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REVIEW ARTICLE

Systematic Literature Review: What Factors Influence Talent Management Among Secondary School Teachers in Malaysia?

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ABSTRACT

Talent management is regarded as a critical component in ensuring an organization's long-term viability. Furthermore, talent management for the education sector in Malaysia has recently captured attention of researchers. On the other hand, despite the fact that the focus in the context of talent management was clearly stated in the Malaysia Education Blueprint 2013–2025, talent management in education still has room for improvement in order to ensure a better future for our education sector. For example, only few researchers are conducting research on aspects of talent management in education, such as talent identification, teacher talent development, teacher retention, school talent culture, and so on. As a result, the primary goal of this article is to review the research article with a systematic review as an added value. PRISMA is used to guide the review process (the Preferred Reporting Items for Systematic Review and Meta-Analyses). To obtain the published article, however, three databases were used: Scopus, Web of Science, and Google Scholar. According to the articles, four themes emerged from the articles. The themes are as follows: 1) teacher talent identification; 2) professional development for teachers; 3) teacher retention; and 4) school talent culture. As a result of the thematic analysis in this SLR article, the talent management for education model and approach can be used by policymakers, school administrators, and others to ensure that teachers in their organization are retained.

Contribution/Originality: This is the first systematic literature review about talent management among secondary school teachers throughout Malaysia, to the best of our knowledge. Alongside this, our research found that the talent management for education model and approach can be used by policymakers, school administrators, and others to ensure that teachers in their organization are retained.

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1. Introduction

Teachers are an important asset for school organizations in order to ensure school improvement in conjunction with the Malaysia Educational Blueprint (2013–2025). According to the Ministry of Education Malaysia (MOE), there are 2457 secondary schools in Malaysia (KPM, 2024), with 179,750 secondary school teachers (KPM, 2020). In fact, there are several types of secondary schools in Malaysia's education system, including daily secondary schools, fully residential schools, Malaysian sports schools, private or international schools (KPM, 2023).

Because of the large number of secondary school teachers in service, the principal needed to know and be competent to manage the teachers. For example, secondary school principals must identify talented teachers and conduct teacher performance evaluations and teacher development to increase teachers' ability and competency for continuous service in the classroom (Harun et al., 2019). As a result, talent management in the public sector, including education, necessitates that the principal assign tasks to teachers based on their ability and expertise to ensure that the school's mission and vision are met and that the school is always on the right track (Kravariti & Johnston, 2020). In general, talent management includes three main aspects, which refer to Talent Identification, Talent Development, and Talent Cultural (Davies & Davies, 2010).

Nonetheless, only 1.4% of Malaysian teachers are involved in professional development, compared to 13.9% in Indonesia (Kurniatun et al., 2020). As a result, teacher professional development, which is one of the elements of talent management, still has a long way to go. Teacher development can be viewed as an important indicator for simultaneously increasing capability and student achievement. In other words, as teachers gain more benefits and opportunities for professional development, they will be more motivated to contribute to the school's organization (Luna-Arocas et al., 2020). When it comes to talent development, it is critical to allocate resources to those who have the most potential and will make the most difference (Davies & Davies, 2011). This process necessitates matching how people learn with the needs of talented people, as well as providing a diverse set of practises to promote professional learning (Davies & Davies, 2011). If educators are not allowed to participate in talent development courses, they will lose motivation to continue to be feasible in student achievement, as discussed above.

Similarly, talent management in education fosters an inclusive school culture (Davies & Davies, 2011) by increasing teacher motivation, effectiveness, and satisfaction through professional development in the classroom (Toropova et al., 2021). Despite this, an unhealthy school culture will generate dissatisfied emotions among teachers and serve as the primary reason for teachers choosing to resign or change schools, rather than the salary for teacher retention (Toropova et al., 2021). Thus, talent management in education plays a critical role in ensuring that the quality of teachers is taken into account rather than ignored by school administrators.

1.1. Problem Statement

Several scholars have investigated talent management in education for the Malaysian context, including (Hamzah & Shamsudin, 2017; Harun et al., 2019, 2020; Shamsudin, 2019; Suprammaniam & Chua, 2017). Because of the volume of research, a systematic literature review is required to categorize and improve understanding of talent management in the education sector. Despite recent talent management research by

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scholars such as Hamzah and Shamsudin (2017) and Shamsudin (2019). On the contrary, we discovered that the school population only consisted of high-performing schools. Furthermore, Harun et al. (2019) found that they only included teachers from residential schools in the east zone of Peninsular Malaysia, with no other zones or Borneo zones included.

To be more specific, the findings of a study for secondary school teachers in Malaysia conducted by Kurniatun et al. (2020) differ significantly from studies conducted by scholars in Malaysia (Harun et al., 2019). This is demonstrated by the teacher's mean score in the professional development component, which is 4.32, indicating mastery of the teacher's professional development at an extremely high level (Harun et al., 2019) when compared to Kurniatun's et al. (2020) result, which is only 1.4% and indicates very low teacher's professional development. To produce talent, the organisation must have a well-developed and effective professional learning culture (Davies & Davies, 2011). Leaders, both effective and potential, must recognise their role in promoting professional learning for themselves and their colleagues (Davies & Davies, 2011). Because teachers are professionals, if teacher talent development remains at a low level, as it is for development professionals, the quality of education in our country will likely suffer feel the consequences of insufficient leadership talent as an outcome of teacher talent development (Shamsudin, 2019). As a fact, research data inconsistency occurs, and more research is needed to investigate talent management practise at the school level in order to reach a consensus in the Malaysian context. In other words, a school principal must be able to identify, develop, and hire the best teachers and staff. This topic can be further explored, with talent management being associated with a two-edged sword in that if the action of identifying talent is not properly implemented, it will cause employees to lose motivation (Kravariti & Johnston, 2020).

SLR helps to overcome the limitations of traditional literature highlights. This is because conventional literature highlights several issues, such as transparency, author bias, data collection bias, and publisher publication bias. Similarly, SLR is used to reduce or avoid the possibility of bias because it is a systematic literature highlighting methods that take all aspects into account comprehensively (Durach et al., 2017; Shaffril et al., 2020).

1.2. Research Question

This SLR was inspired and guided by the research question, "What factors influence talent management among secondary school teachers in Malaysia?"

1.3. Research Objective

The primary goal of this SLR is to conduct a systematic and comprehensive review of previous studies that discuss the factors that influence talent management among secondary school teachers in Malaysia.

1.4. Significant of Research

This SLR contributes to knowledge, practice, and policy in a variety of ways. With the existence of this SLR in the field of science, it is expected to become an important source of reference for educators, particularly school management lines such as principals, heads of departments, in order for them to better understand talent management more accurately and consistently. In terms of application, it is hoped that this SLR will serve as

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a simple yardstick for school principals, particularly novice principals or principals of schools located outside the city, when implementing talent management practices on colleagues and teaching staff for the school organization. Furthermore, it is hoped that this SLR will contribute to the Malaysian Education Blueprints 2013-2025, which will be completed soon, by developing a policy or policy that is more relevant to our country's education sector's current state.

2. Methodology

The main guideline for this SLR was PRISMA (Preferred Reporting Items for Systematic Review and Meta-analysis). PRISMA (Page et al., 2020) (serves as a guideline that is widely used in medicine and the health field. This publication standard, on the other hand, contained 27 items that can be followed in the process of forming SLR (Shaffril et al., 2020). Despite the fact that this SLR is in the science-social area, PRISMA can still be used as a protocol to generate research questions and a systematic review. Furthermore, PRISMA will minimize various types of bias and guide the author in the design of the research (Howard et al., 2019).

PICo did, however, construct and guide the research questions for this SLR. PICo was a mnemonic that was used to generate research questions for SLR, and it also identified important elements that were required in the research question (Lockwood et al., 2015). In general, PICo refers to three major themes: P (Population / Problem); I (Interest); and Co (Context). As a result, three major aspects were identified: secondary school teachers (Population), factors influencing talent management (Interest), and Malaysia (Context), which serve as the foundation for the research question in this SLR, "What factors influence talent management among secondary school teachers in Malaysia?"

2.1. Systematic search strategy

2.1.1. Identification

Researchers gradually implement systematic search strategies, which are divided into three sections: identification, screening, and eligibility (Shaffril et al., 2020). During systematic searching for research articles, identification was a process of expanding and identifying the appropriate keyword. The variety of keywords allows researchers to expand and find more related articles. In contrast, if the systematic search contained an excessive amount of the specific keyword, the researcher may face the problem of inaccurately recording the article (Shaffril et al., 2020). Secondary school teachers, talent management, and Malaysia were identified as three major domains based on the research question.

To increase the variety of domains, the researcher used an online thesaurus to identify synonyms, related words, and variety from the three main domains in this SLR. Aside from that, researchers can refer to the research article's keyword as well as the Scopus database, which provides suggested related terms for domain enrichment. Following that, article searching through two major databases, such as Web of Science and Scopus, and supported by Google Scholar, is done based on the obtained keywords and domains. Nonetheless, there were arguments against using Google Scholar due to a few deficiencies, such as a lack of quality assurance in the database (Halevi et al., 2017) the section of advanced searching features was incomplete, as in other main databases (Housyar & Sotudeh, 2018).

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Ironically, search engines such as Scopus only had 68.8% sensitivity for searching and 2% precision, which was lower than Google Scholar's 3% precision. Google Scholar, on the other hand, has a higher degree of precision than Scopus. As a result, this SLR used Google Scholar as a supporting database when searching for research articles because Google Scholar can function as a useful search engine (Haddaway et al., 2015). In addition, systematic search techniques from the databases Web of Science and Scopus, such as AND, OR, phrase searching, and field codes, were used in this process (Table 1). Furthermore, handpicking was used to conduct manual searches in the supported database Google Scholar. 568 related articles or references were successfully obtained using the main domains, database, and systematic searching strategy. As a result, all related articles or references will be included in the second stage, which is the screening process, by establishing specific criteria during article selection and retention.

Table 1: The search string

Scopus	TITLE-ABS-KEY (("talent management" OR "teacher retention" OR "teacher talent development" OR "school talent cultural" OR "teacher* talent identification" OR "teacher* professional development") AND ("teacher*" OR "educator*" OR "secondary school teacher*" OR "school teacher*") AND ("secondary school*" OR "senior high school*" OR "middle school*" OR "high school*") AND ("malaysia"))
WOS	TS= (("talent management" OR "teacher retention" OR "teacher talent development" OR "school talent cultural" OR "teacher* talent identification" OR "teacher* professional development") AND ("teacher*" OR "educator*" OR "secondary school teacher*" OR "school teacher*") AND ("secondary school*" OR "senior high school*" OR "middle school*" OR "high school*") AND ("malaysia"))
Google Scholar	"talent management" "secondary school""teacher" "malaysia" "pengurusan bakat" "guru" "sekolah menengah"

2.1.2. Screening

Next, the second process for systematic searching strategy was known as screening which involved few determination. Anyhow, some scholars such as Linares-Espinós et al. (2018) stated that the language of articles, type of research design, variety of publication could redundant with one and each other. Furthermore, several scholars (Johnson & Hennessy, 2019; Okoli, 2015) have argued that specific criteria for SLR were unnecessary due to needs of the each research were different. Thus, entrenched inclusion or exclusion criteria that decided by researchers; different requirement oleh SLR based on the assorted criteria; the criteria such as type of documents, language, year of publication need to consider (Shaffril et al., 2020).

In this regard, the first criterion in this SLR is that the author has set the year of publication within seven years, referring to the period from 2016 to 2022. The mature study concept discussed by several scholars led to the selection of this year's range. According to Kraus and Dasí-Rodríguez (2020), if the research context faces a lack of studies, the timeline or year of publication of journal articles should be increased again to avoid obstructed research questions. Following that, SLR restricts the type of publication to research articles only. Third, the languages for the selected research articles were only Bahasa Malaysia and English to avoid confusion, which increased the time and cost for reviewing the selected article (Linares-Espinós et al., 2018). Fourth, the inclusion criteria

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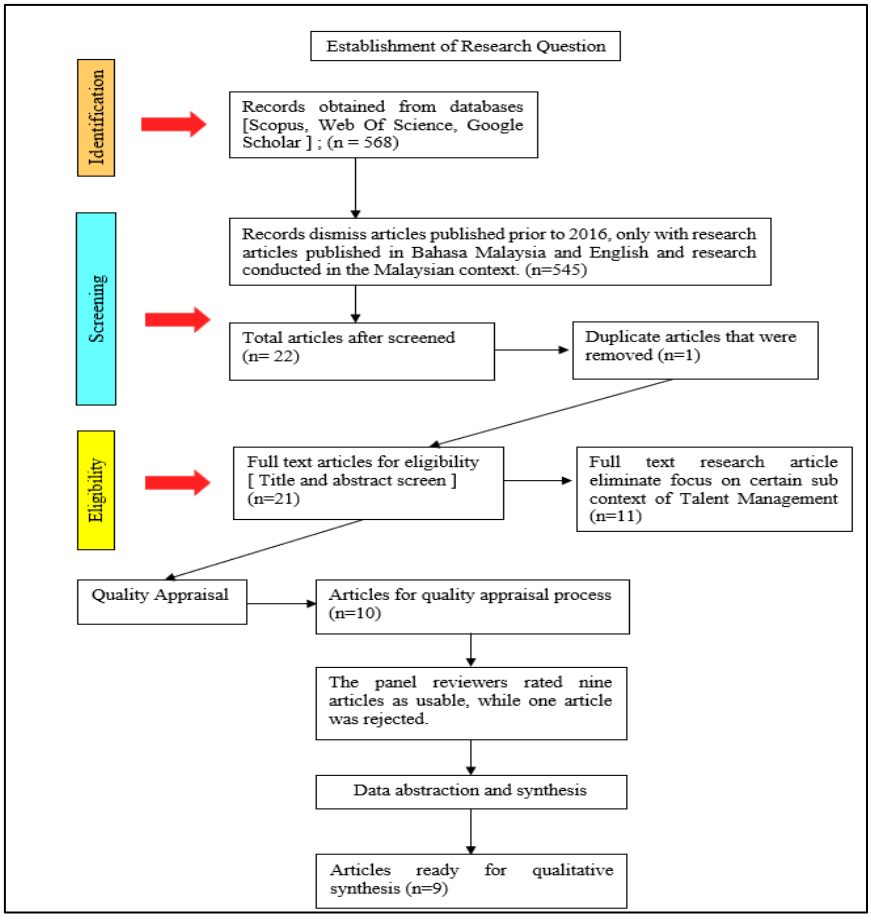
for this SLR are limited to the Malaysian context to ensure a better understanding and comprehension, particularly for talent management in education. Finally, after screening the research articles from the database, those that do not meet the listed criteria will be rejected, while those that do will be kept. As a result, 21 articles were retained and will go through the eligibility process.

2.1.3. Eligibility

The eligibility process is now being taken into account as screening for the second time manually by the researcher due to a lack of accuracy in the database that may have resulted in incorrectly identifying (Shaffril et al., 2020) the retained article. To address this issue, researchers were encouraged to manually screen articles a second time, focusing on a few aspects such as the title, abstracts, and methodology, if necessary (Shaffril et al., 2020). To be more specific, three articles were removed for not complying with inclusion criteria such as redundant records, systematic literature review, and so on. Eleven articles were removed because they did not meet the previously stated criteria. As a result, ten articles were chosen for the Quality Appraisal process. In fact, the number of papers included for review purposes is commonly less than 50 and quite often less than 10 articles (Robinson & Lowe, 2015). As a matter of fact, the small number of journals is not a constraint to SLR implementation. Therefore, as an outcome, the flow diagram below, Figure 1 clearly depicts the process of developing research questions all the way up to the level of research articles that are ready to be interpreted and synthesised.

Figure 1: Flow Diagram Systematic Literature Review: What Factors Influence Talent Management Among Secondary School Teachers In Malaysia?



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2.2. Article Quality Appraisal

Following the completion of the eligibility process, the remaining journal articles must be re-evaluated by experts to ensure that they are free of methodological flaws and biases (Higgins et al., 2019). As a necessary consequence, three appraisers have been identified and appointed for the purpose of evaluating this article because appraisers involve two or more experts in the quality appraisal process to ensure objectivity and quality (Charrois, 2015). Because the retained articles have a variety of designs, including qualitative, quantitative, and mixed-method studies, the evaluator used PRISMA (Page et al., 2020) as a guide in the evaluation process of the retained articles.

Furthermore, by using PRISMA as a guideline in the assessment, which includes two basic criteria and ten specific criteria, The basic criterion is expressed in two questions: Does the title clearly state talent management? Besides this, does the peer-reviewed research journal abstract in this section clearly discuss talent management? This first stage of screening must be completed by all ten research journals before proceeding to the second stage with ten specific criteria. The assessor will then be given three answer options: Y= yes, N= no, and U= unsure. As an outcome of this study, only journal articles that meet at least six specific criteria can be accepted as quality articles and applied to SLR. From a total of ten articles evaluated, as many as nine articles met the conditions of at least six specific criteria and were accepted for SLR. However, an article by Mohd Hata et al. (2020) was removed as it did not meet the general conditions outlined.

2.3. Data extraction and analysis.

Following the evaluators' assessment of the article's quality, the follow-up action will perform data extraction and analysis. The ultimate focus of this SLR is to conduct a survey that utilises study data that discusses talent management or talent leadership among Malaysian secondary school teachers. In this regard, this data extraction effort will concentrate on three main elements: the abstract section, the study findings section, and the discussion section written in the research article. However, if a more detailed explanation is needed, data extraction will also involve other parts of the study.

As an outcome, given that the articles involve a variety of different designs, such as quantitative type studies, qualitative type studies, and mixed-method type studies, a good synthesis for data analysis in this SLR is a qualitative synthesis approach for studies with a variety of different designs (Whittemore & Knafl, 2005). Correspondingly, thematic analysis is the most appropriate qualitative synthesis because it will obtain a clear picture through the data analysis process based on journal articles with various design types (Flemming et al., 2018). All extraction data will be categorised into each theme based on their similarities in order to obtain the appropriate theme in this SLR. As a result, four themes were identified: 1) talent management and talent leadership; 2) talent identification; 3) talent development; and 4) talent retention. Furthermore, there are four sub-themes: 1) evaluation; 2) potential employees; 3) upskilling; and 4) working environment. All members of the panel agreed that the four themes and four sub-themes illustrated in the diagram below are appropriate for this SLR (Table 2).

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Table 2: The main theme and sub-theme based on data extraction and analysis for the remaining articles.

Author/ Research design	Theme Sub-theme	TM/TL	TI	EV	PT	TD	US	TR	WE
1. Suprammaniam & Kannan (2016a)	QT	/		/	/	/	/		
2. Suprammaniam & Kannan (2016b)	QT	/		/	/	/	/		
3. Hamzah & Shamsudin (2017)	QT	/	/		/	/	/	/	/
4. Suprammaniam & Chua (2017)	QT	/	/	/	/	/		/	
5. Abdullah & Yahaya (2018)	QT	/		/	/	/			
6. Shamsudin (2019)	QT	/	/		/		/		
7. Harun et al. (2019)	QT	/	/	/	/	/		/	/
8. Jabar et al. (2019)	CP	/	/			/	/	/	
9. Harun et al. (2020)	QT	/			/	/	/	/	/

Note:
QT= Quantitative
CP= Concept Paper
TM / TL = Talent Management/ Talent Leadership
TI = Talent Identification
EV = Evaluation
PT = Potential employess
TD = Talent Development
US = Upskilling
TC = Talent Retention
WE = Working Enviroment

3. Results

A total of nine journal articles were chosen. Two selected articles were published in 2016, and two articles discussing talent management in the context of Malaysian secondary schools were published in 2017. However, only one related research article was published in 2018. As a result, the number of articles published increased to three in 2019. In 2020, the number of articles published fell to just one as shown in Figure 2. When it comes to journal publication, six research journals are published in Malaysia, while the remaining three are published by international publishers. Furthermore, quantitative design is used in research in as many as eight journals, while only one article is in the form of a concept paper.

SLR's main theme in the context of talent management among Malaysian secondary school teachers includes talent management or talent leadership. The second theme is talent identification, which depicts school principals' and school management's efforts to identify the most suitable talent among existing teachers and those outside the school in order to contribute to the school organisation (Hamzah & Shamsudin, 2017; Harun et al., 2019; Suprammaniam & Chua, 2017). The evaluation sub-theme is the first in the talent identification theme. Simultaneously, performance evaluation among teachers (Harun et

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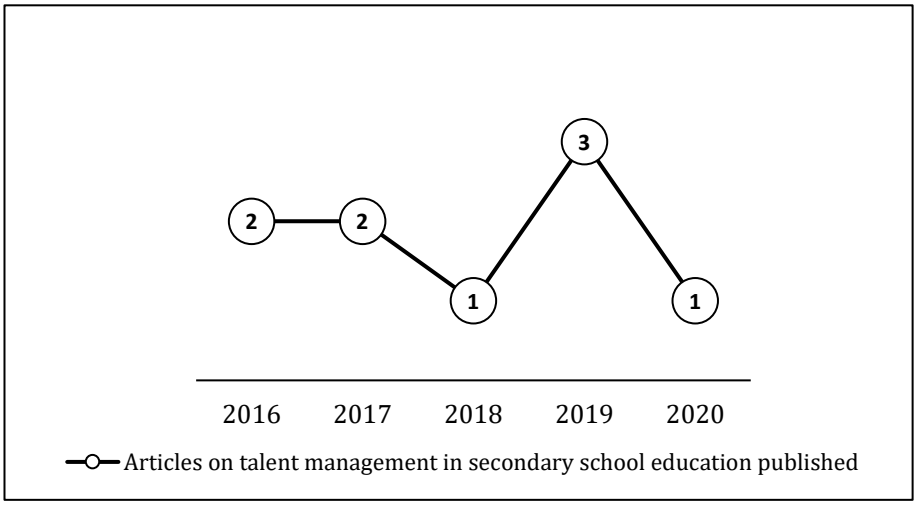
al., 2019) and evaluation among school principals to strengthen competence and achievement (Abdullah & Yahaya, 2018; Suprammaniam & Chua, 2017) that can be implemented by principals are being conducted. Teachers with high potential (Harun et al., 2019; Shamsudin, 2019) and the best in a school organisation should be evaluated.

Figure 2: Useable Articles on Talent Management in Secondary School Published in Malaysia.



Furthermore, the third theme in this SLR discusses talent development to ensure that teachers are always prepared to serve the organisation in the future (Harun et al., 2019; Jabar et al., 2019). Teachers' skills and competence will undoubtedly improve as a result of effective talent development, thanks to upskilling, which serves as a sub-theme for talent development. Upskilling is essential for teachers to face the worldly challenges of education in the twenty-first century (Hamzah & Shamsudin, 2017; Shamsudin, 2019). Finally, the fourth theme in this SLR is talent retention, which ensures that teachers are retained (Harun et al., 2019; Suprammaniam & Chua, 2017) and serve in school organisations. Furthermore, a working environment that is inclusive, innovative, and supportive (Hamzah & Shamsudin, 2017; Jabar et al., 2019) will encourage teachers to continue serving in the school organisation because the teachers' needs are met.

4. Discussion

The first theme in this SLR, talent management, is defined as having the same meaning as talent leadership (Abdullah & Yahaya, 2018). In general, talent management is a continuous effort by management to recruit and develop the most suitable successors for the organisation in the future (Harun et al., 2020; Jabar et al., 2019). Furthermore, talent management in education will provide several benefits, including: 1) increasing the ability of employees (Suprammaniam & Chua, 2017) from among teachers with high potential (Abdullah & Yahaya, 2018); 2) ensuring that all school levels have a sufficient number of high-performing leaders (Shamsudin, 2019); 3) allowing school organisations to continue to compete healthily with each other; and 4) developing a group of high-quality teachers with leadership talents in schools (Hamzah & Shamsudin, 2017). However, there is no consistent literature definition of talent management (Jabar et al., 2019) because talent management is described with various statements. Furthermore, the lack of research in talent management for the educational context is greatly reduced (Hamzah & Shamsudin, 2017; Harun et al., 2019) and scholars highlight the failure of principals to expose their teachers to programmes to improve skills and knowledge (Harun et al., 2019). As a result,

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this SLR is required to provide a simple and more detailed picture of talent management, particularly in the education sector.

In this regard, the second theme identified in this SLR study is talent identification. Talent identification is a pure action aimed at identifying highly competent teachers in school organisations and assisting them in developing their skills in order to serve the organisation in the future (Hamzah & Shamsudin, 2017; Harun et al., 2019; Jabar et al., 2019; Shamsudin, 2019; Suprammaniam & Chua, 2017). Following that, teacher evaluation (Harun et al., 2019) and management line evaluation (Abdullah & Yahaya, 2018; Suprammaniam & Chua, 2017) are complementary to talent identification. This is because the evaluation can ensure that all parties are of high quality and have potential (Hamzah & Shamsudin, 2017; Harun et al., 2019; Shamsudin, 2019; Suprammaniam & Kannan, 2016a, 2016b). Although talent identification through testing can increase job satisfaction, it also has the unintended consequence of increasing anxiety among employees who are not classified as having high potential (Farndale et al., 2022). It is clear from this that evaluation must be persistent and transparent (Farndale et al., 2022) in order to benefit all parties.

The third theme presented in this talent management SLR is talent development. All teachers participate in training or courses to improve instructional competence and teacher performance as part of talent development (Abdullah & Yahaya, 2018; Hamzah & Shamsudin, 2017; Harun et al., 2019, 2020; Jabar et al., 2019; Suprammaniam & Chua, 2017; Suprammaniam & Kannan, 2016a, 2016b) It is impossible to deny that teacher development courses will improve teachers' competence and skills (Hamzah & Shamsudin, 2017; Harun et al., 2020; Jabar et al., 2019; Shamsudin, 2019; Suprammaniam & Kannan, 2016a, 2016b). However, if the school administration or the principal roll the dice on talent development efforts, this will cause problems for the school organisation (Suprammaniam & Chua, 2017). As a result, teachers with high potential must be officially recognised and enrolled in teacher development training so that those individuals will work hard to do their best for the school organisation because they will regard themselves as individuals required by the school (Shamsudin, 2019). This is consistent with a recent study conducted by a group of scholars (Teslo et al., 2023) who agree that teacher development training not only changes teachers' attitudes but also their pedagogical or instructional practises.

Finally, talent retention is the final theme in the SLR of talent management among Malaysian secondary school teachers. In the school context, talent retention simply refers to a school organisation's ability to retain quality teachers so that the teacher can continue to serve in the organisation (Hamzah & Shamsudin, 2017; Harun et al., 2019, 2020; Jabar et al., 2019; Suprammaniam & Chua, 2017). A working environment that meets the wishes or needs of teachers becomes an important yardstick for teachers to continue to stay in the school to ensure that the wish is fulfilled (Hamzah & Shamsudin, 2017; Harun et al., 2019, 2020; Jabar et al., 2019). If teachers' needs and well-being are not carefully considered, they will experience tiredness and lethargy and may apply to change schools or retire early because Malaysia's education system appears to lack a single standard for determining instructional competence among teachers (Hamzah & Shamsudin, 2017). Madigan et al. (2023) confirmed the issue by stating that teacher burnout affects student achievement and motivation and has caused teachers to resign because teaching is a difficult and important profession.

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As a practical matter, all this, it is clear that talent management in schools affects both teachers and students. To ensure that the school achieves its desired mission and vision, all teaching staff, including the principal, should play a role based on their respective abilities and expertise. In the following section, the role of all parties involved in talent management will be proposed for future research.

5. Implication and Suggestion

The implications of this research are The Malaysian Ministry of Education (KPM) plays a crucial role in shaping policies related to talent management, teachers' personal qualities, and teacher competency. The study results have provided education policymakers with an understanding of the condition of schools in Malaysia. The policy will be more comprehensive and holistic to align with the National Education Philosophy (FPK). Furthermore, universities and institutions of higher education that prepare future educators can incorporate the talent management strategies of teachers into the particulars of teacher preparation, ensuring that future educators are not only adequately prepared but also assured in their ability to execute all duties assigned to them in a professional manner. Moreover, these novel frameworks have the potential to be implemented in various private and public institutions, including international schools, religious schools, residential schools, and traditional day secondary schools, among others.

The findings of this SLR survey demonstrate that previous studies in the school context have been conducted by scholars. However, few studies are conducted at the national level because the majority of studies are conducted at the zone, city, or state level. Furthermore, few studies on talent management have been conducted in non-government schools such as the Malaysian Independent Chinese Secondary School (MICSS) or international schools. This can be discussed further with scholars who describe how the teachers who serve in MICSS are mostly non-education majors and how teachers face a lack of opportunities to participate in professional development courses (An et al., 2022a). Furthermore, MICSS teachers do not receive the same professional development training as teachers in Malaysian Ministry of Education-managed government schools (An et al., 2022b). As a result, this situation emphasises the importance of conducting research on talent management in various school settings.

The second recommendation in the context of methodology is that qualitative or mixed-method studies can be improved further because eight of the nine articles reviewed use a quantitative design. Furthermore, AMOS SEM was used to analyse the major portion of the studies that used a quantitative design. In this regard, it is suggested that the use of SMART PLS be expanded in future studies to test whether social phenomena are consistent or not with previous studies. Finally, in the context of policy, the third recommendation is that this SLR review be used as a guide to improve and strengthen the existing policy. This can be more specifically detailed in order to strengthen the Malaysian Educational Blueprints 2013-2025, which are set to expire soon. The new policy that will be developed must take into account educational organisations other than regular day schools that are fully monitored by the Malaysian Ministry of Education. The main themes related to talent management for school organisations have been clearly displayed in this SLR. In line with this, it is hoped that policymakers will develop more inclusive policies that take into account all parties.

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6. Conclusion

Finally, this systematic literature review revealed the existing talent management factors among secondary school teachers in Malaysia. This SLR aims to provide a clear picture based on previous research in a systematic and organised manner. This SLR is not perfect because the researcher is still unable to access two journal articles despite numerous efforts. The analysis of this talent management SLR revealed four main themes: 1) talent management or talent leadership; 2) talent identification; 3) talent development; and 4) cultural talent.

Furthermore, four sub-themes were identified: 1) evaluation; 2) potential employees; 3) upskilling; and 4) working environment. This talent management SLR is intended to serve as a resource for managers, particularly school principals, in implementing talent management factors for their colleagues in school organisations, whether public or private. This is because the principals and teachers at MICSS are constantly striving to improve learning and instructional pedagogy in order to create a positive learning environment in the school (Thien et al., 2021). As a result, education should include all stakeholders because all parties involved in schools are valuable assets to our country.

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Conflict of Interest

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