


Professional development, career mobility and career satisfaction among employees in education industry in AnHui China: Basis for career success framework

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Abstract

In the dynamic and ever-evolving landscape of the education industry, professional development, career mobility, and career satisfaction of employees play pivotal roles in shaping the overall success of educational institutions. These interconnected factors contribute to a competent, engaged, and motivated workforce, fostering a high-quality learning environment for students. This study delves into the relationship between professional development, career mobility, and career satisfaction among employees in the education industry of Anhui, China, providing a foundation for developing a comprehensive Career Success Framework. The descriptive research design was utilized in the study as it is a valuable tool for understanding the current state of professional development, career mobility, and career satisfaction among educators. The survey questionnaire was the instrument used and considered a valuable tool for understanding the current state of professional development, career mobility, and career satisfaction among educators. The participants of the study were 343 teaching staff of selected 5 well-known universities in Anhui Province. Results revealed that professional development practices of the respondents that focus on skills development, networking, career planning, and support were moderately agreed and are essential for the success of organizations in the education industry which led to enhanced organizational performance and increased student success. The agreement among respondents in the education industry regarding career mobility emphasized the importance of vertical mobility, external mobility, and career adaptability for employee growth and organizational success and the overall vitality and innovation of the education sector. The respondents have had moderate agreement about career satisfactions in terms of work-life balances, recognition, and appreciation stresses importance of those factors for shaping successful and impactful education scene. One very significant relationship has been found between professional development practice, career mobility as well as career satisfactions. Also, a career success model was made for workers from the education field. Researching intertwined parts of professional development, careers mobility, and career satisfaction in educators from Anhui sure have huge potential for bettering teachers' experiences, informing on policy decisions,

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and making a stronger and thriving education field in province and more. This research effort gives a very valuable steppingstone to a future where educators are geared with both knowledge, skills, and motivation to do well in their careers and contribute toward success of future people.

Keywords: professional development, career mobility, career satisfaction, career success

Professional development, career mobility and career satisfaction among employees in education industry in AnHui China: Basis for career success framework

1. Introduction

As you may know, education sectors from Anhui, China, is sure going thru very fast reforms and growths, demanding for continued adaptations and growths in its workers. Among those dynamic reforms in this place, going over career success certainly asks for checking out interaction between professional development, job mobility, and job satisfactions. This study will go inside the real experiences of staff in this background, showing complex connection between those factors and their ultimate impact toward personal career pathways. The resulting insights would be foundation for making a practical career success framework, which allows worker and staff in this constantly evolving Anhui place to making their very own fulfilling and impact career pathway.

For these teachers, professional development certainly involves continued learning and skill refinement. It's made up of expanding their knowledge in their field, sharpening existing teaching methods, making use of technology, and developing more collaboration. From observing peers all way to attending workshops, the goal is to better whole classroom effectiveness, solve rising problems like inclusion and student well-beings, and empower them to making more impact learning experiences for all the students. Effective professional development programs are customized to their specific needs and background, high-quality in delivery, and encourage continued growth via various channels. This trip paves way for teachers to remain very resilient, adaptable, and thrive in such constantly shifting educational domain. Professional development (PD) also had a key role for bettering the skills, knowledge, and effectiveness of teachers.

As shown from the study by Day et. al.,(2018), schools and policymakers invested on professional development programs which truly support teachers, tailoring them to these school's specific needs or background. It will encourage cooperation and knowledge sharing among those educators. By prioritizing high-quality, related professional development, schools could actually break down cycle of turnovers and make a stable, supportive place where teachers thrive and students learn. Happy, empowered teachers make for effective schools. The scene of Higher Education Institutions (HEIs) in China is also going thru a dynamic transformation, fueled from very quick economic growth, evolving student demands, and globalizing academic scene. In this complicated ecosystem, career mobility in teachers rise as an important theme, shaping personal career pathway and affecting the whole health and competitiveness of Chinese HEIs. Understanding career mobility patterns in teachers is important for informing policy decisions, professional development measures, as well as talent management strategies. Teachers rarely remain put forever. Their movement in and over different roles is called career mobility. A recent study done by Albornoz et. al.,(2021) used a special technique called "survival analysis" to determine what makes teachers more likely to remain or leave. They learned that happy teachers in supportive schools with good salary were more likely to stay. It also helps if they are experienced and working in a place with high student achievement. Career satisfaction refers to a person's emotional attitude towards their profession.

The main topics involved are work-life balance, whether it is recognized and appreciated, the amount of compensation and benefits, the challenge of the job, and growth. Work-life balance is a person's ability to divide up time and energy between work and non-work roles, which also had a direct impact against career satisfaction. Compensation and benefits are equally one of the important factors affecting career satisfaction. Suitable compensation pays and benefits can not only fulfill the material needs of people but reflect on company's recognition of the value of people, thus improving their professional satisfaction (Chen et al., 2019). Tough work tasks and growth opportunities can be a source of motivation and motivation for staff. When faced with challenges, employees are frequently much more proactive, defeat difficulties, and better their performance. When staff continuously develop their skills, knowledge, or experience, they are more likely to feel very fulfilled

and interested since they can see visible outcomes from their efforts. Such self-motivation aids them to feel more valued in work, which in turn boost up career satisfaction. They see the importance of their work to the firm and their own career development and are thus much more engaged satisfied.

As China's Higher Education landscape had been put beneath a microscope, specific aspect like Anhui province's teacher experiences is still relatively not explored. Filling the gap need of going deeper on Anhui's uniqueness. Existing research often neglects the provincial aspect. Studies are needed to understand how urban-rural divides, discipline-specific needs, and personal aspirations play out in Anhui's academic space. Cross-sectional study also gives static insight, but longitudinal explorations could show the dynamic interaction of professional development, mobility, and career fulfillment. This deeper understanding will support and facilitate interventions, such as targeted and tailored to the specific needs of Anhui Province, through non-traditional career support and online collaboration platforms. As the corresponding online platforms and other career paths are gradually emerging, people can focus on their specific roles for their own use. By investigating the impact of the above factors on teachers in Anhui Province and adding the analysis and research on the changing needs of teacher education, we can inspire future educators to respond more flexibly to the changing academic environment.

At the same time, promoting research on career development, career mobility, and career satisfaction is of great significance for analyzing the reasons for career success. Career development focuses on the practice of continuously bettering skills, expanding networks, and making career paths in one's work life, creating more opportunities and room for growth for people to promote career success. Career mobility stresses the ability to switch between varied career fields, helping people adapt to changing professional environments and diversify their development, which then impacts career success. As an individual's emotional attitude towards work, career satisfaction affects their emotional engagement and job performance, which in turn affects the long-term success of the profession. The study of these three issues can reveal the mechanism of different factors on career success, provide scientific basis for individuals to formulate career planning and organize the implementation of talent management, and jointly promote the career success of individuals and organizations.

Objectives of the Study - The study aimed to examine the professional development practices, career mobility and career satisfaction among teaching staff in education industry in Anhui Province, China that was made the basis in developing a framework for Career Success for teaching staff. Specifically, the study determined the professional development practices as to skills development, networking, career planning and support; described the career mobility in terms of vertical mobility, external mobility and career adaptability; assessed the career satisfaction as to work-life balance, recognition and appreciation, compensation and benefits, challenge and growth; tested the significant relationship between professional development practices, career mobility and career satisfaction and developed a career success framework for employees.

2. Methods

Research Design - The research design is the plan and method of analysis that must be combined in a logical and cogent manner to ensure a thorough examination of the research topic. The researcher utilized the descriptive study approach to assess the professional development, career mobility and career satisfaction among teaching staff. This approach prioritized observing and accurately describing an existing phenomenon or population as it naturally occurs (Scrivner et. al.,2019). The study used descriptive design to determine, describe, and validate the results of the investigation. Through a process of data collecting that allows for a more thorough analysis of the situation, this shed light on existing concerns to characterize entrepreneurial capability, startup tactics, and challenges. Descriptive research is the most effective method to use when trying to identify features, frequencies, trends, and classifications.

Participants of the Study - The participants of the study were the 343-teaching staff of selected 5 well-known universities in Anhui Province: Anhui University, University of Science and Technology of China,

Hefei University of Technology, Anhui University of Finance and Economics, Anhui University of Technology. They not only have greater advantages in hardware facilities and faculty, but also have their own school-running characteristics. They are also ranked among the national universities, so teachers from the above schools are selected as the survey subjects, which has a wide range of representativeness. To identify the respondents from the five universities, the proponent sent a request letter to the institution to ask for the total number of teaching staff in the institution.

Instruments of the Study - The questionnaire is the study's primary instrument. Survey questionnaires are a data collection instrument that is mostly used in normative investigations. This is a deliberately and methodically constructed form or document that contains a list of inquiries designed to elicit feedback from respondents or research informants' data or information collection. It is a specific kind of inquiry paper that has a carefully crafted and structured series of questions intended to collect information that will help comprehend the nature of the problem being researched (Munir, 2017).

One well-designed and proven self-made questionnaire had been made and designed which give many valuable insights on specific experiences and views of teachers from Anhui, contributing to richer understanding of professional development, job mobility, and career satisfaction in such unique background. The initial part of the questionnaire assesses over respondents' professional development in terms of skills development, networking, career plannings and support. The other part evaluated career mobility when it comes to vertical mobility, external mobility as well as career adaptability. The last part assesses respondents career satisfaction in terms of work-life balances, recognition and appreciation, compensation and benefits and challenges as well as growth.

The researcher gauged the respondents' perceptions of the factors using a four-point Likert scale. The respondents' information was weighted on a scale of 1 to 4, with 4 representing the highest value, to quantitatively assess the respondent's professional development, career mobility and career satisfaction. The study underwent a reliability and content validation test. The content validation was done by experts in the field to improve the validity and accuracy of the indicators in the questionnaire. To confirm that the results were consistent, a reliability test was also conducted.

Table 1

Summary of Reliability Test

Variable	Cronbach's Alpha	Remarks
1A. Skills Development	0.849	Good
1B. Networking	0.830	Good
1C. Career Planning and Support	0.783	Acceptable
2A. Vertical Mobility	0.760	Acceptable
2B. External Mobility	0.853	Good
2C. Career Adaptability	0.779	Acceptable
3A. Work-life Balance	0.800	Good
3B. Recognition and Appreciation	0.920	Excellent
3C. Compensation and Benefits	0.871	Good
3D. Challenge and Growth	0.783	Acceptable

Legend: George and Mallery (2003) provided the ff rule of thumb: ≥ 0.90 = Excellent; ≥ 0.80 = Good; ≥ 0.70 = Acceptable; ≥ 0.60 = Questionable; ≥ 0.50 = Poor; < 0.50 = Unacceptable

Data Gathering Procedure - The proponent thoroughly researched the subject using a variety of e-books, academic publications, and online sources. The proponent had gathered substantial material that served as a great source for the questionnaire's construction through in-depth reading and comprehension. After the questionnaire was approved, an email letter of consent asking for permission to conduct a study was sent to each startup owner. The researcher's request for permission to proceed with the study was granted. The survey was distributed to the respondents via Google Forms and administered using survey software. The chosen respondents were then given enough time to complete the survey. The researcher was able to gather every one of needed data for this study in time period given for distributions and gathering of the survey questionnaire.

To assure the content validity of this questionnaire, a panel of three experts with deep experience in this field of topic had been hired to review those items. The experts checked out every item for their relevance, clarity, as well as comprehensiveness in relation to research goal. Based on their feedback, various items were fixed or taken out to better clarity and cut down redundancy. The questionnaire was then pilot tested using a sample of twenty people in the target population to evaluate its comprehensibility and find any possible problems or issues. Minor adjustments were made to the wording of some items based on the pilot test results. The internal consistency of the questionnaire was assessed using Cronbach's alpha coefficient. The overall alpha coefficient for the scale was 0.85, indicating good internal consistency. Test-retest reliability was assessed by administering the questionnaire to a sample of 20 participants. To ensure a fair assessment between respondents and across all variables' only fully completed surveys were used. The researcher discarded any incomplete surveys and conducted the tabulation, interpretation, and analysis.

Ethical Considerations - Research thrives on trust. Ethical considerations begin with informed consent, clearly explaining the research goals, risks, and benefits to participants. Confidentiality and anonymity safeguard their privacy, minimizing the chance of identification and ensuring respectful anonymity where promised. Physical, psychological, and social risks were acknowledged and actively minimized. Measures like data security protocols and sensitive questioning techniques reduce potential harm. Respect for cultural diversity and individual values fosters a comfortable and ethical research environment. Data obtained was treated with utmost care. The participants were indebted with clarity on data storage, sharing, and usage. It is clearly stated that participants retain ownership and provide avenues for them to access or withdraw their data. Ensuring secure storage and responsible dissemination protects their privacy and upholds scientific integrity. Research ethics is not a one-time checkbox. Ongoing monitoring ensures ethical considerations stay front and center. Consulting participants, conducting data security audits, and revisiting risk assessments throughout the research process guarantee a responsible and ethical path.

Data Analysis - Weighted mean and rank were used to determine the professional development practices as to skills development, networking, career planning and support; to describe the career mobility in terms of vertical mobility, external mobility and career adaptability; and to assess the career satisfaction as to work-life balance, recognition and appreciation, compensation and benefits and challenge and growth. The result of Shapiro-Wilk Test showed that p-values of all variables were less than 0.05 which means that the data set was not normally distributed. Therefore, Spearman rho was used as part of the non-parametric tests to determine the significant relationship. All analyses were performed using SPSS version 28.

3. Results and discussion

Table 2

Summary Table on Professional Development Practices

Key Result Areas	Composite Mean	VI	Rank
Skills Development	3.18	Agree	1
Networking	3.15	Agree	2
Career Planning and Support	3.09	Agree	3
Grand Composite Mean	3.14	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 2 presents the summary table on professional development practices as to skills development, networking, and career planning and support with a grand composite mean of 3.14 which indicates agree on all indicators. Among the dimensions, skills development obtained the highest rank with a composite mean of 3.18 and an agreed verbal interpretation. This indicates that effective professional development is heavily dependent on skill development. Individuals can improve their employability, raise their earning potential, and obtain a competitive advantage in the job market by learning new skills and honing their current ones. When it comes to professional development, professional development will lead to better achievement of career goals because they are better able to adapt to the changing needs of the workplace and strive to keep pace with industry trends.

Research by Inkson et al. (2022) proves that people's active participation in skills development activities, such as training courses, online courses, and professional development programs, has the potential to lead to higher job satisfaction. This means that there is a positive correlation between knowledge and skills and increased motivation, engagement, and overall job well-being. Activities related to skills development can also boost people's incomes. People who actively pursue skills development are more likely to be included in workplace advancements such as promotions, leadership roles and increased responsibilities. People who invest in improved skills and expertise will also be perceived as more valuable by the organization, improving their career prospects. They are more competent and competitive for higher-level roles due to their broader skill set and experience. Engaging in skill development initiatives increases an individual's employability, making them more desirable prospects in the labor market. By learning new technology, staying abreast of industry trends, and exhibiting a dedication to lifelong learning, they acquire a competitive advantage. Through investing in the development of new skills, honing those they already have, and engaging in ongoing education, people can improve their employability, raise their earning potential, and realize their career ambitions.

Table 3

Summary Table on Career Mobility

Key Result Areas	Composite Mean	VI	Rank
Vertical Mobility	3.03	Agree	3
External Mobility	3.16	Agree	2
Career Adaptability	3.18	Agree	1
Grand Composite Mean	3.12	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 presents a summary of occupational mobility in terms of vertical mobility, external mobility and occupational adaptability, with an overall average of 3.12, indicating that all indicators are consistent. Among these dimensions, occupational adaptability ranked the highest, with a composite average of 3.18 and consistent verbal interpretations. This suggests that there is a weak link between occupational adaptability and mobility. Career adaptability refers to a person's ability to self-adjust and adapt in the face of changes in the face of different job contents. Career mobility, on the other hand, refers to the willingness and ability to change between positions with different job contents. Adaptable people are more likely to find highly satisfying jobs because they are more flexible. Adaptable people broaden their horizons through continuous learning, which in turn leads to better personal and professional development. Increased career adaptability often means increased career mobility, which gives people more opportunities to succeed and achieve their long-term career goals.

Jiang et. al., (2019) demonstrate that the association between career adaptability and career mobility is not so strong due to the existence of career calling and career uncertainty. For people who have a stronger sense of professional mission in their job, there will be a closer relationship between career adaptability and career mobility. For those with a clear job goal, career flexibility is an ideal path to career change and advancement. There is less favorable correlation between career suitability and career mobility, as it implies higher job insecurity. People who are unclear about their job path may have a harder time benefiting from their career fit. Research has shown that for people, a stronger sense of professional purpose and better management of career uncertainty can make career flexibility more effective in encouraging career mobility. The study recommends that employers may assist employees build the skills and confidence needed to navigate career transitions and achieve their professional goals by offering support for employee career development, such as career calling exploration and career uncertainty management.

Table 4 presents the summary table on career satisfaction as to work-life balance, recognition and appreciation, compensation and benefits, and challenge and growth with a grand composite mean of 3.08 which indicates agree on all indicators. Among the dimensions, recognition and appreciation obtained the highest rank with a weighted mean of 3.13 and an agreed verbal interpretation. This indicates that employee motivation and happiness are significantly impacted by recognition and appreciation. Workers are more likely to be involved in

their work, perform better, and stick with the company when they feel that their efforts are respected and appreciated. Appreciation and acknowledgment are crucial instruments for raising worker motivation and satisfaction. Organizations may foster a more happy and productive work environment, which will boost employee morale, retention rates, and overall organizational success, by putting in place efficient recognition and appreciation programs.

Table 4*Summary Table on Career Satisfaction*

Key Result Areas	Composite Mean	VI	Rank
Work-life Balance	3.07	Agree	2
Recognition and Appreciation	3.13	Agree	1
Compensation and Benefits	3.06	Agree	3
Challenge and Growth	3.04	Agree	4
Grand Composite Mean	3.08	Agree	

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

Lee et al.,(2017) proved that employees who felt more POS and recognition were less likely to plan to leave their positions, as seen by the negative relationships found between POS and perceived employee recognition and turnover intention. In addition, it was found that organizational trust mediates the association between POS and perceived employee recognition and turnover intention. This suggests that organizations can influence POS and perceived employee buy-in and turnover intentions in ways that enhance organizational trust.

By encouraging a culture of POS and perceived employee recognition, firms can lower staff turnover. Furthermore, the beneficial benefits of POS and perceived employee recognition on turnover intention can be reinforced by fostering organizational trust.

Table 5*Relationship Between Professional Development Practices and Career Mobility*

Variables	rho	p-value	Interpretation
Skills Development			
Vertical Mobility	0.333**	<.001	Highly Significant
External Mobility	0.345**	<.001	Highly Significant
Career Adaptability	0.303**	<.001	Highly Significant
Networking			
Vertical Mobility	0.159**	0.003	Significant
External Mobility	0.228**	<.001	Highly Significant
Career Adaptability	0.256**	<.001	Highly Significant
Career Planning and Support			
Vertical Mobility	0.186**	0.001	Significant
External Mobility	0.120*	0.027	Significant
Career Adaptability	0.095	0.079	Not Significant

.* Correlation is significant at the 0.01 level/. Correlation is significant at the 0.05 level

The computed rho-values ranging 0.303 to 0.345 indicate a weak direct relationship between skills development and the sub variables of career mobility. It shows that there was a statistically significant relationship between skills development and the sub variables of career mobility since the obtained p-values were less than 0.01. The computed rho-values ranging from 0.159 to 0.256 indicate a very weak to weak direct relationship between networking and the sub variables of career mobility. It shows that there was a statistically significant relationship between networking and the sub variables of career mobility since the obtained p-values were less than 0.01. The computed rho-values ranging from 0.095 to 0.186 indicate a very weak to weak direct relationship between career planning and support and the sub variables of career mobility. It shows that there was a statistically significant relationship between career planning and support and the sub variables of career mobility namely vertical mobility and external mobility since the obtained p-values were less than 0.01/0.05.

Professional development practices and career mobility are highly correlated and employees who participate

in professional development activities are more likely to advance their careers. This is because professional development enhances employee knowledge, skills, and competitiveness. It also signals commitment to employers, builds networks, and boosts confidence. Investing in employee professional development benefits employers by increasing satisfaction, productivity, and reducing turnover.

Liu et al. (2019) found that career development has a significant positive impact on employees' career satisfaction, career commitment, and career development. In addition, Zhao et al. (2020) argue that employees who participate in more professional development activities are likely to have more information and opportunities for promotion and career change as they have access to more skills and information for career advancement. In addition, Zhang et al. (2021) argue that employee knowledge and skills can play a role between career development and career mobility, and that the improvement of employees' knowledge and skills will strengthen the market value of their labor and enhance their bargaining power in the labor market, and that the higher the knowledge and skills, the more likely it is to significantly increase career mobility. Similarly, Li et al. (2022) show that when organizations have a strong learning and development culture, it gives a stronger role to the relationship between professional development and career mobility. Similarly, the findings of Wang et al. (2023) show that among the multiple factors, career development has the greatest impact on leadership, management, and technical skills training, and there is a positive correlation between career mobility and career mobility. These studies provide robust empirical evidence supporting the notion that professional development practices can significantly enhance career mobility. By investing in employee professional development, organizations can empower their employees to advance their careers and contribute to the overall growth and success of the organization.

Table 6

Relationship Between Professional Development Practices and Career Satisfaction

Variables	rho	p-value	Interpretation
Skills Development			
Work-life Balance	0.338**	<.001	Highly Significant
Recognition and Appreciation	0.344**	<.001	Highly Significant
Compensation and Benefits	0.358**	<.001	Highly Significant
Challenge and Growth	0.305**	<.001	Highly Significant
Networking			
Work-life Balance	0.264**	<.001	Highly Significant
Recognition and Appreciation	0.261**	<.001	Highly Significant
Compensation and Benefits	0.394**	<.001	Highly Significant
Challenge and Growth	0.250**	<.001	Highly Significant
Career Planning and Support			
Work-life Balance	0.183**	0.001	Significant
Recognition and Appreciation	0.202**	<.001	Highly Significant
Compensation and Benefits	0.151**	0.005	Significant
Challenge and Growth	0.160**	0.003	Significant

** Correlation is significant at the 0.01 level

As seen in the table, the computed rho-values ranging from 0.151 to 0.394 indicate a very weak to weak direct relationship among the sub variables of professional development practices and career satisfaction. There was a statistically significant relationship between professional development practices and career satisfaction because the obtained p-values were less than 0.01.

Professional development opportunities equip individuals with new knowledge, skills, and competencies that align with their career aspirations and industry requirements. This enhanced expertise not only boosts their confidence and self-efficacy but also enables them to tackle job challenges more effectively, leading to a greater sense of accomplishment and satisfaction. Similarly, professional development empowers individuals to expand their skill sets and broaden their career horizons, making them more qualified for promotions, new roles, and additional responsibilities. This upward mobility fosters a sense of progress and career growth, contributing to overall career satisfaction.

Wang et al. (2019) Employees who actively participate in more frequent and diverse development activities can achieve greater career satisfaction, which means that greater career development has a positive impact on employee career satisfaction. Similarly, research by Lee et al. (2020) shows that professional development can have a positive impact on career satisfaction by increasing employee job engagement.

The computed rho-values ranging from 0.079 to 0.227 indicate a very weak to weak direct relationship between vertical mobility and the sub variables of career satisfaction. It shows that there was a statistically significant relationship between vertical mobility and the sub variables of career satisfaction namely work-life balance, compensation and benefits, and challenge and growth since the obtained p-values were less than 0.01. The computed rho-values ranging from 0.154 to 0.238 indicate a very weak to weak direct relationship between external mobility and the sub variables of career satisfaction. It shows that there was a statistically significant relationship between external mobility and the sub variables of career satisfaction since the obtained p-values were less than 0.01. The computed rho-values ranging from 0.149 to 0.306 indicate a very weak to weak direct relationship between career adaptability and the sub variables of career satisfaction. It shows that there was a statistically significant relationship between career adaptability and the sub variables of career satisfaction since the obtained p-values were less than 0.01.

Table 7

Relationship Between Career Mobility and Career Satisfaction

Variables	rho	p-value	Interpretation
Vertical Mobility			
Work-life Balance	0.196**	<.001	Highly Significant
Recognition and Appreciation	0.079	0.146	Not Significant
Compensation and Benefits	0.227**	<.001	Highly Significant
Challenge and Growth	0.157**	0.004	Significant
External Mobility			
Work-life Balance	0.167**	0.002	Significant
Recognition and Appreciation	0.176**	0.001	Significant
Compensation and Benefits	0.154**	0.004	Significant
Challenge and Growth	0.238**	<.001	Highly Significant
Career Adaptability			
Work-life Balance	0.226**	<.001	Highly Significant
Recognition and Appreciation	0.149**	0.006	Significant
Compensation and Benefits	0.306**	<.001	Highly Significant
Challenge and Growth	0.225**	<.001	Highly Significant

***. Correlation is significant at the 0.01 level*

Most likely, vertical mobility can overcome the negative impact of factors such as increased responsibilities and extended working hours on increased career satisfaction by providing opportunities for growth, promotion, and recognition. According to Chen et al. (2019), individuals who successfully achieve vertical mobility, i.e., promotion, can receive higher salaries, bonuses, and better benefits packages, which will contribute to their overall career satisfaction. Vertical mobility provides educators with the opportunity to address new challenges, expand their skills, and experience personal and professional development, enriching their career skills, networks, and thus advancing their careers, which in turn leads to higher career satisfaction (Zhao et al. 2020).

Research consistently shows that vertical mobility is positively correlated with career satisfaction, and that organizations can increase employee engagement, motivation, and overall career satisfaction by providing opportunities for vertical mobility, even if work-life balance has a potentially negative impact on career satisfaction.

Career Success Framework

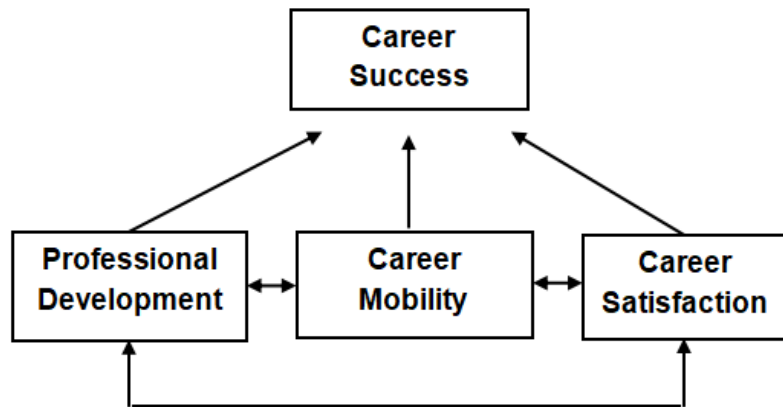


Figure 1. Career Success Framework

Professional development practices enhance the career mobility of employees in the education industry, and by participating in professional development opportunities, educators can expand their knowledge, skills, and abilities, making them more competitive in the job market and increasing their chances of advancement.

Educators gather information on the latest educational trends, methods, and technology opportunities through professional development programs to obtain valuable information related to career advancement. The new knowledge and skills acquired in this way can enable educators to carry out their current responsibilities more effectively and better advance their careers, thus achieving the goal of obtaining a more challenging and responsible position. Similarly, professional development events can provide educators with more and more valuable networking opportunities to connect with colleagues, peers, and mentors from across the education industry, allowing educators to exchange information about professional connections, collaboration, and job openings. As educators involved in professional development, they have a rather admirable dedication that can be a ladder for educators to climb upwards. Professional development practices can determine the depth and breadth of educators' career mobility and are one of the core factors of career mobility, as educators invest more in their professional development, thereby enriching their knowledge, skills, and networks, and ultimately achieving progress and success in the education industry.

On the other hand, active professional development practices can also greatly improve the career satisfaction of employees in the education industry. In terms of the content of professional development practice, it includes improving knowledge, upskilling and enhancing capabilities. Educators improve job satisfaction in many ways through professional development. Firstly, through professional development, educators can update their knowledge and acquire new career skills, which in turn can lead to better job performance and job satisfaction. Secondly, professional development can strengthen educators' employability, increase their confidence and self-efficacy, and in turn lead to more active work, which ultimately has a positive impact on job satisfaction. Professional development enables educators to improve their own capabilities, which in turn leads to a wealth of career development and advancement opportunities for educators, which can have a positive impact on educators' career satisfaction. Organizational recognition and rewards for educators' work and recognition of educators' professional development efforts can increase educators' job satisfaction, which means that investing in professional growth and development can indirectly and significantly increase their sense of fulfillment, satisfaction, and success in their careers. Career mobility is also very important, as quality career mobility provides educators with the opportunity to expand their knowledge, skills, and expertise, thereby contributing to the growth and development of educators as individuals. Therefore, from the perspective of career development, it is also necessary to pay attention to high-quality career mobility, so as to bring about an increase in the career satisfaction of employees in the education industry. Career development often means that educators need to take on greater responsibility and impact, and educators experience greater career satisfaction when they find that they feel their work is having a meaningful impact on students and communities. In addition, career mobility

gives educators access to different career experiences, inspiring them to make informed career development choices in the future. Organizations can choose to support and facilitate educator career mobility, thereby increasing educator satisfaction. This, in turn, can lead to increased productivity, retention, and overall organizational success.

4. Conclusions and recommendations

Professional development practices of the respondents that focus on skills development, networking, career planning, and support were moderately agreed and are essential for the success of organizations in the education industry which led to enhanced organizational performance and increased student success. There is moderate agreement among respondents in the education industry regarding career mobility emphasizing the importance of vertical mobility, external mobility, and career adaptability for employee growth and organizational success and the overall vitality and innovation of the education sector. The respondents have moderate agreement regarding career satisfaction as to work-life balance, recognition, and appreciation highlighting the importance of these factors in shaping a successful and impactful educational landscape. There is a highly significant relationship between career development practices, career mobility, and career satisfaction. A career success framework was developed for employees in the education industry.

College and university administrators may implement comprehensive professional development practices that encompass skills development, networking opportunities, career planning support, and a culture of continuous learning. The human resource managers of the university may promote career mobility opportunities that encourage both vertical and external mobility while cultivating career adaptability among employees. University Administrators may conduct regular surveys, analyze company policies and employee data, implement formal and informal recognition programs, evaluate benefits offerings, provide opportunities for challenge and growth, and use a variety of methods to collect and analyze data. The career success framework may be used for utilization of education sectors. Future researchers may conduct studies on the effectiveness of various professional development programs and initiatives in enhancing career satisfaction among educators.

5. References

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