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THE IMPACT OF TALENT MANAGEMENT PRACTICES ON EMPLOYEE PERFORMANCE: A STUDY AMONG TEACHERS IN KELANTAN

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Abstract:

Nowadays, teachers are struggling to complete their daily tasks as they did not stop at only teaching the students, but they also involve in managerial activities at schools that requires specific knowledge, skills, and abilities. Furthermore, with the existence of new technology and academic syllabus within the education sector, teachers need to improve their competence to adapt with the technology and diversify their styles and method of teaching to improve the student's result. Hence, this study had been implemented to study the factors of talent management practices that influence the employee performance among the secondary school teachers from public secondary schools in Kelantan. There were 123 teachers from SMK Kuala Krai and SMK Beris Panchor 2 who had participated in this study as the respondents. The method of quantitative research has been employed in this study which involves collecting data using questionnaires and the statistical tools used from SPSS V26.0 is descriptive analysis, inferential analysis, and multiple linear regression. The descriptive findings showed that the level of talent management practices and employee performance is found to be high among the teachers at both schools. Second, there is a positive significant relationship between the talent management practices (strategic leadership, coaching and mentoring, and competency development) with the employee performance. Meanwhile, the multiple regression analysis shows that there's an exist and influence between talent management practices and employee performance among the secondary school teachers, while the most dominant variables in the relationship between talent management practices and employee performance are coaching and mentoring. The study findings will be used as recommendation to the board of management and teachers within the secondary schools need to be aware about these three factors that had been

discussed in this study to prepare themselves for improving and sustaining the teacher's performance through a suitable training program.

Keywords:

Coaching and Mentoring, Competency Development, Employee Performance, SPSS, Strategic Leadership, Talent Management Practices

Introduction

In the contemporary era of global competition, talent management practices are considered as the critical aspect for the organizations to have a competitive advantage in resourcing the necessary talent in the latest labor market, to achieve high levels of performance through their human capital (Aina & Atan, 2020). Hence, strategies to manage talent have garnered more attention due to their ability in constructing and preserving a competitive advantage for the organizations on top of their competitors (Alqershi et al., 2022; Kahl et al., 2022). This is due to the exceptional skill and abilities of the talented employees that help to propel their organization ahead. The main issues of the study are due to the heavy workload and burnout among the teachers. Nasbah (2023) argued that teachers nowadays are facing more workload and stress in their teaching profession. According to Van Droogenbroeck et al. (2021), workload are the primary factors that lead to burnout among the teachers. Consistent with Yuliani et al. (2022), where it is discovered that workload has a positive influence on employee performance among the teachers. Therefore, the research setting is in two government schools namely Sekolah Menengah Kebangsaan Beris Panchor 2 and Sekolah Menengah Kebangsaan Kuala Krai to study on this issue. SMK Beris Panchor 2 is a government school that is in Bachok, Kelantan. The number of teachers is around 57 teachers, and it is under the management of Bachok district education office. Meanwhile, SMK Kuala Krai is a government school that is in Kuala Krai, Kelantan. The number of teachers is around 110 teachers, and it is under the management of Kuala Krai district education office.

Problem Statement

Employee performance plays an important role in the achievement of the organization. However, according to Awang (2023), teachers are currently burdened with tasks that are not relevant to their core duties such as clerical work and even change of policies. Subsequently, this has already led to more teachers opting for early retirement almost every year in recent years due to excessive workload (Saad, 2023). Additionally, according to Dom (2023), among the reasons that causing the teachers workload to increased is due to teachers who are less efficient in using information technology. Essentially, when the teachers have more workload and required information technology competencies to deliver their daily duties, it will affect their performance outcomes due to inability to cope with these stressful circumstances. In relation to Collie & Mansfield (2022), it is argued that teacher's stress that comes from workload and expectations will influence on the employee's outcomes. Heavy workload will cause work intensification among the teachers to influence their capabilities in managing their responsibilities (Thompson et al., 2023). This is due to the impact from COVID-19 which transforms the education sector which required the teachers to adapt with the new technologies into their daily practices (Thompson & Creagh, 2024). On top of that Harun et al. (2019) argued that the educators in Malaysia nowadays should be more responsive and flexible toward changes as it affects Malaysia's global education system. In this sense, teachers should be more engaged in professional development to improve their knowledge, skills, and competencies to

deliver better performance outcomes (Padillo et al., 2021). Aside from that, there is lack of academic research on talent management practices to explain about the talent management and the main practices that should involve talent management in the field of education (Behera & Behera, 2024). In fact, talent management practices are important as they directly affect the employee performance as well as the success of an organization (Bayona et al., 2020). Based on the situation, the present study assumes that talent management practices are important to the teacher's performance. Therefore, this topic is critical for determining the causes of poor teacher performance and developing suitable strategies to improve teacher performance.

Research Objectives

This study was carried out to study the impact of talent management practices on the employee performance among the secondary school teachers. The main objectives of this study are:

1. To identify the level of talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.
2. To determine the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance.
3. To determine the dominant independent variables in the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.

Research Questions

There are several research questions that have been formed to achieve the objectives of the research, namely:

1. What identify the level of talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan?
2. What determines the relationship between the talent management practices (strategic leadership, coaching and mentoring, competency development) and the employee performance?
3. What determines the dominant (IV) relationship talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan?

Literature Review

In literature review, talent management practices that consists of strategic leadership, coaching and mentoring, and competency development and their relative impact on the employee performance will be discussed.

Definition of Talent Management Practices

According to Hughes & Rog (2008) talent management practices is an integrated and systematic strategy for human resource management that utilizes technology for the enhancement of personnel hiring, retention and participation. In this study, talent management practices that included and considered to be influencing the employee performance are strategic leadership, coaching and mentoring, and competency development.

Talent Management Practices

Employees within the organization who are the talented are defined by several characteristics such as abilities, knowledge, experience, competences as well as the capability to master on skills and advance within the organization (Thunnissen & Buttiens, 2017). It is important for the employees to possess all these elements to attain their desirable performances within their job context. As talent management practices are described as the advancement of human resources within the organization to acquire competitiveness, it is now a prime goal for the organization to manage their talent efficiently as well as effectively (Bibi, 2018). Considering that talent management is a well-known tool to develop or enhance the employee performance as a competitive advantage to the organization, it is essential that talent management practices in the organization to align with the talent needs (Sparrow, 2019). Aside from being a critical component of improving and retaining talent, talent management practices are also important in ensuring that employees remain dedicated to the firm by ensure that they are motivated and increase their competencies (Naim & Lenka, 2017). Additionally, talent management practices also contribute to the development of managers and leaders within the organization in terms of values, culture, and the formation of leadership channels. According to Younas & Waseem (2020), talent management practices consist of mentoring, strategic leadership as well as competency development are the tools that are being used in talent management practices. On top of that, Haromszeki (2022) also added that competency development and leadership are important for better talent management practices in the context of environmental change dynamics. In relation to Bibi (2018), it is also suggested that coaching and mentoring are important for learning and development among talents in talent management practices.

Definition of Strategic Leadership

According to Samimi et al. (2020), in their studies strategic leadership are defined as the role executed by those who are the top-level management of an organization which are meant to have strategic repercussions for the company. For instance, top-level management in an organization are such as general managers, directors, CEO, etc.

Strategic Leadership

Strategic leadership was found to be one of the significant variables that determine the level of employee performance. Studies conducted by Abu & Arar (2020), Alvi et al. (2021), and Angriani et al. 2020, show that strategic leadership has important relationships and significant to employee performance. Leadership is a phenomenon, or a declared course of action designed to influence people to have an interpretation of how to accomplish tasks and a common vision of how to achieve their organization's goals (Angriani et al. 2020; Alvi et al., 2021). Additionally, leadership is a process in which individuals referred to as the potential and capability to cause impact to their workforce in reaching a common goal within the organization (Khan & Qureshi, 2021). Hence, it is concluded that strategic leadership is essential and has a significant impact on employee performance (Abu & Arar (2020). Besides that, strategic leadership is important when it comes to decision making and strategic management within an organization. This is due to the role that strategic leaders hold in enhancing staff performance as someone that is capable and eager to lead the organization rather than relying on others (Harris & Jones, 2020). Therefore, a meaningful strategic leadership that support the leaders of an organization to possess decision making in the strategic level as well as having the capability to influence the employees in terms of their creativity and aligned their tasks with the organization goals and objectives.

Definition of Coaching and Mentoring

Coaching is defined as a professional relationship that enables individuals to achieve amazing accomplishments in their life where they will have a deeper understanding of how to improve the standard of their life through coaching (Greif et al., 2022). Meanwhile, according to Marjonet et al. (2020), in their studies had stated that mentoring is also described as a method where employees or individuals that are more experienced in the organizations act as advisers, mentors, tutors or even coaches to address on the individuals that did not possess experienced in a specific field.

Coaching and Mentoring

Coaching and mentoring were the second significant practice within talent management that are directly related to employee performance. A study conducted by Shafee et al. (2019) and Nuryanti et al. (2019) emphasized that in the process of improving the teacher's practices and performance, it is crucial that various training program that their nature is coaching needs to be conducted as well as improve on the knowledge sharing from the training. It is further found that through coaching and mentoring, employee will have better performance due to its capacity to enhance the training effectiveness (Nama et al., 2022). Furthermore, when it comes to mentoring, there are three main functions within mentoring that play an important role in steering employee performance which are exposure, counselling, and role modelling (Oladimeji & Sowemimo, 2020). It is found that the function within mentoring is capable of influence the employee performance and it is then suggested that counselling should also be included together in developing a desirable behavior among employees to achieve the level of performance that the organization anticipate (Oladimeji & Sowemimo, 2020). Next, the capability of mentoring skills can influence the mentoring program activities which imply a stronger psychological aid and career progress for individuals resulting in a higher overall productivity (Chatterjee et al., 2021). It is found that mentoring can influence the total job performance, task performance, as well as situational performance among the employees as the factor of job performance (Chatterjee et al., 2021). Hence, it is seen that coaching and mentoring is an effective combination of talent management practices in structuring the training and development program for the employees due to its capabilities and competence in upskilling employees. We therefore predict that coaching and mentoring has a positive significant relationship with employee performance.

Definition of Competency Development

According to Dixit & Sinha (2022), competency development is defined as the goal to achieve desirable behavior at the workplace and excellence work performance through the culmination of work attitude, skills and expertise, and knowledge.

Competency Development

Competency development is the third suggested talent management practices. Competency development is known to be influencing the employees confident in doing their job by participating in developmental activities, handle their professions throughout limits, as well as having understood on the necessary knowledge to carry out their duties in an appropriate manner (Hasib et al., 2020). A study conducted by Martini et al. (2018), found that employee competency shows the most impact to the employee performance as compared to other variables in the study within the 3 dimensions of skills, knowledge, and attitude. This statement is supported by Amir (2022), the more effectively and efficiently competency development is implemented through administrative management, the greater the influence on increasing staff

performance. He further concluded that improvement in terms of quality, quantity, efficiency, and effectiveness of output from the employee performance can be achieved if organizational functions such as planning, organizing, implementing, and supervising is conducted in a proper manner. Nevertheless, competency development is also able to respond towards each problem that arises based on the talent and interest in motivating other employees as the most significant resources in attaining organizational goals are human capital Harits (2022). Therefore, the attempts to encourage development of competence have caught the attention and consideration of many administrators, resulting in competence becoming an essential study in the implementation of administrative management and performance enhancement as it is important to always keep the employee's performance high Amir (2022). From the above literature, within this study, we hypothesize that competency development has a positive and significant relationship with employee performance.

Employee Performance

According to Dakhoul, (2018), employee performance is defined as the outcome which also includes the implications of strategies and techniques utilized by the employees depending on their abilities, knowledge, skills, and competencies. The excellency of the organization to manage their current existing resources will primarily determine the organization achievement (Amalia et al., 2022). Hence, the approach taken by the employers at the workplace will reflect the result of the employee performance (Nasution & Priangkatarata, 2022). According to Sudirman & Nor (2018), the execution of plan of action is dependent on the talents and capacities of educators who are still working in the organization, and the individual as well as school performance need to be maximized by the school administrators. The evidence of talent management has impact on employee performance is supported by studies which are earlier reaching at a positive relationship between talent management practices and employee performance (Angriani et al. 2020; Chatterjee et al., 2021; Hasib et al., 2020). As the impact of talent management on employee performance was already shown in these earlier studies, this study aims to identify and measure on the strength of the impact of the essential component within talent management practices recognized in this study on employee performance.

Human Capital Theory

The human capital theory is a theory that was formulated in 1960s by Gary Becker and Theodore Schultz who are the economists. According Lissitsa & Chachashvili-Bolotin (2019), the employee's capabilities, knowledge, skills, and other competencies are highlighted in human capital theory, and the concerns that was related to the human capital which is very crucial consists of attracting, nurturing, and retaining human capital in the organizations to develop talented employees by implementing various strategies in the effort of managing the talent within the organization. The theory suggests that an individual's human capital, which consists of skills, credentials, and expertise, is likely to improve the productivity-competency development as well as the profit. Human capital is more crucial for the organizations when the organizations are concentrated on the employment, schooling, and training of the employees which steer to the rise of demand for competent individuals to be one-step ahead of other competitors by gaining competitive advantage (Bibi, 2018). Therefore, coaching and mentoring as well as competency development are the important independent variables that needs to be mentioned here as coaching and mentoring and competency development is due to the effort of improving employee performance through their knowledge, skills, and competencies (Lissitsa & Chachashvili-Bolotin, 2019).

Hence, from the viewpoint of human capital theory, the capacity for production is able to be improved through better education and skills training that are being provided to employees. When organizations viewed human capital as a crucial factor in order to complete daily task-related duties within the organizations, productivity are able to be enhanced which led to better organizational performance (Paleri, 2018). As a result, the idea of human capital theory has become an aspect that is very important to be learned and understood in order to comprehend the human capital in the aspect of their behavior. Human capital performance and prospective persons' existence in organizations are viewed as critical components in dealing with demographic trends and globalization in order to increase performance and produce value by recognizing organizational outstanding personnel (McCracken et al., 2017).

Hypothesis Development

The hypothesis draws from the previous study are presented in Table 1 as below:

Table 1: The Relationship Between Talent Management Practices and Employee Performance

Authors	Results/Findings	Hypothesis Development
Abu & Arar (2020), Alvi et al. (2021), and Angriani et al. 2020	Strategic leadership has important relationships and significant to employee performance.	H1: There is a positive significant relationship between strategic leadership and employee performance.
Nama et al. (2022), Oladimeji & Sowemimo (2020), Chatterjee et al. (2021)	Coaching and mentoring have important relationships and significant to employee performance.	H2: There is a positive significant relationship between coaching and mentoring and employee performance.
Hasib et al. (2020), Amir (2022), Harits (2022)	Competency development has important relationships and significant to employee performance.	H3: There is a positive significant relationship between competency development and employee performance.

Source: Created by the authors from the literature review

Conceptual Framework

Taking the perspectives from the previous study in literature review, a total of 3 talent management practices were identified which are then tested empirically and found to be significant in determining the employee performance. The talent management practices included are presented in **Figure 1** as a conceptual framework.

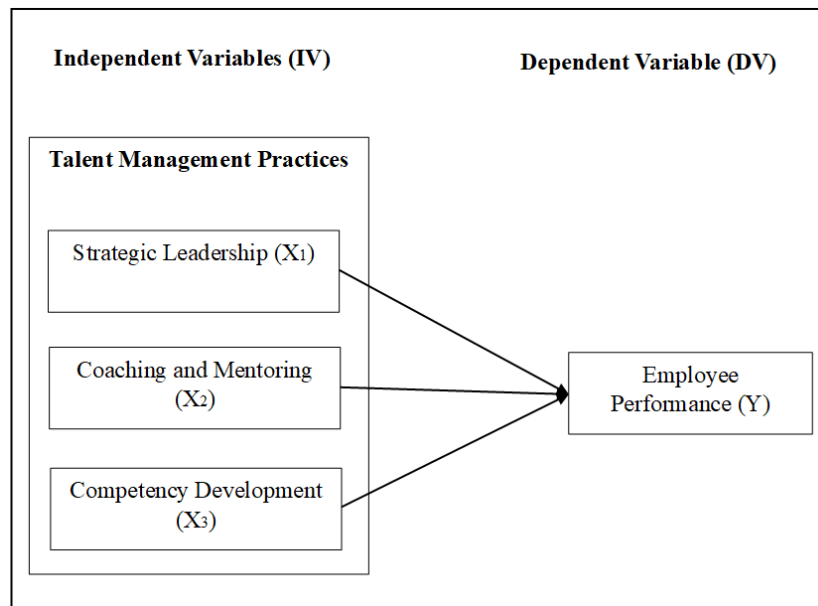


Figure 1: Theoretical Framework

Research Methodology

Population and Sampling

This study employs a quantitative research methodology where a cross sectional research design was adopted with the goal of as a reflection of a population selected at a point through measuring the behaviours of the respondents such as their habits, beliefs, as well as perceptions. The study's population are national secondary school teachers that have been teaching in SMK Beris Panchor 2 and SMK Kuala Krai with the population of 57 and 110 respectively which comes to a total of 167 teachers. The sample size of this study is determined using the Krejcie and Morgan (1970) sampling table which sampling size can be computed simply by determining the entire specific population. According to Krejcie & Morgan (1970), the sample size of the respondents in this study will be about 117. Therefore, simple random sampling approach had been utilized in this study to randomly select individuals from the study's population to be included in this study. The decision to employ simple random sampling methods is consistent with suggestions that due to its capabilities to reduce selection bias and enhance the study's findings validity (López, 2023).

Instrument Development and Validation

In this study, a survey questionnaire forms were designed by adapting from the previous study to investigate the relationship between independent variables of this study which is strategic leadership, coaching and mentoring, and competency development with the dependent variable which is employee performance. All the items within the questionnaire are through the process of adaptation to fit the purpose of this study (Sousa et al., 2017). This is because the questionnaires that are being distributed to the respondents can collect data to test the validity of the research hypotheses in this study. Besides that, the data acquired from the respondents through the questionnaires is uncomplicated to be interpreted and assessed. Furthermore, the researchers have performed back-to-back translations to translate the original English instruments to Malay language for teachers better understanding of the questionnaire items.

There are a total of 5 different sections within this questionnaire which are sections: A (Demographic Profile), B (Y), C (X1), D (X2), and E (X3). This form contains 40 questions with dependent variable and independent variable. While on the other hand, it contains six demographic questions in Section A. The selected respondents are being provided with questionnaire form that are being constructed in bilingual language that consist of English and Malay language and it is strictly classified. Every question that is being constructed and provided in the questionnaire is presented in the form of close-ended. This method is being employed due to the reason of timesaving, inexpensive cost control, as well as effortless data entry. The questionnaire must be completed in a transparent and honest manner by the respondents. This is critical for obtaining reliable data for study. The Cronbach's alpha are the tools that are being utilized within this study in assessing the reliability of the instrument used within this study and matching it to the guidelines in **Table 2**. The questionnaires that are being constructed for this study consist of 40 questions and separated into 5 different sections as indicated in **Table 3** below.

The participants in this study were asked to score each item on a five-point Likert scale, ranging from strongly agree to strongly disagree, considering the numerous statements that measured the variables. Furthermore, the instruments constructed in this study are then validated through a pilot study where a total of 30 respondents obtained to form the pilot data. This is essential to ensure the instruments reliability and validity. **Table 4** shows statistically significant reliability for the numerous characteristics measured by the instrument in questionnaire.

Table 2: Cronbach's Alpha Table

Cronbach's Alpha	Reliability
<0.6	Weak
0.6 - 0.7	Medium
0.7 – 0.8	Good
0.8 – 0.9	Very good
> 0.9	Best

(Source: Kotrlík & William, 2003 adapted by Haslinda, 2019)

Table 3: Total Questions by Section

Section	Question	Total Items	Cronbach alpha's value	Source
Section A	Demography	6	-	-
Section B	Employee performance (Y)	10	0.891	Ishak & Rusman (2018) and Amin, et al. (2019)
Section C	Strategic leadership (X1)	8	0.866	Duursema (2013) and Younas & Waseem (2020)
Section D	Coaching and mentoring (X2)	8	0.893	Dreher & Ash (1990) and Taruru et al. (2015)
Section E	Competency development (X3)	8	0.865	De Vos et al. (2011)

Table 4: Reliability Statistics (Pilot Study)

No.	Variables	Cronbach's Alpha
1.	Employee Performance	0.881
2.	Strategic Leadership	0.972
3.	Coaching and Mentoring	0.936
4.	Competency Development	0.943
5.	Overall Reliability	0.974

(Source: Kotrlík & William, 2003 adapted by Haslinda, 2019)

Research Flowchart

The researchers begin the study by addressing research framework according to the issues and problems lies within the study which leads to hypothesis development. Then, a research design is addressed to determine the population, sample size, and selection of sampling technique in the present study. Afterwards, instrument is developed according to the adaptation from previous study questionnaire items. In the process of ensuring the instruments reliability, pilot study is then performed as mentioned above before the real study data collection is being conducted followed by data analysis. Below presents the research flowchart in **Figure 2** to show the flow of research process.

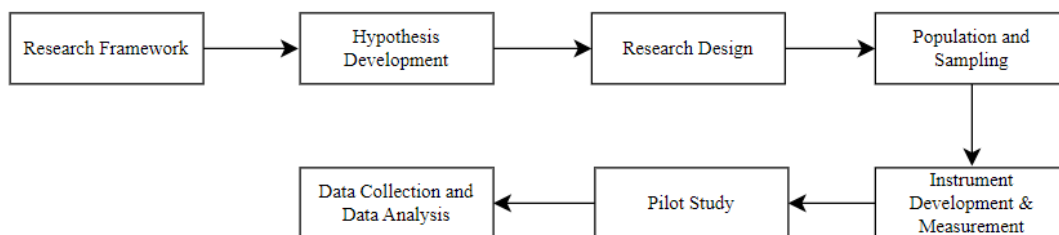


Figure 2: Research Flowchart

Technique of Analysis

The researcher had utilized a few statistical approaches in this study to identify the proposed research hypotheses by examining whether the variables are relevant, as well as to find out whether this study differs from the two or more groups. The statistical tools that are being utilized to perform data analysis are presented as below in **Table 5**.

Table 5: The Statistical Tools Table

No.	Research Objective	Statistical tools
i.	To identify the level of talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.	Descriptive analysis
ii.	To determine the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance.	Pearson product-moment correlation coefficients (r)

- iii. To determine the dominant independent variables in the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.

Multiple linear
regression

Results and Findings

Descriptive Findings of Demographic Profile

The study was carried out by randomly selecting respondents from a population of 167 respondents and the sample size that is required in this study according to Krejcie & Morgan (1970) is 117. Nonetheless, a total of 123 respondents have been successfully collected and the results obtained are analyzed for the study's findings. The percentage and frequency of the elements of the respondents' demographic profile is depicted at **Table 6**.

Respondent's Demographic Profile

Table 6: Respondent's Demographic Profile			
	Characteristics	Frequencies	Percentage
School	SMK Beris Panchor 2	51	41.5
	SMK Kuala Krai	72	58.5
	Total	123	100.0
Gender	Male	39	31.7
	Female	84	68.3
	Total	123	100.0
Age	21 – 30 years old	2	1.6
	31 – 40 years old	28	22.8
	41 – 50 years old	52	42.3
	51 – 60 years old	41	33.3
	Total	123	100.0
Level of Education	Diploma	2	1.6
	Bachelor's Degree	113	91.9
	Master's Degree	8	6.5
	Other's	0	0.0
	Total	123	100.0
Grade	Less than DG41	5	4.1
	DG41	5	4.1

DG44	38	30.9
DG48	46	37.4
DG52	14	11.4
DG54	15	12.2
Total	123	100.0

Duration of Service

1-7 Years	5	4.1
8-14 Years	27	22.0
15-21 Years	33	26.8
22-28 Years	53	43.1
29-35 Years	5	4.1
Total	123	100.0

School

In this study, teachers from both schools had already answered the questions within the questionnaire to study the impact of talent management practices (strategic leadership, coaching and mentoring, and competency development) on employee performance. According to **Table 6**, the percentage of respondents from SMK Beris Panchor 2 were 41.5% (N=51), while 58.5% (N=72) were respondents from SMK Kuala Krai. Therefore, according to the above information, most of the respondents were teachers from SMK Kuala Krai with the majority of 58.5% (N=71). According to the data supplied, the difference in percentage of respondents between the two schools is 17%.

Gender

Table 6 above depicts the gender distribution of respondents. The respondents by male teachers in this study were 31.7% (N=39), while female teachers 68.3% (N=84). Therefore, according to the above information, majority of the respondents were female teachers with the majority of 68.3% (N=84). According to the data supplied, there is a big difference in percentage of respondents between the gender groups and the difference is 36.6%.

Age

Table 6 above depicts the age distribution of respondents. The range of age of the respondents in this study was 21 to 60 years old. According to study's findings, it indicated that the percentage of respondents age between 21 to 30 years old were 1.6% (N=2), while 22.8% (N=28) were respondents age between 31 to 40 years old. The percentage of respondents aged between 41 to 50 were 42.3% (N=52), while on the other hand, 33.3% (N=41) were the respondents aged between 51 to 60. Hence, according to the above information, most of the age of respondents who answered the questionnaire were between the age of 41 to 50, while the age with the lowest percentage is respondents from the age of 21 to 30 years old.

Level of Education

Table 6 above depicts the level of education distribution of the respondents. According to the study's findings, it indicated that the percentage of respondents with the highest level of education is a bachelor's degree which are 91.9% (N=113). The percentage of respondents with diplomas was the lowest which is 1.6% (N=2), while on the other hand, 6.5% (N=8) were the respondents with master's degree. Hence, according to the above information, most of the level of education of the respondents was bachelor's degree, while the lowest percentage of level of education is respondents that possess diploma.

Grade

Table 6 above depicts the distribution of respondents based on the grade of a teacher's position when they are in the service. According to the study's findings, grade DG 48 has the largest percentage of respondents which is 37.4% (N=46). This is followed by the second highest percentage of respondents which hold a DG 44 grade is 30.9% (N=38). Next, the percentage of respondents holding a grade DG 54 is 12.2% (N=15), while respondents holding a grade DG52 was represented by 11.4% (N=14). The lowest percentage of grade of respondents were both DG 41 and less than DG 41 which is 4.1% (N=5) respectively. Hence, according to the above information, most of the teachers who answered the questionnaire were teachers with the grade of DG 48, while teachers with DG 41 and less than DG 41 represent the lowest majority.

Descriptive Analysis of Variables**Table 7: Selected Descriptive Statistics for Level of Y, X1, X2, and X3 of Research**

Selected Descriptive Statistics	Variables			
	(Y)	(X1)	(X2)	(X3)
Mean	4.33	4.29	4.20	4.12
Median	4.30	4.13	4.13	4.00
Standard Deviation	0.38	0.55	0.49	0.49
Minimum	3.30	3.00	2.75	3.00
Maximum	5.00	5.00	5.00	5.00
Range	1.70	2.00	2.25	2.00
Interquartile Range (IQR)	0.60	0.88	0.75	0.50
Skewness	-0.15	-0.28	-0.18	0.049
Percentiles				
25th	4.00	4.00	3.88	3.88
50th	4.30	4.13	4.13	4.00
75th	4.60	4.88	4.63	4.38
90th	4.86	5.00	4.88	4.88
Level				
Strongly Disagree	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Neutral	4 (3.3)	11 (8.9)	15 (12.2)	20 (16.3)
Strongly Agree	119 (96.7)	112 (91.1)	108 (87.8)	103 (83.7)
Total	123 (100.0)	123 (100.0)	123 (100.0)	123 (100.0)

Note:

- Y = Employee Performance
 X1 = Strategic Leadership
 X2 = Coaching and Mentoring
 X3 = Competency Development

According to **Table 7**, the rating of the mean of employee performance of the teachers was 4.33. This generally implies that the level of employee performance is high. Next, the rating of the mean of strategic leadership was 4.29. This generally implies that the level of strategic leadership is high. Besides that, the rating of the means of coaching and mentoring was 4.20.

This generally implies that the level of coaching and mentoring is high. Finally, the rating of the means of competency development was 4.12. This generally implies that the level of competency development is high. Therefore, the level of talent management practices (strategic leadership, coaching and mentoring, and competency development) is high. Additionally, the value of skewness of these variables obtained in this study all indicated as completely normal. Below in **Figure 3** presents the mean level for each variable.

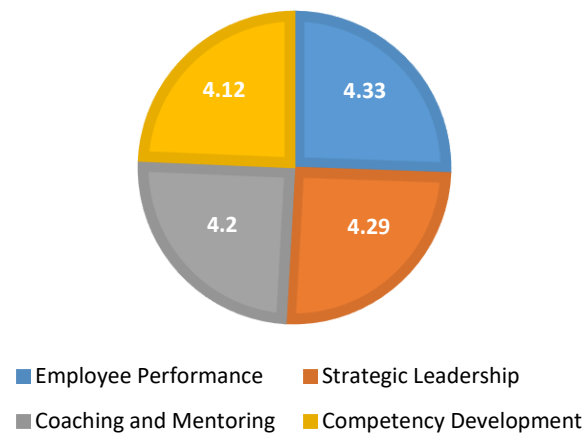


Figure 3: Mean Level

Relationship between Strategic Leadership (X1), Coaching and Mentoring (X2), Competency Development (X3) and Employee Performance (Y)

Table 8: Zero-Order Correlations between Strategic Leadership, Coaching and Mentoring, Competency Development, and the Employee Performance				Y	X1	X2	X3
Y	Employee Performance	Pearson Correlation		1	.613**	.633**	.589**
		Sig. (2-tailed)			.000	.000	.000
		N		123	123	123	123
X1	Strategic Leadership	Pearson Correlation		.613**	1	.828**	.708**
		Sig. (2-tailed)		.000		.000	.000
		N		123	123	123	123
X2	Coaching and Mentoring	Pearson Correlation		.633**	.828**	1	.782**
		Sig. (2-tailed)		.000	.000		.000
		N		123	123	123	123
X3	Competency Development	Pearson Correlation		.589**	.708**	.782**	1
		Sig. (2-tailed)		.000	.000	.000	
		N		123	123	123	123

** Correlation is significant at the 0.01 level; adjusted alpha (α adjusted) =0.05

The Relationship between Coaching and Mentoring and Employee Performance

Table 8 shows that variables with the best linear relationship was between coaching and mentoring and employee performance ($r = 0.633$, $p = .000$, alpha modified = 0.05). The moderate positive correlation value of 0.633 indicates that as the coaching and mentoring score rises, so does the employee performance rating. This finding clearly supports the research hypothesis, H2, that there is a positive significant relationship between coaching and mentoring and employee performance.

H2: There is a positive significant relationship between coaching and mentoring (X2) and the employee performance (Y).

The Relationship between Strategic Leadership and Employee Performance

As depicted in **Table 8**, the second strongest linear relationship was found between strategic leadership and employee performance ($r = 0.613$, $p = .000$, alpha modified = 0.05). The moderate positive correlation value of 0.613 indicates that as the strategic leadership score rises, so does the employee performance rating. This finding clearly supports the research hypothesis, H1, that there is a positive significant relationship between strategic leadership and employee performance.

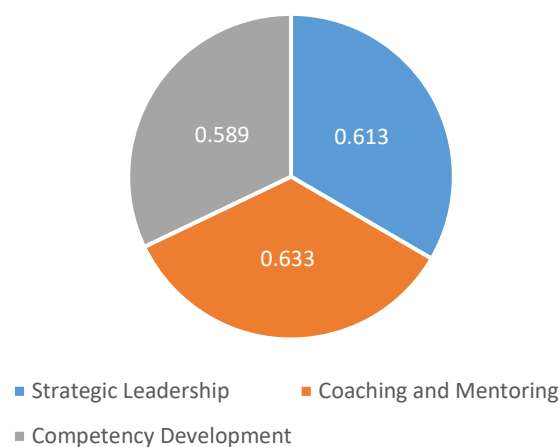
H1: There is a positive significant relationship between strategic leadership (X1) and employee performance (Y).

The Relationship between Competency Development and Employee Performance

As depicted in **Table 8**, competency development also showed moderate positive linear relationship on employee performance ($r = 0.589$, $p = .000$, alpha modified = 0.05). The moderate positive correlation value of 0.589 indicates that as the competency development score rises, so does the employee performance rating. This finding clearly supports the research hypothesis, H3, that there is a positive significant relationship between competency development and employee performance.

H3: There is a positive significant relationship between competency development (X3) and employee performance (Y).

Below in **Figure 4** portrayed the Pearson Correlation of the relationship between strategic leadership, coaching and mentoring, and competency development.



****** Correlation is significant at the 0.01 level; adjusted alpha (α adjusted) = 0.05

Figure 4: Pearson Correlation

Extent of Strategic Leadership, Coaching and Mentoring and Competency Development Explaining the Variation/ Variance of the Employee Performance

In the process to describe the variation of employee performance (Y), the three-predictor/factor multiple linear regression model had been proposed. Besides that, the multiple linear regression is conducted due to the purpose of the third research objective of this study which is to determine the dominant independent variables in the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan. The three factors' variables proposed were Strategic Leadership, Coaching and Mentoring, and Competency Development. Therefore, the equation for the suggested multiple linear regression model is as follows:

$$Y (\text{Employee Performance}) = b_0 + b_1(X_1) + b_2(X_2) + b_3(X_3) + e$$

Where:

Y = Employee Performance

b₀ = Constant (Intercept)

b₁₋₃ = Estimates (Regression coefficients)

X₁ = Strategic Leadership

X₂ = Coaching and Mentoring

X₃ = Competency Development

e = Error

The degree to which the suggested model represents the variation in the teacher's employee performance satisfaction was evaluated using the Enter regression method. Based on the entry process findings, the three component factors model was crucial in explaining variation of employee performance among the teachers (Y) $F(3, 123) = 31.362, p = .000$. All three factor variables (X₁) strategic leadership ($t = 1.970, p = 0.051$), coaching and mentoring ($t = 1.937, p = 0.055$), and competency development ($t = 1.822, p = 0.071$) were significant in explaining the variation of Y, as shown in the coefficients Table (employee performance). This suggests that the study results only partially justified the three talent management practices model predictor/factor employee performance. As shown in **Table 9** coefficients, the unstandardized coefficient estimates (B) of the regression coefficients for b₀ were 2.066, b₁ was .169, b₂ was .210, and b₃ was .160. As a result, the approximate model is as follows:

Table 9: Estimates of Coefficients of the Three-Factor Multiple Linear Regression Model to Explain the Employee Performance (Y)

Employee Performance (Y)	B (Unstandardized Coefficients)	Std. Error	Beta (Standardized Coefficients)	t	p-value
Constant	2.066	.238	0.00	8.684	.000
Strategic Leadership	.169	.086	.244	1.970	.051
Coaching and Mentoring	.210	.109	.272	1.937	.055
Competency Development	.160	.088	.203	1.822	.071

Notes: R = 0.664, R² = 0.442, Adj. R² = 0.427, F (3, 123) = 31.362, P = 0.000

As portrayed in **Table 9**, the unstandardized coefficient estimates (B) of the regression coefficients for b0 were 2.066, b1 was .169, b2 was .210, and b3 was .160. As a result, the approximate model is as follows:

$$Y (\text{Employee Performance}) = (2.066) + 0.169(X1) + 0.210(X2) + 0.160(X3) + e$$

The R-squared value of 0.442 obtained indicates that the three predictor variables explain approximately 44.2% of the variance/variation in employee performance (Y). When this R2 number ($R^2 = 0.442$) is compared, the coefficient of determination of 0.442 achieved is regarded modest.

As shown in **Table 9**, the greatest beta coefficient achieved was 0.272 for coaching and mentoring (X2), resulting in the t-statistic of 1.937. This implies that, while the variation provided by the other predictor variables in the model was taken into consideration, this variable makes the most significant distinctive contribution to comprehension of the dependent variable employee performance. It means that a single standard deviation rise in coaching and mentoring is followed by a 0.272 standard deviation rise in employee performance. Strategic leadership's Beta score (X1) was the second highest for strategic leadership (0.244). This research demonstrates that a one standard deviation increase in strategic leadership is followed by a 0.244 standard deviation rise in employee performance. The competency development's Beta Value (X3) was the lowest (0.203), indicating that it contributed the least. This suggests that a one standard deviation improvement in competency development is followed by a 0.203 standard deviation increase in employee performance. **Figure 5** is an example of multiple linear regression, beta (standardized coefficient).

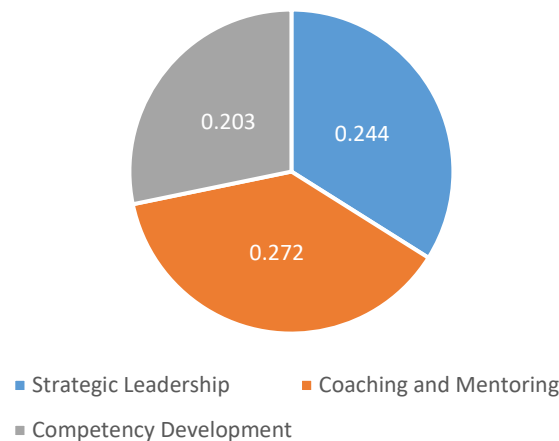


Figure 5: Multiple Linear Regression, Beta (Standardized Coefficients)

Conclusion

The discussion on the result findings had taken place, and the results were reported in **Table 10** below.

Table 10: Summary of Statistical Analysis Research Objectives			
No	Objectives	Hypothesis	Results
1.	To identify the level of talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.		The variables indicate as high levels.
2.	To determine the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance.	<p>H1: There is positive significant relationship between strategic leadership and the employee performance.</p> <p>H2: There is positive significant relationship between coaching and mentoring and the employee performance.</p> <p>H3: There is positive significant relationship between competency development and the employee performance.</p>	<p>H1: Supported</p> <p>H2: Supported</p> <p>H3: Supported</p>

3. To determine the dominant independent variables in the relationship between talent management practices (strategic leadership, coaching and mentoring, competency development) and employee performance among secondary school teachers in Bachok and Kuala Krai, Kelantan.

All the independent variables contributed to explaining the variance of employee performance. Coaching and Mentoring is found to be the most dominant independent variables

In conclusion, the research objectives of the study are achieved as all the proposed hypotheses had been accepted as portrayed in **Table 10**. The study reveals that each characteristic, particularly coaching and mentoring which is ranked the highest, has a positive significant relationship with employee performance. This finding was reinforced by the previous study, Bibi (2018), which had demonstrated that coaching and mentoring had a positive and significant impact on employee performance. The findings confirmed the theory, H2, where there is a positive significant relationship between coaching and mentoring and employee performance. Furthermore, the findings also being supported by Oladimeji et al. (2020) and Chatterjee et al. (2021), that the relationship between coaching and mentoring with employee performance is very essential and affected the overall job performance among the teachers. This demonstrates the importance of coaching and mentoring in influencing the employee's performance once they have completed their training at the workplace. This result also shows that coaching and mentoring are the most important factors in talent management practices among the employees within the organization. This is because it has been proven that to enhance employee performance, coaching and mentoring are considered vital gear.

While on the other hand, the first independent variable, which is strategic leadership, is ranked second and had shown a positive and significant relationship with the employee performance. This research finding has been supported by Alvi et al. (2021), which confirmed the hypothesis, H1, that there is a positive and significant relationship between strategic leadership and employee performance. Furthermore, this study discovered that the third independent variable, which is competency development, ranked the lowest as it did not have a very high probability of impacting the employee performance.

Research Limitations

There are a few limitations in this study. First is the study only focused at the 2 schools from 2 different districts in Kelantan which is primarily SMK Beris Panchor 2 and SMK Kuala Krai. Secondly, this study focused on a few dimensions of talent management practices, specifically strategic leadership, coaching and mentoring, and competency development in examining their impact on employee performance among the teachers. Thirdly, this study is restricted only to the staff who are teachers in the school and did not involve clerks and other positions that are not related to teaching.

Research Implications

Theoretical Implications

The implications in terms of theoretical can be seen from the findings of this investigation which it demonstrated the strength of relationship between talent management practices which is strategic leadership, coaching and mentoring, and competency development with the employee performance. In summary, the outcomes of this study indicated that strategic leadership, coaching and mentoring, as well as competency development was significant in explaining the variation in employee performance. This study also had contributed further evidence to the findings in the previous study and the previous related theories which is Human Capital Theory.

Practical Implications

In terms of practical contributions, the findings from this study has emphasized that the board of management within the schools which consist of the principal, senior assistant principal, senior assistant curriculum, senior teacher, and more should be provided with the suitable training program and other initiatives that might boost their strategic leadership capabilities so that they are able to show their leadership capabilities in managing the teachers which could help to enhance the employee performance. Secondly, the organizations should play an essential role in providing training for the teachers through coaching and mentoring to develop the individuals.

Social Implications

The focus on offering teachers and school administration support and training has wider social ramifications for the educational system and society at large. Educational institutions enhance the general quality of education and the outcomes of their students by making investments in the professional development of teachers and school administrators. Moreover, by improving teacher performance and good school leadership can produce a better learning environment for the students, so contributing to social growth and advancement.

Recommendations for Future Study

There are other opportunities to conduct possible talent management related research in the future. The scope of the study field must be increased to overcome the conceptual and analytical constraints. Besides that, more respondents are also required to overcome the data gathering limitation. This review allows for further discussion of the study area and the following suggestions are made:

- i. With a view to obtaining a more comprehensive overview of the study, it is recommended that different types of school and respondents can be included in the future studies. Additionally, Kelantan's elementary schools (SK), the National School of Chinese (SJK), Islamic secondary religious institutions (SMKA), Boarding school (SBP), and MARA junior science college (MRSM) can be included in the research. The results of this study, however, cannot be generalized to all Malaysian schools because each one is distinct and situated in a certain environment.
- ii. Additionally, this study's respondents were primarily secondary school teachers. Therefore, for future studies, the researchers are recommended for employing a variety of samples in future studies, including those from the public, private, or other uniformed entities, such as the police, military, maritime and others. The researchers are also encouraged to

conduct additional studies utilizing other variables of talent management practice such as goal tracking and alignment, recruiting and selection, performance management, succession planning and more other elements that may cause impact to the employee performance. This is due to the importance of considering other possible impacts that influence employee outcomes within the organization.

iii. Last but not least, it is recommended for the researchers in future studies to conduct the study using two methods. The proposed research methodologies are quantitative research that uses questionnaires and qualitative research that employs interviews and observations. This is because both techniques of the study will yield data from several viewpoints, as well as a deeper understanding of how the individuals recognize and assess their level of employee performance. Furthermore, the qualitative technique allows the researchers to ask for a more variety questions and not limited to the questions that are being constructed by the researchers in the form of a questionnaire only.

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