



A Lecturer's Perspective on Talent Management in Private Higher Learning Institutions in Kuala Lumpur, Malaysia

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Talent management has been an ongoing focus in lecturer and career development among lecturers in university. However this effective practice lies in the conduct of certain factors in the organisation. Some of the important factors that are known to contribute to the talent management of an organisation are; the ability of the lecturer to perform, organizational culture and the retention practice of an organisation. Hence, this paper takes a novel stance in explaining the relationship among talent management and three antecedent factors; performance, organisational culture and retention. Importantly the research is skewed to a focus on academics who are lecturing in the Information Technology related subjects. A further factor for consideration is that the leading university in Malaysia has a tendency to lose competent academicians creating a gap in the achievement of organisational outcomes. Thus, respondents were sampled from Private Higher Learning Institutions in Kuala Lumpur, Malaysia. Data was collected from 133 respondents who have been lecturing in IT related modules. Hypotheses were built based on the relationship testing between variables and analysed using Pearson Correlation in SPSS. The results show that two hypotheses are not supported while one hypothesis on retention has indicated significant relationship with the talent management practice of the university. Information Technology is a fast growing industry and lecturers in this field need to be constantly updating their knowledge, skill and ability. This requires talent management. Academics who are unable to do this with the support and motivation of organisation may not be able to be retained in the university. Consequently this can lead to poor outcomes on knowledge delivery to students and retention. Overall, this paper has called for good human resource practices for lecturers in the academic profession.

Keyword: *Lecturer, talent management, performance, organisational culture, retention.*



Introduction

Talent management is an importance essence that needs to be managed effectively in order to accomplish the organisation missions and objectives. Most organisations prioritise talent management as they strive for excellence (Kwame, 2015). As explained by Naim and Lenka (2017), talent management has become a serious challenge in Human Resource Management (HRM) and there is a need to have a suitable approach and action to enhance the talent management in the emerging fast-growth markets. The evolving business environment and changes in business trends have created a space for high talent mobility. Even though most organisations acknowledge the importance of managing talent among lecturers, the reality is that in organisations there is a need to investigate the correlation between important jobs and relevant perception of higher status and salary (Van, 2013). As talent management is an important issue for effectiveness of the organisation, the management need to engage, retain and develop talent to support the growing skilled labour demands. The growing attention to talent includes a consideration of the aspects of knowledge-based competition and globalisation in a changing work world as well as a new form of demographic change in organisations (Van, 2013). This has highlighted the critical nature of talent management in the development of manpower. One factor that this study analysed was lecturers' performance as the main strategic agenda in HRM for many organisations – this is reinforced by the current trend of companies converting from a collegial to a managerial model.

Lecturers' performance remained the factor that needed primary focus for the organisation to improve their talent management practices. Multi-dimensional concepts made the lecturers' performance measurable through the combined factors of relativity to task, adaptivity and counterproductive behaviours (Nisada, 2016). For organisational culture, Oladapo (2014) noted that the influence of culture in talent management is quite captivating. Talent management could deliver a technique in simplifying the tools through emphasis on the resources while improving the tool attributing key talent management as an on-going priority in lecturer engagement such that a talent approach is the necessary values shift (Mohamed & Shiekh Abukar, 2013). Organisational culture is represented respectively in progress on the execution of talent management (Fanxing, 2016). For instance, talent management encourages the talented lecturers to form the organisational culture with a concern for the progressive development of a talented pool of lecturers. According to Cutajar (2012), this approach to talent management could extremely affect the native values of multinational and small companies toward the progress of their organisation. Another factor that the study highlights is lecturer retention as one of the primary concerns of the management of the organisation.



Lecturer retention is observed as an opportunity for many organisations to sustain a competitive workforce (Oladapo, 2014). Retaining and attracting a talented workforce inspired the Vice Presidents of the organisation to think about the opportunities and possibilities on offer with relation to e.g. benefits and compensation, good work culture, teamwork and balance between work life and personal life that could encourage organisation retention (Hughes & Rog, 2012). The government mentioned that Malaysia became a global IT hub through expansion of the Multimedia Super Corridor (MSC) flagship project, the advancement of Malaysia's IT infrastructure and telecommunications and the computerisation of several ministries and agencies (Trequattrini & Shams, 2016). Since then, great growth and sectorial shares in Malaysian IT have contributed as the change is being made to smaller ICT from traditional computers devices, however, most of the start-up organisations in Malaysia don't know how to retain talented lecturers (Mishra & Chih, 2015; Amfani-Joe, Okonkwo & Osagede, 2018).

Talent management entails that IT department has the competence to advance the dynamic capability of TM (Benitez, 2015). Through the IT department, the firm delivers exact and timely information to the market to recruit and to get on board with excellent talent to design and adapt its talent base. Companies such as Petronas, Maxis and other companies mostly practice through social networking to attract talent. Further websites that assist in recruitment such as LinkedIn, Facebook and Twitter are used to manage talent. Likewise, the combination of human resource boards and social networking will able the IT organisation to select talent using quicker methods since many candidates are available and sourcing IT jobs which are in high demand. The IT department may lead the talent management shape of the organisation for the work culture by refining its talent management (Ahlan et al, 2014). According to a report published by the Department of Statistics Malaysia in 2016, there were about 2,964 foreign lecturers working in Malaysia as compared to 2,950 in 2015. The manufacturing sector continued to contribute around 57.1 percent followed by service sector with share about 34.4 percent. The report also highlighted that foreign controlled companies control over 50 percent of the equity. Alias et al (2014) highlighted that the IT employers preferred to recruit foreign lecturers as there is a lack of local expertise. Cumulatively, there are about 21.4 percent of local experts in IT, however, most of them prefer to migrate due to the high demand and better salary offered by foreign countries.

This study focused on the research objectives as per the following; To analyse the relationship between lecturers' performance and talent management among lecturers; To determine the relationship between organisational culture and talent management among lecturers; to find the relationship between lecturers' retention and talent management among lecturers.



The findings of the study will assist the HRM to understand the relationships with regard to the three major factors within talent management in order for them to plan for an ideal solution and actions. In the application of theoretical to practice, the study investigated the operation of business especially focusing on the operational business in the IT department for small companies. Furthermore, human resource practitioners and talent management specialists will benefit from the developed talent management framework as it will aid and guide the best practice of talent management. Organisations can generate methods to curb the identified problem based on the three factors that contribute to the talent management discussed in this research. In Malaysia, there are many big companies such as Maxis, Petronas Lubricant and others that have played a positive role for every individual and HR have benefited as lecturer work satisfaction increased and consequently there was a decrease in retention rate as compared to the start-up companies (Cutajar, 2012).

Literature review

The literature review describes the link between talent management and the contributing factors along with underlying theories building this conceptual framework.

Talent Management

Talent management has to focus on two major approaches, which are the exclusive and the inclusive approaches (Festing, 2013). The exclusive approach defines the ‘workforce differentiation’ concept and recognises talent as a choice of a subset of lecturers in the organisation re making a difference to organisational performance (Devi, 2017). The approach is often drawn from ‘humanistic’ considerations and advocates allocation of all the organisational resources similarly among lecturers, as everyone in the organisation has their potential ‘talent’ (Iles, Chuai & Preece, 2010). Talent management is essential for effective managers and leaders to sustain effective organisation and accomplish the objective and mission of their company. It includes a mixture of communication skills, emotional maturity, leadership ability, sharp strategic mind and the capability to inspire others by attracting other talent among the lecturer pool, functional skills, entrepreneur instincts and the ability to produce good outcomes (Iles, Chuai & Preece, 2010). Tafti et al (2017) specified that talented lecturers usually would have a capability to achieve the targeted objective of the organisation.

For the development of lecturer’s talent, talent management covers the sourcing, socialisation, maintenance deployment and selection through the activities organised by the HRM. The cycle contains three main fields, which include the talents maintenance and talent identification, talents development and absorption (Sonnenberg & Zijderfeld, 2014).



Basically, the aim of Talent management is to provide alertness on the main workers group as a replacement for the multinational companies (Vardarlier, 2014). Talent management could also reduce expenditures and work income by improving business performance and competitiveness (Raghavendran, 2013). However, Iles and Chuai (2015) claimed that talent management may lead to bad outcomes, in the context that talent management might encourage disparity and decrease productivity. Raghavendran (2013) expressed the same view that the lecturers might have low motivation, be discouraged, experience aggravation and become disappointed as some might not be in the talent pool. This situation could lead to increase of turnover and lower productivity.

Lecturers' performance

Lecturers' performance is equally important for both the organisation and the individual respectively. The performance of the lecturers will lead to the successful implementation of the organisation goals. Kehinde (2012) specified that to sustain the lecturers' performance, the organisation needs to have the necessary components: firstly performance with relation to attitude rather than outcomes; secondly, effort performance from lecturers needs to comprise an attitude behaviour which is in line with the organisational objectives, and thirdly, performance is multidimensional, which includes counterproductive behaviours and contextual. Lecturers' performance is related to indicators such as peer review, citation indexes, globally referred publications and productivity (Nzewi, 2015). The use of lecturers' performance to evaluate the academic talent has been passionately debated in the Western academic community (Nzewi, 2015)..

Lecturers' performance is related with indicators such as peer review, citation indexes, globally refereed publications and productivity (Nzewi, 2015). For example, it stated that is accused of inserting too much importance on devaluating teaching and research on initiating an overproduction of journal articles. The importance of lecturers' performance has been of significant study together with attention to practical aspects (Vardarlier, 2014). There is however no universal agreement on the meaning of lecturers' performance. According to Brink and Fruytier (2012) of great significance to a lecturer's performance is the use of the workers act as a result to measure in experimental research.

Organisational Culture

Organisational culture plays a key role in attracting and maintaining quality talent. The development of organisational culture aims to attract suitable candidates for talent management creation and suitable execution is required to have an active talent management (Thunnissen & Boselie, 2013; Anyi, 2017). Thacker (2014) emphasised that talent management is needed for lecturers to be involved in an organisation. Organisations believe



that a company's culture is the direction in maintaining organisational vision and mission over a set of conventional values. However, there is a wide gap in philosophy with regards to the essential meaning of an organisation's culture (Wang & Chen, 2017). According to Wang and Chen, (2017) much of the research written about organisational culture in academic and management literature, fails to explore the challenging concept of talkent. Basically, organisational culture is an evolving idea that happens to be generous towards companies such as public institutions, enterprises, non-profit group and government department (Romans & Lardner, 2015). Romans and Lardner (2015) opine that the idea of organisational culture lacks clarity and that there must be further research to organise its true meaning and its effect on an organisation.

According to Romans and Lardner, (2015) the definition of organisational culture has been classified by four characteristics: symbolism, joint behavioural guidelines, and standards for external and internal communication for organisation. Essentially, in terms of organisational behaviour, the lecturer must have strong impact ethics, to nurture strong work values that influence good outcomes as part of a strategic plan (Swales, 2016). A focus on building an ethical culture, seeks to provide equity of access to all workers who expect to be and are treated accordingly. This culture helps companies manage a diverse cohort of workers more efficiently and assists in retention by attracting an extremely driven lecturer workforce in the first instance. In terms of a quality management quality perspective, by creating an ethical culture, the companies automatically 'look more inviting' to the best available talent (Swales, 2016).

Lecturers' retention

Lecturers' retention is normally considered to be a capability required by an organisation to retain a stable human resource (Isfahani & Boustani, 2014). Usually it's linked to life and to a company's belief. According to Isfahani and Boustani, (2014) lecturers' retention of talent has always been a major theme of argument in academic Human Resource Management (HRM) literature however more recently the key role it plays in attrition has redefined retention as a corporate asset. Lecturers' retention is a multipart idea which basically focuses on why an organisation is not keeping lecturers over the long term. Isfahani and Boustani, (2014) supports this certainty about the idea of lecturers' retention. Lecturers' retention has arisen as the most important, critical and complex issue in workforce management. Ochieng (2016) specifies that lecturers' retention is influenced by some determinants that should be accomplished consistently: flexible work schedule/ work life balance, career advancement/development systems, firm's culture, firm's climate, pay and benefits, training and development. Gordon and Adler, (2017) indicate that Development and Career Advancement is one of the key strategies for retention of lecturers. Career advancement and



development is generally achieved in the delivery of a flow of talent required to attain promotion in an institution. Gordon and Adler, (2017) state that rising pay levels lessen staff turnover and advance job satisfaction to a significant degree. Organisations should publish data with regard to their lecturers' key talents.

Family Resource Management Model

The model comprises of input, throughput and output. Input refers to the resources available to households and demands placed upon those resources. Throughput consists of the internal managerial process of planning and implementing behaviours that connect input and output. Output refers to the sense of wellbeing derived from demands being met (Deacon & Firebaugh, 1988) and this model assumes that the sense of wellbeing is attained through effective use of resources for inputs and throughputs combine to affect the output. In this model, the organisation is viewed as a decision-making unit that uses its human and material resources to meet demands. The application of the Deacon and Firebaugh on talent management (output) depends upon (a) personal characteristics; (b) lecturers' performance; (c) organisational culture; and (d) lecturers' retention.

Many of the family firms have sole resources that are cited as the "families" of the firm (Cabrera-Suarez, De Saa-Perez, and Garcia-Almeida, 2001; Habbershon & Williams, 1999). Habbershon and Williams (1999) outline families as a group formed by the relationship of business and family. Families do have both advantages and disadvantages. Astrachan, (1994) stated that incomes of family businesses and the disadvantage of resource management, can lead to competitive advantage and wealth creation. Resources which have been studied are human capital, patient capital, social capital and survivability and these can differentiate from family from nonfamily firms.

Social Exchange Theory

Social exchange theory is a moderately wide-ranging theory, which includes principles of behaviourism about understanding and clarification on human interactions and for this research Talent management can be used. As stated by Oparaocha, (2015) people pursue pathways to exploit their rewards and lessen their costs in political relationships in both personal and corporate sectors. Social behaviour will never be repetitive if perceived to bring the least cost alternative behaviours or positive reinforcement that strengthens and rewards. According to Oparaocha, (2015) social exchange view can mean that conflict as unavoidable and even expectable. When groups, workers or lands experience or observe inequity or injustice in their system of exchanges, conflict will rise. Social exchange research suggests that sustaining as an individual can influence selection through resolution of potential expenses in the society (Cropanzano, 2015).

In talent management, this theory recommends that when staff are fulfilled with the work environment provided to them, the lecturer will be more likely to stay longer with one organisation (Knippenberg, 2015). Social exchange theory also examines the employment relationship in terms of economic or social exchanges. The discussion of economic benefits is through return of lecturers' actions while through liberal deeds which are organisation persuaded; social exchange could be attained (Knippenberg, 2015).

Social exchange theory highlights “contingent and interdependent” connections by lecturers as the base for all social relationships and transactions (Neal, 2014). Basically, this theory is about dissimilar methods of social communications which are made up of mutual connections and enable psychological agreements, reciprocity, and mutual responsibilities (Neal, 2014). Debatably, social exchange theory delivers an agenda for decrypting the norms and rules that form organisational dealings, reserve connections and value of the mutual responsibilities which are imitated in the developing relationship behaviours in companies (Colquitt, 2012). Hence, this theory delivers a brilliant setting for discovering how intra-organisational social networking architecture may influence capabilities and knowledge management through lecturers' attitudinal inclinations about collaboration and shared culture toward organisational citizenship (Palacios & Marqués, 2015).

Conceptual Framework

Figure 1. The Framework on the Study on Lecturers' performance, Organisational Culture and Lecturers' retention towards Talent Management



Source: (Tatoglu, Glaister & Demirbag, 2016; Irtaimah, Al-Azzam, & Khaadam, 2016; Nasir, Moktar & Ariffin, 2017; Alias, Noor & Hassan, 2014)

Based on the above the following hypotheses formulated:

- H₁: There is a significant relationship between lecturers' performance and talent management
- H₂: There is a significant relationship between organisational culture and talent management
- H₃: There is a significant relationship between lecturers' retention and talent management.

Methodology

The target population of this research will be lecturers in the Information Technology Department in a university. To determine the sample size for this study, the standard case rules for each variable will be used. According to Hair, Black, Babin, Anderson, and Tatham (2006), a minimum of 20 cases should be performed per variable, so the total number of samples is 80, since this study has four variables and is a satisfactory number of sample size (4 variables x 20 cases = 80). According to Etikan, Musa, and Alkassim (2016), in this research, the purposive sampling method will be conducted because the targeted respondents will be the lecturers from the IT department from the particular university, but at the same time they can be attached to any of the branches of that particular university. The research instrument of the variables in this study displayed in Table 1 below. Simple random sampling method was used as a probability sampling method.

Table 1: Research Instrument/Measurement

Sample type	Section	Variables that needed to be measures	Items	Resources
Lecturers of the institution	B	Dependent variables ➤ Talent management $\alpha = 0.906$	6	Jamshidi (2015)
	C	Independent variables ➤ Lecturer performance $\alpha = 0.636$	5	Tash (2016)
		➤ Organisational culture $\alpha = 0.793$	5	Devi (2017)
		➤ Lecturer retention $\alpha = 0.860$	5	Kohestany (2017)



Data Analysis and Discussion of Findings

Descriptive Analysis

Demographic information about each of the respondents consists of several items, namely: gender, nationality, age, and education level in the IT department. To collect data from this study, 140 questionnaires were delivered to lecturers in the IT department in the University, where 133 respondents provided information about themselves.

The total number of respondents was 133 people, of which 68 (51.1%) were men and 65 (48.9%) women, so the number of men is not much more than women. According to the analysis, 84 lecturers (63.2%), which mostly from the respondents are Malaysians who working here. On the other hand, 49 lecturers (36.8%) are foreigners who have been working in Malaysia for quite some time. The survey results show that 30 lecturers (22.6%) working in the IT department in University are between the ages of 18 to 24. However, the highest number of lecturers 54 (40.6%) are in the age group from 25 to 34. In addition, 41 respondents were included in the age group from 35 to 44 years, which makes up (30.8%) the total number of respondents. Moreover, eight people (6.0%) were included in the group of people from 45 and above. The study level of education showed that 24 lecturers (18.0%) have completed a Diploma, 77 respondents (57.9%) have completed their undergraduate programme (Bachelor's Degree) and 32 lecturers (24.1%) have completed a postgraduate programme.

Reliability Test

According to Nunnally (1981), the Cronbach Alpha coefficient should not be below 0.7, however according to Sekaran (2003), the Cronbach Alpha coefficient should be greater than 0.5. The researcher will adhere to the proposal of Sekaran (2003), in which the Cronbach Alpha value should be at least 0.5.

Multiple Regression Analysis

Refer to Table 2 below, the value of R^2 is 0.409. This indicates that 40.9% of the total variance in the dependent variable (talent management) is explained by the total independent variables (lecturers' performance, organisational culture and lecturers' retention). Hence, the remaining 59.1% might account by other variables that are not included in this research.

The arrangement of strengths among the independent variables (lecturers' performance, organisational culture and lecturers' retention) that contributes to the dependent variable (talent management) is Lecturers' performance ($\beta = .052$), Lecturer Motivation ($\beta = .064$) and Work Life Balance ($\beta = .060$).

The significant value of each variable indicates whether the hypothesis should be accepted or rejected. If the significant value is lower than 0.05, the hypothesis is accepted. In contrast, the hypothesis is rejected if the significant value is above 0.05. Table 3 below shows the results of the hypotheses.

Table 2: Multiple Regression Analysis

Dependent Variable	Independent Variables	Coefficient Value β	Significant Value (Sig.)	R ²
Talent Management	Lecturers' performance	.052	.660	.409
	Organisational Culture	.064	.580	
	Lecturers' retention	.060	.002	

Table 3: Hypotheses Results

Hypotheses	Significant	Results
H ₁ : There is a no significant relationship between lecturers' performance and talent management.	.660	Rejected
H ₂ : There is a no significant relationship between organisational culture and talent management.	.580	Rejected
H ₃ : There is a significant relationship between lecturers' retention and talent management.	.002	Fail to reject

Conclusion and recommendation

The below discussion is based on objectives and hypotheses testing. The hypotheses were discussed in line with the data analyses obtained.



The Relationship between Lecturers' Performance and Talent Management

One of the main objectives of this study was to find a significant relationship between talent management and lecturers' performance. The results of the study of the hypothesis indicate that the positive relationship between talent management and lecturers' performance is rejected. According to the empirical study of Keller (2014), there is a direct relationship between talent management and lecturers' performance. Talented lecturers have the capability and the opportunity because they are placed in strategic positions and thus are inspired to perform and hereafter, motivation tends to arbitrate the relationship between talent management and lecturers' performance. Moreover, the researcher perceives that where an organisation tends to be more supportive and adds investing in talented lecturers to their priorities, there is an increase in lecturer motivation and commitment to the organisation. Research conducted by Saini (2014), further concluded that lecturers' performance is one of the factors of talent management. In this study he stated that talented lecturers are capable in their job on task performance, commit extra effort to their lecturer tasks and are more innovative, generating new ideas (Saini, 2014). Talent management is also important to the identification of talented individuals, and this may lead to the avoidance of behaviours that negatively affect the organisation. Collings (2013) also found that lecturers' performance does have a link to talent management, stating that the modest contribution of findings in talent management does not only lead to positive performance but also reduces counterproductive behaviours. Also, the implementation of talent management will lead to lecturers' performance in relation to core job functions and contextual behaviours, as well as creativity and innovation.

The Relationship between Organisational Culture and Talent Management

The next objective of this research is to find the relationship between talent management and organisational culture. Based on the results of this study, the hypothesis that demonstrates a positive relationship between talent management and organisational culture is rejected. The results of Gallardo's study (2013) support the positive relationship between talent management and organisational culture. Gallardo (2013) claims that the organisational ability in managing talent influences organisational culture. It is necessary to focus more strongly on creating conditions allowing for employment of potentially talented lecturers. Rachel's (2016) research attests that the organisational culture is diametrically related to talent management. This is because organisational simultaneously creates such a group and, by force of his or her personality, begins to shape the group's culture and from here the culture of organisational is extremely stable and sustainable and affects every aspect of an organisation. Furthermore, Kontoghiorghes (2015) revealed that diversity is very important in organisation culture in order to sustain talent management. Further, a lecturer who is



harmonious inside and identifies with the organisational culture achieves the transformation from talented to excellent. Hence, it is even more valuable a pattern to enmesh in organisational culture, that is, to cultivate more excellent talent for the organisation.

The Relationship between Lecturers' Retention and Talent Management

Another important objective of this study was to find a significant relationship between talent management and lecturers' retention. Thus, the results of the study of the hypothesis indicate that a positive link between talent management and lecturers' retention is accepted. According to the research of Elsaid (2017), the primary factor for consideration in future lecturers' retention is that while the younger generation are more highly educated they have less on the job training and are more likely to leave than their older counterparts. A common mistake once a lecturer is hired is that their work and successes are rarely acknowledged and their expertise rarely recognised (Elsaid, 2017). Weerasinghe (2017) mentions that HR managers need to work closely with senior level managers to recruit, attract, grow and retain their top talented lecturers within the organisation. To make sure the senior level managers know what's happening in the organisation an awareness that talented lecturers will leave the organisation if they aren't take care of is necessary as a profit/cost analysis (Weerasinghe, 2017). This will become a serious matter where senior administrators fail to emphasise that lecturer retention must be treated as a 'first customer' service issue - satisfied lecturers will translate to retention. Boustani (2014) states that talent management in lecturers' retention has an effect over lecturer trust and labour retention rate of the organisation because it refers to organisational ability to maintain talented and qualified staff and it is such people who help organisation competitiveness in this rapidly changing world.

Implications of the Study

This article has discussed the implications from the perspective of the lecturer, employer and the literature with regard to lecturer retention. The study of the problem of the talent management of lecturers and the factors that affect it can help to increase the level of talent management of lecturers in the IT department in a University. In this study, the problem is completely identified, and its symptoms are revealed, moreover, each of the factors that affect talent management is described. Thus, this study enables lecturers to take into account all the factors that affect talent management and enable each lecturer to be more successful in their organisation, thereby climbing the career ladder and increasing their own income. Moreover, this research can help lecturers to move forward, to work and develop the brand of their organisation, which in turn will be mean improved success in labour market competition.



In addition, a study of the problem of talent management of employers and the factors that affect it can help employers improve the talent management of lecturers by examining the factors that affect them. Moreover, the employer can limit himself from the risks of a large loss of lecturers in small companies, while investing in them with both money and knowledge. Each lecturer for the employer is a very important person, with whose help, the whole business system works properly. However, when an employer doesn't contribute much investment in their talent, the employer will ultimately lose money and trusted clients, which may lead to the organisation's collapse. Thus, this study can help the employer increase the profit of the organisation, by improving the quality of talent of each lecturer.

This study can help develop the IT department of A University. The IT department can improve talent management to enable the organisation's operational environment sustainability and increase organisation performance. Thus, the IT department in a University needs lecturer talent management with high productivity, for excellent brand performance. In addition, talent management enables the organisation to successfully compete in the marketplace and to retain talented lecturers, so they don't look for other companies because they feel valued. Moreover, relating to the present developing economic and diplomatic relations of Malaysia with various countries all over the world, the IT department accept high-ranking intellectual at the State level and in this case many lecturers will evaluate the country by its IT, so this study can help the IT department in the creation and cultivation of talent management.

In addition, this study can help future researchers determine the factors that effect talent management and the problem of talent management in organisations. The factors influencing the talent management of lecturers were identified in this research. In addition, this research is unique, since such studies have not been found, moreover, the problem of talent management is present not only in IT departments, but also in various structures related to work with personnel. Thus, using this study, researchers can find the information they need for themselves.

Conclusion

The results of past studies were included to justify the results of this study. In addition, the results of this study were substantiated and the reasons for the appearance of these results were revealed. Moreover, the implication of this study was presented and described. Further, the limitations of this study were presented and at the end of the chapter, various recommendations for future research were presented, which, in the author's opinion, would be the best recommendations for researching and solving the problem of talent management.



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