



The Role of Personality Traits and Innovative Behaviors in Linking Talent Management and Teacher Performance

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ABSTRACT

Objective: The present study aimed to examine the relationship between talent management and teacher performance, specifically exploring the mediating roles of personality traits and innovative work behavior.

Method: The research employed a descriptive-correlational design using structural equation modeling (SEM). The statistical population comprised 740 employees of the Education Department in Mashhad, from which a sample of 248 participants was selected through stratified random sampling. Data collection instruments included standardized questionnaires: the Talent Management questionnaire by Phillips and Roper (2009), the Personality Traits scale by Gosling et al. (2003), the Innovative Work Behavior scale by Janssen (2000), and the Employee Performance scale by Pradhan and Jena (2017). Construct validity (convergent and discriminant validity) was confirmed, and reliability was verified with Cronbach's alpha and composite reliability coefficients of 0.750 and 0.887, respectively. Statistical analysis was performed using SPSS version 23 and SmartPLS version 3.

Results: Hypothesis testing indicated that talent management has a positive and significant relationship with personality traits, innovative work behavior, and employee performance. Furthermore, personality traits and innovative work behavior serve as significant mediating variables in the relationship between talent management and teacher performance.

Conclusions: The findings indicate that talent management can be utilized as an effective strategic approach to improve teacher performance. Additionally, fostering positive personality traits and encouraging innovative work behavior among educators can contribute significantly to enhancing overall organizational performance in educational institutions.

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Introduction

Education is one of the most important social institutions in any country. It plays a vital role in the cultural, social, and economic development of society. In educational organizations, especially schools and universities, the success of teaching and learning depends heavily on teachers' ability to apply their knowledge, creativity, and motivation in the classroom. Effective talent management helps educational institutions recruit, develop, and retain qualified and innovative teachers. This, in turn, improves instructional quality and student learning outcomes. Therefore, investigating the mechanisms through which talent management enhances teacher performance is important for achieving educational excellence and sustainable development. This institution serves as the cornerstone of sustainable development and bears the responsibility of educating future generations, transmitting values, promoting socialization, and shaping identity. Particularly in the present era—when human capital is recognized as the primary source of competitive advantage in knowledge-based economies—education must transcend traditional instruction and focus on cultivating capable, creative, and responsible individuals (Chen, Hu, & Wang, 2024). Achieving this goal depends on the effective performance of employees who are directly involved in the mission of educating the next generation. In other words, educational personnel are not merely executors of instructional programs but rather key elements in determining the overall quality of the educational system. Their performance directly influences students' learning outcomes and indirectly affects the social and cultural well-being of society (Liang & Li, 2025). Employee performance in such an organization is not merely an operational construct; it also encompasses components such as creativity, commitment, responsibility, participation, and a desire for personal growth. However, the education system today faces complex challenges such as limited resources, growing social expectations, technological transformations, the need to ensure educational equity, and increasing competition with non-governmental institutions. Under such conditions, improving the performance of human resources is not a choice but an inevitable necessity for the survival and vitality of this institution. Studies indicate that the factors influencing performance are not confined to salary, benefits, or education level; rather, they extend to broader variables such as strategic human resource policies and individual employee characteristics. Among these factors, the concept of talent management has recently gained significant attention as one of the modern and strategic approaches to human resource development (Azizi, Ezati, and Mohammadi Davoodi, 2020). Talent management is not limited to the recruitment of capable individuals; it is a continuous, purposeful, and integrated process aimed at identifying, developing, retaining, and effectively utilizing human capital to achieve organizational goals (Kaliannan, Darmalinggam, Dorasamy, and Abraham, 2023). The importance of this approach is even greater in organizations such as educational systems, which encompass a wide range of human resources (Yuniatia et al., 2021). Nevertheless, evidence suggests that in many Iranian organizations—particularly in the public sector—the concept of talent management has yet to become institutionalized. Most practices in this area are fragmented, non-strategic, and short-term (Maley et al., 2024). Consequently, human potential

is not properly identified or directed, job burnout increases, and employee motivation and performance remain suboptimal. In the education system, such deficiencies can result in reduced teaching quality, lower job satisfaction, and ultimately, the erosion of social capital. Beyond managerial challenges, understanding employee performance also requires consideration of psychological and individual factors. In this regard, personality traits play an essential role in determining the quality of performance and interpersonal interactions at work. Traits such as conscientiousness, openness to experience, agreeableness, extraversion, and emotional stability significantly influence job behavior, decision-making style, creativity level, and engagement with work (Salau et al., 2018). Recent studies show that these traits not only directly affect performance but also act as mediating variables that strengthen the relationship between human resource policies—such as talent management—and organizational outcomes (Ardalan and Ghadari Sheykhi Abadi, 2020). In other words, optimal performance occurs when employees possess both professional talent and personality traits aligned with job demands. In addition to these elements, innovative work behavior has been identified as another key factor influencing employee performance (Mousavi, Shariat Nezhad, Zare, and Saedi, 2020). Innovation in the workplace acts as the driving force of organizational transformation—a dynamic process encompassing the creation, development, and implementation of new ideas to enhance work processes, improve service quality, and increase organizational productivity (Hock-Doepgen, Montasser, Klein, Clauss, and Maalaoui, 2024). In today's era, characterized by rapid technological changes and evolving social expectations, innovation has shifted from a peripheral advantage to a central strategic necessity for the survival and progress of organizations.

The education system, as a key developmental institution, requires alignment with these transformations more than any other sector. To effectively fulfill its mission of preparing future generations and responding to emerging societal needs, it must rely on employees with multidimensional capabilities—creative individuals capable of generating novel ideas, inquisitive staff continuously engaged in learning and problem-solving, and innovative employees able to translate ideas into practical actions and tangible results. In today's dynamic educational environment, innovation has become a decisive factor in employee performance. Innovative employees not only demonstrate advanced teaching and service delivery but also play a vital role in improving the overall effectiveness of the educational system by providing creative solutions to instructional challenges. Therefore, nurturing and strengthening innovative work behavior among educational staff constitutes a strategic investment in the future of the national education system (Opoku, Choi, and Kang, 2019).

Given the importance of talent management, personality traits, and innovative behavior, it is essential to examine how these variables jointly influence teacher performance. Prior research has largely investigated these constructs in isolated or bivariate relationships. However, few studies have tested an integrated model in which personality traits and innovative work behavior operate as parallel mediators in the relationship between talent management and teacher performance, particularly within the context of secondary schools. By examining these

simultaneous mediation pathways, the present study extends the literature and clarifies the psychological and behavioral mechanisms through which talent management enhances teacher performance. While previous research has separately examined the effects of talent management on performance (e.g., Yuniatia et al., 2021; Ekhsan, Parashakti, and Perkasa, 2023), the link between personality and performance (e.g., Li, 2023), and the role of innovative behavior (e.g., Widodo and Mawarto, 2020), no known study has simultaneously tested all three constructs within a single integrated model in the educational context. This study addresses this theoretical gap by proposing and empirically testing a conceptual model that positions personality traits and innovative work behavior as dual mediators in the talent management–performance relationship, specifically among secondary school teachers. This integrated approach contributes to the literature by revealing the psychological and behavioral pathways through which talent management strategies translate into enhanced teacher performance. Accordingly, the present study seeks to bridge this theoretical gap by proposing and empirically testing a conceptual model that analyzes how talent management affects the performance of education employees through the mediating roles of personality traits and innovative work behavior.

As fundamental transformation of the national education system has emerged as a strategic necessity, improving the performance of human resources has become a key priority (Matjanov, 2025). Proper utilization of talent management mechanisms can enhance job satisfaction, educational quality, organizational productivity, and human capital retention. The present study contributes to the literature by being among the first to examine these three core variables simultaneously within a causal framework, focusing specifically on the education sector. Its interdisciplinary perspective—integrating managerial, psychological, and innovation-based viewpoints—provides a comprehensive, realistic, and practical understanding of how to enhance human resource performance. Unlike many previous organizational studies that have examined performance in industrial or administrative contexts, the present study focuses specifically on the educational system. Teachers, as the main drivers of educational quality, play a central role in shaping students’ learning experiences. Hence, understanding how talent management, personality traits, and innovative behaviors influence teachers’ performance can provide valuable insights for improving teaching effectiveness and educational outcomes. Accordingly, the central research question of this study is: Can talent management improve the performance of educational employees through the mediating roles of personality traits and innovative work behavior?

Addressing this question will contribute both theoretically and practically—by advancing academic understanding in the fields of human resource management, occupational psychology, and organizational innovation, and by providing policymakers and education administrators with an operational framework for attracting, developing, and retaining talented employees. Such a comprehensive perspective on performance evaluation can ultimately help enhance the quality of educational services and strengthen the social capital of society

Theoretical Background and Literature Review

Talent management refers to a set of organizational strategies and practices designed to identify, attract, develop, and retain individuals with high capabilities. This approach seeks to enhance both individual and organizational performance by placing the right people in key positions at the right time (Salau et al., 2018). In other words, talent management not only fosters the realization of human resource potential but also facilitates career growth and development opportunities for talented employees, thereby contributing to overall organizational productivity. In this regard, talented employees are considered the organization's strategic assets, and its long-term success and sustainability depend on the effective identification and management of such individuals (Appiah et al., 2025). However, the effectiveness of talent management increases when it interacts synergistically with individual personality traits, as personality plays a decisive role in how employees perceive, respond, and perform in various job situations.

Personality is a multidimensional and fundamental concept in psychology that refers to the stable behavioral, emotional, social, and cognitive patterns of each individual. These patterns result from the complex interaction of thoughts, feelings, attitudes, and psychological characteristics that shape individual differences (Angelini, 2023). Although definitions of personality vary among scholars, it is generally considered a relatively stable set of traits and tendencies. Some theorists view personality as a dynamic and evolving construct, while others emphasize its stability and consistency (Hopwood, 2025). Various theoretical models—such as Jung's typology, Eysenck's three-factor model, and the Neo Five-Factor Model—offer distinct perspectives on the structure of personality, each providing valuable insights for analyzing the influence of personality traits on employee performance and innovative behavior (Nguyen and Nga, 2024).

Innovative work behavior represents one of the most significant outcomes of the interaction between talent, personality, and the organizational environment. This behavior encompasses a series of employee actions that involve the generation, promotion, and implementation of novel and creative ideas to address organizational challenges (Lukes, 2017). Innovative behavior can be defined as an individual's ability to produce original and useful ideas and to apply these new ideas in practice (Fatemi, Sadeghian, Ganji, and Johnson, 2022). In the initial stage, employees engage in idea generation to develop novel solutions for complex problems; subsequently, they promote these ideas to gain the support and collaboration of their colleagues, and finally, they implement the ideas, thereby operationalizing the innovation process. Employees who exhibit strong innovative behavior typically demonstrate high intrinsic motivation, cognitive flexibility, and a continuous desire for improvement (Pham, Nguyen, Nguyen, and Ahmed, 2024). Nevertheless, some studies have paid insufficient attention to contextual and environmental factors influencing innovative behavior. Given the dynamic and socially embedded nature of innovation, such behavior is shaped by factors such as managerial support, organizational culture, and communication structures (Al Daboub, Al-Madadha, and Al-Adwan, 2024).

The linkage between talent management, personality traits, and innovative work behavior ultimately manifests in the improvement of teacher performance. Employee performance refers to a set of measurable behaviors and outcomes that contribute to achieving organizational objectives. This concept serves not only as a criterion for individual and organizational success but also as a critical determinant of effectiveness, efficiency, and strategic goal attainment (Pradhan and Jena, 2017). Evaluating and enhancing performance requires clearly defined and measurable indicators. Individual performance reflects job satisfaction, motivation, organizational commitment, and internal competencies. High-performing employees generally report higher job satisfaction and are more likely to remain within the organization, reducing turnover costs and fostering organizational stability. Moreover, outstanding performance can serve as an inspiring model for others and drive the organizational culture toward a positive, learning-oriented, and participatory environment.

In this process, continuous performance evaluation represents one of the fundamental tools of human resource management. It plays an essential role in identifying training needs, designing personal development plans, determining career advancement paths, and supporting strategic decision-making (Triansyah, Hejin, and Stefania, 2023). Ultimately, superior performance leads to greater customer satisfaction, improved service quality, and enhanced organizational reputation, all of which contribute to higher productivity, competitiveness, and sustainable growth (Pradhan and Jena, 2017).

Yuniatia et al. (2021) examined the relationship between talent management and organizational performance with the mediating role of employee engagement. The study aimed to analyze how employee engagement mediates the link between talent management and organizational outcomes. The statistical population consisted of midwives whose unique skills and competencies in saving the lives of mothers and newborns during childbirth served as a prominent example of how talent management can influence professional performance.

Koh and Abdul Razak (2024) conducted an innovative study exploring the relationship between talent management and teachers' personality traits in Chinese independent schools in Malaysia. Using the Davis and Davis (2011) Talent Management Model and Goldberg's (1992) Five-Factor Personality Structure, data were collected from 357 teachers. The findings revealed that proficiency in both talent management and personality traits was at an acceptable level, and a moderate correlation existed between them. The study suggested that integrating talent management strategies and enhancing personality traits in teacher education programs could improve teachers' professional readiness.

Widodo and Mawarto (2020) investigated the mediating role of innovative work behavior in the relationship between transformational leadership and talent management on employee performance in Indonesia's private higher education sector. Based on survey data from 230 university lecturers, the results showed that transformational leadership and innovative behavior had significant direct effects on employee performance. Moreover, transformational leadership and talent management positively affected innovative behavior, which indirectly

influenced performance. Hence, encouraging lecturers' innovative behaviors could enhance their overall job performance.

Van Zyl et al. (2021) examined the antecedents of innovative behavior and its effect on employee performance in the Dutch information and communication technology industry. Conducted using a census method within a multinational consulting firm, the findings indicated that work engagement acts as a major driver of innovative behaviors, which in turn positively affect task performance. Employees exhibiting innovative behaviors demonstrated greater capabilities in gathering and processing information, leading to enhanced learning and improved job outcomes.

Schuh et al. (2017) explored the impact of innovative work behavior on employee performance, considering the moderating role of leader–member exchange in a Chinese engineering company. The findings revealed a positive relationship between innovative work behavior and supervisor-rated performance scores. The study concluded that employees' innovative behaviors contribute to improved performance and emphasized the importance of managerial encouragement and support for such behaviors.

Godfrey, Uwa, and Akpan (2024) investigated the relationship between personality traits and academic performance among students at Akwa Ibom State University in Nigeria. Using a descriptive–correlational approach, the findings indicated that personality traits had a significant association with students' academic performance.

Li (2023), in a study entitled *“The Impact of Personality Traits on Work Performance,”* examined the role of personality traits in workplace outcomes. Data were collected from employed individuals and analyzed through regression analysis. The results demonstrated that personality traits significantly influence job performance and can inform the formulation of policies aimed at enhancing employee productivity.

Sopiah et al. (2023) conducted a study titled *“Does Talent Management Affect Employee Performance? The Moderating Role of Work Engagement,”* which examined the relationships among talent management, work engagement, and performance among nurses in Indonesian hospitals. Using a quantitative path analysis approach and data from 376 nurses, the findings revealed that talent management positively affected both work engagement and performance. Moreover, work engagement functioned as a moderating variable. The researchers emphasized that strengthening talent management and increasing work engagement can significantly improve healthcare staff performance.

Bristol-Alagbariya, Ayanponle, and Ogedengbe (2024), in their study *“Leadership Development and Talent Management in Constrained Resource Settings,”* analyzed the challenges of human resource development in resource-limited organizations. Using a descriptive approach, they identified barriers such as insufficient funding and a shortage of skilled personnel, and proposed strategies including technology utilization and mentoring programs to retain and develop talent. The authors highlighted the importance of collaboration between government, the private sector, and non-governmental organizations in achieving sustainable human resource development.

Mohammadi Yousefinejad et al. (2021) examined the mediating role of organizational participation in the relationship between talent management and organizational development in public hospitals. Conducted using a descriptive–correlational method with 384 hospital employees in Bushehr, the study found that components such as talent acquisition and identification positively and significantly influenced organizational development through organizational participation, whereas other components did not show such effects. The findings underscored the significance of human capital and participatory management in fostering sustainable organizational growth.

Azizi, Ezati, and Mohammadi Davoodi (2020) explored the dimensions and components of talent management in Tehran schools. This qualitative study, conducted through content analysis, identified major components of talent management, including supportive regulations, a clear talent management vision, financial resources, a supportive climate, soft and hard infrastructures, academic systems, and the quality of teaching and learning

Given the significance of teacher innovation and performance in educational settings, the present model focuses on teachers as key human resources in education systems.

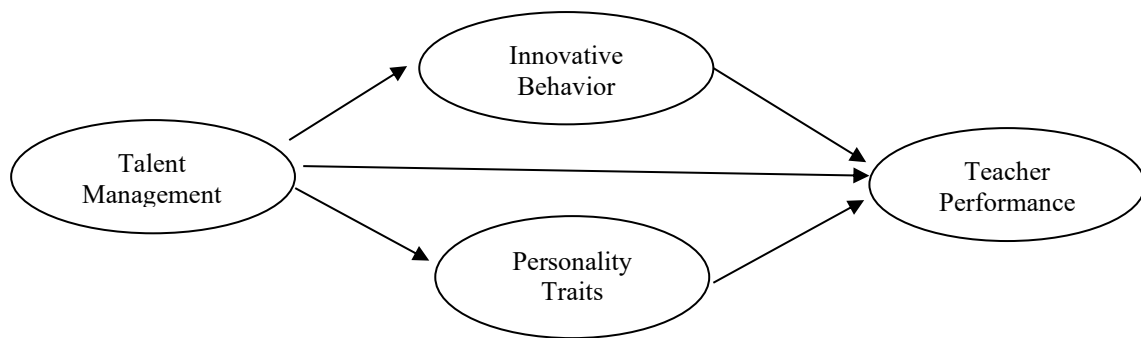


Figure 1. Conceptual Model of the Study

Based on the reviewed theoretical foundations and previous research, the conceptual framework of this study was developed as illustrated in Figure 1. The model demonstrates the relationships among talent management, personality traits, innovative work behavior, and teacher performance, incorporating both direct and mediating effects.

Accordingly, the following research hypotheses were formulated for empirical testing:

1. Talent management has a significant effect on personality traits.
2. Talent management has a significant effect on innovative work behavior.
3. Talent management has a significant effect on teacher performance.
4. Personality traits have a significant effect on teacher performance.
5. Innovative work behavior has a significant effect on teacher performance.
6. Talent management affects teacher performance through the mediating role of personality traits.
7. Talent management affects teacher performance through the mediating role of innovative work behavior

Method

Given the educational orientation of this research, the study was conducted among secondary school teachers to investigate how educational talent management and teachers' psychological and behavioral characteristics affect their professional performance. Teachers were selected because they directly influence the quality of teaching, learning, and school outcomes, making them the most appropriate group for studying the mediating roles of personality and innovative behavior in educational settings. The present study is applied in purpose and employed a descriptive-correlational design.. Specifically, it is based on the structural equation modeling (SEM) approach, which is suitable for analyzing studies involving complex relationships among multiple variables and allows for the simultaneous examination of both measurement and structural models (Hair, Risher, Sarstedt, and Ringle, 2019). The final sample consisted of 248 teachers (139 females, 56.0%; 109 males, 44.0%), with ages ranging from 25 to 58 years ($M = 38.4$, $SD = 7.2$). Teaching experience ranged from 3 to 32 years ($M = 14.7$, $SD = 6.8$). In terms of educational qualifications, 172 participants (69.4%) held a bachelor's degree, 68 (27.4%) held a master's degree, and 8 (3.2%) held a doctoral degree. The sample was drawn proportionally from eight independent educational districts, ensuring representation across different geographic areas and school types. The sampling method was stratified random sampling, in which eight independent educational districts—including the seven districts of Mashhad and the Tabadkan district—were considered as statistical strata. Based on the proportion of each district within the total population (using statistics obtained from the respective district education offices), between 25 and 40 teachers were randomly selected from each stratum, resulting in a final sample of 248 teachers. Data were collected using standardized questionnaires as follows: Talent Management Questionnaire: Based on the model developed by Phillips and Roper (2009), consisting of 31 items across five dimensions: attraction, selection, engagement and utilization, development and improvement, and retention of talent. Responses were measured using a five-point Likert scale ranging from *strongly disagree* to *strongly agree*. The original version demonstrated acceptable validity and reliability and has been widely used in Iranian studies. The instrument was also standardized by Chegini (2013), who reported a Cronbach's alpha coefficient above 0.70. Personality Traits Questionnaire: Developed by Gosling, Rentfrow, and Swann (2003), this eight-item scale measures the Big Five personality factors—extraversion, agreeableness, conscientiousness, emotional stability, and openness to experience. The tool has been validated in numerous international and national studies, and the Persian version was standardized by Kaviani (2006), demonstrating adequate reliability. Innovative Work Behavior Scale: Developed by Janssen (2000), containing eight items that assess the degree of teachers' innovative behaviors. The scale has demonstrated high internal consistency (Cronbach's alpha above 0.80) in various studies and was standardized for the Iranian context by Ahmadi et al. (2016). Employee Performance Questionnaire: Adapted from Pradhan and Jena (2017), consisting of 23 items measuring three dimensions: task performance, adaptive performance, and contextual performance. This instrument has been validated internationally and was standardized in Iran by Shabani et al. (2014), confirming its

reliability and construct validity. In the present research, construct validity of all instruments was assessed using confirmatory factor analysis within the SEM framework, focusing on factor loadings, average variance extracted (AVE), and discriminant validity. Reliability was evaluated using Cronbach's alpha and composite reliability (CR), with all values exceeding 0.70, indicating satisfactory reliability across all constructs. The collected data were first analyzed using SPSS version 23 for descriptive statistics (mean, standard deviation, and frequency distribution tables). Subsequently, SmartPLS version 3 was used to test the conceptual model and research hypotheses. Partial Least Squares Structural Equation Modeling (PLS-SEM) was selected for three primary reasons: (a) the research model includes multiple mediating paths requiring simultaneous estimation, (b) the sample size of 248 participants, while adequate, is better suited to the variance-based PLS approach which performs well with medium samples and complex models, and (c) PLS-SEM is appropriate for studies with a prediction-oriented focus, as is the case in this research (Hair et al., 2019). This approach enables the simultaneous evaluation of both the measurement model (assessing reliability and validity of the instruments) and the structural model (testing the hypothesized relationships among latent variables).

Results

Table 1. Results of Normality Test Based on Skewness and Kurtosis

Variable	Component	Skewness	Kurtosis
Talent Management	Attraction of Talents	-0.531	0.172
	Selection of Talents	-0.178	-0.217
	Utilization and Engagement of Talents	0.071	-0.573
	Development and Improvement of Talents	0.647	-0.097
	Retention and Maintenance of Talents	-0.262	-0.029
	Total	-0.541	-0.132
Personality Traits	—	-0.382	-0.332
Innovative Work Behavior	—	-0.174	-0.453
Teacher performance	Task Performance	-0.501	0.600
	Adaptive Performance	0.126	0.037
	Contextual Performance	-0.081	-0.347
	Total	-0.243	-0.225

Normality Test

To examine the normality of the data, the indices of skewness and kurtosis were calculated. According to the results presented in Table 1, the skewness values (with a standard error of

0.155) and kurtosis values (with a standard error of 0.308) for all variables were less than the absolute value of 2. Based on the conventional criterion—where skewness and kurtosis values within the ± 2 range indicate normal distribution—the data in this study can be considered normally distributed.

Table 2. Mean, Standard Deviation, and Correlation Coefficients among Research Variables

No.	Variable	Mean	SD	Talent Management	Personality Traits	Innovative Work Behavior	Teacher performance
1	Talent Management	3.510	0.585	1			
2	Personality Traits	3.946	0.560	0.488	1		
3	Innovative Work Behavior	3.446	0.726	0.632	0.449	1	
4	Teacher performance	3.552	0.430	0.566	0.506	0.490	1

Table 3. Results of Cronbach's Alpha, Composite Reliability, and Convergent Validity of the Research Latent Variables

Variable	Component	Cronbach's Alpha	Composite Reliability	AVE
Talent Management	Talent Attraction	0.737	0.866	0.437
	Talent Selection	0.779	0.897	0.451
	Talent Deployment and Engagement	0.782	0.895	0.462
	Talent Development and Enhancement	0.765	0.889	0.453
	Talent Retention	0.804	0.864	0.561
	Overall	0.896	0.912	0.526
Personality Traits	-	0.780	0.838	0.472
Innovative Behavior	-	0.835	0.874	0.466
Teacher performance	Task Performance	0.766	0.839	0.579
	Adaptive Performance	0.794	0.805	0.408
	Contextual Performance	0.713	0.836	0.457
	Overall	0.750	0.887	0.497

To evaluate the fit of the measurement model, the reliability and validity of the latent variables were examined. In the first step, internal consistency reliability of the constructs was assessed using Cronbach's alpha and Composite Reliability (CR). As shown in Table 3, all Cronbach's alpha and CR values for the constructs and their components are above 0.7; therefore, it can be stated that the research constructs possess acceptable reliability. Subsequently, convergent validity was evaluated using the Average Variance Extracted (AVE). The results indicate that the AVE values for all constructs exceed the 0.4 threshold, and the composite reliability (CR) of each construct surpasses its corresponding AVE. These findings confirm that the measurement model possesses adequate convergent validity (Fornell and Larcker, 1981).

Table 4. Fornell–Larcker Criterion

Row	Construct	1	2	3	4
1	Talent Management	0.750			
2	Personality Traits	0.494	0.688		
3	Innovative Behavior	0.503	0.433	0.683	
4	Teacher Performance	0.513	0.531	0.544	0.705

Subsequently, to evaluate discriminant validity, the Fornell–Larcker criterion was employed. For this purpose, the square root of the Average Variance Extracted (AVE) for each construct was placed on the diagonal of the matrix and compared with the inter-construct correlations. The results in Table 4 indicate that the diagonal value for each construct is always greater than its correlations with other constructs. This suggests that each construct shares the most variance with its own indicators and is well differentiated from other constructs. Accordingly, it can be concluded that the correlation matrix follows the desired pattern of construct discrimination, and the discriminant validity of the measurement model is confirmed. Therefore, the research instrument possesses sufficient accuracy for proceeding to the structural model and hypothesis testing.

Table 5. R² Values for Endogenous Constructs

Construct	Component	R ²	f ²
Talent Management	Talent Attraction	0.691	2.233
	Talent Selection	0.778	3.509
	Talent Deployment and Engagement	0.759	3.155
	Talent Development	0.594	1.464
	Talent Retention	0.763	3.228
	Overall	-	-
Personality Traits	-	0.243	0.321
Innovative Behavior	-	0.364	0.572
Teacher Performance	Task Performance	0.734	2.752
	Adaptive Performance	0.367	0.579
	Contextual Performance	0.642	0.766
	Overall	0.442	0.164

Based on the results in Table 5, the obtained R² values for the endogenous constructs indicate that the independent variables adequately explain the dependent variables. Consequently, the structural model can be considered acceptable. Moreover, according to the SmartPLS output, the f² values suggest that the effect size of the independent variables on the dependent constructs is generally evaluated as strong; therefore, the independent variables play a significant and influential role in the model.

Table 6. Communality and R² Values of the Research Variables

Construct	Component	Communality	R ²
Talent Management	Talent Attraction	0.437	0.826
	Talent Selection	0.451	0.785
	Talent Deployment and Engagement	0.462	0.547
	Talent Development	0.453	0.791
	Talent Retention	0.561	0.701
	Overall	0.526	-
Personality Traits	-	0.472	0.249
Innovative Behavior	-	0.466	0.413
Teacher Performance	Task Performance	0.579	0.719
	Adaptive Performance	0.408	0.391
	Contextual Performance	0.457	0.659
	Overall	0.497	0.481

The Goodness-of-Fit (GOF) simultaneously evaluates the fit of both the measurement and structural parts of the model. According to methodological literature, values of 0.01, 0.25, and 0.36 are considered weak, moderate, and strong fit, respectively. This index is calculated using the formula:

$$GOF = \sqrt{\text{communalities} \times R^2}$$

This value is derived from the mean of the shared variance of the latent variables in the study. Furthermore, the results from the R² criteria indicate that the endogenous constructs of the model have sufficient explanatory power. In addition, the Communality (or AVE) values, which represent the shared variance of the constructs with their measurement indicators, are at an acceptable level. This confirms the adequacy of explanation and convergent validity in the model. Considering the obtained GOF value of 0.432, the overall model fit is confirmed as strong and appropriate.

Based on the results in Table 7, all direct relationships among the research variables were statistically significant. Talent management positively and directly predicted personality traits, innovative behavior, and teacher performance. Additionally, both mediating variables—personality traits and innovative behavior—demonstrated significant relationships with teacher performance and acted as effective predictors. Beyond the direct effects, To further substantiate the mediation effects, bootstrapping procedures with 5,000 resamples were employed to calculate the specific indirect effects and their 95% confidence intervals. The indirect effect of talent management on teacher performance through personality traits was $\beta = 0.313$ ($t = 5.055$, $p < 0.001$), with a confidence interval that did not include zero [0.192, 0.434]. Similarly, the indirect effect through innovative behavior was $\beta = 0.271$ ($t = 3.792$, $p < 0.001$), with a confidence interval of [0.145, 0.397]. These results confirm that both personality traits and innovative behavior serve as significant partial mediators, with the mediation through

personality traits accounting for approximately 55% of the total effect, and innovative behavior accounting for approximately 42% of the total effect. The variance accounted for (VAF) values indicate partial mediation in both cases, suggesting that while talent management has a direct effect on performance, a substantial portion of its influence is transmitted through these psychological and behavioral pathways. Overall, it can be concluded that talent management not only directly but also indirectly, through enhancing personality traits and innovative behavior, contributes to improved teacher performance; therefore, these two variables are considered key mechanisms for the effectiveness of talent management.

Table 7. Hypothesis Testing

Hypothesis	β (Direct)	β (Indirect)	t-value (Direct)	t-value (Indirect)	Result
Effect of talent management on teacher performance via personality traits	0.500	0.313	9.464	5.055	Supported
Effect of talent management on teacher performance via innovative behavior	0.643	0.271	17.189	3.792	Supported
Effect of talent management on personality traits	0.500	-	9.464	-	Supported
Effect of talent management on innovative behavior	0.643	-	17.189	-	Supported
Effect of talent management on teacher performance	0.255	-	2.849	-	Supported
Effect of personality traits on teacher performance	0.313	-	5.055	-	Supported
Effect of innovative behavior on teacher performance	0.271	-	3.792	-	Supported

In the Results section of a quantitative paper, summarize the collected data and the results of any analyses performed on those data relevant to the discourse that is to follow. Report the data in sufficient detail to justify your conclusions. Mention all relevant results, regardless of whether your hypotheses were supported, including results that run counter to expectation; include small effect sizes (or statistically nonsignificant findings) when theory predicts large (or statistically significant) ones. Do not hide uncomfortable results by omission. In the spirit of data sharing, raw data, including study characteristics and individual effect sizes used in a meta-analysis, can be made available as supplemental materials or archived online. However, raw data (and individual scores) generally are not presented in the body of the article because of length considerations. Analyze data and report findings, including effect sizes and confidence intervals or statistical significance levels.

Discussion

From an educational perspective, the findings of this study provide significant implications for schools and educational administrators. Teacher performance is not limited to task completion but involves creativity in instruction, adaptability to diverse learners, and engagement in continuous professional growth. Implementing talent management strategies within schools can enhance teachers' professional competencies, motivation, and innovative instructional

practices, ultimately leading to improved student learning outcomes. In today's complex and dynamic environment, organizations face multiple challenges in attracting, retaining, and developing human capital. One of the fundamental requirements for success in such settings is the effective utilization of human capacities and the strategic alignment of potential talents with organizational goals (Somasundaram et al., 2025). This study examined the relationship between talent management and teacher performance, with personality traits and innovative work behavior as mediating variables. The significance of this research lies in its ability to provide managers and organizational decision-makers with insights into how psychological and behavioral components of employee teachers influence the link between talent management and performance, thereby offering a deeper understanding of performance mechanisms.

The findings indicated that talent management has a direct and significant effect on teacher performance. In other words, when organizations design and implement processes for identifying, attracting, retaining, and developing human resources based on talent management principles and tools, substantial improvements in teacher performance metrics are observed. This result aligns with prior studies, including Rajabifarjad and Farkhojasteh (2021) and Yuniatia et al. (2021), reinforcing the strategic role of talent management in optimizing human resource performance. Teachers who perceive that their competencies and capabilities are recognized and valued within the organization exhibit greater motivation for active engagement, creativity, innovation, and efforts toward productivity enhancement. The findings of this study indicate that talent management significantly influences teacher performance both directly and indirectly through personality traits and innovative work behavior. These results highlight the importance of implementing effective talent management strategies in educational organizations to enhance teachers' professional capabilities and encourage innovative practices. Explaining this outcome, talent management ensures that employees are placed in organizational roles that match their abilities and skills. Such job-person fit clarifies career pathways and fosters perceptions of fairness and equity within the organization. This, in turn, increases job satisfaction, organizational commitment, work engagement, and intrinsic motivation. When teachers are in positions where their capabilities are fully utilized, engagement rises, leading to higher productivity and reduced job burnout. Therefore, talent management not only facilitates performance improvement but also ensures long-term performance stability.

The study's findings also revealed that personality traits, as a fundamental dimension of individual differences, play a crucial role in determining job performance. Talent management can positively influence these traits, thereby promoting more effective performance. Employees exhibiting characteristics such as conscientiousness, emotional stability, adaptability, extraversion, and diligence cope better with work challenges and make more accurate decisions. Through identifying and nurturing these traits, talent management can impact teachers' skills and psychological structures, highlighting that personality traits are not fixed and can be enhanced through managerial interventions. This perspective opens new opportunities for

human resource planning and teacher performance development (Angelini, 2023; Godfrey et al., 2024; Li, 2023).

Another key finding of this research was the mediating role of innovative work behavior in the relationship between talent management and teacher performance. Innovation within organizations has become increasingly vital for growth, competitiveness, and survival in today's unpredictable and rapidly changing environments. The results indicate that talent management, by focusing on attracting and developing creative teachers, creating supportive environments for new ideas, and fostering openness to change, facilitates the enhancement of innovative behaviors among staff. This aligns with previous findings by Widodo and Mawarto (2020), and Van Zyl et al. (2021). When talented and creative teachers feel that their innovative ideas and efforts are valued, they experience psychological safety and sufficient motivation to express these behaviors.

Furthermore, organizations that institutionalize a culture of openness to change and receptiveness to new ideas in their policies, procedures, and organizational culture provide fertile ground for innovation. Talent management promotes innovative behavior by selecting and retaining individuals with creative potential and providing resources, training, necessary support, and opportunities for participatory decision-making. Attracting such employees enhances the organization's intangible assets, including knowledge, creativity, experience, networks, and intellectual capital, which themselves foster the emergence of innovative behavior. Teachers operating in such environments demonstrate higher job satisfaction, commitment, and motivation, and they make continuous efforts to improve existing conditions. The job satisfaction derived from such a management system plays a pivotal role in improving teacher performance, as high performance occurs only in contexts where teachers feel valued, recognized, and psychologically safe.

Supporting innovative behavior not only encourages teachers to innovate but also enhances organizational outcomes. Recognition can take the form of material rewards, acknowledgment, growth opportunities, and tolerance of innovative failures. A culture that supports innovation contributes to organizational learning, improved productivity, quality, agility, and ultimately performance enhancement. Additionally, teachers' innovative behavior directly affects performance through process optimization, cost reduction, improved customer satisfaction, and enhancement of products or services.

The results further showed that talent management directly influences teachers' personality traits and innovative behavior, indicating a reciprocal and reinforcing relationship. This underscores the fundamental role of talent management in shaping and enhancing human capital. Talent management not only ensures the selection of suitable individuals for appropriate roles but also fosters psychological and behavioral growth through structured development pathways, targeted training, continuous learning opportunities, and motivational environments. This finding aligns with Ibrahim and AlOmari (2020), who emphasized talent management as a strategic tool for institutionalizing innovation and cultivating a creative organizational culture.

Moreover, the study confirmed that personality traits have a significant positive effect on teacher performance. Teachers with positive personality traits not only perform better under normal conditions but also demonstrate resilience and sustained performance under crises and work pressures. Traits such as adaptability, emotional stability, and conscientiousness enhance resilience, reduce burnout, increase satisfaction, and foster engagement, serving as psychological resources that improve employee capability (Sabuhari, Sudiro, Irawanto, and Rahayu, 2020). From an organizational psychology perspective, personality traits act as intrinsic motivators that improve performance while providing pathways for developing new capabilities, adapting to complex conditions, and cultivating positive work behaviors.

The positive effect of innovative behavior on performance was also confirmed. Organizations providing environments for expressing and implementing new ideas benefit from employees' creative capacities, leading to enhanced overall performance. This is particularly significant because organizational performance comprises individual performance outcomes, and employees' innovative behaviors can reinforce performance at unit, team, and organizational levels.

Conclusions

Considering these findings, it can be concluded that talent management plays a central role in enhancing teacher performance. Its effect is both direct and mediated through personality traits and innovative behavior. High performance results from the interaction of multiple key factors, including proper selection of personnel, development of psychological capabilities, and provision of an innovation-conducive environment. Organizations seeking sustainable performance improvement should go beyond mere skill training and implement a comprehensive, scientific, and human-centered talent management system.

The results of this research highlight the importance of strategic talent management in educational settings. Educational policymakers and school principals can benefit from these findings by designing systems for identifying, developing, and retaining talented teachers. Encouraging innovative teaching behaviors and strengthening positive personality traits such as conscientiousness, openness, and emotional stability among teachers can significantly improve classroom effectiveness and educational quality. Based on the present study's findings, which showed that talent management significantly impacts teacher performance both directly and via mediating variables such as personality traits and innovative behavior, it is recommended that organizations prioritize the identification and development of teachers with positive personality traits and innovative capacity through a comprehensive talent management system. Practical measures include implementing competency-based reward systems that recognize personality traits and innovative behaviors, developing targeted training programs to strengthen these traits, and revising recruitment and selection processes with an emphasis on assessing innovation potential. Additionally, establishing talent development centers to nurture unique teacher capabilities and designing flexible, talent-based career pathways can enhance organizational performance. These findings provide a robust scientific basis for policymakers

and human resource managers in devising performance improvement initiatives. Engaging HR consultants to guide talent development and implementing in-service training programs focused on creativity and innovation skills can also improve teacher performance, particularly in educational settings. Reward and recognition systems should be revised to appropriately value responsible and innovative behaviors.

Furthermore, future researchers are encouraged to expand the conceptual model by incorporating variables such as organizational culture and psychological capital. Conducting similar studies across different contexts can facilitate cross-cultural comparisons. Lastly, employing qualitative methods, such as semi-structured interviews and focus groups, can provide deeper insights into teacher experiences. A mixed-methods approach, combining quantitative and qualitative techniques, is recommended to leverage the strengths of both methodologies. Advanced analyses, such as multilevel structural equation modeling, can clarify complex relationships among variables with greater precision.

Despite the significant contributions of this research, certain limitations should be considered when interpreting the results and applying them in practice. A primary limitation is the reliance on self-report instruments, such as questionnaires, which may be influenced by cognitive and social biases. Moreover, exclusive reliance on questionnaires limited the study's ability to deeply analyze complex constructs. The research population consisted solely of teachers in the education sector, who may possess unique characteristics and conditions; thus, generalization to other contexts and organizations should be approached with caution. Additional limitations beyond the researcher's control include the possibility of inaccurate responses, concerns about confidentiality, and participant apprehensions, which may have resulted in conservative or non-authentic answers.

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CRedit authorship contribution statement

All authors contributed equally to the conceptualization of the article and writing of the original and subsequent drafts.

Conflict of interest

The authors declare no conflict of interest.

Ethical considerations

The authors avoided data fabrication, falsification, and plagiarism, and any form of misconduct.

Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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