

Talent introduction, support, and competency in Chinese higher vocational colleges

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Abstract

This paper investigates the mechanisms of talent introduction, support, and competency enhancement in Chinese higher vocational colleges. Employing a descriptive correlational research design, the study gathered data from 425 teachers at Sanya Aviation and Tourism College through a validated questionnaire. The questionnaire assessed policies, evaluation methods, and talent loss. The findings reveal general satisfaction with current policies, highlighting the importance of transparent and participatory decision-making processes. However, areas like policy dissemination and implementation clarity need improvement. The study emphasizes the necessity of a comprehensive support system such as competitive salaries, professional development opportunities, and a robust social security system to boost teacher competency and retention. Additionally, the research underscores the significance of enhancing the societal recognition of vocational education teachers. Recommendations suggest strengthening policy awareness, refining recruitment strategies, and promoting professional growth to achieve sustainable talent management. These measures are vital for improving the overall quality and effectiveness of higher vocational education in China, ensuring it meets the evolving demands of the educational landscape.

Keywords: talent introduction, talent support, teacher competency

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1. Introduction

In the current era of continuous educational development and innovation, valuing education has become a consensus among governments worldwide. The Outline of China's Education Reform and Development emphasizes the importance of education and teachers, stating that a country's future development and global standing rely heavily on increased investment in education and teacher strength. The comprehensive quality of teachers largely determines education quality, and only through their improvement can the overall development of education be promoted. The construction of a talent team for university teachers is crucial for higher education development in China. High-quality teaching staff form the foundation of higher education globally and are essential for revitalizing higher education in China. The gap in teaching staff levels reflects the comprehensive strength gap between universities. Higher education managers must focus on introducing high-quality professional teachers, mobilizing their enthusiasm, and stabilizing the teaching staff to ensure universities' strength and teaching quality.

Higher vocational education, as a critical component of higher education, plays a significant role in achieving educational modernization and promoting economic and social development. The Ministry of Education's 2015 Action Plan for Innovative Development of Higher Vocational Education aimed to enhance the overall strength, improve the talent training structure, and continuously raise the quality of higher vocational education. With the popularization of vocational education in China and changes in student demographics, vocational colleges face increasing enrollment from diverse backgrounds, including high school graduates, retired soldiers, and laid-off workers. These students seek practical skills and vocational qualifications, highlighting the shortage of professional teachers with theoretical and practical abilities. The government regulates vocational college teacher requirements, emphasizing talent introduction, incentives, and ability cultivation to improve vocational education quality. Talent introduction involves attracting high-quality professionals to educational institutions.

Guthrie et. al.,(2019) criticized the qualifications for Australian vocational college teachers, advocating for high-quality, flexible awards at different levels to balance practitioner qualifications and professional development potential. Keller et. al.,(2019) highlighted the importance of attracting professionals to teach in Swiss vocational education. Talent support refers to the methods and measures used to facilitate the smooth introduction and retention of teachers. Sappa et. al.,(2019) studied factors affecting teacher happiness in Swiss vocational schools, suggesting national policies should value teachers, eliminate social discrimination against vocational education, and guarantee salaries and contract satisfaction. Chakroun (2019) emphasized the need for policies providing vocational teachers with professional development opportunities to adapt to changing times, including the impact of artificial intelligence. Talent competency involves developing professional skills and capacities in teachers. Ros-Garrido et. al.,(2019) discussed continuing education for Spanish vocational teachers, managed by regional administrations, and linked to promotion or salary increases. In January 2019, the State Council issued the Implementation Plan for National Vocational Education Reform, which mandated the public recruitment of vocational college teachers with enterprise work experience, relaxed educational requirements for highly skilled talents, and promoted the open recruitment of high-level talents through direct assessment.

This plan aimed to elevate vocational education to a national strategic priority, leveraging its role in national revitalization through science and education. Research on the introduction and management of vocational education teachers often focuses on qualifications, policy systems, and competency frameworks. However, there is a need for more attention to institutional measures that attract, retain, and motivate teachers in the context of their low social status and treatment. Future research should explore these measures to ensure the scale and quality of vocational education teachers. This paper aims to address this gap by examining how government and

school-level systems can be designed to strengthen talent introduction, support, and competency development, ensuring the professional quality and ability of vocational education teaching staff.

Objectives of the Study - The purpose of this study is to determine views on talent introduction, support, and teacher competency in Chinese Higher Vocational Colleges to propose a program to improve the talent admission system for these colleges. This study determined the respondents' views on talent introduction concerning policy, evaluation, and talent loss, and identified their views on talent support regarding salary, performance evaluation, and satisfaction. Additionally, it assessed the respondents' views on teacher competency in terms of qualifications, standards, and improvement. The study examined the relationships among views on talent introduction, support, and competency. Ultimately, the goal was to propose a program to enhance the talent admission system for higher vocational colleges in China. This study also aimed to provide educational policymakers insights to refine recruitment strategies, support mechanisms, and assist vocational colleges in attracting and retaining highly qualified teaching staff.

2. Methods

Research Design - To investigate the association between talent introduction, talent support, and competency among Chinese higher vocational college teachers, this study used a descriptive correlational research approach. Teachers from higher vocational colleges completed a verified questionnaire survey that collected quantitative data. To assess the relationships between the variables, statistical analysis was used, including descriptive correlation analysis. A descriptive correlational research design will be used to investigate the relationship between talent introduction, talent support, and talent competence. This design helps in establishing whether there is a statistically significant correlation between the variables mentioned in the statement of the problem.

Participants of the Study - To explore the interplay of talent introduction, talent support, and talent competence in Chinese vocational colleges, the research has been conducted on this topic in Sanya Aviation and Tourism College. Sanya Aviation and Tourism College was established in 2005 and is located in Sanya City, Hainan Province, China. The school is a full-time private higher vocational college approved by the People's Government of Hainan Province and registered with the Ministry of Chinese Education. The college is based on aviation exemption, serving free trade, facing the international market, and developing in a coordinated, interactive, and integrated manner with regional economies. It aims to cultivate technical and skilled talents who meet the needs of high-end job groups in the free trade port industry chain, and is committed to building the school into a "three major bases" and a "model" with distinct characteristics and advantages in the "two aviation, navigation, and tourism" majors. The teachers in the college were taken as samples, so there were 425 teachers as participants of this research. As participants in this study, teachers have been selected by sex, age, length of employment and educational background. Based on the theories of talent introduction, support, and competency, starting from the basic situation of teachers at Sanya Aviation Tourism Vocational College, such as occupational pressure, job satisfaction, teacher training, and current assessment methods, a survey is conducted to understand the current situation of teacher team construction at Sanya Aviation Tourism Vocational College, in order to provide reference for the humanized construction of talent training models at Sanya Aviation Tourism Vocational College.

Data Gathering Instrument - The research instruments consist of three questionnaires, each designed to collect specific data related to the research objectives. Relevant background information of the participants, including sex, age, length of employment, educational background will be collected before the questionnaires.

The Talent Introduction Questionnaire developed by Gong (2022) was used, which has good reliability in previous studies and has been used many times in the literature of core journals. A total of 30 entries are scored on a 4-point scale, and the higher the score, the higher the talent introduction. The questionnaire was divided into three dimensions: policy (10 questions), evaluation (10 questions) and talent loss (4 questions). The Talent

Support Questionnaire developed by Liu (2018) was used, which consisted of a total of 31 questions including three dimensions. There were ten questions measuring salary, eleven questions measuring performance evaluation, and ten questions measuring satisfaction, and the scale was scored on a 4-point scale, with higher scores indicating the better the talent incentive effect. The Teacher Competency Questionnaire was adapted from Huo (2022) was used, which has good reliability in previous studies and has been used many times in the literature of core journals. All items were rated on a four-point Likert scale, ranging from 1 (strongly disagree) to 4 (strongly agree). The questionnaire consists of 31 items, which are classified into three dimensions, qualification, standards and improvement, with higher scores indicating the more profound the talent competency.

To ensure the reliability of the questionnaire, a pilot study was carried out among 56 teachers from Sanya Aviation and Tourism College. Data from these participants were collected via “Questionnaire Star” (www.wjx.cn), and then were coded and entered into SPSS 27.0 for analysis. The Cronbach Alpha coefficients of the subscales as well as that of the whole questionnaire were calculated. Reliability results for three variables under investigation illustrated that the Cronbach Alpha coefficients of all the subscales ranged from 0.915 to 0.936. Also, the Cronbach Alpha of the whole questionnaire reached 0.936. Therefore, the internal consistency reliability coefficients of the subscales and the whole questionnaire were acceptable as they were over 0.70.

Data Gathering Procedure - The main purposes of the study are to evaluate teachers in Chinese higher vocational college about talent introduction, support and competency. As for the data gathering, questionnaires were distributed through an online survey -- “Questionnaire Star” (www.wjx.cn) to participants of teachers from Sanya Aviation and Tourism College in Sanya, Hainnan province, China. The questionnaire was sent to them in the form of a QR code, and they were explained in detail about the specific purpose of the questionnaire. Therefore, it was assumed that the teachers who can answer the questions could cooperate with the investigation in a serious manner. Once teachers received the QR code, those who were interested and willing to participate in the survey could scan the code directly in WeChat to get the link and answer the questions on their cell phones. After the questionnaire was submitted, respondents obtained the reward in the form of a token to ensure the quantity and quality of the feedback.

Data Analysis - During the data analysis, various statistical tools were employed to understand the respondents' profiles and the relationships between variables. Initially, a frequency distribution analysis was conducted to comprehend the respondents' basic characteristics, such as age, sex, and length of employment. This provided a clear understanding of the population composition, forming a basis for further analysis. Weighted average and ranking calculations were then used to determine the data's average, considering different variables' weights for more accurate reflection. This method offered a comprehensive and precise data description. The Shapiro-Wilk test was performed to check the normality of the data distribution. With p-values for the main variables under 0.05, the data set was found to be non-normally distributed, necessitating non-parametric statistical methods for further analysis. To evaluate significant relationships among talent introduction, talent support, and talent competency, the Spearman rho correlation coefficient was used. This method effectively assessed correlations between non-normally distributed variables, determining the significance, direction, and strength of their relationships. A Likert scale was employed to capture respondents' attitudes and opinions in detail, providing richer information for data analysis. Verbal interpretation ranges were: “Strongly Agree” (3.50-4.00), “Agree” (2.50-3.49), “Disagree” (1.50-2.49), and “Strongly Disagree” (1.00-1.49).

All analyses were performed using SPSS version twenty-eight software, with an alpha level of 0.05 for interpreting results. This comprehensive approach allowed the researcher to understand the data set's characteristics and patterns, providing a reliable basis for interpreting and applying the research results. Data collection focused on assessing the professional identity, perceived teacher support, and academic resilience of English majors, analyzed using the weighted mean to ensure precision. In summary, the combination of frequency distribution, weighted averages, normality tests, correlation coefficients, non-parametric tests, and Likert scale assessments provided a thorough and detailed analysis framework. These methods collectively

enabled the researcher to propose informed recommendations for improving the talent admission system in higher vocational colleges.

Ethical Considerations - This study rigorously adhered to ethical principles to safeguard the rights and privacy of Chinese higher education college teachers who participated. Legitimacy was established by obtaining consent from schools and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection. Additionally, ethical approval was obtained from the research center at the University.

3. Results and discussion

Table 1

Summary Table on Talent Introduction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Policy	3.17	Agree	3
Evaluation	3.18	Agree	2
Talent Loss	3.19	Agree	1
Composite Mean	3.18	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 summarizes the findings which related to policy, evaluation and talent loss of talent introduction. The composite mean is 3.18 which further emphasizes the overall tendency toward agreement across all aspects of talent introduction. As for the talent introduction policies and evaluation, the evaluation of talent introduction policies reveals a composite mean of 3.17, indicating general agreement among respondents on various aspects of these policies. As for addressing talent Loss in vocational colleges, the assessment of talent loss in vocational colleges indicates a composite mean of 3.19, suggesting general agreement on the stability and security provided by these institutions. To further enhance talent management in vocational colleges, several recommendations are proposed. Efforts should be intensified to inform educators about existing support policies and strengthen collaborations with local governments to ensure effective implementation. The well-defined and practical plans for talent introduction should be established to avoid confusion and ensure alignment with institutional goals. The recruitment strategies should leverage online platforms and diverse channels to reach a broader talent pool. The fostering professional development through systematic training, competitive salaries, and opportunities for research and professional exchange is crucial. Initiatives to enhance the societal status of vocational educators should be implemented to make the profession more attractive to potential talent. By addressing these areas, vocational colleges can create a more robust and sustainable talent management system that supports their long-term educational objectives. Such improvements will not only enhance the quality of education provided but also ensure the retention and development of high-caliber educators who are essential for the continued success and growth of vocational education.

As for the satisfaction of talent support, table 2 highlights college satisfaction with various support aspects, with a composite mean score of 3.17. The highest satisfaction is observed in the provision of teaching, office, and basic facilities (mean = 3.23), reflecting the importance of high-quality physical resources in enhancing the work environment, as supported by Trowler (2020). Research start-up and supporting funds also received high satisfaction (mean = 3.22), indicating adequate financial support for research activities, which is crucial for academic productivity and morale (Zhao et al., 2020).

Table 2*Summary Table on Talent Support*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Salary	3.19	Agree	2
Performance Evaluation	3.22	Agree	1
Satisfaction	3.17	Agree	3
Composite Mean	3.19	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3*Summary Table on Teachers Competency*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Qualification	3.18	Agree	3
Standards	3.21	Agree	1
Improvement	3.19	Agree	2
Composite Mean	3.19	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 3 highlights vocational colleges' efforts in enhancing teachers' competencies through structured training, professional development support, and clear evaluation mechanisms. While several areas demonstrate robust support and positive feedback, addressing opportunities for improvement in evaluation processes and enhancing clarity in professional development policies can further bolster college satisfaction and performance. This analysis provides a comprehensive overview of vocational colleges' initiatives to improve teachers' competencies, emphasizing the importance of structured training, professional development support, and clear evaluation mechanisms in enhancing educational quality and college satisfaction.

The findings highlight a positive reception towards institutional efforts aimed at enhancing teacher qualifications and standards. The support for an independent vocational teacher qualification system reflects a collective aspiration for specialized frameworks that align closely with the unique demands of vocational education. This resonates with contemporary educational trends advocating for tailored certification processes to elevate professional standards and ensure quality in teaching practices. While the assessments indicate strengths in foundational knowledge and ethical conduct, there are areas identified for improvement. These include enhancing practical skills, interdisciplinary knowledge integration, and refining evaluation criteria for professional development and recognition. Addressing these aspects is crucial for meeting the dynamic needs of vocational education, where adaptability and industry relevance are paramount. Vocational colleges can capitalize on the strengths identified while strategically addressing areas for enhancement. By fostering a culture of continuous learning and professional growth, institutions can empower college to innovate in teaching methodologies, integrate emerging technologies, and prepare students effectively for the complexities of today's workforce. This study not only contributes valuable insights into the current landscape of vocational education but also underscores the importance of ongoing research and dialogue to inform policy and practice. Future endeavors should focus on refining educational strategies that align with evolving industry demands, thereby ensuring vocational colleges remain at the forefront of educational excellence and student success.

The statistical relationships elucidated in Table 4 confirm the critical interplay between policy coherence, evaluation integrity, salary competitiveness, and holistic talent support mechanisms in higher vocational colleges. These insights not only validate the strategic importance of aligned HR practices but also provide a framework for enhancing organizational effectiveness through targeted human capital investments. The data from Table 4 clearly demonstrate that effective talent introduction policies, rigorous evaluation mechanisms, and strategic retention efforts are crucial for enhancing teacher competency in higher vocational colleges. These findings are supported by substantial academic research, including studies by Harbison et al.,(2022), Darling-Hammond (2020), Ingersoll (2021), Hanushek et al.,(2022), and Guarino et al. (2019). Therefore, higher vocational colleges should prioritize these areas to ensure a competent and stable teaching workforce, ultimately leading to

improved educational outcomes.

Table 4

Relationship Between Talent Introduction and Talent Support

Policy	r-value	p-value	Interpretation
Salary	.931**	0.000	Highly Significant
Performance Evaluation	.938**	0.000	Highly Significant
Satisfaction	.940**	0.000	Highly Significant
Evaluation			
Salary	.939**	0.000	Highly Significant
Performance Evaluation	.929**	0.000	Highly Significant
Satisfaction	.936**	0.000	Highly Significant
Talent Loss			
Salary	.939**	0.000	Highly Significant
Performance Evaluation	.941**	0.000	Highly Significant
Satisfaction	.945**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Table 5 provides a comprehensive analysis of the correlation between talent introduction policies and teacher competency in higher vocational colleges. The data indicate that there is a highly significant and strong positive relationship between talent introduction and various aspects of teacher competency, including qualifications, standards, and improvements. The correlation coefficients (r-values) for the relationship between talent introduction policies and teacher competency are remarkably high, all exceeding 0.93. This demonstrates a robust direct correlation, implying that the efficacy of talent introduction policies significantly impacts teacher competency. For instance, the r-value for the relationship between policy and qualification is 0.937, highlighting that well-designed talent introduction policies are likely to enhance the qualifications of the teaching staff. This relationship is supported by findings from Harbison et. al.,(2022), who emphasized that policies focused on attracting highly qualified teachers directly contribute to improving educational outcomes. As for the evaluation of talent introduction and teacher competency, the table also shows that rigorous evaluation processes within talent introduction significantly correlate with teacher competency. The r-value between evaluation and qualification stands at 0.929, while the correlation with standards and improvement are 0.925 and 0.933, respectively. These figures suggest that transparent and stringent evaluation mechanisms during the talent introduction phase are critical for ensuring high standards in teaching. This aligns with the work of Darling-Hammond (2000), which argued that robust evaluation processes are essential for maintaining and enhancing teacher quality. The association between managing talent loss and teacher competency is similarly strong, with r-values of 0.936 for qualification, 0.938 for standards, and 0.936 for improvement. This suggests that strategies aimed at minimizing talent loss are crucial for sustaining high levels of teacher competency. Research by Ingersoll (2001) supported this, indicating that high turnover rates can negatively impact the quality of teaching staff, thereby underscoring the importance of retention strategies in maintaining teacher competency.

Table 5

Relationship Between Talent Introduction and Teacher Competency

Policy	r-value	p-value	Interpretation
Qualification	.937**	0.000	Highly Significant
Standards	.938**	0.000	Highly Significant
Improvement	.933**	0.000	Highly Significant
Evaluation			
Qualification	.929**	0.000	Highly Significant
Standards	.925**	0.000	Highly Significant
Improvement	.933**	0.000	Highly Significant
Talent Loss			
Qualification	.936**	0.000	Highly Significant
Standards	.938**	0.000	Highly Significant
Improvement	.936**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

The findings from Table 5 have significant implications for higher vocational colleges. There is a clear need to develop and implement comprehensive talent introduction policies that not only attract but also retain high-quality teaching staff. This could involve offering competitive salaries, opportunities for professional development, and a supportive working environment. As suggested by Boyd et al. (2021), policies that address both recruitment and retention are essential for building a stable and competent teaching workforce. The strong correlation between evaluation processes and teacher competency underscores the importance of implementing rigorous evaluation mechanisms. Colleges should ensure that their evaluation processes are transparent, fair, and designed to identify and nurture high-potential teachers. The insights from Hanushek et. al.,(2022) further validated the need for robust evaluation systems to enhance teacher effectiveness. The relationship between managing talent loss and maintaining teacher competency highlights the need for strategic retention policies. Colleges should focus on creating a supportive environment that addresses the professional and personal needs of teachers, thereby reducing turnover rates.

Table 6*Relationship Between Talent Support and Teacher Competency*

Salary	r-value	p-value	Interpretation
Qualification	.939**	0.000	Highly Significant
Standards	.945**	0.000	Highly Significant
Improvement	.954**	0.000	Highly Significant
Performance Evaluation			
Qualification	.943**	0.000	Highly Significant
Standards	.946**	0.000	Highly Significant
Improvement	.939**	0.000	Highly Significant
Satisfaction			
Qualification	.939**	0.000	Highly Significant
Standards	.941**	0.000	Highly Significant
Improvement	.942**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 elucidates the relationship between various dimensions of talent support and teacher competency in higher vocational colleges. The data reveal highly significant and strong positive correlations, indicating that robust talent support mechanisms are crucial for enhancing teacher competency. Between the salary of talent support and teacher competency, the correlation coefficients for the relationship between salary and teacher competency are particularly high, with r-values of 0.939 for qualification, 0.945 for standards, and 0.954 for improvement. These figures indicate that competitive and well-structured salary systems significantly contribute to enhancing teacher competency. This is consistent with findings from Loeb et. al.,(2020), who found that higher salaries are associated with better teacher performance and retention. Similarly, the relationship between performance evaluation and teacher competency is strong, with r-values of 0.943 for qualification, 0.946 for standards, and 0.939 for improvement.

This underscores the importance of systematic and fair performance evaluations in maintaining high standards among teachers. The association between teacher satisfaction and competency is also robust, with r-values of 0.939 for qualification, 0.941 for standards, and 0.942 for improvement. This indicates that ensuring high levels of job satisfaction among teachers is critical for maintaining their competency. The work of Tickle et. al.,(2021) corroborated this, demonstrating that job satisfaction is a significant predictor of teacher performance and retention. The findings from Table 6 have important implications for higher vocational colleges. The strong correlation between salary and teacher competency highlights the need for competitive compensation packages. Colleges should ensure that their salary structures are not only competitive but also reflective of the teachers' skills and contributions. The insights from Loeb et. al.,(2020) suggested that such measures are crucial for attracting and retaining high-quality teachers. The importance of performance evaluation in enhancing teacher competency suggests that colleges should invest in developing robust evaluation systems. These systems should be transparent, fair, and geared towards continuous improvement. The significant relationship between teacher satisfaction and competency underscores the need for creating a supportive and fulfilling work environment.

Colleges should focus on factors that contribute to job satisfaction, such as professional development opportunities, a supportive work culture, and work-life balance. The findings of Tickle et. al.,(2021) emphasized that satisfied teachers are more likely to perform better and remain committed to their institutions. The data from Table 6 demonstrate that competitive salaries, robust performance evaluations, and high job satisfaction are critical for enhancing teacher competency in higher vocational colleges. These findings are supported by substantial academic research, including studies by Loeb et. al.,(2020), and Tickle et. al.,(2021). Therefore, higher vocational colleges should prioritize these areas to ensure a competent and motivated teaching workforce, ultimately leading to improved educational outcomes.

Table 7

Proposed College Development Program to Enhance the Introduction, Support and Competency of the Talent in Sanya Aviation Tourism College

Key Result Area	Objectives	Strategies	Persons Involved	Desired Outcome
1. Talent introduction	Attract skilled professionals who enhance educational quality and support development of college.	Implement comprehensive policies and diversified introduction methods, focusing on attracting high-end and part-time industry professionals.	School administrators, school heads, college members/ teachers	Enhance the stability, recognition, and development opportunities for teachers, thereby improving educational quality and reducing talent loss.
1.1 Policy Of Talent Introduction	High satisfaction with the talent introduction policies of the local government where the college is located.	The local government and colleges should strengthen communication and formulate diverse and multi-dimensional constructive policies.	Local government, college heads, school administrators, college members/ teachers	Teachers are satisfied with the local government's talent introduction policy.
Talent Support	Enhance faculty motivation and satisfaction through effective incentive mechanisms	Establishing performance-based salary and welfare systems, broadening career advancement opportunities, and implementing flexible support measures.	School administrators, college heads, HR	Improved college retention, increased teachers satisfaction, and sustained performance excellence across all academic and administrative roles.
Talent Satisfaction	Boost vocational school teachers' satisfaction with housing benefits.	Enhance policies, transparency, personalization, and communication.	Local government, college heads, HR	Improved teacher satisfaction, retention, and recruitment success.
3.Talent Competency	Enhance vocational teachers' competence and professionalism.	Strengthen qualification criteria, diversify training, and offer support policies.	Local government, college heads, school administrators, college members/ teachers	Improved teacher performance, educational quality, and student success.
3.1 Teachers Competency in terms of Qualification	To establish a standard for the unique qualification system of higher vocational colleges.	Implement differentiated teacher certification regulations in vocational colleges and regular universities.	The Ministry of Education of China, college heads	Safeguard the rights of vocational college teachers and ensure high-quality education for all schools.

4. Conclusion and recommendation

The study's findings lead to the following conclusions: This study highlights talent introduction's critical role in higher vocational colleges, emphasizing its impact on teacher retention and alignment with educational objectives. Respondents approve of current support systems but suggest improving policy dissemination and clarity. Participatory decision-making and tailored support are crucial for fairness and ownership. Effective talent management enhances teacher competency through clear policies, rigorous evaluation, competitive compensation, and ongoing professional development opportunities. These insights underscore interconnectedness among talent introduction, support mechanisms, and teacher competency, offering pathways for enhancing educational quality and institutional growth.

Based on the conclusions of this study, the following recommendations are proposed to optimize talent management in higher vocational colleges: Efforts should be intensified to educate educators about existing support policies through workshops and seminars. Collaboration with local governments can enhance policy implementation aligned with institutional goals. Establish practical plans for talent introduction to clarify steps and guidelines, ensuring alignment with institutional objectives and stakeholder expectations. Maximize online platforms and diverse recruitment channels to broaden the talent pool efficiently and cost-effectively. Implement systematic training and scientific appointment mechanisms, alongside performance-based incentives, to foster continuous professional growth among educators. Initiate campaigns to elevate the societal status of vocational educators, recognizing their critical role and attracting top talent to the profession. Address work pressures with support systems like counseling services and workload management programs to ensure educators maintain a healthy work-life balance.

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