

POTENTIAL INFLUENCE OF TALENT MANAGEMENT AND TEACHER LEADERSHIP ON TALENT FLOW IN A SELECTED HEI IN CHINA

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Abstract: The study determined the potential influence of talent management and teacher leadership on talent flow in a university in China. In the process, the study assessed the three variables through a survey which involved 260 teachers. The result showed that there is a positive talent flow in the selected school in the past two years. It also showed that talent management in terms of attraction, development, and retention is evident. Moreover, the study revealed that teacher leadership in terms of perception, influencing, cooperation, knowledge and skills is also evident. Through a multiple regression analysis, the predictive power of talent management and teacher leadership on talent flow was determined. The statistical result showed that only attraction, a subscale of talent management predicted talent flow. Teacher leadership or any subscale of it did not predict talent flow. Further analysis between the indicators of attraction and talent flow showed that good school culture, and well-designed initiatives predict positive talent flow.

Keywords: Talent flow, Talent management, Teacher leadership

1. INTRODUCTION

With In globalization, competitive advantage is very crucial. Consequently, human resources are the key factor in competitiveness, development, and growth[1].The competitive advantage is also sought by higher education institutions (HEI) as they position themselves for a better share of student clientele. To compete with others, HEIs manage their human capital actively through attraction, development, and retention. These activities are broadly described as talent management. It is a universal fact that HEIs with competitive advantages tend to attract talented people. Partially, it contributes to the phenomenon called talent flow.

Talent flow has been the focus of some Chinese studies already. It ranged from big analytics describing talent flow in national perspectives down to cities. The profound impact of talent flow may also manifest in HEIs, thus the need to investigate it. It is expected that such studies will have a significant impact on talent management in HEIs.Talent management is seen as a regulator of talent flow. This area too however needs assessment because, in China, it has been severely challenged already according to Xing & Chen[2]. They explained that talent management has to change due to the integration of technology in different establishments. This context also applies to HEIs due to the massive adoption of IT in education in recent years due to the pandemic. This drastic change in the educational landscape provides the context for assessing the recruitment, development, and retainment of talents in HEIs.

Teacher leadership may also be a factor of talent flow because of its role in promoting professional development. However, both local and foreign literature on teacher leadership suggests that China still lacks sufficient knowledge about it. Existing studies on teacher leadership mostly focused on administrators and formal teacher leaders in schools; but ignores informal teacher leaders and non-positioned teachers[3]. With the problem of talent flow in higher education in China, it is important also to determine whether teacher leadership predict talent flow.

The situation in the researchers' workplace, at USE also presents the need to conduct a study on talent flow and talent management. By correlating these assessments, the study may provide insight into whether talent management in the university is effective or not. It is also hoped that the study would contribute to the dearth of literature on talent flow, talent management, and teacher leadership in China's HEIs.

2. REVIEW OF RELEVANT RESEARCH

Talent flow refers to the migration of labor force and talent in different geographical areas and different works. It is a normal social phenomenon. In simpler terms, talent flow is the movement of human resources from one organization to another. In the average, around 5% of the global population who is college educated is on the move. Most of the talent movement ends up in the US. It gains 41% of the talent flow while China and India lose talent at a rate of 20%[4]. The direction of talent flow is imbalanced from universities in the country side to big universities in the cities. Talent outflow can put HEIs in a precarious state and they have to fight it off through talent management. The primary reason why talent moves to the US is its advanced economy and the big opportunity. This is similar to the case of HEIs in China, the universities with better policies for the economic welfare of their human resource and located in a first-class city is more likely to gain better talents.

The flow of talent is influenced by internal and external factors that make a certain organization attractive to talented employees. The external factor of an organization like being located in a city has a natural appeal to talents. According

to He et al[5], young Chinese talents tend to develop in first-tier cities due to higher salaries and better urban salaries. However, some more recent studies suggest that high housing prices and fierce employment competition are leading to a gradual decline of young talents to first-tier cities while enthusiasm for going to second-tier cities is on the rise. Utilizing a structural equation modeling (SEM), Jin et al noted that Chinese students' intentions to work in first tier cities were most influenced by their attitudes, subjective norms, and behavioral control[6]. The observed attitudes were derived from beliefs regarding future dreams, better job opportunities, and higher wages. On the other hand, support from family and friends constitute the students' positive subjective norms. In contrast, perceptions of high housing prices, high living costs, and family ties discourage students from developing in first-tier cities.

In the study about female talents mobility in China, several external factors that influence the talent flow. These are: urbanization, household registration restrictions, lack of standardized female talent management, unfair competition, and inequity in state services. Among the internal factors are: salary and welfare of employees, development of employees and job satisfaction[7]. Being an urban area is not a sure talent attraction. A city must have a better economic development and clusters of innovative platforms. From the perspective of urban development, the higher the position of a city in the talent flow network, the more talent resources it can attract.

Talent flow may be forced through government directives. As in the case of China, it forced the arrival of young talents in the countryside through the send-down movement during its cultural revolution. Some 16 million urban youths were sent to their home provinces during the 70's [8]. The education and technical skills of these youths were above average compared to their counterparts in the rural areas, thus their movement can be seen as a talent flow. Decades after the send-down movement, the effect of the transfer of talents to the different counties are still evident. The effects include almost every aspect of the lives in the counties such education and income, marriage, subjective well-being, political attitudes, beliefs and values and financial behavior [9]. This send-down movement shows the positive effect of a talent inflow. Even in the organizational scale, a significant inflow of talent will have positive outcomes.

The review of literature has shown that the description of talent is more of a subject and exclusive. This means that talents are people who are highly qualified to perform critical jobs in an organization. This concept serves as the basis for the talent analysis and assessment in the study which will focus on the talented teaching personnel in different academic departments of the selected HEI. Based on the literature, there is no difference between Chinese and western conceptions of talent and talent management. This means that the talent analysis procedure based from a western organization will also be credible in the Chinese perspective. On the other hand, teacher leadership as used in the study will be based on the Chinese context which is provided in the literature.

The assumption in the study that talent management and teacher leadership can predict talent flow is also supported by the literature. While there is no direct mention of their associations, the concept of development is a converging point for the variables. Professional development is a known factor of talent flow. On the other hand, development is an aspect of talent management like attraction and retention. Likewise, promoting development is a role of teacher leadership. It also manifests in the constructs of teacher leadership used in the study which are influencing, perception, and cooperation.

3. THEORETICAL ANALYSIS AND RESEARCH HYPOTHESIS

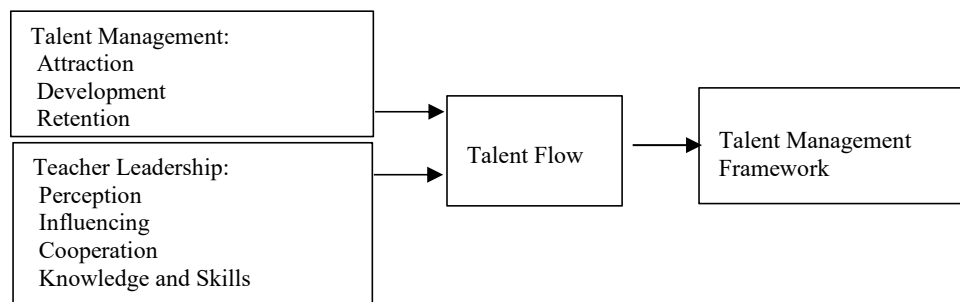
3.1 Theoretical Framework

This study is anchored on the social exchange theory. It says that a relationship between two people is created through a process of cost-benefit analysis. As explained by Festing & Schafer, the focus of social exchange theory as applied in the work place lies on the reciprocal relationships, interactions and mutual felt obligations between employees and their employers[10]. In the study, talent management and teacher leadership can be seen as felt obligations by administrators and teachers, and talent flow as its consequence.

The study is also anchored on Angelle and Dehart's framework of teacher leadership. Comprising this model are the following dimensions: sharing expertise, sharing leadership, supra practitioner, school context, and principal selection. The dimensions sharing expertise and leadership are connected to cooperation, knowledge and skills, and even influencing[11]. On the other hand, supra practitioner is very similar to Zhou's perception.

3.2 Research Paradigm

As seen in Figure 1, talent flow in the selected HEI was analyzed. The talent flow was also assessed by the teacher together with the talent management and teacher leadership in the school. Based on the results of the study, a framework for talent management was developed.



H_{01} Talent management

Fig. 1 The Research Paradigm

4. RESEARCH DESIGN

The research design that served best the purpose of the study was a descriptive and correlational one. The study determined a numeric representation of the teachers' assessments of school talent management, teacher leadership and talent flow in their respective departments covering a two-year period (2021 -2023). To substantiate the quantitative findings, some academic administrators were interviewed regarding the challenges they encounter in managing their talents. The study was conducted at USE, in Hunan, China during the SY 2022-2023. It has a student population of 16,000 and an academic workforce of 1,200. There are fourteen (14) academic departments in the university. The said school was chosen primarily because it is a typical public university at the outskirts of a city. It should be noted that these types of HEIs are under stress due to talent outflow. The respondents in the study were the tenured teaching personnel in the different academic departments. The tenured teachers have at least two years of experience in the school already.

4.1 Sampling Method

Table 1 Distribution of Respondents per Academic Department

Academic Departments	Total Number of Faculty	Number of Respondents
Department of English Language	80	26
Department of Chinese Literature and Law	59	19
Department of Economics and Management	56	18
Department of Marxism	50	16
Department of Media	54	18
Department of Tourism and Cultural Industries	24	8
Department of Intelligent Manufacturing	44	14
Department of Information Engineering	62	20
Department of Mathematical and Physics	57	19
Department of Life Science and Chemical Engineering	90	29
Department of Civil and Environmental Engineering	61	20
Department of Music and Dancing	52	17
Department of Design Art	63	21
Department of Physical Education	47	15
Total	799	260

Table 1 shows the distribution of respondents per department. There are about 799 tenured faculty members in the research locale. Based on the Raosoft calculation for sample size, the minimum required respondents for the given faculty population is 260. Sampling was random and stratified. For the interviews, six administrators were the participants. They were all academic department heads. The participants must have served as head of an academic department or college for at least three years already, and participated in talents management. Their participation in talent management include scouting for talents, recommending talents to the human resource office, and developing talents by recommending them to high level training programs. The final decision on talent management, however, is given by the human resource office.

4.2 Data Gathering Procedure

The researcher sought the approval of the school administration before commencing with data gathering. Once approval was given, the researcher coordinated with the school's personnel office for the emails of the target respondents. The invitations to participate in the study were sent through emails.

Those who responded affirmatively to become respondents of the study were given the survey questionnaire through on line platforms. The survey was done for a week to give the respondents enough time to give their responses. After the quantitative data were analyzed, the invitations for the participants in the interviews were sent. Those who agreed as

participants were interviewed through video conferencing. The interviews which aimed to substantiate the quantitative findings lasted for not more than one hour.

4.3 Research Instruments

The research instrument used in the study was composed of three parts: assessment of talent flow, assessment of talent management, and assessment of teacher leadership. The assessments of talent flow and talent management were researcher made. On the other hand, the assessment for teacher leadership was adopted from Zhou et al. (2021)[12]. The initial draft of the questionnaire for talent flow and talent management was subjected to validation by three human resource management experts from different HEIs in Hunan. After validation, the questionnaire was pilot tested to teachers in other schools. The reliability of the major parts of the survey questionnaire were tested separately using Cronbach's Alpha. The talent flow questionnaire got an alpha value of 0.766. Meanwhile, the subsections of the talent management questionnaire got the following alpha values: attraction (0.912), development (0.888), and retention (0.919). All the alpha values were within the acceptable range of 0.70 and up, thus the whole questionnaire was considered reliable. With regards to the interviews, the guide questions were based on the quantitative findings. Since the quantitative findings showed positive talent flow, the participants were asked how the human resource office were able to address their talent needs.

4.3 Data Analysis Procedure

For the quantitative part of the study, the responses under the different sections of the assessments were tallied. The means for attraction, development, and retention were computed separately. These means were then averaged to indicate the overall level of talent management in the selected HEI. For the talent management, and teacher leadership assessments, the following scale was used to interpret the means.

Range	Interpretation
3.51 - 4.00	Highly Evident
2.51 - 3.49	Evident
1.51 - 2.49	Slightly Evident
1.00 - 1.49	Not Evident

For the talent flow assessment, the means was interpreted using the scale:

Range	Interpretation
4.51 - 5.00	High Positive Flow
3.51 - 4.50	Positive Flow
2.51 - 3.50	No Flow
1.51 - 2.50	Negative Flow
1.00 - 1.50	High Negative Flow

In determining whether talent management and teacher leadership can predict talent flow, multiple regression analysis was utilized. For the qualitative part of the study, a simple thematic analysis was done. Braun and Clarke's thematic procedure was used[11]. The thematic analysis started with transcribing, reading and familiarization of the interview transcripts. Coding followed where relevant pieces of data from the interview transcripts were identified. Once coding was done for the entire data set, patterns within the different codes were analyzed relative to its meaningfulness in answering the qualitative research questions. The frequency of the codes was given importance. The codes that are not recurring were not be considered in forming themes.

5. EMPIRICAL RESULTS AND ANALYSIS

5.1 Assessment of Talent Flow

Table 2 Assessment of Talent Flow

	Mean	SD	Interpretation
1. Teaching	3.97	1.34	Positive Flow
2. Research and development	3.98	1.33	Positive Flow
3. Vertically aligned doctoral degree	4.32	0.94	Positive Flow
4. Publication (books)	4.05	1.16	Positive Flow
5. Research publication in refereed journals	4.27	1.09	Positive Flow
6. English communication	3.81	1.20	Positive Flow
7. International academic exchange	3.81	1.25	Positive Flow
8. Membership in national academic committee	4.01	1.17	Positive Flow
9. Industry experience	3.89	1.16	Positive Flow
10. Educational management	4.05	1.17	Positive Flow
Overall	4.02		Positive Flow

Legend: 4.51-5.00 (highly increased), 3.51-4.50 (increased), 2.51-3.50 (no change), 1.51-2.50 (decreased), 1.00 -1.50 (highly decreased)

Table 2 shows how the respondents assessed the talent flow in their respective departments. The overall mean of 4.02 shows that the talent flow in the school is positive. It implies that more talents are entering the school compared to the talents that are moving out. The positive flow of talent is most evident in terms of doctorate degree holders joining the school. It is shown in item 3 which got the highest mean of 4.32. The respondents also reported that teachers with research journal publications, and have book authorships have joined their departments in the last two years. It is shown in items 5 and 4 which have high means also. On the other hand, the least increase in talent is in terms of English communication (item 6) and international academic exchange (item 7). Both items got a mean of 3.81 which is lowest in the data set. It means that hiring teachers with very good capabilities in English, and those with international academic knowledge and skills are more difficult to hire. The SD of each items which ranges from 0.94 to 1.34 suggest that the respondents' individual assessments of talent flow have considerable deviation from the means. It implies that the situations per academic department in terms of talent flow is not the same.

The overall positive talent flow in the research locale is different from what Zhang et al. (2019) reported. They claimed that talent flow from the country side to the cities is a serious concern. As He et al. (2016) explained, Chinese talents tend to develop in first-tier cities due to higher salaries. The positive flow of talent in the research locale somehow reflects what Chen et al. (2019), and Lin et al. (2021) recently revealed about the movement of talents from first-tier to second-tier cities [12]. They reported that there is a rising enthusiasm among young talents to move to second-tier cities because of fierce employment and rising housing prices in the first class cities.

5.2 Talent Management Assessment

Table 3 Assessment of Attraction

	Items	Mean	SD	Interpretation
1.	Scouting for high-level talents is consistently pursued by the university.	3.29	0.65	Evident
2.	The university presents a clear career path when inviting talented applicants	2.99	0.72	Evident
3.	The university has a strong presence in the internet	2.69	0.80	Evident
4.	Talent recruitment initiatives are well designed and executed	2.94	0.70	Evident
5.	The university keeps a competitive entry level compensation for faculty	2.78	0.84	Evident
6.	The university puts effective advertisements in different media platforms	2.76	0.77	Evident
7.	The positive work space experience in the university is projected in its recruitment initiatives	2.80	0.74	Evident
8.	The university is creating a culture that will make talents interested in joining the organization	2.80	0.78	Evident
9.	The university offers a very doable mechanism for regularization in teaching positions	2.90	0.68	Evident
	Overall	2.88		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

As shown in table 3, the talent management in terms of attraction is rated with an overall mean of 2.88. It means that the school's efforts to attract talents is evident. The most obvious effort of the school in attracting talents is scouting for high-level talents (item 1). It has the highest mean of 3.29 among the indicators. The rest of the indicators for attracting talent were considered evident also. However, the respondents considered their school's internet presences (item 3) as the "least" evident among the indicators. It has the lowest mean of 2.69 in the data set. It is possible that the advertisement about talent needs of the university is confined in their website only and not propagated in other internet platforms. The school's effort to attract talent by offering a competitive entry compensation (item 5) and by putting advertisements in different media platforms (item 6) is also at the bottom of the data set. It shows that the university do not use media platforms effectively in attracting talents. This finding is similar to what was found out by Wu et al. (2017). They claimed that some of the problems in attracting talent in China is the inadequate policy propaganda, inadequate innovation atmosphere, and unbalanced distribution of resources.

Table 4 Assessment of Development

	Items	Mean	SD	Interpretation
1.	The school conducts performance appraisal that defines the talented faculty members' further development	3.10	0.64	Evident
2.	The high performing teachers are regularly oriented on their career paths in the university	3.14	0.66	Evident
3.	The university provides adequate trainings to further enhance the teachers' high potentials	2.96	0.67	Evident
4.	The university assists its high performing teachers in seeking lateral and vertical placement	2.96	0.71	Evident
5.	Adequate financial support is provided for its high-level teachers pursuing graduate studies	2.81	0.80	Evident
6.	The university prioritizes its homegrown talent over outsider talents.	2.60	0.81	Evident
7.	The university's promotional requirements are reasonable.	3.02	0.61	Evident

8.	Monetary incentives are provided to high-level accomplishments of faculty members.	3.09	0.66	Evident
9.	The university has policies that encourage personal and professional growth among top performing faculty members.	3.14	0.59	Evident
10.	The university provides salary adjustments as teachers master significant skills for critical jobs.	3.16	0.65	Evident
	Overall	3.00		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

Table 4 shows the assessment of talent management in terms of development. It obtained an overall average score of 3.00 which means that the school's efforts to develop talents are evident. The most evident indicators of talent development are items 10, 9, and 2. Item 10 which says that the university provides salary adjustments to teachers who have mastered significant skills to critical jobs got the highest mean of 3.16. Not far behind are items 9 and 2 which got a mean of 3.14. It shows that the school's effort to help its teachers on their career paths, and the encouragement of professional growth are relatively more evident compared to other indicators. Moreover, it implies that the school's development of talents is more focused on high performing teachers similar to what Ansar & Baloch (2018)[1] called selective talent development. Hiring highly qualified individuals and developing them further is another concept of talent development according to Khiji et al. (2015). It is likely that the school is also doing it because the respondents gave the lowest mean of 2.60 to item 6. With that lowest mean, it implies that developing homegrown talents over outsider talents is least evident among the indicators of talent development. It is also possible that the university finds it more cost-effective to hire new talents than develop their tenured teachers.

Table 5 Assessment of Retention

Items	Mean	SD	Interpretation
1. The university keeps a culture that makes talented teachers want to stay.	2.72	0.84	Evident
2. High-level contributions and accomplishments of faculty members are very much valued by the university.	3.06	0.73	Evident
3. High-level faculty talents are given opportunities to actively participate in strategic initiatives in the university.	2.96	0.73	Evident
4. Monetary incentives to highly performing faculty members are enticing.	2.86	0.76	Evident
5. Non-monetary incentives to high level performance of teachers are enticing also.	2.73	0.76	Evident
6. The university offers an enticing retirement package to its high-level faculty members.	2.70	0.76	Evident
7. The promotional salary increase to high-level faculty members are remarkable.	2.76	0.76	Evident
8. The salary for the highest academic rank is competitive.	2.91	0.77	Evident
9. The university constantly listen to the needs of its top performing teachers to sustain their job satisfaction.	2.84	0.79	Evident
10. Commitment to the university is highly rewarded.	2.81	0.76	Evident
Overall	2.82		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

Table 5 presents the assessment of talent management in terms of retention. It obtained an overall mean of 2.82. It implies that the school's effort to retain talents is evident to the respondents. The most obvious indicator of retention is the valuing of high-level contributions, and accomplishments of faculty members (item 2). It has the highest mean of 3.06 in the data set. The least evident indicator for retention is the offering of enticing retirement package for its high-level faculty members (item 6). With the lowest mean of 2.70 for item 6, it suggests that the retirement for faculty members who will reach a certain number of years in service in the school may not be that enticing to the respondents. Since the university is in a less economically developed part of Hunan province, the retirement package is really lower compared to universities especially those in the cities.

Table 6 Overall Assessment of Talent Management

Domains	Mean	Interpretation
Attraction	2.88	Evident
Development	3.00	Evident
Retention	2.82	Evident
Overall	2.90	Evident

Table 6 summarizes the assessment of talent management. It can be seen that the development aspect of talent management got the highest mean with 3.00, followed by attraction with a mean of 2.88. Much further behind at the last

rank is retention with a mean of 2.82. Despite the variations in numerical ratings, all domains of talent management were evident to the respondents. Similarly, the overall talent management of the school is considered evident with a mean of 2.90. Since the highest score in the survey is 4.00, it is obvious that the level of talent management of the school is far from excellent. It reflects the lack in knowledge of improving talent management in China.

5.3 Teacher Leadership Assessment

Table 7 Assessment of Perception

	Items	Mean	SD	Interpretation
1.	Teachers believe they have always been working for students' learning and achievement.	3.13	0.61	Evident
2.	Teachers consider professional development not for administrative roles but for improvement of their teaching quality.	3.14	0.65	Evident
3.	Teachers see their selves capable of decision making at the school level.	2.68	0.81	Evident
4.	Teachers believe they can solve problems at the school level.	2.64	0.81	Evident
5.	Teachers believe they can mentor their colleagues.	2.72	0.75	Evident
6.	Teachers see their selves capable of participating actively in school improvement.	2.87	0.76	Evident
7.	Teachers believe they can lead in school even without formal leadership designation.	2.54	0.81	Evident
	Overall	2.81		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

Table 7 shows the assessment of teacher leadership in terms of perception. It obtained an overall mean of 2.81. It means that teacher leadership in terms of perception is evident in the research locale. They perceive the teachers in general as capable of leading. It is best seen in items 1 and 2 which got the two highest means. Item 2 which says that teachers develop professionally for the improvement of teaching quality and not for administrative got the highest mean of 3.14. Item 1 which says that teachers work for student learning and achievement got the second highest mean with 3.13. It implies that the teachers' belief of their leadership is still in the instructional level. It can be seen further in items 7, 4, and 3 which got the three lowest means in the data set. Item 3 which is about the teachers' capability of making decision at the school level got a mean of 2.68 only. Item 4 which is about teachers' belief that they can solve problems at the school level got a mean of 2.64. Lastly, item 7 which says that teachers can lead in school even without formal leadership designation got the lowest mean of 2.54. These low-scoring indicators imply that the teachers' perception of leadership in the context of the whole school is still developing. The overall finding that perception of teacher leadership is evident conforms with what Shen (2022) said about Chinese teachers' roles. He claimed that Chinese teachers' roles have expanded from mere classroom instruction to being involved in school related affairs, school improvement, and decision making[13].

Table 8 Assessment of Influencing

	Items	Mean	SD	Interpretation
1.	Teachers share their expertise to their colleagues.	3.12	0.56	Evident
2.	Teachers share their expertise to the local organizations/sectors outside the school.	3.04	0.64	Evident
3.	Teachers are able to help colleagues.	3.16	0.53	Evident
4.	Teachers are able to influence colleagues.	3.16	0.56	Evident
5.	Teachers are able to influence formal leaders in the school.	2.64	0.82	Evident
6.	Teachers share their expertise to their foreign partner school.	2.88	0.74	Evident
7.	Teachers can express their concerns to their foreign partner school.	2.78	0.74	Evident
	Overall	2.96		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

As presented in table 8, the respondents assessed teacher leadership in terms of influencing as evident. It has an overall mean of 2.96. In general, the teachers believe that they can exert influence on the school community. It is best seen in items 3 and 4 which got the highest mean of 3.16. These items say that teachers are able to help and influence colleagues. On the other hand, the lowest mean (2.64) was obtained by item 5. It implies that teacher leaders can hardly influence formal leaders in the school, or the school administrators. The overall finding that influencing is evident among the teachers is somewhat similar to Miao's concept of teacher leadership which is promoting professional learning[14]. The finding also conforms with what Zhou et al. (2021) revealed in their study. They claimed that Chinese teachers influence is more defined in terms of professional development. It is through the sharing of expertise that teacher leaders wield their influence on their colleagues and school administrators.

Table 9 Assessment of Cooperation

	Items	Mean	SD	Interpretation
1.	Teachers are able to complete designated tasks.	3.22	0.49	Evident

2.	Teachers foster good relationships with colleagues in school.	3.19	0.54	Evident
3.	Teachers agree to share equal status with colleagues.	3.14	0.56	Evident
4.	Teachers respect the autonomy of colleagues.	3.19	0.56	Evident
5.	Teachers are willing to assist colleagues who need help voluntarily.	3.09	0.62	Evident
6.	Teachers are willing to share responsibilities with sectors outside the school.	3.06	0.61	Evident
7.	Teachers are willing to collaborate with people from their foreign partner school.	3.13	0.58	Evident
Overall		3.15		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

Table 9 shows how the respondents assessed teacher leadership in terms of cooperation. They gave an overall mean of 3.15 which implies that cooperation among teachers as facilitated by their leadership is evident. It is best seen in item 1 which got the highest mean of 3.22. It says that teachers are able to complete designated tasks. It implies that teachers do their share, a sign of cooperation. The least evident indicator of cooperation in the data set is item 6 which has the lowest mean of 3.06. It says that teachers are willing to share responsibilities with sectors outside the school. The finding that cooperation is evident conforms with the study of Xu (2019) that says Chinese teachers have a high rate of collaboration[15]. This was made possible by their ability to integrate collective work.

Table 10 Assessment of Knowledge and Skills

Items	Mean	SD	Interpretation
1. Teachers have pedagogical knowledge.	3.30	0.53	Evident
2. Teachers are capable of curriculum development.	3.27	0.57	Evident
3. Teachers are capable of sound and effective assessments.	3.23	0.55	Evident
4. Teachers apply their pedagogical knowledge.	3.30	0.52	Evident
5. The teachers know school management.	2.97	0.68	Evident
6. The teachers understand the interest of the different stakeholders.	2.93	0.70	Evident
7. Teachers are able to listen and express clearly.	3.08	0.61	Evident
8. Teachers are able to give productive feedback after communicating.	3.08	0.61	Evident
9. Teachers are capable of delivering international curriculum content effectively.	2.83	0.68	Evident
10. Teachers have the skills to build strong collaborative relationships.	3.01	0.67	Evident
Overall	3.09		Evident

Legend: 3.51-4.00 (highly evident), 2.51-3.50 (evident) 1.51-2.50 (slightly evident), 1.00-1.50 (not evident)

Table 10 presents the respondents' assessment of teacher leadership in terms of knowledge and skills. It can be seen from the table that it has an overall mean of 3.09. It implies that the teachers in general have the skills and knowledge for leading their colleagues. This is best shown in items 1 and 4 which got the highest means with 3.30. It implies that teachers have the pedagogical knowledge and the capability to apply them. Given such knowledge and skills, they can lead their colleagues in improving student learning and possibly influence the school's policy directions in terms of instruction. This is similar to what Harris et al. said about teacher leaders; they are leaders in curriculum development and classroom experts[16]. What appears to be challenging for the teachers is delivering international curriculum content effectively. This is seen in item 9 which got the lowest mean of 2.83 in the data set. The overall finding about the evident teacher leadership in terms of knowledge and skills is more defined in terms of teaching expertise. It conforms with the claim of Zhang M. that Chinese teachers have a high knowledge in pedagogy[17].

Table 11 Overall Assessment of Teacher Leadership

Domains	Mean	Interpretation
Perception	2.81	Evident
Influencing	2.96	Evident
Cooperation	3.15	Evident
Knowledge and Skills	3.09	Evident
Overall	3.00	Evident

Table 11 summarizes the assessment of teacher leadership. It can be seen from the table that cooperation got the highest mean with 3.15 while influencing got the lowest mean with 2.96. Despite the differences in the means of the different domains of teacher leadership, all were considered evident. Similarly, the overall teacher leadership is considered evident with a mean of 3.00. This finding is similar to what Zhou et al. (2021) found about Chinese teachers' leadership. They reported that Chinese teachers have adequate leadership in all the dimensions of perception, influencing, cooperation, and knowledge and skills.

5.4 Predictors of Talent Flow

Table 12 Multiple Regression Analysis Result

	Beta	Sig	Interpretation
Attraction	0.354	.000	Predictor
Development	0.025	.808	Not a predictor
Retention	0.025	.805	Not a predictor
Perception	0.112	.188	Not a predictor
Influencing	0.033	.694	Not a predictor
Cooperation	0.024	.733	Not a predictor
Knowledge and Skills	0.800	.277	Not a predictor

Table 12 shows the result of the multiple regression analysis which was ran to determine whether talent management, and teacher leadership will predict talent flow. The different domains of talent management and teacher leadership were used as independent variables. The result showed that only attraction is a predictor of talent flow. It has a Beta of 0.354 and Sig of .000. The rest of the different domains were not predictors of talent flow. This finding conforms with the notions that deliberate effort to attract talents through monetary and non-monetary factors), professional development opportunities, good incentive structure and working environment actually works. Based on the finding, the null hypothesis is partially rejected.

Since attraction is the only predictor of positive talent flow, the researcher made a further analysis to find out which indicators of attraction is impacting talent flow. This was to aid the researcher in developing a framework for talent management. The multiple regression analysis showed that indicators 4 and 8 are the only predictors of positive talent flow. Indicator 4 which says that talent recruitment initiatives are well designed and executed has a Beta = 0.209 and Sig = .006. Item 8, which says that the university is creating a culture that will make talents interested in joining the organization has Beta= 0.197 and Sig =.010.

5.5 Challenges in Talent Management

Table 13 Thematic Analysis of Interviews

Themes	Interpretation	Representative Quote	Source
Improving monetary and non-monetary incentives	Making salaries more competitive	“It is necessary to achieve the provision of better salary.”	A1
		“Economic treatment should be improved.”	A3
	Providing more incentives	“Introduce more incentives to high level talents.”	A2
		“Create title promotion.”	A5
Increasing talent management coordination and collaboration	Offering more attractive career development platform	“It is necessary to offer a better development platform”	A1
		“More opportunities to study should be given.”	A4
	More coordination between human resource office and academic administrators	“It is necessary to coordinate the efforts of the second-level colleges and the personnel office.”	A2
	Less centralized talent management	“Talent management should be decentralized to college level.”	A5

Table 13 shows the thematic analysis of the interviews with administrators regarding talents management. As assessed by the teacher respondents, the talent flow in the research locale is positive. This means that the talents joining the school is greater than the talents leaving the school. According to the administrators, it is not an easy feat because there are challenges. As shown in table 13, the thematic analysis yielded two themes: improving monetary and non-monetary package, and increasing talent management coordination and collaboration. The administrators lamented that recruiting and retaining talent wasn't easy because the monetary and non-monetary incentives are not very attractive. The salary offered to new talents are decent but not competitive enough. The promotion scheme in the school is not very attractive also. Even the professional development opportunities for talents are not very enticing. The other challenge is increasing talent management coordination and collaboration between human resource office and the academic administrators. The administrators claim that despite knowing better what talent their department needs, the personnel office have more say in recruiting talents. The process of hiring is further described as very centralized where the academic administrators have little participation only in the decision of the human resource office.

6 CONCLUSION

6.1 Research Results

This study obtains the following research results:

- ①The talent flow in the research locale is positive. There are more talents joining the school than talents moving out.
- ②Talent management is evident. All its domains which are attraction, development, and retention are evident. Development got the highest assessment rating while retention got the lowest.
- ③Teacher leadership is evident in the school. All its domains which are perception, influencing, cooperation, and knowledge and skills are evident.
- ④Talent management in terms of attraction predict the positive talent flow. The other domains of talent management, and all the domains of teacher leadership are not predictors of positive talent flow.
- ⑤The challenges in talent management that are encountered by administrators are improving monetary and non-monetary incentives, and increasing talent management coordination and collaboration with the human resource office.

6.2 Conclusions

Based on the findings of the study, the researcher came up with the following conclusions:

- ①The talent management of the school in terms of attraction is working. It is evident in the positive talents flow in the school. There are more individuals with high-level talents who are being hired by the school compared to the talents living the school.
- ②The different numerical ratings of attraction, development, and retention means varying degrees of effectiveness. Retention, whose mean is the lowest is the weakest point of the school's talent management.
- ③The teacher leadership in the school is still developing. At present, it is evident at the instructional level.
- ④Attraction is the most effective aspect of talent management in keeping a positive talent flow in the school.
- ⑤Talent management is more efficient if attractive incentive structure is offered by the school, and proper coordination between personnel office and academic administrators are closely coordinated.

6.3 Theoretical Contributions

The results of the study are most important to the following:

- ①Human Resource Managers. The result of the study will provide insights into how the talent management of the school is faring. The assessment of the respondents on both talent management and talent flow can provide firsthand information on how recruitment, development, and retention are seen at the ground level in the different academic departments of the school.
- ② School Administrators. Policy directions relevant to the human capital of the school must be an informed process. The result of this study can be a source of information for data-driven decision-making by the administrators.
- Teachers. The result of the study will benefit the teachers because it revolves around their professional development. Possible improvement in talent management and teacher leadership that may be initiated by the result of study will enhance their professional capabilities.
- ③ Students. The enhancement of the school's talent management is a goal of the study. Since the study is focused on the teaching personnel resource, it will directly impact the students. Good talent management in the academic area will ultimately benefit the students.
- ④ Future Researchers. Talent flow, talent management, and teacher leadership are topics that are not well studied in China. The results of the study may provide relevant information that may serve as basis for future researchers to conduct more comprehensive investigation in the topics mentioned.

6.4 Practical Enlightenment

Based on the conclusions drawn, the following recommendations are presented:

- ①The school should keep the positive flow of talents. It should step-up its efforts in recruiting new talents. It should be updated of the current trends in the mobility of teacher talents so that it stays competitive in attracting talents.
- ②The talent management as a whole should be enhanced further. More focus however must be given to retention. The proposed framework can be used in improving talent management.
- ③ The school must provide opportunities for teachers to show case their leadership at the school level. Participation in the school's talent management can be a good opportunity, and teachers must be encouraged to participate.
- ④ Since creating an attractive university culture is one of the indicators of attraction that predicts positive talent flow, it should be incorporated in both development and retention aspects of talents management.
- ⑤ The academic administrators and human resource personnel must coordinate their recruitment efforts. The academic administrators should be given more significant roles in talent management in the school.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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