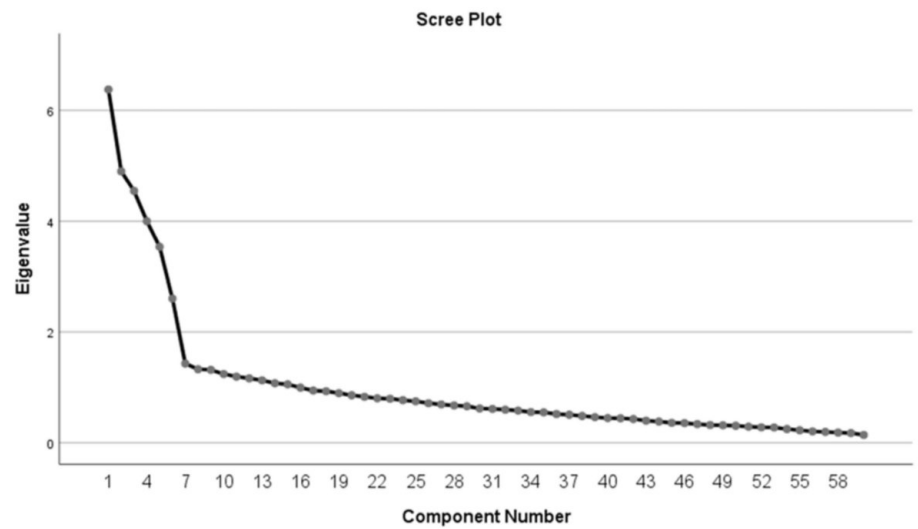


FIGURE 1: Scree plot for this study for CFA analyze

Authors own source. CFA, Confirmatory Factor Analysis

This scree plot gives us the eigenvalues for each of the components that were extracted by Principal Component Analysis (Figure 1). The plot indicates a clear "elbow" after the sixth component, where the eigenvalues drop sharply and then begin to level off. By looking at the eigenvalues, we can see that the first six components explain a considerable chunk of the variance, and these eigenvalues are significantly larger than the rest of the components that contribute a little bit toward the explained variance. The scree plot is based on the idea that six components should be retained, since they explain most of the data structure. The "elbow" point is typically used as a criterion to determine the optimal number of factors to retain, and in this case, the data suggest that beyond the sixth component, additional factors contribute minimal variance and may be less meaningful.

Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
TA1	.815					
TA9	.806					
TA4	.791					
TA6	.789					
TA8	.786					
TA2	.778					
TA10	.761					
TA3	.749					
TA7	.747					
TA5	.742					
OC8		.732				
OC2		.716				
OC7		.705				
OC5		.677				
OC6		.675				

OC1		.675				
OC9		.666				
OC3		.665				
OC4		.665				
OC10		.602				
ET9			.673			
ET8			.671			
ET6			.664			
ET4			.661			
ET5			.653			
ET7			.647			
ET2			.644			
ET1			.628			
ET3			.618			
ET10			.591			
JS9				.686		
JS5				.659		
JS1				.649		
JS4				.638		
JS10				.633		
JS3				.627		
JS6				.611		
JS7				.573		
JS2				.560		
JS8				.518		
KS4					.632	
KS8					.627	
KS10					.621	
KS3					.603	
KS9					.597	
KS1					.572	
KS2					.571	
KS6					.552	
KS5					.537	
KS7					.461	
CD1						.577
CD5						.568
CD8						.543
CD2						.531
CD10						.530

CD4						.513
CD7						.474
CD9						.465
CD3						.458
CD6						.407
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.						
a. Rotation converged in 5 iterations.						

TABLE 4: Rotated component matrix of all six factors

Authors own source. JS, Job Satisfaction; TA, Talent Attraction; CD, Career Development; KS, Knowledge Sharing; ET, Employee Training; OC, Organizational Culture

In Table 4, items TA1 to TA10 have high loadings for the first factor, Talent Attraction (TA), which lie between .742 and .815, indicating that these items load strongly onto this factor. Organizational Culture (OC) is defined by loadings of OC1-OC10 having values between .602 and .732 and these items resulting in other high loadings under this construct. The third factor, Employee Training (ET), consists of ET1 through ET10 and has factor loadings from .591 to .673 and signifies the grouping of training-related items. Job Satisfaction (JS) is the fourth factor, which is characterized by items: JS1-JS10 and loadings ranging from .518 to .686 with acceptable cohesion in defining the factor structure of job satisfaction. The fifth factor, Knowledge Sharing (KS), has factor loadings on items KS1-10 from .461 to .632, showing that these items cluster well underneath the knowledge sharing construct. The sixth factor, CD1 to CD10, has loadings ranges from .407 to .577.

Reliability Statistics		
Factors	Cronbach's Alpha	No. of Items
Talent Attraction	0.92	10
Knowledge Sharing	0.78	10
Employee Training	0.84	10
Career Development	0.71	10
Organizational Culture	0.87	10
Job Satisfaction	0.82	10

TABLE 5: Reliability statistics of all factors

Authors own source

A reliability analysis was conducted to assess the internal consistency of the six factors: These areas of Talent Attraction, Knowledge Sharing, Training and Development, Career Development, Organizational Culture, and Job Satisfaction were provided. Measurement of reliability was done through the use of Cronbach's alpha, and the results are presented in Table 5. Talent Attraction factor was highly reliable and Cronbach's alpha of .92 showed very high internal consistency across the 10 items. The Cronbach's alpha for the Knowledge Sharing factor was 0.78 across its 10 items and this reliability appeared good too. Training and Development had also high internal consistency, with a coefficient (alpha) of 0.84. Consistent with exploratory research, the Cronbach's alpha of the Career Development factor (0.71) is generally of acceptable reliability. The reliability for Organizational Culture was high: Cronbach's alpha = 0.87, indicating a strong internal consistency. Job Satisfaction had a good reliability with a Cronbach's alpha of 0.82. Finally, the Cronbach's alpha values show that, overall, the scales for each of these factors are reliable, most of the factors demonstrating strong internal consistency, making them suitable for further Confirmatory Factor Analysis (CFA) and other inferential analyses.

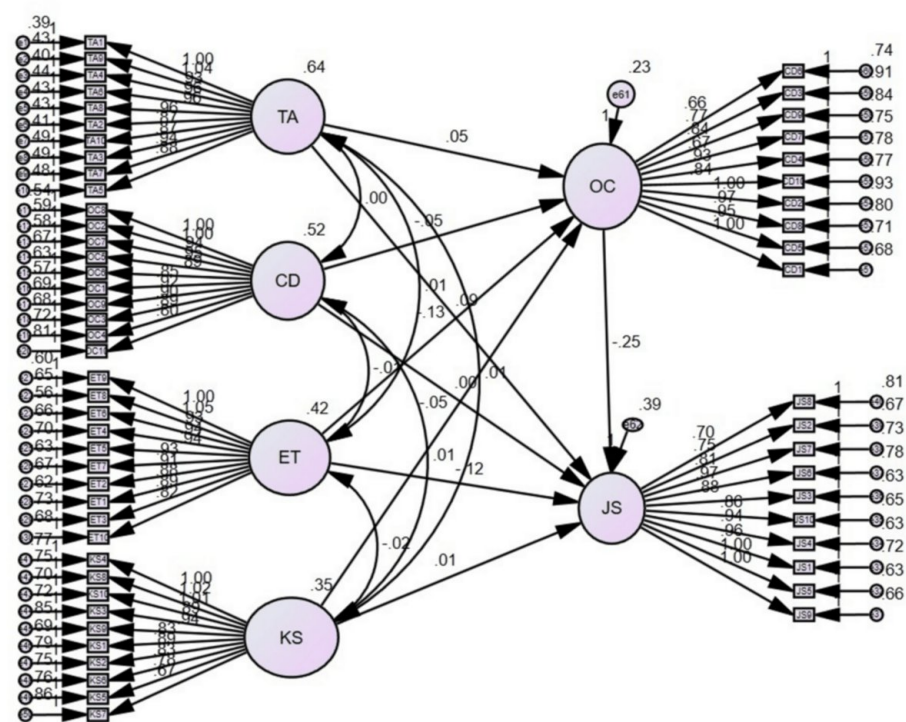


FIGURE 2: Model for organizational culture in mediating the impact of talent management

Authors own source. JS, Job Satisfaction; TA, Talent Attraction; CD, Career Development; KS, Knowledge Sharing; ET, Employee Training; OC, Organizational Culture

Figure 2 shows the model for organizational culture in mediating the impact of talent management.

To test the hypothesized model, we conducted a CFA and model fit indices indicate a very good fit between the hypothesized model and the data. This indicates an excellent fit according to the recommended range of 1-3 for the chi-square/degree of freedom ratio (CMIN/DF); the value of 1.098 was calculated.

Measure	Estimate	Threshold	Interpretation
CMIN	1861.368	--	--
DF	1695.000	--	--
CMIN/DF	1.098	Between 1 and 3	Excellent
CFI	0.951	>0.95	Excellent
SRMR	0.061	<0.08	Excellent
RMSEA	0.022	<0.06	Excellent
PClose	1.000	>0.05	Excellent

TABLE 6: Model fit measures

Model fit measures, AMOS Plugin (Gaskin and Lim, 2016). CMIN/DF, chi-square/degree of freedom ratio; CFI, Comparative Fit Index; RMSEA, Root Mean Square Error of Approximation; SRMR, Standardized Root Mean Square Residual

The model fit measures have been shown in Table 6. The model was tested against the threshold of 0.95 for CFI here, which was 0.951, surpassing the threshold for excellent fit of the model. A cutoff of 0.08 was exceeded with a Standardized Root Mean Square Residual (SRMR) of 0.061, indicating good fit. This was reflected in a RMSEA of 0.022, below the recommended threshold of 0.06, indicating good fit. Additionally,

very good model fit was confirmed by the PClose value (PClose = 1.000) being significantly above the threshold of 0.05. The hypothesized model and the data are shown in Table 2, which presents the model fit measures along with their interpretations:

The CMIN/DF was 1.098, which falls between the recommended range of 1 and 3, indicating an excellent fit. The CFI was 0.951, surpassing the threshold of 0.95, indicating an excellent fit for the model. The SRMR was 0.061, which is below the cutoff of 0.08, signifying excellent fit. The RMSEA was 0.022, well below the recommended threshold of 0.06, suggesting excellent fit. The PClose value was 1.000, significantly above the threshold of 0.05, further confirming excellent model fit.

Hu and Bentler criteria state that if CFI is greater than and equal to 0.95, SRMR is less than that or equal to 0.08, and RMSEA is less than or equal to 0.06, it indicates very well that the model fits the data (Hu and Bentler, 1999). Each of the model fit indices meets or exceeds the "excellent" threshold, supporting the validity of the model structure. The model is also robust, because of the low CMIN/DF ratio and high PClose.

Regression Path			Estimate	S.E.	C.R.	P	Label
CD	□	TA	.053	.053	.999	.318	par_65
CD	□	OC	-.045	.060	-.750	.453	par_66
CD	□	ET	-.128	.071	-1.795	.073	par_67
CD	□	KS	-.051	.078	-.653	.514	par_68
JS	□	TA	.090	.064	1.405	.160	par_61
JS	□	OC	-.002	.072	-.025	.980	par_62
JS	□	ET	-.124	.085	-1.471	.141	par_63
JS	□	KS	.014	.092	.147	.883	par_64
JS	□	CD	-.248	.127	-1.945	.052	par_69

TABLE 7: Regression Weights among variables

Authors own source. S.E., Standard Error; C.R., Critical Ratio; P, P-value

The regression weights, and the corresponding C.R. and p-values are used to evaluate hypotheses. Hypotheses were supported if $p < .05$. Hypotheses regarding the direct impact of talent management practises on job satisfaction were all rejected except Hypothesis 4 that was accepted. In particular, the Hypothesis 1 (talent attraction) was rejected because the p value is insignificant ($p = 0.160$). The same way, Hypothesis 2 (knowledge sharing) was rejected because the relationship was not significant ($p = 0.883$) and Hypothesis 3 (employee training) was rejected because p value not significant) impact ($p = 0.141$). Hypothesis 4 (career development) was accepted, and it had a significant effect ($p = 0.052$). Five hypotheses (5a, 5b, 5c, and 5d) that organizational culture mediates the relationship between different talent management practices and job satisfaction were rejected, with no significant mediating effects of organizational culture (p values of 0.980, 0.883, 0.141, and 0.612) as outlined in Table 7. The SEM was used to test the relationships between the given variables, and Table 7 displays the regression weights.

Table 8 provides a summary of the hypotheses tested in the study, including the regression weights, p-values, and whether the hypotheses were supported or rejected based on the analysis. The support for each hypothesis is determined by whether the p-value is below the significance level of 0.05, which indicates statistical significance.

Hypothesis	Regression Weight (β)	Critical Ratio (C.R.)	p-value	Supported/Rejected
H1: Talent attraction contributes positively to job satisfaction	0.090	1.405	0.160	Rejected
H2: Knowledge sharing positively affects job satisfaction	0.014	0.147	0.883	Rejected
H3: Employee training positively influences job satisfaction	-0.124	-1.471	0.141	Rejected
H4: Career development positively impacts job satisfaction	-0.248	-1.945	0.052	Marginally Supported
H5a: Organizational culture partially mediates the relationship between talent attraction and job satisfaction	-0.002	-0.025	0.980	Rejected
H5b: Organizational culture fully mediates the relationship between knowledge sharing and job satisfaction	0.014	0.147	0.883	Rejected
H5c: Organizational culture partially mediates the relationship between employee training and job satisfaction	-0.124	-1.471	0.141	Rejected
H5d: Organizational culture partially mediates the relationship between career development and job satisfaction	0.037	0.612	0.612	Rejected

TABLE 8: Summary of the hypotheses tested in the study

Hypothesis 1 (H1): Employee job satisfaction is positively and significantly influenced by talent attraction.

The regression weight between TA and JS was $\beta = 0.090$, C.R. was 1.405, and $p = .160$. Therefore, the relationship was not statistically significant. Hence, H1 is not supported.

Hypothesis 2 (H2): Results showed that, with a positive relationship, knowledge sharing has positively affected employees' job satisfaction.

There was no statistically significant relationship: The regression weight for Knowledge Sharing (KS) to Job Satisfaction (JS) was $\beta = 0.014$, C.R. = 0.147 and $p = .883$. Thus, H2 is not supported.

Hypothesis 3 (H3): There is a positive influence of training and development on employees' job satisfaction and a significant relationship.

The relationship between Employee Training (ET) and Job Satisfaction (JS) was not significant, because β was -0.124 and C.R. was -1.471 and p was .141. It is then concluded that H3 is not supported.

Hypothesis 4 (H4): The effects that career development has a positive and significant influence on the employees' job satisfaction.

The coefficient beta for Career Development to Job Satisfaction was $\beta = -0.248$, C.R. = -1.945, and $p = .05$, indicating a statistically significant implication at the .05 level. H4 is slightly supported as such.

Hypothesis 5a (H5a): The relationship between talent attraction and job satisfaction is partially mediated by organizational culture.

In the case of the direct effect of Organization Culture (OC) onto Job Satisfaction (JS), $\beta = -0.002$, C.R. = -0.025 and $p = .980$, which implies that there is no significant relationship. No mediation of H5a is therefore indicated, since no mediator could be found.

Hypothesis 5b (H5b): The relationship between knowledge sharing and job satisfaction is fully mediated by organizational culture.

Above, we noted that the direct impact of Organizational Culture (OC) on Job Satisfaction (JS) was insignificant, and the relationship between Knowledge Sharing (KS) and Job Satisfaction (JS) was also insignificant ($\beta = 0.014$, $p = .883$). Thus, H5b is not supported.

Hypothesis 5c (H5c): The relationship between employee training and job satisfaction is partially

mediated by organizational culture.

None of these relationship (the relationship between Employee Training (ET) and Job Satisfaction (JS) and the direct effect of Organizational Culture (OC) on Job Satisfaction (JS)) were significant ($\beta = -0.124$, $p = .141$). Thus, H5c is not supported.

Hypothesis 5d (H5d): The relationship between career development and job satisfaction has a partially significant mediated effect by organizational culture.

The inverse of the regression line was $\beta = -0.248$, $p = .052$, not significant, but indirect effects of Job Satisfaction (JS) and Organizational Culture (OC); $\beta = 0.037$, $p = .612$. H5d is therefore not supported.

Specifically, talent attraction, knowledge sharing, employee training, and career development did not have statistically significant direct relationships with job satisfaction, in direct contrast to expectations. For instance, talent attraction was found to have a positive influence ($\beta = 0.090$) but did not pass significance ($p = 0.160$). Knowledge sharing also failed to show significant influence over job satisfaction ($\beta = 0.014$, $p = 0.883$), and employee training was negatively but not significantly related ($\beta = -0.124$, $p = 0.141$). There was a marginally significant negative relationship between job satisfaction and career development ($\beta = -0.248$, $p = 0.052$), indicating that, at least in this context, career development is not perceived to contribute much to job satisfaction or may entail unrated challenges or expectations for employees.

The hypothesis was that greater talent management practices would be related to job satisfaction through organizational culture. But these findings did not support this hypothesis. None of the talent management variables mediated through organizational culture: all $p > 0.05$. For example, the effect on job satisfaction of organizational culture was close to zero ($\beta = -0.002$, $p = 0.980$) and of the indirect effects through various talent management practices also of no statistical significance. The implication of this result is that in Northern Odisha's higher education sector, the influence of organizational culture in mediating talent management impact on job satisfaction is not sharp.

A structural equation model accounted for 43.27% of variance in job satisfaction on the basis of the six talent management and organizational culture factors. The largest share (10.47%) of the total impact was from talent attraction, but it was only moderately efficacious, due to the interaction and complexity of forces in the higher education institutions at the study sites. The Cronbach's alpha values for the constructs tended to be strong (0.71 to 0.92) and indicated that there was consistency in the measurement scales used.

There were no significant relationships between talent management practices and job satisfaction, as well as no mediating effects of organizational culture, which suggests that some external or institutional factor is influencing job satisfaction in the higher education sector of Northern Odisha. Logically, the impacts of talent management and an enabling organizational culture are expected to illuminate the contrasting results in the case of the region. However, socio-economic context, resource limitations, and institutional governance structures may overshadow results that should be otherwise positive.

Discussion

In direct contrast to expectations, the study found that core talent management practices (i.e., talent attraction, knowledge sharing, employee training, and career development) had no statistically significant direct effect on job satisfaction. For example, talent attraction positively associated with the β of 0.090 and p of 0.160 was not significant, as well as career development was not significant but negatively associated with the β of -0.248 and p of 0.052. It seems these practices, in the Northern Odisha context, may not be viewed as meeting employee expectations for inherent increases in job satisfaction.

Socio-economic and institutional conditions specific to this region may provide one of the potential explanation for this. Consonant with previous studies ([Saleh and Atan, 2021](#)) ([Mabaso, 2020](#)), resource constraint and governance challenges in developing regions can moderate the desired impact of talent management practices. In resource-constrained institutions, a marginal negative relationship between career development and job satisfaction may signal that the pursuit of career advance does not provide a positive benefit, and may instead add additional pressures or unmet expectations, leading to overall job dissatisfaction. These findings are consistent with Putri et al. ([Putri et al., 2023](#)), who argue that talent management may not realize the same positive outcomes in under-resourced settings as in richer environments.

A central hypothesis of this paper is that organizational culture will empirically mediate the relationship between talent management and job satisfaction. However, the data contradicted this assumption. The effects of transnational strategy variables that were not mediated by organizational culture were not preconditioned by talent management practices. This is at odds with most previous literature that either focuses on the beneficial nature of supportive culture in enhancing job satisfaction ([Alparslan and Saner,](#)

2020) (Rizwan et al., 2017). For instance, in settings where organizational culture emphasizes recognition, collaboration and employee development, there is evidence that the extent of the positive effects of talent management on job satisfaction are dramatically magnified (Saleh and Atan, 2021).

So the absence of this mediative effect in Northern Odisha could be due to contributions from at least the contextual factors listed above. Second, the institutions in this study might not have built a strong enough organizational culture to support, or complement, talent management initiatives in these institutions. According to Kankam and Oppong, supportive and inclusive culture enhances the realization of the full potential of talent management strategies. In such areas of Northern Odisha, where higher education institutions may suffer from governance challenges and leadership roles, these cultural elements may not be developed to any great extent, or may be inconsistently applied, thereby being rendered ineffective at mediation (Kankam and Oppong, 2023). Furthermore, a disengaged workforce following poor institutional fit: mismatch between institutional goals and employees' needs (personal or professional) can lead to the negative effects of organizational culture.

Theoretical Implications

The implications that these findings have for the broader theory of human resource management in higher education, particularly in resource constrained regions, are important. Most of the existing literature assumes a linear, positively relationship between standard practices of talent management implementation to employees' satisfaction, which is anchored on the organizational culture (Putri et al., 2023) (Mabaso, 2020). Yet this study finds that in certain socioeconomic circumstances, these relationships can fray or reverse themselves.

These findings have important lessons for policymakers and administrators in higher education in developing regions like Northern Odisha. It may be first of all necessary to review the design and implementation of talent management practices so that they suit the employees' needs and expectations better. In other words, career development programs need to be accompanied by realistic paths to advancement and sufficient institutional support, rather than simply raising expectations that can not be met.

Secondly, another constructive pressure is to work on expanding and protecting the organizational culture, that really supports employee well-being and contentment. While organizational culture did not mediate this study, this may actually be an opportunity and not a limitation. Although various efforts to promote collaboration, openness, and recognition could still greatly increase the effectiveness of talent management practices, the initiatives must be robust, deliberate, and consistent with both the institutional mission and a strong set of employee values.

This study adds culture and talent management to the relatively scarce literature on human resource management in higher education in developing regions. It is important to note that talent management practices have been widely advocated, however they may not automatically automatically translate to job satisfaction and indeed may not be delivering on those promises unless the practices are implemented in an organizational context supportive of local realities. In addition, the absence of an organizing culture mediating effect suggests that further work is needed into the limited conditions under which culture is likely to contribute towards or prevent changes in HRM outcomes.

Limitations of the Study

There were some limitations in study, which are mostly regarding to the cross-sectional design, which describes that data being collected at a single point of time, which might not fully capture nature of organizational culture, talent management practice. Furthermore, the study was limited to the case of Northern Odisha and higher educational institutions. Future studies might include a longitudinal design and expansion of the sample to institutions and sectors beyond those studied here.

The current study recognizes the possibility of omitted variable bias by including such significant factors as leadership style, workload, and institutional governance in the model but not affecting the relationships between talent management practices, organizational culture, and job satisfaction. Leadership style, especially transformational one, may have a significant influence on job satisfaction, leading to the motivating and engaged workforce, whereas the workload may lead to the stress and burnout, which may outweigh the positive outcomes of talent management practices. Also, other aspects, such as the climate in the organization, the engagement of the employees, and the autonomy of the job might have an important influence on the results that have been identified in this study. Since these factors were not considered, further studies are encouraged to incorporate them to gain a better insight into the dynamics involved, which will give a more detailed picture of how these factors interrelate to determine satisfaction with the job in higher education institutions.

Furthermore, this methodology presents a sound structure for the mediating role of organizational culture

in the association between talent management practices and Job Satisfaction in higher education institutions. SEM is advantageous for the study of the complex interactions between these variables, providing useful insight to policymakers, and academic administrators, who are trying to improve Job Satisfaction through effective talent management strategies.

Conclusions

So the hypothesis that we started out with was that organizational culture would act as this great mediating factor and would influence the effectiveness of talent management in influencing job satisfaction within higher education institutions. In particular, we intended to examine whether employing practices such as talent attraction, knowledge sharing and career development could make a huge difference in job satisfaction, and more importantly, in an environment where the organizational culture highly supports its pursuit. Although theoretically important, our findings indicate that talent management practices do not have statistically significant direct effects on job satisfaction for higher education institutions in Northern Odisha. An example of this would be that neither of the talent attraction, nor employee training impacted employee satisfaction, as expected. Moreover, instead of finding significant mediating effects, organizational culture did not underly these relationships as expected.

Several challenges were encountered by this study including: the complexity to capture the socio-economic and institutional nuances of the socio economic and institutional nuances that influence job satisfaction in developing regions. While we found it unlikely that talent management alone is sufficient to increase job satisfaction, we are unclear precisely how other, broader institutional factors may influence these outcomes. This provides a promising avenue for future research into the intersection of economic constraints, institutional governance, and human resource management in higher education.

Our findings have important implications. Standard talent management frameworks are not sufficient, especially at higher education institutions in developing regions, and have to be eclipsed by strategies adapted to the contexts of the institutions themselves. On the basis of these research findings, policymakers and administrators have to take into account how institutional governance and local socio economic conditions may play out their effects on the effectiveness of human resource interventions. Northern Odisha is likely to demand a one size fits all approach is unlikely to work. Finally, the importance of the context when adopting talent management practices in higher education is highlighted in this study. In the face of increasing pressures on the sector to build talent retention and promote satisfaction of work, it falls upon institutions to capture that this is not merely an organizational culture success, but in fact a function of the environment within which they sit. If higher education institutions wish to meet the demands of a rapidly evolving educational landscape, they now have no choice but to rethink, and tailor, their HR approaches.

Appendices

This questionnaire is designed to gather data on the role of organizational culture in mediating the impact of talent management practices on job satisfaction within higher education institutions. Your responses will help in understanding the various elements that contribute to creating an effective working environment. Please answer the following questions (Table 9) based on your experiences. Your participation is voluntary, and all responses will be kept confidential.

Section A: Demographic Information

Age: a) 21-30 b) 31-40 c) 41-50 d) 51-60

Gender: a) Male b) Female

Marital Status: a) Married b) Unmarried

Education Qualification: a) Postgraduate b) Graduate c) Other

Occupation: a) Assistant Professor b) Associate Professor c) Professor

Section B: Demographic Information

Please indicate your level of agreement with each statement by selecting one of the following options:

Strongly Disagree (1): You strongly disagree with the statement.

Disagree (2): You disagree with the statement.

Neutral (3): You neither agree nor disagree with the statement.

Agree (4): You agree with the statement.

Strongly Agree (5): You strongly agree with the statement

Questions	1	2	3	4	5
Talent Attraction					
Our organization effectively promotes its brand to attract top talent.					
The recruitment process in our organization attracts candidates with the skills and experience needed for the job.					
Our organization has a clear strategy for attracting and retaining talented employees.					
The talent attraction efforts in our organization meet the demands of a competitive job market.					
I believe our organization offers attractive compensation and benefits packages that draw high-quality candidates.					
The organization's talent acquisition team effectively communicates the company's values to potential hires.					
Our organization's recruitment process successfully identifies candidates that fit our company culture.					
The talent attraction strategies in our organization align with the company's long-term goals.					
The recruitment tools and platforms used by our organization are efficient in reaching a diverse talent pool.					
I am satisfied with how the organization attracts talent to meet our current and future workforce needs.					
Knowledge Sharing					
Our organization encourages open communication and knowledge sharing among employees.					
I feel comfortable sharing my knowledge and expertise with my colleagues.					
Our organization provides adequate tools and platforms for effective knowledge sharing.					
Team members regularly share insights and information that help improve work performance.					
The organization values employees who share their knowledge with others.					
There are formal opportunities (e.g., meetings, workshops) for employees to share knowledge in our organization.					
Knowledge sharing in our organization improves innovation and problem-solving.					
Employees who share knowledge are recognized and rewarded in the organization.					
I have easy access to the knowledge and expertise of others when I need it.					
Our organizational culture supports the exchange of information and collaborative learning.					
Employee Training					
The training programs offered by the organization meet my professional development needs.					
The organization provides sufficient training opportunities to improve my skills.					
Training sessions are relevant to my job responsibilities and help improve my performance.					
The organization supports continuous learning and development through regular training.					
The training I receive prepares me for future career advancement opportunities.					
I have access to the necessary resources (e.g., materials, trainers) during training programs.					
Training programs in our organization are well-organized and delivered effectively.					
The training sessions I attend enhance my ability to contribute to the organization's goals.					
I feel more confident in my role after participating in training programs.					
The organization encourages employees to participate in training and development programs.					
Career Development					
The organization provides clear opportunities for career advancement.					

I am satisfied with the career development opportunities offered by the organization.					
The organization encourages employees to set career development goals.					
The career development programs in the organization align with my personal career goals.					
I have regular discussions with my supervisor about my career development.					
The organization provides the resources necessary for my career growth (e.g., mentorship, coaching, training).					
I feel that there are clear paths for professional growth within the organization.					
The career development opportunities provided by the organization are fair and accessible to all employees.					
I believe that the organization is committed to helping employees grow and advance in their careers.					
The career development programs offered by the organization motivate me to stay long-term.					
Job Satisfaction					
I am satisfied with my overall job experience in this organization.					
I feel valued and appreciated for the work I do in this organization.					
I am satisfied with the balance between my work responsibilities and personal life.					
The working environment in this organization makes me feel motivated to perform well.					
I am satisfied with the level of recognition I receive for my accomplishments at work.					
The opportunities for growth and advancement in this organization contribute to my job satisfaction.					
I feel that my job responsibilities are clearly defined and manageable.					
I am satisfied with the compensation and benefits provided by the organization.					
I feel a sense of accomplishment in the work I do.					
I am satisfied with the relationship I have with my supervisor and colleagues.					
Organizational Culture					
The organizational culture promotes open communication and transparency.					
The values and mission of the organization are clearly communicated to employees.					
There is a strong sense of teamwork and collaboration within the organization.					
The organization's culture fosters a positive and inclusive work environment.					
I feel that the organization supports innovation and creativity among employees.					
The leadership in this organization sets a good example for the culture it promotes.					
The organizational culture encourages continuous learning and professional development.					
The organization values and respects diversity in the workplace.					
I feel that the organizational culture positively impacts my motivation and job satisfaction.					
The organization's culture is adaptable to changes in the external environment.					

TABLE 9: Questions asked for the survey

Additional Information

Author Contributions

All authors have reviewed the final version to be published and agreed to be accountable for all aspects of the work.

Concept and design: Tulasi Bej, Ashok K. Dash, Dhirendra K. Jena

Acquisition, analysis, or interpretation of data: Tulasi Bej, Ashok K. Dash, Dhirendra K. Jena

Drafting of the manuscript: Tulasi Bej, Ashok K. Dash, Dharendra K. Jena

Critical review of the manuscript for important intellectual content: Tulasi Bej, Ashok K. Dash

Supervision: Ashok K. Dash, Dharendra K. Jena

Disclosures

Human subjects: Consent was obtained or waived by all participants in this study. **Animal subjects:** All authors have confirmed that this study did not involve animal subjects or tissue. **Conflicts of interest:** In compliance with the ICMJE uniform disclosure form, all authors declare the following: **Payment/services info:** All authors have declared that no financial support was received from any organization for the submitted work. **Financial relationships:** All authors have declared that they have no financial relationships at present or within the previous three years with any organizations that might have an interest in the submitted work. **Other relationships:** All authors have declared that there are no other relationships or activities that could appear to have influenced the submitted work.

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