

Bridging Talent Management Practices and Malaysia Teacher Performance through Organizational Culture: A Conceptual Model

Law Chun Yang, Rogis Bin Baker, Mohd Hamran Bin Mohamad

Faculty of Defense Studies and Management, National Defence University of Malaysia
(UPNM)

Corresponding Author Email: lawchunyang@gmail.com

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Abstract

The current research attempts to propose a conceptual model of assessing the extent to which talent management practices, namely coaching and mentoring with competency development as well as organizational culture serve as direct antecedents to employee performance among the teachers in Malaysia. The study is grounded in resource-based view theory. The literature review of the study has the objective of bridging coaching and mentoring, competency development, organizational culture, and employee performance for the creation of conceptual framework. This conceptual paper posits that employee performance is positively influenced directly by coaching and mentoring with competency development. It suggests that employee performance will improve as the level of coaching and mentoring with competency development rises in tandem with organizational culture. Furthermore, the paper suggests that organizational culture plays a mediating role in the relationship between talent management practices and employee performance. Despite the ample empirical evidence demonstrating effectiveness of talent management practices in many fields, there is still limited evidence of talent management in the field of education. This concept can serve as the foundation for further empirical research which benefits practitioners with insights of talent management practices and organizational culture for employee performance. The study underlines that organizational strategies should be designed in line with organizational culture as talent management practices alone is insufficient to gain competitive edge.

Keywords: Talent Management Practices, Coaching and Mentoring, Competency Development, Organizational Culture, Employee Performance, Teacher

Introduction

In a dynamic and competitive educational landscape, countries encountered multiple obstacles in adapting to constantly changing demands of competencies among the educators for better performance in the field of education (Do et al., 2024; Kitcharoen et al., 2024). For

example, Malaysia performance in the recent PISA 2022 and TIMSS 2023 assessments had portrayed a concerning image of Malaysia education in the field of STEM and literacy when these domains portrayed a decreasing trend (TIMSS, 2024; OECD, 2023). Thus, to ensure that the Malaysia teachers are capable to remain competitive in these circumstances, organizations must implement management strategies that can enhance employee performance to maintain a competitive edge. On top of that, talent management practices are more prominent and offers better perspectives for talent development and talent retention (Younas and Bari, 2020). In this article, we argue that talent management practices are essential in enhancing the competitiveness of teachers in Malaysia in terms of their performance. Meanwhile, recent studies shows that talent management has emerged as a pivotal focus for organizations aiming to enhance employee performance and attain sustainable success. Within the realms of education, effective talent management is paramount as teachers are holding a pivotal role in influencing the student outcomes. This is due to the fact that teachers are not only an educator but act as the mentors, role models, and shape the students' intellects. Consequently, student achievement and the educational quality are directly influenced by their performance.

Nevertheless, despite the pivotal role of teachers, current study often overlooked the strategic significance of talent management practices in enhancing teacher performance, particularly within the context of Malaysia public secondary schools which caused the disparity alarming (Harun et al., 2019). Importantly, talent management practices are deemed as efforts and procedures that entail systematic identification of critical positions that uniquely enhance sustainable competitive advantage of an organization, these roles are filled and deployed through talent pool development which comprised of talented and outstanding employees in their performance, as well as the establishment of an exclusive human resource framework in enabling the placement of qualified individuals within these positions and assuring their ongoing commitment to the organization (Collings and Mellahi, 2009). In short, it maximizes an individuals' potentials in developing the employees within the organization to become a talent which eventually capable of achieving exceptional performance and retaining their skills, competencies, as well as knowledge updated. Organizations will possess the competitive edge to perform in an efficient and effective manner under any conditions when their talents are well-developed (Ashif, 2019). Additionally, talent management practices driven by organizational culture will contribute to change and transition towards achieving high talent retention, which in turn, lead to a motivation among employees with the positive environment among them (Kontoghiorghe, 2016).

Emphasizing the importance of a suitable culture within the organization is essential to serve as a fundamental for a unique culture which boost productivity, enhance employee engagement, establishing a supporting collaboration as well as innovation among employees (Samanta, 2021). According to Mahajan (2019), organizations can nurture talent culture through the support of management where when formulating strategies aiming for effective talent management, an integrated approach is required to bridge the values of organizational culture with talent management strategies. Furthermore, employee retention rates and engagement will improve through talent management practices and healthy workplace culture, which is directly linked to employee performance (Urme, 2023; Harun et al., 2019). Overall, this study is significant as it presents a conceptual model that serves as a future direction for empirical validation in bridging the research gap. Furthermore, the significance

of this study lies in its potential where the findings are expected to be beneficial towards educational policymakers, school administrators, and development of education practitioners. Theoretically, it serves as a foundation for understanding how talent management can be implemented strategically for teacher performance enhancement. On the other hand, this study is expected to offer practical insights for development of talent management strategies that foster a positive organizational culture and ultimately lead towards better educational performance in Malaysia.

Literature Review

Talent management practices can help organizations improve and sustain competitive advantage in this dynamic environment through talent development and talent retention efforts. It is considered a comprehensive and focused approach that assists organizations in developing their employees in terms of their skills and knowledge to match the job demands and have better handling for their daily tasks (McDonnell et al., 2017). According to Alosani et al. (2018), comprehensive and focused approach is a powerful tool in accomplishing the management process improvements within the organization. Importantly, in the context of education, well-developed teachers will possess the capacities to improve their performance which directly enhanced school operations because teachers understand their school's culture and how they fit into the organization. Effective talent management rely on the establishment of positive organizational culture (Srihandayani and Kusnendi, 2020). Meanwhile, superior talent within the organization can develop a positive culture that benefits the organization (Septiyadi and Ekhsan, 2023). In this sense, a well-developed culture required a long-term plan of talent development and talent retention for the establishment of unique cultures and talents that can't be easily imitated or substituted by other organizations to have similar competitive advantage. Therefore, organizational culture and talent management practices both is essential for the successful implementation of managerial practices, which in turn, will reflect in improved employee performance and the attainment of competitive advantage through a uniquely developed talent.

Employee Performance

Employee performance is the key indicator for successful organizations (Atatsi et al., 2019). It is suggested that employee performance is vital for the attainment of organizational objectives, and firms should play their role in emphasizing their management towards the enhancement of productivity, quality in work, and efficiency (Triansyah et al., 2023; Husniati et al., 2021; Ishak et al., 2019). Consistent with argument by Harun et al. (2019) where the organizational performance is significantly influenced by the management techniques and instruments utilized in the process of enhancing employee performance of where the approach must possess sufficient flexibility in adapting to changes and fulfilment of organizational objectives.

Experts in management have concentrated on the employee performance issues and remedy for its enhancement, hence, identified it as a dependent variable (Sumarsid et al., 2022). Multiple scholars have examined employee performance definitions (Atatsi et al., 2019; Utin et al., 2019; Sudiardhita et al., 2018) and emphasized it within the management studies. Synthesis of literature have determined that the interpretation of employee performance varies differently in relation to the scholar's particular discipline, including multiple spectrums of definitions from expansive to a more restrictive conception. Nevertheless, conceptions of

employee performance by Viswesvaran and Ones (2000) are found to be generally accepted in multidisciplinary studies (Almeida et al., 2019; Pradhan et al., 2017; Mensah, 2015). According to Viswesvaran and Ones (2000), employee performance is the measurable actions, behaviours, and results that they have produce, which are associated with and contribute towards organizational goals. This facet is accepted to be utilized across multiple occupations and addressed the difficulties of quantifying employee performance due to multiple evaluations involved in measuring job role behavior (Atatsi et al., 2019). As a result, this study adopts definition of employee performance by Viswesvaran and Ones (2000) due to its suitability in education settings.

Perspectives of Talent Management Practices: Coaching and Mentoring, Competency Development

It is noted that despite decades of discourse and increasing prominence, the concepts that are revolving around the talent management remains vague. Hence, aside from individual job competencies, the present study argues that talent management practices need to consider on the management of organizational capabilities (Collings et al., 2009). Organizational capabilities are denoted by the capacities of an organization for the development of internal structures and processes that provide motivations to the employees in generating unique competencies, thereby allowing the organization to adjust to evolving environments and strategic demands. Subsequently, the organizational level of mediator which is organizational culture is introduced in addressing this issue.

Besides that, the proposed talent management practices which is coaching and mentoring and competency development with the association from the existing literature views these practices from the perspective of talent development and talent retention.

Coaching and Mentoring

In the talent management literature, execution of coaching and mentoring within the organizations is frequently addressed as the vital talent development and talent retention tools for enhancement of employee performance (Khakwani et al., 2022; Samanta and Pavlou, 2021; Bibi, 2019; Avedon and Scholes, 2010). According to CIPD (2024), coaching and mentoring are development practices that employ one-on-one interactions to improve an individual's abilities, knowledge, or performance. On top of that, both coaching and mentoring is often used interchangeably to be indicated as talent management practices. In this paper, we argue that coaching and mentoring is important approach for talent development and talent retention as it constitutes mutual relationship among employees within organization for continuous learning and development which manifested a supportive culture among the colleagues. Coaching and mentoring are deemed as a cornerstone of talent development for organizational success as it is understood that without this initiative, it will be difficult and problematic for sustaining the employee performance in today's fiercely competitive climate and it will be even harder for the retention of these talents within the organization afterwards (Kutsyuruba and Godden, 2019; Grover and Furnham, 2016; Jyoti and Sharma, 2015). Therefore, coaching and mentoring is important for talent development and talent retention among the employees as the initiatives contribute to upskilling of employees to meet the needs of current circumstances and ensure their relevancy within the continuously changing environment.

In the Malaysia education context, it is found that the decision of early retirement among the teachers had other consequence. The placement of new teachers who are the graduates from Bachelor of Education or Postgraduate Education Diploma cannot immediately solve the shortage of manpower problem overnight as they still need time for adjusting themselves into the school system to become an effective teacher (Abdullah, 2023). In this sense, the existing senior teacher within the Malaysian schools needs to play their role to coach and mentor these young teachers for developing them into a full fledge educators. Nevertheless, it is also found that senior teachers are facing hardships in coping and adapting information technology skills, knowledge, and competencies into their teaching practices (Abdullah, 2023). Hence, Awang (2021) proposed that support from the young teachers is very necessary in teaching the basic knowledge of using information technology to less skilled educators, the majority of whom are in their 50s. Consistently, this constituted a unique, valuable, and inimitable relationship among the young and elder teachers as they are both required in this mutual relationship to ensure the continuous development within their career for better performance.

Competency Development

According to Forrier et al. (2009), competency development is deemed as the organizational initiatives offered to their employees to improve and sustain their development and competencies. In relation to that organization will recognize the talent's potential for enhancement and then implement diverse development tactics that augment their respective knowledge and capacities for better engagement (De Vos et al., 2011). Competency development is a form of collaboration between the organizations and individuals. It enables an organization to keep their employees well updated with the current job demands which keep them empowered and engaged with the organization (Naim et al., 2024). In this paper, we argue that competency development is essential when it comes to formal learning and development among employees to keep them updated with recent skills, knowledge, and competencies. Coaching and mentoring can't offer this formal approach as they are informal in nature. Considering of the unique relationship between talents and organization, competency development is categorized into two forms. Firstly, competency development involves employee participation in competency development initiatives pertains to the way employees enhance their competencies through active involvement in various developmental opportunities provided by their organization including formal or informal activities (De Vos et al., 2011). Secondly, it is the employee's perceived support for competency development which pertains to the worker's impressions towards the offered organizational assistance for the enhancement of their capabilities (De Vos et al., 2011).

Competency development among the teachers has become an important role in the education settings. It significantly enhances employee performance by ensuring that they are well-equipped to handle current job demands in an efficient and effective manner (Marnisah et al., 2022). Meanwhile, aside from incompetencies in information technology, recent findings indicate the increasing amount of workload among the Malaysian teachers. For example, Jusoh (2020) asserts that contemporary educators are encumbered with labor hours ranging from 40 to 80 hours per week, averaging at 57 hours weekly. This means that the average working time of the Malaysian teachers are relatively high. Consistently, the combination of excessive workload and incompetencies in information technology skills are among the contributing factors towards Malaysian teacher's decision in opting for early

retirement (Abdullah, 2023). Additionally, the approach of developing teacher competencies is also seen as an essential teacher performance indicator as it reflects towards the students' learning outcomes and effectiveness of teaching and learning delivered by the educators (Falloon, 2020). Ultimately, World Bank (2024) also had suggested that teachers support in Malaysia can be strengthened through effective teacher trainings programs.

Organizational Culture

In terms of connections, organizational culture and talent management are tightly related, with each impacting the other (Putri et al., 2023). Talent management possessed the capacities to shape and establish organizational culture within the organizations through multiple initiatives such as talent development and talent retention (Gallardo-Gallardo et al., 2019; Al-Dalahmeh and Dajnoki, 2020; Meng et al., 2016). In turn, organizational culture can impact talent management as well by influencing employee performance (Diana et al., 2021; Hanifah et al., 2021). From there, it is obvious that to shape the organizational growth in the positive approach, talent management practices should be the foundation before any culture manifestation happens in the organization as employees are perceived by the values and norms practiced within the firms. Barney (1986) argued that organizational culture, had the potential of becoming a sustainable competitive advantage if it is valuable, rare, and imperfectly imitable. Therefore, talent management practices within the organization needs to be consistently implemented in a long run to ensure that the culture is developed in a positive way through developmental behavior of employees which is imperfectly imitable by other competitors.

According to Schein (2010), organizational culture is deemed as the patterns of fundamental presumptions that individuals within organization discovered during the settling of issues with internal integration and outward adjustment. Meanwhile, Hofstede defined organizational culture as the collective programming of the mind among the organization personnel which differentiates employees within an organization with other organizations. Besides that, it also can be understood as the common values, beliefs, and traditions that manifested the feelings, thinkings, and actions of employees at workplace (Cameron et al., 2006). In relation to the present study, the facets of organizational culture by Schein (2010) are the most appropriate as it stresses on the collaborative development process which constitutes an organization's culture. A positive culture in an organization is the key for sustainable competitive edge of organization as it emphasizes on better attitudes among employees regarding their work (Ibrahim and Cuadrado, 2023).

Resource-Based View Theory

In the present study, resource-based view is the most appropriate to be used as underpinning theory. According to Barney (1991) and Collis (1994), resource-based view theory focuses on the internal factors that directly impacting organizational performance in the attainment of competitive advantages for the organization. Indirectly, the organizational performance depends on how well the organization employees perform on their respective jobs. In addition, the theory proposed that resources within the organization are considered as valuable, rare, inimitable, and non-substitutable (Barney, 1991). Meanwhile talented employees and organizational culture is always regarded as unique resources to the firms for improving performance in the context of education (Ramaditya et al., 2022). Thus, talent management practices and organizational culture are considered as important indicator for

enhancement of teacher performance in Malaysia. On top of that, talent development, talent retention, and organizational culture are considered as essential resources the integration of talent management practices underscores the criticality of organizations in cultivating a supportive culture (Kaliannan et al., 2023; Ramaditya et al., 2022). The present study proposes coaching and mentoring, and competency development as talent management practices which influence employee performance and organizational culture. Under resource-based view theory, it is considered as intangible resources that lead organization to achieve competitive advantage through enhancement of employee performance (Al Hilali et al., 2020).

Talent Management Practices and Employee Performance

The talent management practices have emerged as a structured and systematic methodology to gain continuous improvement and is a never-ending journey (Cascio and Boudreau, 2016). It can be considered as a management approach that assists organizations to continuously developed their employees to ensure that they possessed the skills, knowledge, and competencies which are relevant to the contemporary education scenario (Enwereji and Emmanuel, 2022).

Coaching and mentoring have been found to be effective talent management practices when addressing performance issues among employees (Bibi, 2019; Ingersoll and Strong, 2011). Serrat (2017) asserts that coaching and mentoring can motivate and empower personnel, boost productivity, develop talent, and cultivate success. The implementation of coaching and mentoring as a talent management practice depends largely on effective leadership within the organization. According to Adzrie et al. (2019), effective leadership within an organization are critical when it comes to the effort of enhancing employees' skills, knowledge as it reduced on wasteful operations. Though it is often desirable to drive change directly from the execution levels, it is important that a transition to positive learning environment be driven by the executive management team. It ensures the clarity of management strategies that they aim to implement and translate to practicality. Accordingly, multiple empirical studies have proven that implementation of coaching and mentoring had a positive and significant impact on employee performance (Usman et al., 2024; Sherenn et al., 2023; Bibi, 2019). Research by Bibi (2019) indicated that it is crucial for learning and development as it directly influence on employee's effectiveness in their roles. Similarly, Usman et al (2024) findings suggested that employees are more likely to perform better when they receive proper guidance and support. Moreover, competency development is also found to be effective strategies for talent management (Kristanti and Churiyah, 2024; Alhammadi, 2023; Younas and Bari, 2020). Dorasamy (2021) highlighted the importance of improving employee competencies for sustainable efficiency and competitiveness of organizations in constantly shifting work settings. In terms of competitive advantage for the organization, training participation rates and employees' skills profiles is the key towards effective talent management systems for long-term organizational success (Caligiuri et al., 2024). Hasib et al. (2020) indicated the capacities of competency development in enhancing employee performance through increase in their productivity. Hence, it shows that competency development demonstrated the effectiveness of clarity in recognizing strengths and opportunities for development among employees. Not surprisingly, recent empirical evidence in literature also finds that competency development positively and significantly influencing employee performance which support this construct (Hasib et al., 2020; Sabuhari et al., 2020; Swanson et al., 2020).

From the above studies, regarding the relationship between talent management practices and employee performance, it can be clearly noticed that coaching and mentoring as well as competency development is an effective talent management practice. Based on the above arguments and other supporting literature, the following hypothesis is proposed:

Hypothesis 1: Coaching and mentoring significantly influences employee performance.

Hypothesis 2: Competency development significantly influences employee performance.

Talent Management Practices and Organizational Culture

Talent management and organizational culture have a reciprocal relationship. A favourable organizational culture improves strategies implemented for talent management, whereas effective talent management contributes to develop and perpetuate a positive culture (Atieno et al., 2023; Meng et al., 2016). Al-Dalahmeh and Dajnoki (2020) asserted that prioritization of cultural values in talent management practices are prone to develop and retain employees that align with those values, resulting in a boosted engagement and performance. Subsequently, cultural adaptation needs to be performed to effectively implement talent management practices (Al-Dalahmeh and Dajnoki, 2020). This entails the development of work environments that fosters on collaboration, continuous improvement, and innovation as these are among the supportive culture for enhancement of employee performance.

Coaching and mentoring are found to positively influence organizational culture. A unique culture manifested is discovered from a study by Melnyk et al. (2021), it is found that a strong culture and effective mentorship improve employees' professional experiences and retention of employees in the firm. Meanwhile in education settings, Milne et al. (2022) propose coaching and mentoring can be designed in the forms of dyadic and group mentoring to facilitate employee capacities growth within the educator community, in a way that participation in the community serves as a form of continuous professional development. Consequently, talent retention happened in this supportive environment when organizations emphasized on sense of connection and commitment among their staff through coaching and mentoring, ultimately reduce the rate of turnover and improved overall employee performance. In terms of empirical evidence, talent management practices such as talent development and talent retention are found to have a positive and significant influences on organizational culture (Hendriati et al., 2024; El Sayed et al., 2021; Krishnakumar and Vasu, 2021). However, there are noticeably lack of studies that have directly investigated the influence of coaching and mentoring on organizational culture, despite the significance of talent development and talent retention towards organizational culture.

On the other hands, competency development also served as an important strategy for talent management in attaining competitive advantage for the organization. Martini et al. (2024) indicated that competency development leads to a competent employee (i.e. skills, knowledge, and attitude) which deliver higher quality services more efficiently within the framed time, which enhanced the organizational competitiveness as it supports the employee's performance. Martini et al. (2024) further analyzed this relationship and indicated that competency development is needs in assisting the organizations to the creating of high-performance culture. Besides that, another study by Kim and Jung (2022) have found the significance of employee competency on organizational culture. They further insist that HR practitioners should match the characteristics of employee competency and

organizational culture situationally to improve employee outcomes. Correspondingly, further literature investigations found that competency development positively and significantly influence organizational culture (Pamungkas and Wisnu, 2024; Potnuru et al., 2021; Weech-Maldonado et al., 2018). As a result of the above argument, we proposed a new concept to address the lacuna in filling the talent management literature. Thus, the following hypothesis is proposed.

Hypothesis 3: Coaching and mentoring significantly influences organizational culture.

Hypothesis 4: Competency development significantly influences organizational culture.

Organizational Culture and Employee Performance

Organizational culture is one of fundamental factors that influence on employee performance (Etalong and Chikeleze, 2023). Multiple academic literature had shown a link between organizational culture and employee performance. From the multidisciplinary perspective, it shown that organizational culture has a positive and significant influence on employee performance (Hanifah et al., 2021; Kuswati, 2020; Kumari and Singh, 2018). These empirical findings support on the theoretical concepts of organizational culture capacities in influencing employee performance through motivation, engagement, and increases in productivity.

Some Studies have reported that organizational culture has a significant impact on the teacher performance in education settings. For example, Prajanti and Handoyo (2024) reports that the importance of management initiatives to operates in relation to various cultural norms at school as it influences on teacher efficacy. Their study findings indicate that organizational culture contributes significantly to teacher performance at school as it serves as a vital function in developing a high performing education system. This finding is consistent with another study by Bektiarso (2024) and Riyanto (2023) where both studies also found organizational culture has positive and significant outcome on teacher performance. Therefore, the following hypothesis is proposed:

Hypothesis 5: Organizational culture significantly influences employee performance.

The Rationality of the Expected Mediating Effect of Organizational Culture on the Talent Management Practices and Employee Performance Relationship

Integration of organizational culture as a mediator into micro talent management practices framework is a new paradigm for traditional management practices (Al-Dalahmeh and Dajnoki, 2020). This is because coaching and mentoring as well as competency development encourages the new norms and values of employees to involve in continuous improvement of performance, it can only be performed when majority of employees in the organization perceived talent development and talent retention as a form of development in their career for sustainability. However, it is not easy to ensure that overall employees perceived the same talent mindset without having an appropriate culture that motivates them (Masale et al., 2021). As such, organizational culture adaptation in management approach is a key factor their daily operations.

According to Shah et al. (2024), continuous improvement tools rely on talent development and talent retention to enhance the organizational competitive advantage through effective and efficient firm operations. Therefore, integration of culture within organizations with talent management practices can contribute to improved performance through talent resources which is considered as valuable to the organization toward a more stable

improvement. In relation to the education context, Zhu et al. (2014) proposed that dimensions of culture in school are consist of goal orientation, leadership, innovation orientation, participative decision making and formal relationship. Thus, when looking for adaptations of culture into managerial practices education administrators need to consider on the dimensions of culture that exists in their school context.

Despite there are strong theoretical evidence of organizational culture in talent management literature, it is found that there is very few empirical evidence that have examine organizational culture potential as a mediator in the relationship of talent management practices and employee performance, particularly from the micro perspectives. However, the literature has showcase organizational culture as a mediator in their field of study (Tran, 2025; Srimulyani and Hermanto, 2022; Virgiawan et al., 2021). In terms of empirical evidence in talent management literature from a macro perspective, a study conducted by Saleh and Atan (2021) among employees from public and private Lebanese institutions had found that organizational culture mediates the relationship between employee training and job satisfaction. Similarly, study conducted by Septiyadi and Ekhsan (2023) among automotive employees in Indonesia also had discovered that organizational culture is positive and significant in mediate the relationship between talent management and employee performance. Yet, the study fails to provide clarity on how the mediating effect of organizational culture influence relationship of talent management and employee performance as the study overlook on the strategies (e.g. recruitment, development, retention, and etc) that normally implemented as a talent management practices neither from a macro or micro perspectives. The lack of specification had led to ambiguity in the interpretation of findings and application of talent management practices.

As a result, the current study proposed organizational culture as a mediator in examining talent management practices which is coaching and mentoring and competency development influence on employee performance from the micro perspectives in filling the literature gap. Hence, the following hypothesis is proposed:

Hypothesis 6: Organizational culture mediates the relationship between coaching and mentoring and employee performance.

Hypothesis 7: Organizational culture mediates the relationship between competency development and employee performance.

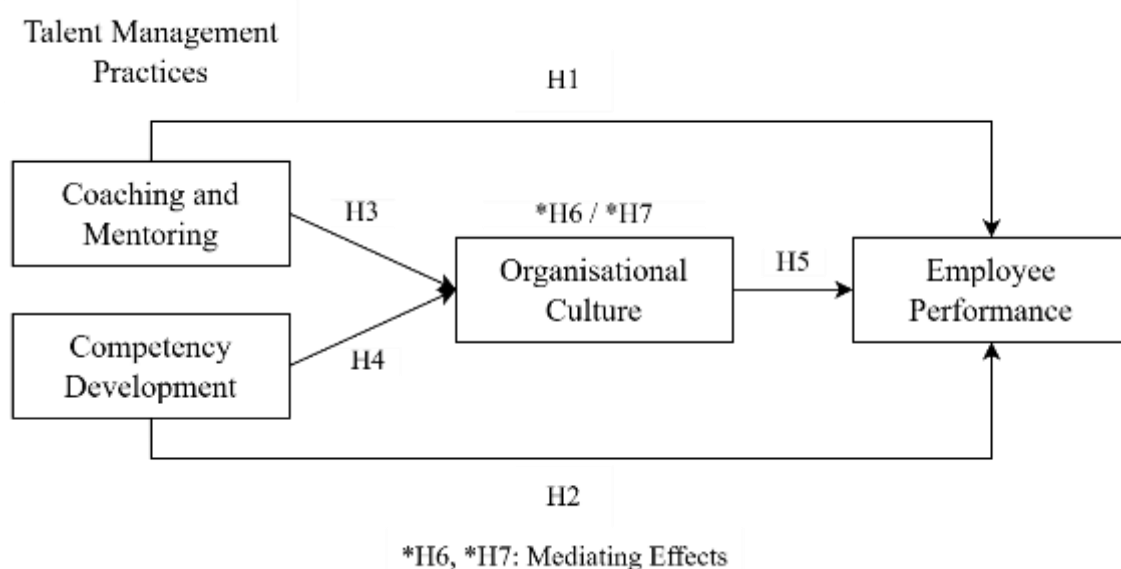
Conceptual Framework of the Study

Figure 1: Conceptual Framework of the study

The topics of organizational culture in talent management is widely addressed in the academic literature from the macro viewpoints. However, in terms of specialization on the practices of talent management through a micro viewpoint in education and teaching organizations is notably lacking. Hence, this study constructed a conceptual framework based on the integration of Resource-Based View Theory, Integrated Talent Management Model, and Multilevel Framework of Talent Management. Figure 1.1 depicts the conceptual framework of talent management practices influencing employee performance involving organizational culture with indirect relationships.

Method

The choice of a topic pertaining to talent management domain is where this study begins. A review of the literature was conducted in order to gather data that will enable the authors to determine the actual state of affairs in the field of research. The suggested conceptual model makes it evident that the authors plan to look into how talent management practices particularly coaching and mentoring and competency development influence employee performance among the Malaysian educators. The organizational culture's mediating role was also examined in order to bolster the suggested model. Each study's variable will be analyzed to ascertain whether it influence positively and significantly on the employee performance.

The authors propose on employing self-administered questionnaire towards public school teachers in Malaysia to investigate the relationship between talent management practices of coaching and mentoring and competency development, organizational culture, and employee performance among the teachers. Sampling is defined as strategy of selecting relevant population elements for a study at a sufficient manner in comprehending the sample's attributes and characteristics (Sekaran and Bougie, 2010). The entire population of public secondary school teachers in Malaysia is the target audience for this study. The individual level, or public secondary school teachers, is the analytical unit of this research study.

According to KPM (2020), the total population of public secondary school teachers in public school of Malaysia is 179,750. From the total population of 179,750, the minimum sample size required for this study is 382 (Krejcie and Morgan, 1970).

A self-administered questionnaire through google form is employed in the process of quantitative data collection. The sample technique used is stratified random sampling through the sampling frame which can be obtained from the Malaysian Administrative Modernization and Management Planning Unit. Every stratum which is states and federal territories within Malaysia will be fairly represented and each unit within the study's population possesses an equal probability of being selected via the random sampling strategy. The author started the research process through the application for permission from the Education Policy Planning and Research Division as well as each states education department. Upon receiving approval letter, emails containing the survey questionnaires link and approval letters will be sent to the relevant organizations for data collection. Since public secondary school teachers are the key talent in delivering teaching to the students for better academic performance, they are the most relevant respondents. Prior to the real study data collection, it is also important to conduct pilot study with at least 30 respondents to ensure that the respondents comprehend with the questionnaire items through examination on the Cronbach's alpha values.

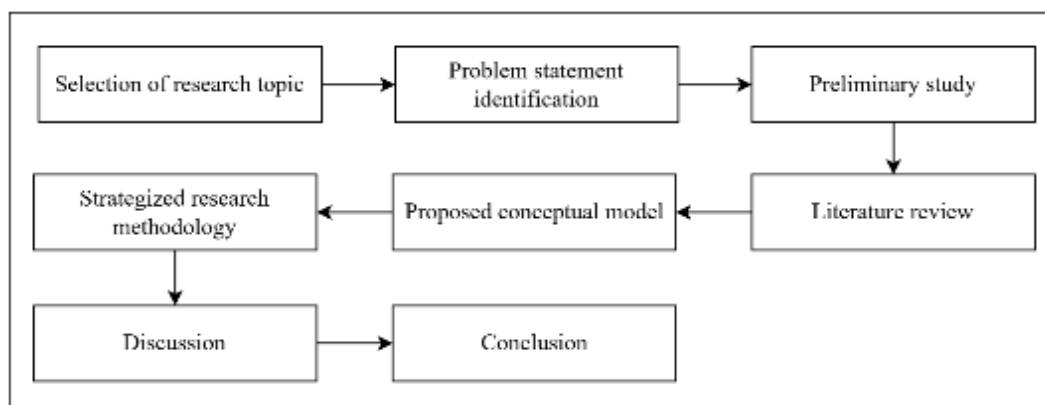


Figure 2: Conceptual research process

The current study will employ on statistical package for social science (SPSS) and Partial Least Square Structural Equation Modeling or PLS-SEM through SmartPLS for the process of data analysis. SPSS will be used for the investigation for Cronbach's alpha value during pilot study and data cleaning during real study for normality checking and descriptive analysis. Additionally, prior to confirmatory factor analysis (CFA), exploratory factor analysis (EFA) will be conducted using SPSS employing different sets of data to explore whether there is underlying structure within the study's variables. Then, CFA will be carried out using PLS-SEM through SmartPLS to examines whether the obtained data corroborates the hypothesized conceptual model, leveraging the insights acquired via EFA.

Expected Findings

The literature review of the study proposed a conceptual framework that links talent management practices that is coaching and mentoring and competency development to organizational culture, which subsequently enhances the employee performance among the teachers, with organizational culture holding the mediating role within the relationship. The

authors anticipate a favorable correlation between coaching and mentoring and competency development towards employee performance. Subsequently, organizational culture will be evaluated for mediating effect in enhancing the relationship between coaching and mentoring and competency development with employee performance.

Discussion

From the current study, talent management practices can be empowered through coaching and mentoring and competency development which is effective in enhancing employee performance through talent development and talent retention. Furthermore, it is also predicted that the talent management practices will further influence employee performance among the teachers through organizational culture at their working environment from the rationality of expected mediating effects by organizational culture. Organizational culture is fundamental component in facilitating the implementation of talent management practices for better employee performance. Improved employee performance among the teachers will, therefore, emerge from the efforts of talent management for effective talent development and talent retention through organizational culture.

The research on talent management practices and its predictors towards employee performance remains limited within the Malaysia education scenario, despite multiple empirical evidence demonstrating the performance of this industry. The current concept can be served as the basis for further empirical validation in future studies and also guide the practitioners for better understanding with insights gained from the study related to the advantages of coaching and mentoring, competency development, and organizational culture for employee performance. The current study's theoretical framework exhibits novel links that offers new insight and new avenues for further theoretical exploration. This demonstrates that the current study is new and offers practical and theoretical understanding.

Conclusion

The current study emphasizes the importance of organizational strategies which is talent management practices to involve and considers on the significance of organizational culture for better employee performance to ensure the educational organization reap benefits from as the competitive advantages. Coaching and mentoring as well as competency development must be enhanced through the mediating role of organizational culture within the interaction between employee performance. Hence, talent management studies have significantly benefitted from the current study's contributions in proposing a more directive methods for talent development and talent retention among the employees. Education administrators will gain a better understanding of how coaching and mentoring and competency development interact in influencing employee performance among the teachers.

Education policymakers and administrators can make use of the study's findings in a variety of ways significantly. The insight from the current study's findings will also aid in the development of appropriate strategies in boosting the efficiency and effectiveness of the teachers. The areas in need of attention for talent development and talent retention among the personnel may focused on specific areas since the current study suggested that talent management practices and organizational culture are the steppingstones towards better employee performance.

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