

Strategic Talent Development, Organizational Commitment, Job Performance, and Retention Intention of Faculty Members in Digital Learning Institutions

Jeanny M. Rivas

<https://orcid.org/0009-0004-9252-9215>

79043216@qq.com

AMA University, Manila, Philippines

Abstract

Digital learning institutions require instructors who can sustain effective teaching while adapting to rapid technological change. This study examined the relationships among strategic talent development, organizational commitment, instructor performance, and retention intention in digital learning institutions. A descriptive-correlational design was used in this study. The survey questionnaires, namely, competency-based training, career pathing and succession planning, digital pedagogy upskilling, performance coaching and mentoring, learning analytics utilization, organizational commitment, instructor performance, and retention intention, were distributed to the respondents. Results showed very high levels of strategic talent development, instructor performance, and retention intention, while organizational commitment ranged from moderate to very high. Strategic talent development was strongly and positively associated with organizational commitment, instructor performance, and retention intention. It is noted that organizational commitment is associated with instructor performance and retention intention. Findings highlight the strategic value of integrated faculty development, data-informed support, career pathways, and the sustainability of the digital education workforce.

Keywords: strategic talent development; organizational commitment; instructor performance; retention intention; digital learning institutions

