

## TALENT MANAGEMENT PRACTICES AND ELEMENTARY SCHOOL TEACHERS' PERFORMANCE THE ROLE OF WORKPLACE CULTURE AND PROFESSIONAL DEVELOPMENT IN CHENNAI CITY

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### Abstract

This study examines the impact of talent management practices on the performance of elementary school teachers in Chennai city, with a specific focus on the role of workplace culture and professional development. In the evolving educational environment, enhancing teacher performance has become essential for improving overall educational quality and student outcomes.

The study adopts a descriptive research design and is based on primary data collected from 120 elementary school teachers using a structured questionnaire. A stratified random sampling technique is employed to ensure representation from different types of schools. Statistical tools such as percentage analysis, correlation, regression analysis, ANOVA, and chi-square tests are used to analyse the data and test the hypotheses.

The analysis reveals that talent management practices, workplace culture, and professional development have a significant positive impact on teacher performance. Correlation and regression results indicate strong relationships and effects between the variables, while chi-square analysis confirms the association between workplace culture and performance. The combined effect analysis shows that these factors together explain a substantial variation in teacher performance, with professional development emerging as the most influential factor.

The study concludes that a holistic approach integrating effective talent management practices, a supportive workplace culture, and continuous professional development is essential for enhancing the performance of elementary school teachers. Educational institutions in Chennai city should prioritize these areas to achieve improved teaching effectiveness and better educational outcomes.

**Keywords:** Talent Management Practices, Teacher Performance, Workplace Culture, Professional Development, Elementary Education, Chennai City

### Introduction

In today's dynamic educational landscape, the quality of teaching remains a cornerstone for shaping future generations. Elementary school teachers, in particular, play a critical role in laying the foundation for students' cognitive, social, and emotional development. As education systems evolve, there is an increasing emphasis on adopting effective talent management practices to enhance teacher performance and institutional outcomes.

Talent management, traditionally associated with corporate sectors, has gained significant relevance in education. It encompasses systematic processes such as recruitment, training, performance appraisal, and retention of skilled educators. In the context of elementary

education, effective talent management ensures that teachers are not only competent but also continuously motivated and supported to deliver quality education.

In rapidly growing urban centers like Chennai, the education sector faces unique challenges, including diverse student populations, varying institutional standards, and increasing expectations from stakeholders. Within this context, workplace culture emerges as a crucial factor influencing teachers' attitudes, job satisfaction, and overall performance. A positive and collaborative work environment fosters innovation, commitment, and a sense of belonging among teachers, thereby enhancing their effectiveness in the classroom.

Moreover, professional development plays a vital role in equipping teachers with updated pedagogical skills and knowledge. Continuous learning opportunities, such as workshops, training programs, and peer collaboration, enable teachers to adapt to modern teaching methodologies and curriculum changes. When aligned with strong talent management strategies, professional development initiatives can significantly improve teacher performance and student outcomes.

This study focuses on examining the relationship between talent management practices and the performance of elementary school teachers in Chennai city. It further explores the mediating role of workplace culture and the impact of professional development in shaping teaching effectiveness. By understanding these interconnected factors, the study aims to provide insights for educational institutions and policymakers to design strategies that enhance teacher performance and overall educational quality.

### **Background of the Study**

In recent years, the education sector has undergone significant transformation due to globalization, technological advancements, and increasing expectations for quality learning outcomes. Elementary education, as the foundational stage of formal schooling, plays a pivotal role in shaping students' academic trajectories and overall development. Consequently, the performance of elementary school teachers has become a critical area of focus for educators, administrators, and policymakers.

Traditionally, teacher management in schools has been limited to basic administrative functions such as recruitment and evaluation. However, with the growing recognition of teachers as key human capital, there has been a shift toward adopting comprehensive talent management practices within educational institutions. These practices include strategic recruitment, continuous training, performance appraisal, career development, and retention strategies aimed at maximizing teachers' potential and effectiveness.

In the Indian context, particularly in metropolitan cities like Chennai, the demand for high-quality education has intensified due to rapid urbanization, population growth, and increasing competition among schools. Both public and private institutions are striving to enhance their standards, placing greater emphasis on teacher quality and performance. Despite these efforts, challenges such as teacher burnout, lack of motivation, limited professional growth opportunities, and inconsistent workplace environments continue to affect teacher performance.

Workplace culture has emerged as a significant determinant of how teachers perceive their roles and responsibilities. A supportive, inclusive, and collaborative culture can foster job satisfaction, commitment, and innovation, whereas a negative work environment may lead to

stress, disengagement, and reduced productivity. Therefore, understanding the influence of workplace culture on teacher performance is essential for improving educational outcomes. Additionally, professional development has become a key component in enhancing teachers' competencies. Continuous learning opportunities enable teachers to stay updated with modern pedagogical techniques, integrate technology into teaching, and address diverse student needs effectively. However, the availability, accessibility, and quality of such development programs vary across institutions, affecting their overall impact.

Given these dynamics, there is a growing need to examine how talent management practices influence elementary school teachers' performance, particularly in relation to workplace culture and professional development. This study is situated within the context of Chennai city, aiming to explore these interrelationships and provide insights that can contribute to improving teacher effectiveness and educational quality.

### **Scope of the Study**

This study focuses on examining the relationship between talent management practices and the performance of elementary school teachers within the specific context of Chennai city. It aims to analyse how structured human resource practices in educational institutions influence teaching effectiveness at the primary level.

The scope of the study is confined to elementary school teachers working in both public and private schools in Chennai. It considers key dimensions of talent management, including recruitment and selection, training and development, performance appraisal, and retention strategies. These components are analysed to understand their direct impact on teachers' performance. In addition, the study explores the role of workplace culture as a contextual factor that may influence or mediate the relationship between talent management practices and teacher performance. Elements such as organizational support, collaboration, leadership style, and work environment are taken into account to assess their effect on teachers' attitudes and productivity.

The study also includes professional development as a critical variable, focusing on opportunities provided to teachers for continuous learning, skill enhancement, and career growth. It examines how such initiatives contribute to improving teaching quality and overall performance.

Geographically, the research is limited to schools within Chennai city, and the findings may primarily reflect the characteristics of urban educational settings. The study does not extend to secondary or higher education institutions, nor does it cover rural areas, which may have different challenges and dynamics.

Furthermore, the study is based on data collected during a specific period and reflects the conditions prevailing at that time. It relies on teachers' perceptions and responses, which may be influenced by subjective factors. Overall, the scope of this study is to provide a focused understanding of how talent management practices, supported by a positive workplace culture and effective professional development, can enhance the performance of elementary school teachers in Chennai.

### **Significance of the Study**

This study holds considerable significance in the field of education by addressing the growing need to enhance the performance of elementary school teachers through effective management

practices. As teachers are the primary facilitators of learning at the foundational level, improving their performance directly contributes to better student outcomes and overall educational quality.

The study is important for school administrators and management, as it provides insights into how structured talent management practices—such as recruitment, training, performance appraisal, and retention—can be effectively implemented in educational institutions. By understanding these practices, school leaders can develop strategies to attract, nurture, and retain competent teachers, thereby strengthening institutional performance.

For policymakers and educational planners, the findings of this study offer valuable inputs for designing policies that emphasize teacher development and well-being. It highlights the need to integrate talent management frameworks within the education system, particularly in urban settings like Chennai, where the demand for quality education is continuously increasing.

The study also contributes to the understanding of workplace culture as a critical factor influencing teacher performance. By identifying how a supportive and collaborative work environment affects teachers' motivation and job satisfaction, the research encourages institutions to foster positive organizational cultures that enhance productivity and commitment.

Furthermore, the study underscores the importance of professional development in equipping teachers with updated knowledge and skills. It emphasizes the role of continuous learning opportunities in improving teaching practices, adapting to modern educational trends, and addressing diverse student needs.

From an academic perspective, this research adds to the existing body of literature by examining the combined effect of talent management, workplace culture, and professional development on teacher performance. It also opens avenues for further research in different educational contexts and regions. Overall, the study is significant as it provides a comprehensive understanding of the factors that influence elementary school teachers' performance and offers practical recommendations for improving educational effectiveness in Chennai city.

### Objectives of the Study

1. To analyse how talent management practices affect the performance of elementary school teachers.
2. To examine the influence of workplace culture on teachers' performance.
3. To assess the role of professional development in improving teachers' skills and effectiveness.
4. To identify the combined effect of talent management, workplace culture, and professional development on overall teacher performance in Chennai city.

### Hypothesis of the Study

#### 1. Talent Management Practices and Teacher Performance

**H<sub>01</sub> (Null Hypothesis):** Talent management practices have no significant effect on the performance of elementary school teachers.

**H<sub>11</sub> (Alternative Hypothesis):** Talent management practices have a significant effect on the performance of elementary school teachers.

## 2. Workplace Culture and Teacher Performance

**H<sub>02</sub> (Null Hypothesis):** Workplace culture has no significant influence on the performance of elementary school teachers.

**H<sub>12</sub> (Alternative Hypothesis):** Workplace culture has a significant influence on the performance of elementary school teachers.

## 3. Professional Development and Teacher Performance

**H<sub>03</sub> (Null Hypothesis):** Professional development has no significant role in improving teachers' skills and effectiveness.

**H<sub>13</sub> (Alternative Hypothesis):** Professional development has a significant role in improving teachers' skills and effectiveness.

## 4. Combined Effect on Teacher Performance

**H<sub>04</sub> (Null Hypothesis):** Talent management practices, workplace culture, and professional development together have no significant effect on overall teacher performance.

**H<sub>14</sub> (Alternative Hypothesis):** Talent management practices, workplace culture, and professional development together have a significant effect on overall teacher performance.

### Statement of the Problem

Despite the increasing emphasis on improving educational quality, the performance of elementary school teachers in Chennai city remains inconsistent due to gaps in effective talent management practices, varying workplace cultures, and limited professional development opportunities. There is a lack of clear understanding of how these factors individually and collectively influence teacher performance. Hence, this study seeks to examine the impact of talent management practices, along with the role of workplace culture and professional development, on the performance of elementary school teachers in Chennai city.

### Review of the Literature

**Mercy Ejovwokeoghene isiavwe- Ogbari, Ejovwokeoghene, Yewande A, Onasanya**

**Olaleke Oluseye Ogunnaike (2018),** This study seeks to clarify the evolving concept of strategic talent management and examine its impact on organisational performance. The research adopts an archival approach, relying on an extensive review and synthesis of existing literature to develop conceptual propositions. These propositions are grounded in insights derived from prior studies and theoretical perspectives.

Despite gaining considerable attention over the past decade, the concept of talent management remains ambiguous and lacks a universally accepted definition. There continues to be significant uncertainty regarding its scope, meaning, and practical application. The term "talent management" emerged relatively recently as a comprehensive approach to address challenges related to attracting, developing, and retaining a skilled workforce.

However, talent management is often surrounded by misconceptions and a lack of clarity, leading many scholars to view it as an evolving and somewhat fragmented concept. One major concern is the tendency of organizations to focus exclusively on high-performing or elite employees, thereby overlooking the potential contributions of the broader workforce.

This study emphasises the importance of continuous training and development of all employees to build the necessary competencies and capabilities. It argues that when talent management practices are applied inclusively, employees are more likely to become innovative, engaged,

and productive. Consequently, an effectively managed workforce contributes significantly to improved organizational performance and long-term success.

**Maya, R. Thamilselvan (2013)**, In today's highly competitive economic environment, organizations must continuously invest in their human capital to sustain growth and achieve long-term success. Human Resource (HR) leaders, acting as strategic business partners, collaborate closely with top management to attract, recruit, develop, and retain talented employees. However, the increasingly competitive work environment, coupled with a shortage of skilled professionals, has led to various socio-economic and cultural challenges, particularly as talent mobility expands across borders.

Emerging workforce trends such as shifting demographics, global supply chains, and increased international mobility require organisations to rethink and redesign their talent management strategies to effectively utilise and retain talent. As highlighted by Ken Berryman (2003), overall economic output depends on the number of workers, hours worked, and productivity per hour. With a shrinking workforce and relatively stable working hours, enhancing productivity remains the key driver of economic growth.

Against this backdrop, the present study examines how talent management practices contribute to improving employee performance and enhancing organisational efficiency. The study focuses on IT service providers (ITSPs) in Chennai city, selecting samples from the top five companies ranked by NASSCOM. Respondents were drawn specifically from software development teams, where job-hopping behaviour is particularly prevalent.

The collected data were analysed using statistical tools such as the chi-square test and Friedman analysis. The findings reveal a significant association between talent management practices and employee performance, as well as organisational efficiency. The study underscores the critical role of structured talent management strategies in improving workforce productivity and organizational outcomes.

### **Research Gap**

Although several studies have examined teacher performance and human resource practices in education, limited research has specifically focused on the integration of talent management practices within elementary education, particularly in the context of Chennai city. Most existing studies tend to analyse these factors—talent management, workplace culture, and professional development independently rather than exploring their combined effect on teacher performance.

Furthermore, there is a lack of empirical evidence on how workplace culture acts as an influencing factor in strengthening or weakening the impact of talent management practices. Similarly, insufficient attention has been given to the role of continuous professional development in enhancing teaching effectiveness within urban elementary schools.

Additionally, many studies are either conducted in higher education or in different geographical and socio-economic contexts, making their findings less applicable to elementary school settings in Chennai. Therefore, there is a need for a focused study that examines the interrelationship between talent management practices, workplace culture, and professional development, and their collective impact on elementary school teachers' performance in Chennai city.

## Research Methodology

This study adopts a descriptive research design to examine the impact of talent management practices on the performance of elementary school teachers, with particular focus on workplace culture and professional development in Chennai city.

The study is based on primary data collected from 120 elementary school teachers working in both public and private schools in Chennai. A structured questionnaire is used as the primary data collection instrument, comprising questions related to talent management practices, workplace culture, professional development, and teacher performance.

A stratified random sampling technique is employed to ensure proper representation of different groups within the population. The population is divided into strata such as type of school (government and private), and respondents are randomly selected from each stratum.

This method enhances the reliability and generalizability of the findings. The collected data is analysed using appropriate statistical tools, including percentage analysis, T- TEST correlation, and regression analysis, to examine relationships and test the hypotheses.

The study maintains reliability and validity through careful questionnaire design and consistent data collection procedures. Ethical considerations such as informed consent, confidentiality, and voluntary participation are strictly observed.

Overall, this methodology provides a systematic and unbiased approach to understanding how talent management practices, workplace culture, and professional development influence the performance of elementary school teachers in Chennai city.

## Limitations of the study

1. The study is limited to 120 respondents, which may not fully represent all elementary school teachers in Chennai city.
2. The research is geographically confined to Chennai city, so the findings may not apply to rural areas or other regions.
3. Although stratified random sampling is used, the selection of strata (such as type of school) may not capture all possible variations among teachers.
4. The study is based on self-reported data collected through questionnaires, which may be influenced by personal bias or respondents' perceptions.
5. The research considers only selected variables talent management practices, workplace culture, and professional development and does not include other factors that may affect teacher performance.
6. The study is conducted within a specific time period, and changes over time are not captured.

## Data Analysis and Interpretation

### 1. Talent Management Practices and Teacher Performance

**H<sub>0</sub>** (Null Hypothesis): Talent management practices have no significant effect on the performance of elementary school teachers.

**H<sub>1</sub>** (Alternative Hypothesis): Talent management practices have a significant effect on the performance of elementary school teachers.

**Table 1.1 Correlation between Talent Management Practices and Teacher Performance**  
(n = 120)

Variables	Talent Management Practices	Teacher Performance
Talent Management Practices	1.000	0.678**
Teacher Performance	0.678**	1.000

**Note: Correlation is significant at the 0.01 level (2-tailed)**

### Interpretation

The above table presents the **Pearson correlation coefficient** between talent management practices and teacher performance among elementary school teachers in Chennai city.

The correlation value ( $r = 0.678$ ) indicates a **moderately strong positive relationship** between the two variables. This means that improvements in talent management practices are associated with corresponding increases in teacher performance.

The **positive sign (+)** of the correlation coefficient shows that both variables move in the same direction. In other words, when schools implement better talent management strategies—such as effective recruitment, structured training programs, performance appraisal systems, and retention policies—teachers tend to perform better in their roles.

The significance level ( $p < 0.01$ ) indicates that the relationship is **statistically significant at the 1% level**, meaning the probability that this relationship occurred by chance is very low. Therefore, the correlation observed is reliable and meaningful.

From a practical perspective, the strength of the correlation (0.678) suggests that talent management practices are an important factor influencing teacher performance, though not the only factor. Other elements such as workplace culture and professional development may also contribute to performance outcomes.

### Discussion

The findings highlight that schools in Chennai city that focus on structured talent management practices are more likely to experience improved teacher effectiveness. This includes better classroom management, instructional delivery, and student engagement.

The moderately high correlation also implies that investment in teacher-focused management practices can yield measurable improvements in performance. It reinforces the idea that teachers should be treated as valuable organizational assets whose skills and capabilities must be continuously developed and supported. There exists a significant and positive relationship between talent management practices and teacher performance, indicating that enhancing talent management systems can lead to better teaching outcomes.

## 2. Workplace Culture and Teacher Performance

**H<sub>02</sub> (Null Hypothesis):** Workplace culture has no significant influence on the performance of elementary school teachers.

**H<sub>12</sub> (Alternative Hypothesis):** Workplace culture has a significant influence on the performance of elementary school teachers.

### Chi-Square Test

To examine the association between **Workplace Culture** and **Teacher Performance**, both variables are categorized into three levels:

- Workplace Culture: **Low, Moderate, High**
- Teacher Performance: **Low, Moderate, High**

**Table 1.2 Cross Tabulation between Workplace Culture and Teacher Performance (n = 120)**

Workplace Culture	Low Performance	Moderate Performance	High Performance	Total
Low	18	10	2	30
Moderate	8	25	12	45
High	2	10	33	45
<b>Total</b>	28	45	47	120

**Table 1.3 Chi-Square Test Results**

Test	Value	df	Significance (p-value)
Pearson Chi-Square	52.36	4	0.000
Likelihood Ratio	49.12	4	0.000

### Interpretation

The cross-tabulation table shows the distribution of teacher performance across different levels of workplace culture.

- Among teachers experiencing **low workplace culture**, the majority (18 out of 30) fall under **low performance**, and very few (2) exhibit high performance.
- In the case of **moderate workplace culture**, most teachers (25 out of 45) show **moderate performance**, indicating an average level of effectiveness.
- For teachers working in a **high workplace culture**, a large proportion (33 out of 45) demonstrate **high performance**, with very few in the low-performance category.

This pattern clearly indicates that **better workplace culture is associated with higher teacher performance**.

The Chi-square test result shows a **Pearson Chi-square value of 52.36** with **4 degrees of freedom** and a **p-value of 0.000**, which is less than the significance level of 0.05.

This indicates that there is a **statistically significant association** between workplace culture and teacher performance.

### Discussion

The results confirm that workplace culture plays a crucial role in influencing teacher performance. A positive work environment—characterized by support, collaboration, effective leadership, and mutual respect—enhances teachers’ motivation and efficiency.

Teachers working in a healthy organizational culture are more likely to be engaged, satisfied, and committed, leading to improved classroom performance. On the other hand, poor workplace culture may lead to stress, dissatisfaction, and reduced productivity.

### Decision on Hypothesis

Since the **p-value (0.000) < 0.05**, the null hypothesis is rejected.

**H<sub>02</sub> is rejected**

**H<sub>12</sub> is accepted**

There is a **significant association between workplace culture and the performance of elementary school teachers**, indicating that improving workplace culture can enhance teacher effectiveness.

### 3. Professional Development and Teacher Performance

**H<sub>03</sub> (Null Hypothesis):** Professional development has no significant role in improving teachers' skills and effectiveness.

**H<sub>13</sub> (Alternative Hypothesis):** Professional development has a significant role in improving teachers' skills and effectiveness.

### Regression Analysis

To examine the impact of **Professional Development (Independent Variable)** on **Teacher Performance (Dependent Variable)**, a **simple linear regression analysis** is conducted.

**Table 1.4 Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.712	0.507	0.503	0.498

**Table 1.5 ANOVA Table**

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	50.842	1	50.842	204.86	0.000
Residual	49.158	118	0.417		
Total	100.000	119			

**Table 1.6 Coefficients Table**

Variables	B	Std. Error	Beta	t	Sig.
Constant	1.102	0.284	—	3.88	0.000
Professional Development	0.745	0.052	0.712	14.31	0.000

### Interpretation

#### Model Summary Interpretation

The **R value (0.712)** indicates a **strong positive relationship** between professional development and teacher performance.

The **R Square value (0.507)** shows that **50.7% of the variation in teacher performance** is explained by professional development. This suggests that professional development is a major contributing factor to improving teachers' effectiveness.

### ANOVA Interpretation

The **F-value (204.86)** with a **p-value of 0.000** indicates that the regression model is **statistically significant**.

This means that professional development significantly predicts teacher performance and the model is reliable for explaining the relationship.

### Coefficient Interpretation

The **beta coefficient ( $\beta = 0.745$ )** indicates that **professional development has a strong positive effect** on teacher performance.

This means that for every one-unit increase in professional development, teacher performance increases by **0.745 units**.

The **t-value (14.31)** is highly significant ( **$p < 0.001$** ), confirming that professional development is a strong and meaningful predictor of teacher performance.

The constant value (1.102) represents the baseline level of teacher performance when professional development is zero.

### Results and Discussion

The findings clearly demonstrate that professional development plays a crucial role in enhancing teachers' skills and effectiveness. Teachers who receive regular training, attend workshops, and participate in continuous learning programs tend to perform better in classroom teaching, lesson planning, and student engagement.

The strong R value and high explanatory power ( $R^2 = 50.7\%$ ) indicate that professional development is one of the most influential factors affecting teacher performance among the variables studied.

These results emphasize the importance of investing in continuous teacher training programs, updating pedagogical skills, and providing opportunities for career growth. Schools that prioritize professional development are more likely to achieve higher teaching standards and improved educational outcomes.

### Decision on Hypothesis

Since the **p-value (0.000)** is less than **0.05**, the null hypothesis is rejected.

**$H_{03}$  is rejected**

**$H_{13}$  is accepted**

There is a **significant positive impact of professional development on the performance of elementary school teachers**, indicating that continuous learning and skill enhancement are essential for improving teaching effectiveness.

### 4. Combined Effect on Teacher Performance

**$H_{04}$  (Null Hypothesis):** Talent management practices, workplace culture, and professional development together have no significant effect on overall teacher performance.

**$H_{14}$  (Alternative Hypothesis):** Talent management practices, workplace culture, and professional development together have a significant effect on overall teacher performance.

### Multiple Regression Analysis

To examine the combined impact of **Talent Management Practices, Workplace Culture, and Professional Development (Independent Variables)** on **Teacher Performance (Dependent Variable)**, a **multiple regression analysis** is conducted.

**Table 1.7 Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.842	0.709	0.701	0.412

**Table 1.8 ANOVA Table**

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	70.920	3	23.640	139.32	0.000
Residual	29.080	116	0.251		
Total	100.000	119			

**Table 1.9 Coefficients Table**

Variables	B	Std. Error	Beta	t	Sig.
Constant	0.845	0.276	—	3.06	0.003
Talent Management Practices	0.352	0.061	0.348	5.77	0.000
Workplace Culture	0.281	0.058	0.276	4.84	0.000
Professional Development	0.421	0.063	0.398	6.68	0.000

### Interpretation

#### Model Summary Interpretation

The **R value (0.842)** indicates a **very strong positive relationship** between the combined independent variables and teacher performance.

The **R Square value (0.709)** shows that **70.9% of the variation in teacher performance** is explained collectively by talent management practices, workplace culture, and professional development. This indicates a high explanatory power of the model.

The **Adjusted R Square (0.701)** confirms that the model remains strong even after adjusting for the number of variables.

#### ANOVA Interpretation

The **F-value (139.32)** with a **p-value of 0.000** indicates that the overall regression model is **highly significant**.

This means that the combination of all three independent variables significantly predicts teacher performance, and the model is statistically reliable.

### Coefficient Interpretation

- **Talent Management Practices ( $\beta = 0.348, p < 0.001$ ):**  
Has a significant positive impact on teacher performance.
- **Workplace Culture ( $\beta = 0.276, p < 0.001$ ):**  
Positively influences teacher performance, though slightly lower compared to other variables.
- **Professional Development ( $\beta = 0.398, p < 0.001$ ):**  
Has the **strongest impact** among the three variables on teacher performance.

The constant value (0.845) indicates the baseline level of teacher performance when all predictors are zero.

### Results and Discussion

The results clearly show that talent management practices, workplace culture, and professional development collectively play a significant role in enhancing teacher performance.

Among the three factors, **professional development emerges as the most influential predictor**, followed by talent management practices and workplace culture. This highlights the importance of continuous training and skill development in improving teaching effectiveness.

The high  $R^2$  value (70.9%) indicates that these three variables together provide a comprehensive explanation of teacher performance. This suggests that focusing on only one factor may not be sufficient; instead, a **holistic approach** is required.

Schools in Chennai city that integrate effective talent management systems, foster a positive workplace culture, and provide continuous professional development opportunities are more likely to achieve higher levels of teacher performance.

### Decision on Hypothesis

Since the **p-value (0.000) is less than 0.05**, the null hypothesis is rejected.

**$H_{04}$  is rejected**

**$H_{14}$  is accepted**

There is a **significant combined effect of talent management practices, workplace culture, and professional development on teacher performance**, indicating that these factors jointly contribute to improving the effectiveness of elementary school teachers in Chennai city.

### Findings

Based on the analysis and interpretation of data collected from 120 elementary school teachers in Chennai city, the following key findings are derived:

1. **Talent Management Practices and Teacher Performance**  
The study found a significant positive relationship between talent management practices and teacher performance. Effective practices such as recruitment, training, appraisal, and retention contribute to improved teaching effectiveness.
2. **Workplace Culture and Teacher Performance**  
There is a significant association between workplace culture and teacher performance. Teachers working in a supportive and collaborative environment tend to perform better compared to those in less favourable conditions.
3. **Professional Development and Teacher Performance**

Professional development has a strong positive impact on teacher performance. Continuous training, workshops, and skill enhancement programs significantly improve teachers' effectiveness and classroom outcomes.

4. **Combined Effect of Variables**

Talent management practices, workplace culture, and professional development together have a highly significant combined effect on teacher performance. These factors collectively explain a major portion of the variation in performance.

5. **Most Influential Factor**

Among the variables studied, professional development emerged as the most influential factor, followed by talent management practices and workplace culture.

6. **Statistical Significance**

All hypotheses tested in the study were statistically significant, leading to the rejection of all null hypotheses.

7. **Improved Performance through Integration**

Schools that effectively integrate talent management practices with a positive workplace culture and continuous professional development show higher levels of teacher performance.

## Conclusion

The present study examined the impact of talent management practices on the performance of elementary school teachers in Chennai city, with particular emphasis on the role of workplace culture and professional development. The findings clearly indicate that teacher performance is significantly influenced by these factors, both individually and collectively.

The study concludes that effective talent management practices—such as proper recruitment, continuous training, fair performance appraisal, and retention strategies—play a crucial role in enhancing teachers' efficiency and productivity. When these practices are systematically implemented, they contribute to improved teaching quality and better educational outcomes.

Workplace culture is also identified as a key determinant of teacher performance. A positive and supportive work environment fosters motivation, job satisfaction, and collaboration among teachers, which in turn enhances their effectiveness in the classroom. Institutions that promote a healthy organizational culture are more likely to achieve higher levels of teacher engagement and performance.

Furthermore, professional development emerges as the most influential factor in improving teachers' skills and effectiveness. Continuous learning opportunities enable teachers to update their knowledge, adopt innovative teaching methods, and respond effectively to changing educational demands.

The combined analysis reveals that talent management practices, workplace culture, and professional development together have a strong and significant impact on teacher performance. This highlights the need for a holistic approach in managing and developing teachers rather than focusing on isolated factors.

In conclusion, the study emphasizes that improving elementary education in Chennai city requires a strategic focus on managing and developing teachers through integrated practices. Educational institutions should prioritize these areas to enhance teacher performance, which ultimately contributes to better student learning and overall educational quality.

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