

THE INFLUENCE OF TALENT MANAGEMENT ON EMPLOYEE ENGAGEMENT AMONG MALAYSIAN SECONDARY SCHOOL TEACHERS

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ABSTRACT

Abstract~Talent management is a useful term when it describes an organization's commitment to hire, manage, develop, and retain talented employees. It comprises all of the work processes and systems that are related to retaining and developing a superior workforce. An institution doesn't have knowledge of related to the strategies used in talent management which are deployed in higher education system to support them and the effectiveness of those strategies. School is an institution of education producing a high quality human capital. The growth of the education sector totally depends on the various kind of the employee which retain as a faculty. It's the faculty who sets the image and tone of the institution to move ahead. Therefore, the hiring of the right faculty becomes challenge for the institutions of the education and high turnover is a big threat in the organizations. Realizing the importance of human capital, it entails a quality teachers and proper implementation of teacher's talent management. This is seriously highlighted in Malaysian Education Blueprint (MEB). The third wave of MEB that stepped in from 2021 to 2025 targeted the culture of professional excellence of colleagues as a goal in the teacher professionalism and the talent management is one of the parts of to improve teacher excellent. This paper studies of the influence of the talent management on Employee engagement among secondary school teachers in Malaysia. This paper has received more attention by any business now days. Nonetheless there are limited studies in education context. This study contributes to the body of knowledge by examining the Talent management factors namely talent identification and talent culture on employee engagement among teachers. The studies utilized Smart PLS version 3.0 tested on 150 teachers. This findings show that all the talent management factors are significant to the employee engagement. Talent management does give managers a significant role and responsibility in the recruitment process and in the ongoing development of and retention of superior employees. It is also concluded that if talent management strategies are adopted in educational institutions will helps in the identification of the core competencies required for the job description by the faculties hence helps in the management by recruiting and selecting the most effective employees based on the suitable competencies which will lead to the right job to right person.

Keywords: Talent Management, employee engagement, organization's commitment, human capital, quality teachers.

INTRODUCTION

This study focuses on the influence of talent management on employee engagement. The way an organization train people can influence its performance. Organizations can adopt various talent management practices to enhance employee engagement as well as motivate them to work harder towards achieving the set targets. In this context talent management (TM), employee engagement (EE) concepts has been extensively studied in the management literature in the past ten years (Aljunaibi, 2014). According to Flegley (2006), the lack and the competition of availability of highly talented and skilled employees make finding and retaining the talented employees. In the recent years, talent management research studies have been used to assist organization meet demands associated with increased competitiveness (Mohammad, 2018: Mohammed,

Hafeez- Baig and Gururajan, 2018). This has been by capitalizing on their human assets to develop their talent capabilities (Daraei et al.,2014; Gallardo-Gallardo et al.,2015, Mohammad et al, 2017, Osigwelem, 2017: Urbancova and Vnouckova, 2015). Talent developments assist in increasing the ranking and profits of education organization (Diezman, 2018 Hazelkorn, 2017; Lynch 2015). Generally in identified a good and qualified potential employees is one of the challenges. From the global trends of employee engagement score worldwide report, it is found that the Asia Pacific region score for employee engagement remain the lowest and unchanged with 58 percent (AON Hewitt, 2013). It also reported that the world wide employee engagement level has been declined since the year 2007 and 44 percent of respondents have an intention to leave from their current employer (Hay Group, 2012). In Malaysia, employers still grappling to win the war of talent as they found challenges in retaining them due to the lack of engagement.

Literature Review

This research explores the talent management practices and their outcomes in residential school, as well as the impact of talent management practices on employee's engagement of school. Research on talent management and employee engagement has been studied extensively among organization in manufacturing, agriculture, small & medium enterprises. In the business world, because of the strong competition, organization should develop their talented employees to enable them to become productive more rapidly (Malmgren McGee and Hedstrom, 2016). Hence, the talent development process needs to be embedded within staffing progress, and be regarded as a successful measure for organization to improve the skills of their highly qualified individual staff members (Chuai, 2008; Mohan et al.,2015;Moayedi and Vaseghi, 2016; Wu et al.,2016). Nonetheless, new research in the strategic human resources area human resources is urgently needed and rapidly expanding as organization have encountered significant challenges associated with talent management (Scaringella and Malaeb, 2014; Kamal, 2017; Mohamed et al., 2017). According to Afzal Aizat Ramli, Aerni Isa, Nur Layana Baharin and Hazril Izwar Ibrahim (2018), there is a relationship between talent management practices and employee engagement. The study was at GLCs with 230 respondent which were selected randomly by given a structured questionnaire. The analyzed by using Partial Least Square.

The study done by Nurul Ezaili Alias, Norzanah Mat Nor and Roshidi Hassan (2014) shown that there is significant contribution between talent management practices and employee engagement within information technology organization in Selangor. The data of the study were analyzed using SPSS version 20. In another hand of study by Rooper (2009) the relationship between talent management and employee engagement are not significant.

Model of Talent Management

There are several talent management model use by organization. The most significant model has been presented by Grooves (2007)

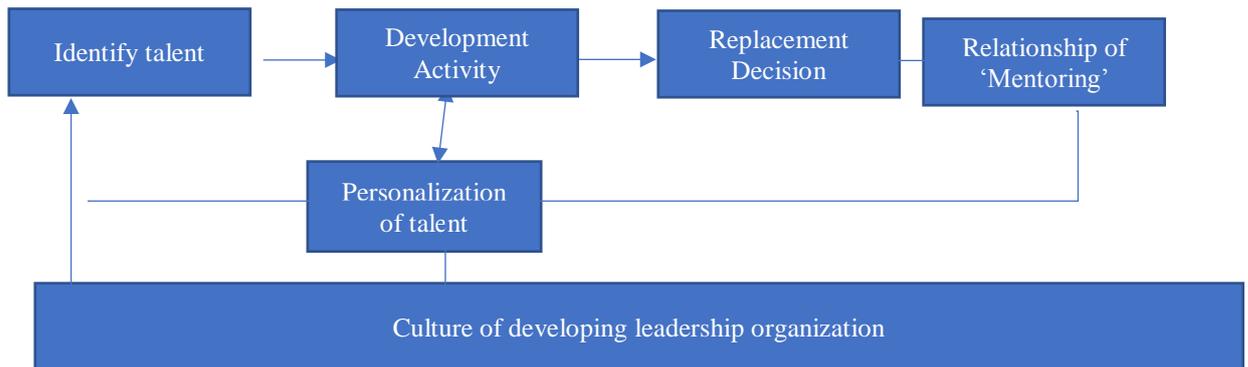


Figure 1: Model Talent Management by Groves (2007)

From the figure above, organizations need to identify and develop their talented employees. Besides that, organizations also should play an important role in developing an effective mentor networking and actively involved in identifying leadership talent. Although the methods and tools for the aforementioned purpose are various in other organizations, there are two similar themes emerged that avoid finding a replacement for succession planning. This can be done by adopting a long term perspective. By doing this it can identify and develop leadership talent from within the organization as well as and having full involvement in management staffing in the process of identifying talent. Based on this model, one more feature of the succession planning system is to focus on the activity of orientation action development.

RESEARCH FRAMEWORK

The research model and research hypotheses

Talent management (TM) affects employee engagement (EE) among teachers in residential schools. In order to better understand the relationship between TM and EE in Malaysia, research hypotheses be tested as the proposed research framework as in figure 2.

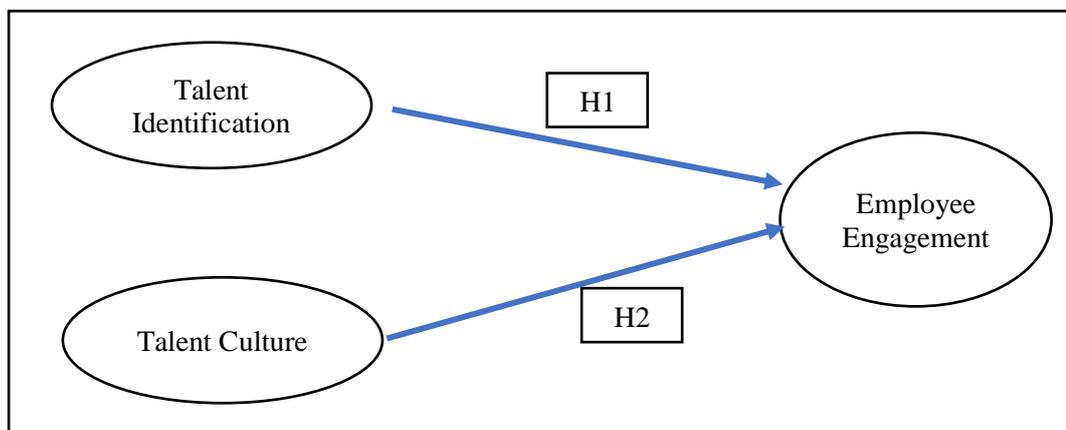


Figure 2: Research Framework

Talent Management Dimension

Talent Identification

Talent identification is processes and activities to determine and searching for talent (Azlin, 2017). An organization needs to focus on the necessity to be successful and fulfil employee's specific role by identifying potential talented employee (Davies and Davies, 2010). This involved the identification of talent by looking at performance evaluation and potentiality of the teacher. To identify, develop and get the best out of people is vital for any organization. To identify people who are doing a great job in their present role and how to help them develop their potential is a vital process for the management of talent (Davies and Davies, 2011). Research doing by The NCSL (2008) are suggested the planning of talent development should focus on leadership behavior likely have the most impact on pupils learning, provides clear expectations for everyone involves in the programed, needs of potential leaders in the different phase of education and allows for personalization.

Talent Culture

Talent culture in this study means retaining the existing teachers. According to Deb (2012), retaining employees is a systematic effort to create and foster a work environment that encourages them to remain and with organizational policies and practices that can address their needs. This can cultivate the culture of talent management system as a whole. Culture is about the values, about shared beliefs, about the purpose, and about a relationship. Our model for the dimensions of leadership also identifies the important aspects for developing an effective culture for talent development which is the culture where the value of trust and respect are at the heart of the organization and seen in action, not just rhetorical statement a culture where teamwork and sense of community thrive (Davies and Davies, 2011).

Employee Engagement

Work environment includes such factors as managerial support, peer encouragement, adequate resources, opportunities to apply learned skills, technical support, and consequences for using talent management on-the-job (Burke and Hutchins, 2008). Managers can show support for talent management in a variety of ways ranging from simply allowing employees to attend the talent management to participating in the talent management itself as an instructor (Burke and Baldwin, 1999). Peer support enhances learning transfer through the feedback, encouragement, problem-solving assistance, supplemental information, and coaching provided to trainees (Fecteau *et. al.*, 1995). Specially, employee engagement at the work place reflects the dedication given, high focus, passionate, and obligation of an individual in giving services to their employer as part of the employment obligation (Siti Amirah Othman & Nik Hasnaa Nik Mahmood; 2019). Employee engagement becomes an emerging topic has gained wide attention from employers worldwide and the fundamental concept should be understood clearly. Originally, employee engagement terminology has been coined by Kahn (1990). The attaching of organization members selves to their work roles that is engagement, people employ and express themselves physically, cognitively and emotionally during roles performance. Later, it is claimed by Mone and London (2018) that this domain of employee engagement could be one of the key drives is fostering a high level of employee performance.

METHODOLOGY

Research's hypothesis: The hypothesis for this research are as follows;-

H1: Talent identification is positively influence employee engagement

H2: Talent culture is positively influence employee engagement

Research Framework: The research framework for this study involved 2 main variables consists of independent variable and dependent variable. Independent variable consists of talent management factor (talent identification and talent culture) and the dependent variable consists of employee engagement.

Research Design: This face-to face survey is conducted at residential school. The school principal was first consulted for their approval for the survey exercise. Quantitative data was used in this research. A set of questionnaires were distributed with the support of the school management to these teachers. Initially the questionnaire was formulated to determine the teachers' perception. Each set contains 54 questions that can be answered within 20 minutes as part of school condition for the study approval.

Population and Sampling: The total sample are 150 respondent by using random sampling. According to Hair and Bush (2003), target population is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures and information. The percentage of response rate is extremely important in a survey because it indicates how much bias there might be in the final sample of respondents. The lower response rate, the greater the likelihood that such biases may distort the findings and in turn, limit the ability to generalize the findings to the population of interest. A response rate of about 50% is generally considered adequate for survey research, 60% is considered a good return rate, and 70% is very good (Babbie, 1995).

Data Analysis and Results

Referring Fornell and Larcker (1981) an instrument is said to have a validity convergence if it meets three conditions; all individual item cross loading value exceeding 0.7, composite reliability values of not less than 0.8 and AVE value exceeding 0.5. The findings show that all these conditions have been achieved thus this instrument bhas the convergence validity needed. Fraenkel and Wallen (2013), validity is resolution, the meaningful truth and usability of an instrument which ultimately allows it to be predicted through the data obtained. According to Ghazali Darul Salam and Sufean Husein (2018), validity of an instrument is achieved when the instrument can measure what is supposed to measure.

Table 1 shows the summary of the respondent's profile among teachers secondary school. The result indicate that the majority of the respondent were female 100 (66.7 %). Meanwhile, the study shows most education level of the respondents were degree holder, 128 (85.30%) were master degree holders, 22 (4.70%). Additionally, out from the 150 respondents, 6 (4%) of them aged between 20-29, 20 (13.30%) aged between 30-39, 72 (48%) aged between 40-49, 52 (34.70%) aged 50 years and above. The average age of the respondent is relatively are average with 124 (82.7%) of the respondents were above 40 years old. Its also shows that 4 (2.7%) of them were employed 1 to 5 years, 9 (6%) employed between 6,-10 years, 63 (42 %) employed 11 – 15 years, 38 (25.3%) employed between 16 - 20 years.

Table 1: Respondents Demographic Analysis

	Frequency	Percent
Gender		
Male	50	33.3
Female	100	66.7
Age		
20-29	6	4
30-39	20	13.3
40-49	72	48.0
50 above	52	34.7
Qualifications		
Degree	128	85.3
Master Degree	22	14.7
Working Experience		
1-5	4	2.7
6-10	9	6.0
11-15	63	42.0
16-20	38	25.3

Measurement model analysis

The perception level of teacher in residential school, were surveyed based on the 2 construct of research questions consists of talent management and teacher engagement as the result presented on Table 2. Table 4.8 shows that Cronbach's alpha for talent management instrument is ($\alpha=.892$), and acceptable for the purpose of analysis (Sekaran, 2005)

Analysis Measurement model

Table 2 : Cronbach' alpha, Composite Reliability and Average Variance Extracted

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Talent Culture	0.926	0.930	0.937	0.556
Talent Identification	0.931	0.935	0.941	0.574
Employee Engagement	0.956	0.959	0.960	0.589

To determine the validity of the measurement model (CFA) in Smart PLS, some items such as loading, AVE, and Composite Reliability items need to be accessed using PLS algorithm (as in table 3). In this study, the researcher conducted a convergent validity test on the instrument. The method used to test the validity of convergence is to measure the value of AVE (average variance extracted) as suggested by Fornell and Larcker (1981). In addition to AVE values, convergence validity is also judged by the value of composite reliability. If the value of the composite reliability exceeds 0.7 (Nunnally and Bernstein, 1994), then the instrument of study reaches the validity standard of convergence. Furthermore, the factor loading factor above 0.5 Chin (1986) also proved that the instrument of this study reached convergent validity standards (Fornell and Larcker, 1981). In this study, the researcher tested the loading factor and composite reliability as well as the

average variant extracted. Based on Table 1, all loading items exceeding the value of 0.7, they have a good value (Hair et al., 2013; Fornell et al., 1981) except for 2 items in the spiritual intelligence construct below the threshold value of 0.7, then it is dropped. While the AVE value also exceeds the threshold value (0.5) as suggested (Fornell & Larcker, 1981; Hair et al, 2010). In addition, all items in the composite reliability exceed 0.7, as recommended by Bagozzi & Yi, (1988) as well as Hair et.al (2011) which states that the composite value must exceed 0.7 and above.

Convergent validity

In addition, convergent validity is measured by square root of average variance extracted. As shown in table 4, the square root of AVE value, as shown in bold for each construct, shows a value greater than the value of the correlation with another construct, confirming that there is a constricted constriction validity

Table 3 : Loading for Talent management factor and Employee Engagement

	Talent Culture	Talent Identification	Employee Engagement
BB1	0.586		
BB10	0.728		
BB11	0.801		
BB12	0.750		
BB2	0.804		
BB3	0.746		
BB4	0.748		
BB5	0.797		
BB6	0.809		
BB7	0.675		
BB8	0.774		
BB9	0.701		
DE1			0.758
DE2			0.795
DE3			0.843
DE4			0.825
DE5			0.796
DE6			0.854
IB1		0.776	
IB10		0.764	
IB11		0.736	
IB12		0.687	
IB2		0.842	
IB3		0.749	
IB4		0.765	
IB5		0.595	
IB6		0.754	
IB7		0.818	
IB8		0.787	
IB9		0.787	

PE1	0.770
PE2	0.759
PE3	0.615
PE4	0.777
PE5	0.769
PE6	0.680
SE1	0.704
SE2	0.753
SE3	0.768
SE4	0.766
SE5	0.773

Table 4: Discriminant Validity

	Talent Culture	Talent Identification	Employee Engagement
Talent Culture	0.952		
Talent Identification	0.746	0.757	
Teacher Engagement	0.917	0.767	0.940

Table 5 : Summary Coefficient of determination result

Variables	Value of R Square	Value of R Square Adjusted
Employee Engagement	0.889	0.889

According to table 5 the assessment Level of R^2 , coefficient of determination measuring model's accuracy was based on both exogenous and endogenous construct. Statistically, this assessment range between 0 to 1 in explaining the level of accuracy between the association of exogenous and endogenous constructs (Ramayah et. al,2018) . Table shows the summary coefficient of the determination of the result for this study. The result of the exogenous constructs (Talent management) explains the endogenous variables at (employee engagement = 0.889), which indicates that the PLS regression model can explain 88.9 % of total variance in employee engagement. According to Hair (2017) the level of coefficients of determination that range on 0.25 considered weak, 0.50 moderate and 0.75 is substantial. Therefore based on the result attained, this assessment for coefficient determination falls within substantial according to the acceptance rules of thumb.

Table 6 : Assessment of significance and relevance of relationship

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Significant
Talent Culture -> Employee Engagement	0.241	0.241	0.075	3.214	0.001	Positive
Talent Identification -> Employee Engagement	0.711	0.712	0.073	9.683	0.000	Positive

Notes: t value> 1.65* (p<0.10), t value> 1.96** (p<0.05), t value> 2.58*** (p<0.001)

Table 6 shows about Beta coefficient of talent management. The result shows that talent identification is the most contributor to employee's engagement based on the perception survey of $\beta = 0.711$. For the perception survey of talent culture is $\beta = 0.241$. In this assessment, the procedure of the bootstrapping technique was used with 500 subsample. The large sample is needed for identifying and detecting any bootstrapping standard error. According to Ramayah et al. (2018), the researcher should observe the path coefficients as that is significant to the tested hypotheses between construct. After conducting a bootstrapping procedure, the following results are found and presented.

Discussions

This study intended to present empirical evidence of the association between talent management and employee engagement among teachers in secondary school. Generally, the result of this study has cover direct effect from the teachers in secondary school. As previous study underlined that this paper adds the underpinning theories of talent management and SET (Social Exchange Theory). A total of 57 indicators represents two latent construct and the research questionnaire has been answered by teachers. The direct relationship was found to have a t-value = 3.214 for talent culture to employee engagement and for talent identification is t- value = 9.683. The indicator of talent culture is positively related to employee engagement ($\beta = 0.241$, $p < 0.001$). Talent identification also positively related to employee engagement ($\beta = 0.711$, $p < 0.001$). Talent identification is the most contributor to employee's engagement based on the perception survey. Based on the finding and rigorous review of the literature. In investing to increase more engagement among teachers so we have to increase the talent. Therefore, the school should consistently optimize their effectiveness and retain their best teacher to ensure they become one of the main key players in school. In the light of these research study, future scholars may replicate with a different context of respondent likes a teacher in primary school or other high performing or clusters school or other talent construct. Employees can be engaged emotionally and cognitively. Talent management is still in its infancy as a field of study and whilst the practitioner community has long recognized its value, the academic community has been slow in addressing the theoretical and practice gaps, with few considering the field of training and development (Tansley, 2011).

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