

Human talent management in Latin American education: A systematic review

Gestión del talento humano en la educación latinoamericana: una revisión sistemática

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Received: 18-02-2025 Accepted: 17-05-2025

2026. V6. N 1.

Abstract

Human talent management in public schools has been a topic of academic and professional interest for decades. In various countries, public administration prioritizes ongoing teacher training, employee well-being, and the retention of qualified staff to ensure high-quality education for students. Furthermore, it is recognized that educational outcomes are strengthened through effective educational leadership, which utilizes technologies to improve management and professional development. This research conducted a descriptive systematic review of 33 articles published between 2020 and 2024 in databases such as Scielo, Proquest, EBSCO, Latindex, Dialnet, and Scopus, focusing on human talent management in Latin America. The results demonstrate a direct relationship between human talent management and educational outcomes, highlighting that a positive work environment is one of the most relevant factors for institutional success. Furthermore, it was identified that human talent management not only impacts teacher performance but also influences staff satisfaction and motivation, which positively impacts educational quality. Therefore, it is concluded that strengthening human talent management policies and practices is essential to improving the region's public education system, adapting to current challenges and promoting the comprehensive development of teachers and students.

Keywords: work environment, organizational culture, human talent management, human talent.

Resumen

La gestión del talento humano en las escuelas públicas ha sido un tema de interés académico y profesional durante décadas. En diversos países, la gestión pública prioriza la formación continua de los docentes, el bienestar laboral y la retención del personal calificado, con el fin de garantizar una educación de alta calidad para los estudiantes. Además, se reconoce que los resultados educativos se fortalecen mediante un liderazgo educativo efectivo, que utiliza tecnologías para mejorar la gestión y el desarrollo profesional. Esta investigación realizó una revisión sistemática descriptiva de 33 artículos publicados entre 2020 y 2024 en bases de datos como Scielo, Proquest, Ebsco, Latindex, Dialnet y Scopus, enfocados en la gestión del talento humano en América Latina. Los resultados evidencian una relación directa entre la gestión del talento humano y los resultados educativos, destacando que un buen clima laboral es uno de los factores más relevantes para el éxito institucional. Asimismo, se identificó que la gestión del talento humano no solo impacta en el desempeño docente, sino que también influye en la satisfacción y motivación del personal, lo que repercute positivamente en la calidad educativa. Por tanto, se concluye que fortalecer las políticas y prácticas de gestión del talento humano es fundamental para mejorar el sistema educativo público en la región, adaptándose a los desafíos actuales y promoviendo el desarrollo integral de los docentes y estudiantes.

Palabras clave: clima laboral, cultura organizacional, gestión del talento humano, talento humano.

Introduction

Recent studies on Human Talent Management (HTM) have placed special emphasis on educational leadership, workplace well-being, continuous professional development for educators, and the promotion of professionals. Furthermore, the importance of effectively managing technology is highlighted, as it facilitates both management and professional development. Thus, to evaluate institutional capacities, there is an effort to guide and foster talent development within the organization in response to institutional objectives (Mendivel et al., 2020; Realpe & Roxeyine, 2020; Pisco et al., 2021; Huaraca, 2023; Canqui et al., 2020; Reyes et al., 2024).

Macazana et al. (2023) and Párraga (2023) assert that schools can have a high-quality teaching staff, both in performance and commitment, a claim supported by Toribio et al. (2020), Gonzales & Pedraza (2021), and Idrogo et al. (2022). They also indicate that organizational culture is fundamental for the effective management of human talent (Maestre & Bracho, 2019; Realpe & Roxeyine, 2020; Sierra, 2022; Canqui et al., 2020). Talent managers employ innovative strategies that enable the achievement of institutional goals and foster a commitment among staff that motivates them to remain in the organization. Consequently, they prioritize specialized professional training (Muñoz, 2020; Fulquez, 2022; Sierra, 2022; Macaza et al., 2023; Chalco, 2023; Ortiz, 2023; Plaza, 2023; Yance, 2024). In this way, with an appropriate training strategy, staff feel like integral parts of the institution. As a result, qualified personnel have the opportunity to develop roles aimed at their comprehensive growth (Cubillos et al., 2022; Saenz et al., 2024).

Another relevant aspect that HTM considers in public schools is the holistic well-being of the community, a key element for ensuring academic and administrative quality, given that people, not just resources, are managed (Jiménez et al., 2023; Párraga et al., 2023). Additionally, virtual education represents a pathway to improve productivity and competitiveness, demonstrating the impact of technology on human talent management processes, as noted by Briones (2023) and González & Pedraza (2021).

Individual work and labor quality in HTM drive managers to design structures that reflect institutional reality and generate positive benefits for the community (Maestre et al., 2019). However, when human talent is not managed properly, it results in weak performance in educational governance and consequently poor institutional service, distancing organizations from their commitments (Ruiz et al., 2022). In this context, a type of leadership in HTM capable of meeting established objectives is emphasized (Fulquez et al., 2022; Intriago et al., 2023).

Managing human talent in this manner contributes to improving educational quality, professional development for teachers, performance evaluation, staff retention and motivation, a favorable organizational climate, inclusion and equity, along with the efficient use of resources and the promotion of well-being and health.

For these reasons, the objective of this study is to review how human talent has been managed in Latin America through a systematic review of articles published between 2020 and May 2024 in databases such as Scielo, Proquest, Ebsco, Latindex, Creative Commons, Dialnet, and Scopus. It aims to answer the question: What do these studies address regarding the different forms of human talent management in Latin America?

Finally, to maintain focus, this document will not delve into an exhaustive definition of HTM but will provide a clear overview of the topic and highlight those who have shown explicit interest in this area.

Methodology

This research was conducted under a descriptive systematic review approach, grounded in the bibliographic analysis of scientific articles related to Human Talent Management (HTM) in the educational field of Latin America. The main objective was to identify and systematize the most relevant approaches, findings, and proposals linked to this topic in public institutional contexts, with a special emphasis on the quality of teacher performance and organizational improvement.

Design and search strategy

The bibliographic search was conducted in recognized academic databases such as ProQuest, EBSCO, Latindex (versions 1.0 and 2.0), SciELO, Dialnet, Scopus, and Creative Commons. A strategy combining Boolean operators and strict inclusion criteria was applied. The selected articles had to meet the following requirements:

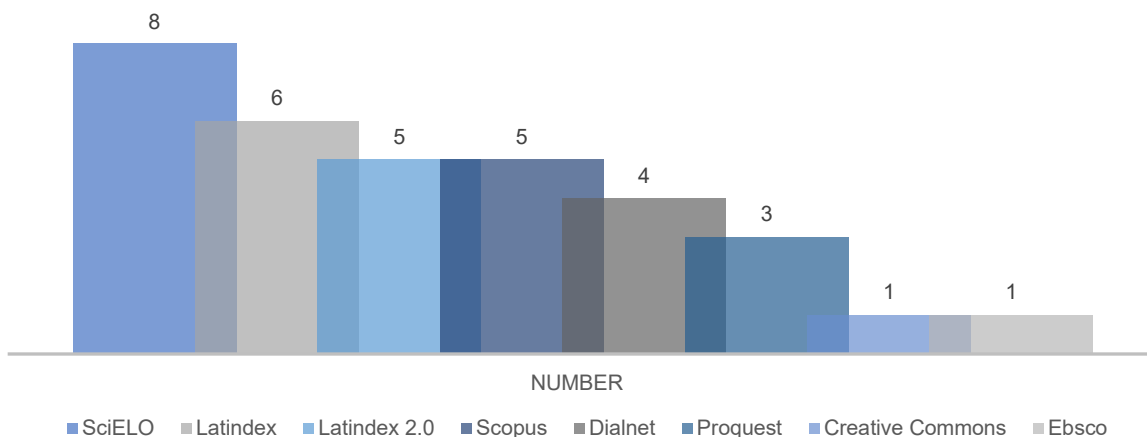
1. Include the key phrases “Human Talent Management (HTM)” or “human capital in public entities” in the title.
2. Originate from Latin American countries.
3. Focus on public educational institutions.
4. Be published between January 2020 and March 2024.

The initial search yielded 53 articles. Subsequently, a rigorous screening process was applied through the reading of titles, abstracts, and keywords, discarding 8 articles that did not contain clear references to phrases such as “HTM in public schools,” “human capital in public educational entities,” or “HTM for teacher performance.” Additionally, 11 records were removed due to duplication, authorship citation errors, poorly indexed journals, or originating from countries outside the Latin American region. This purification process resulted in a final corpus of 33 valid articles.

Selection criteria and organization

The articles were organized in a matrix table (Table 1), which included information on title, author, year, country, and indexed source, thus facilitating traceability and categorization. The analysis was complemented with graphical representations to visualize the distribution of documents according to various criteria.

Figure 1
Sources of the analyzed scientific articles

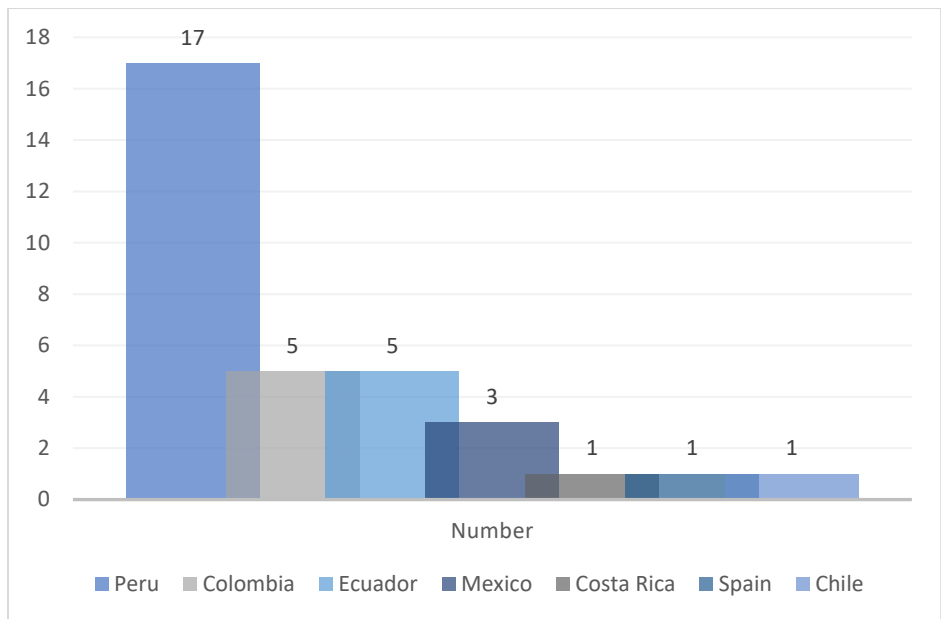


From Figure 1, it can be observed that 8 articles were identified in SciELO, which represents 24% of the total, making this database the one with the highest number of high-level publications. The main objective SciELO is to promote visibility and free access to scientific production. In second place is Latindex with 6 articles (18%),

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followed by Latindex 2.0 with 5 articles (15%) and Scopus also with 5 (15%). Dialnet contributes 4 articles (12%), ProQuest 3 (9%), and Creative Commons and EBSCO with 1 article each (3%).

Figure 2
Country of origin of the reviewed articles



In Latin America, various countries are showing an increasing interest in researching the behavior of Human Talent Management (HTM) in public schools in the region. Among them, Peru stands out as a leader, with a total of 17 articles published on the subject.

Figure 3
Number of articles by year of publication

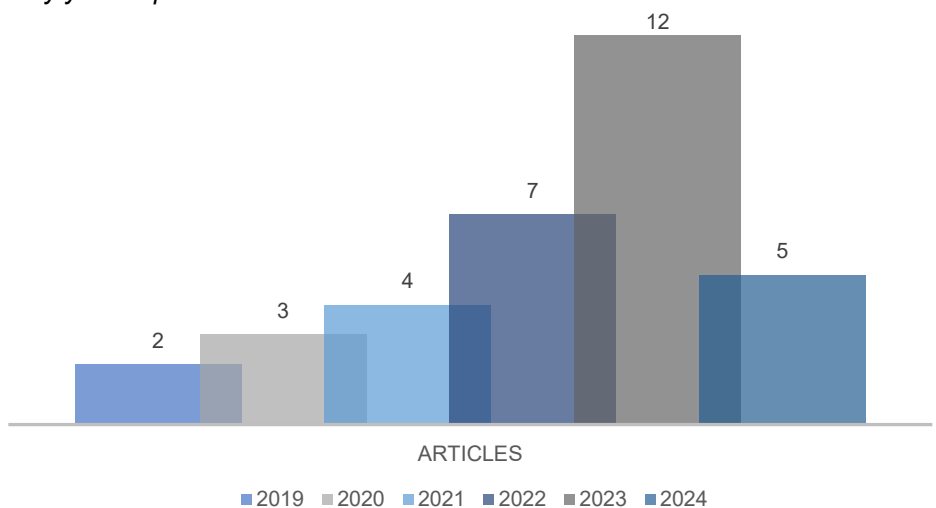


Figure 3 illustrates that since the 2010s, Human Talent Management (HTM) in public education has received a more in-depth and detailed focus. Attention has been particularly directed toward key aspects such as educational leadership, continuous professional development for teachers, workplace well-being, and staff retention. Additionally, the impact of HTM on the educational quality received by students has been studied.

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Research has incorporated data-driven and evidence-based approaches, alongside the use of technologies to optimize management and foster professional development. Among the 33 analyzed articles, the distribution was as follows:

Processing, coding, and thematic categorization

For data processing, Microsoft Excel was used to design graphs, while Microsoft Word was utilized for constructing and systematizing tables. The classification of articles involved an inductive thematic coding process, grouping findings according to conceptual affinities within the educational field.

This analysis identified nine emerging categories, each comprising a set of articles aligned with specific thematic axes. For example, the category of professional and specialized training included research addressing teacher training and competency updates as key elements for effective human talent management. This criterion is supported by contributions such as Plaza (2023), who states that “human resources must align with the new times, capacities, knowledge, skills, and attitudes that allow for efficient development.”

During the analysis, 33 relevant articles were identified, and 13 concrete proposals were formulated, all derived from the recurrent patterns found in the reviewed literature.

This systematic review not only mapped the state of knowledge regarding human talent management in Latin American public educational contexts but also facilitated the structuring of a coherent body of evidence to support institutional improvement proposals, the design of personnel policies, and teacher training strategies aligned with the challenges of the 21st century.

Results

As indicated in the methodological section, the results obtained are presented through a bar graph showing the topics addressed and the corresponding number of articles, as well as a table summarizing the proposals and contributions of the reviewed studies.

Table 1
Number of articles by contributions or proposals

No.	Author and year	Aspects related to human talent management	Country	Source
1	Garcés et al. (2024)	Digital transformation, resilience, and HTM	Peru	Scopus
2	Morales (2024)	Leadership and teacher reevaluation in Mexico	Colombia	Latindex
3	Reyes & Salvatierra (2024)	HTM and teacher performance in primary (Callao)	Ecuador	Latindex 2.0
4	Sáenz et al. (2024)	Sustainability of HTM in higher education (GRI)	Peru	EBSCO
5	Yance et al. (2024)	I-deals and retention of human talent in health networks	Costa Rica	Scopus
6	Briones et al. (2023)	Teleworking and HTM in Ecuadorian universities	Peru	SciELO
7	Chalco-Chávez et al. (2023)	Factors in the talent recruitment process	Peru	ProQuest
8	Chávez et al. (2023)	Literature review on HTM in public entities	Chile	SciELO
9	Huaraca-Carhuaricra (2023)	International models of HTM and dynamic capability	Colombia	SciELO
10	Intriago (2023)	Emotional salary and performance in public institutions	Mexico	SciELO
11	Jiménez et al. (2023)	HTM models in the Peruvian public sector	Ecuador	Latindex 2.0
12	Macazana et al. (2023)	Organizational culture and HTM in universities	Mexico	Scopus
13	Ortiz (2023)	Resilience and value of human talent in universities	Peru	Latindex 2.0
14	Plaza (2023)	Training and modernization of public human resources	Peru	Latindex

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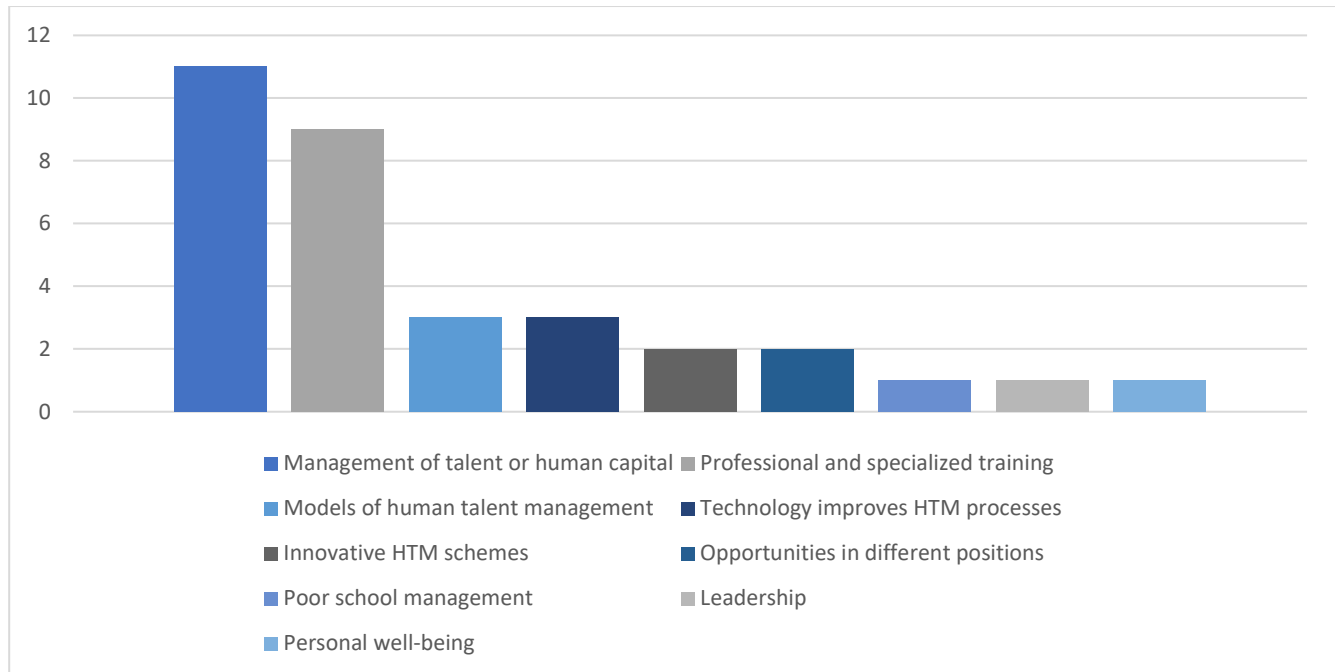
15	Párraga & Macías (2023)	HTM models in higher education	Ecuador	Scopus
16	Toribio et al. (2023)	HTM and quality of hybrid education	Peru	ProQuest
17	Torres (2023)	Bibliographic review on HTM in business context	Peru	Latindex 2.0
18	Agreda (2022)	Participative management of talent and soft skills	Colombia	Latindex 2.0
19	Canqui et al. (2022)	HTM and labor competencies in Adventist teachers	Peru	Creative Commons
20	Cubillos et al. (2022)	HTM practices in small organizations	Mexico	Libro (Universidad del Tolima)
21	Fulquez et al. (2022)	Socio-emotional competencies and psychological well-being		SciELO
22	Idrogo et al. (2022)	Relationship between HTM and teacher academic performance	Peru	ProQuest
23	Ruiz et al. (2022)	HTM and teacher performance during the pandemic	Peru	Scopus
24	Sierra (2022)	HTM as a strategy for labor performance in Latin America	Peru	Latindex
25	Carvajal-Pérez (2021)	HTM as an organizational strategic center	Ecuador	SciELO
26	Conrado et al. (2021)	HTM as a generator of organizational value	Ecuador	Latindex
27	González & Pedraza (2021)	Human capital and performance in secondary education	Peru	SciELO
28	Pisco et al. (2021)	Relationship between HTM and teacher performance	Peru	Latindex
29	Mendivel et al. (2020)	Competency-based HTM and its relationship with administrative management	Peru	SciELO
30	Muñoz (2020)	Talent management in the Children's Literature Academy	Colombia	Dialnet
31	Realpe-Bolaños (2020)	Perspectives on HTM in universities	Peru	Dialnet
32	Borrero (2019)	HTM processes in managerial education	Colombia	Dialnet
33	Maestre & Bracho (2019)	Managerial competencies and systemic control in HTM	Peru	Latindex

Main research topics on HTM

These topics were grouped into nine categories, starting with the most populous.

Figure 4

Topics addressed in the included articles



The systematic review revealed a diversity of approaches to human talent management (HTM) in public educational institutions across Latin America, classified into nine thematic categories based on conceptual affinity. In Figure 4, three topics with less representation are identified: “personal well-being in HTM,” “leadership in HTM,” and “poor school management.” Firstly, personal well-being emphasizes that an emotionally satisfied worker can be more productive than one motivated solely by economic incentives, positioning well-being as a key factor for institutional performance (Intriago & Zambrano, 2023). Regarding leadership, the need for managers to develop skills to strategically guide their human teams is highlighted (Borrero, 2019). Finally, the topic of poor school management indicates that administrative overload limits active talent management, negatively impacting teacher support and community engagement (Ruiz et al., 2022). In these three cases, moderate management is observed, with no signs of highly consolidated practices.

In the same figure, the topics “opportunities in different positions” and “innovative HTM schemes” are grouped, each with two studies. Articles on opportunities emphasize the importance of recognizing individual achievements and providing conditions for professional growth in work environments that promote well-being (Cubillos et al., 2022; Sáenz et al., 2024). Concerning innovative schemes, it is proposed to transform traditional management into processes centered on individuals, valuing capabilities and potential rather than rigid norms (Muñoz, 2020; Maestre & Bracho, 2019). Both topics underscore that HTM requires a strategic vision that fosters engagement and active participation of personnel as an essential part of institutional strengthening.

Two categories each with three studies are “technology improves HTM processes” and “models of human talent management.” In the first, a positive association is evidenced between the use of technological resources and the improvement of educational, administrative, and strategic performance (Toribio et al., 2023; Briones et al., 2023; González & Pedraza, 2021). In the second, proposals are discussed aimed at developing social skills, implementing models from public policies, and establishing systems for measurement and continuous improvement (Agreda, 2022; Jiménez et al., 2023; Carvajal-Pérez, 2021). These findings confirm that while digital transformation is a pathway to optimizing processes, its success depends on coherent and adaptive organizational schemes.

The category “professional and specialized training” was represented by nine articles highlighting that continuous personnel development strengthens educational quality. Contributions include the need to develop soft skills, strengthen organizational culture, promote training policies, and encourage collaborative learning (Fulquez et al., 2022; Macazana et al., 2023; Yance et al., 2024; Chalco-Chávez et al., 2023; Ortiz, 2023; Plaza, 2023; Torres, 2023; Sierra, 2022; González & Pedraza, 2021; Morales, 2024). These studies agree that moderate management of professional training can positively impact teaching performance and institutional commitment, although they warn that this dimension still requires institutionalization as a strategic axis in many organizations.

Finally, the most discussed category was “management of talent or human capital,” with eleven articles. The studies highlight the importance of implementing planning policies, establishing sustainable management models, and fostering healthy organizational climates (Carvajal-Pérez, 2021; González & Pedraza, 2021; Idrogo et al., 2022; Huaraca-Carhuaricra, 2023; Chávez et al., 2023; Realpe-Bolaños, 2020; Pisco et al., 2021; Conrado et al., 2021; Mendivel et al., 2020; Canqui et al., 2022; Párraga & Macías, 2023). Talent management is presented as a strategic process with a direct impact on academic productivity and institutional development. In summary, it is evident that the most developed topics are those related to human capital and professional training, while aspects such as leadership, well-being, and effective school management have lesser presence in recent literature.

Discussion

The results reveal a moderate presence of studies in areas such as personal well-being, leadership, and school management. For instance, research by Intriago & Zambrano (2023) and Sáenz et al. (2024) asserts that job well-being depends not only on economic factors but also on recognition, emotional stability, and professional projection—elements significantly influencing human talent retention. Regarding leadership, Borrero (2019) indicates that it should be proactive and strategically oriented toward consolidating human capital. However, Ruiz et al. (2022) unveil structural limitations in managerial leadership, primarily due to administrative burdens and a lack of pedagogical support, resulting in weak school management and insufficient follow-up, which negatively impacts teaching effectiveness.

In a second line of analysis, studies by Cubillos et al. (2022) and Muñoz (2020) highlight the importance of creating opportunities for trained personnel to rotate through various strategic roles and develop holistically in environments of trust and collaboration. This perspective is complemented by Maestre & Bracho (2019), who propose innovative management schemes that transform rigid norms into adaptive guidelines centered on individuals. These proposals indicate that organizational flexibility and recognition of individual achievements are key to strengthening the sense of belonging. In this sense, a trend towards humanistic and inclusive models of talent management is observed, although their implementation is still in its early stages.

The incorporation of technology in HTM processes is another recurrent aspect. Research by Toribio et al. (2023), Briones et al. (2023), and González & Pedraza (2021) agree that the use of digital resources, virtual platforms, and multidimensional approaches enhances organizational efficiency, optimizes educational quality, and enables a more strategic management of human capital. Meanwhile, studies by Jiménez et al. (2023), Agreda (2022), and Carvajal-Pérez (2021) propose HTM models based on value indicators, social skills, and participatory approaches, facilitating a more effective alignment between institutional objectives and the personal and professional development of educational personnel. This convergence between technology, flexible models, and active participation reflects a conceptual evolution in educational management towards a logic of adaptability, transparency, and sustainability.

Lastly, the most addressed topic was professional training and human capital management, with strong representation in articles by Fulquez et al. (2022), Macazana et al. (2023), Yance et al. (2024), Chalco-Chávez et al. (2023), Ortiz (2023), Plaza (2023), and Torres (2023). These investigations indicate that talent development requires systematic training policies, continuous learning, and commitment to institutional values. Other authors, such as Sierra (2022), Morales (2024), Mendivel et al. (2020), Canqui et al. (2022), and Párraga & Macías (2023), agree that enhancing technical and socio-emotional competencies, combined with coherent planning, constitutes the structural axis for consolidating a healthy and productive organizational culture. Together, these studies reaffirm that human talent management remains a developing field, where efforts to professionalize educational personnel progress unevenly but with significant contributions from various regional perspectives.

Conclusion

In summary, the findings from this systematic review reflect a moderate management of human talent in public educational institutions in Latin America, characterized by diverse, fragmentary, and continuously evolving

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approaches. Although studies agree that human talent management is essential for improving workplace climate, educational quality, and professional commitment, evidence indicates that it is still necessary to consolidate comprehensive, participatory, and sustainable models that recognize personnel as a strategic axis for institutional transformation.

The most explored categories were professional training and human capital management, while key aspects such as school leadership, emotional well-being, and innovative models require further exploration. The compiled contributions provide clear pathways for institutional improvement and underscore the importance of public policies prioritizing investment in human development as an essential foundation for enhancing educational quality in the region.

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