Talent acquisition, professional development, and career advancement opportunity among selected universities: Basis for career progression framework

Chen, Yue ✉

Graduate School, Lyceum of the Philippines University – Batangas, Philippines (314923736@qq.com)

Abstract

The study investigated the talent acquisition, professional development and career advancement opportunities of college teachers in Guangxi Province and developed the Career Progression framework for teachers. Descriptive design was used in the study as it described the present situation among the respondents in the research locale. The data of this study came from 400 teachers from five universities in Guangxi Province, and the data were collected using structured questionnaires and processed by quantitative analysis methods. Based on the results, the respondents agreed on the talent acquisition used by selected universities. They also revealed agreement on the professional development programs and career advancement opportunities offered by the universities. There was a significant relationship between talent acquisition professional development and career advancement opportunities. A career development framework was developed for university teachers. The study provides beneficial insight and directions to academic professionals on career planning, development, advancement, or promotion opportunities within universities. The study may also show how valuable continuous learning and skill development are for further advancement in one's career within academia. An understanding of factors related to satisfaction in academic careers assists professionals in making better choices in their careers and having a fulfilling life in higher education.

Keywords: talent acquisition, professional development, career advancement, career progression

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1.   Introduction

With the rapid development of global higher education, teacher's career development has gradually become an important focus in the field of education. As a key role in the education system, the acquisition of college teachers, professional growth and the design and implementation of career promotion opportunities are directly related to the education quality and social influence of colleges and universities. For colleges and universities in Guangxi, under the background of national "double first-class" construction and education internationalization, it has become a key task to enhance the competitiveness of colleges and universities to attract high-quality teachers, promote their professional progress and provide a clear career promotion channel. However, Guangxi is located in the western part of China, with a remote geography, a weak economic foundation and a lack of educational resources. Universities face many challenges in attracting quality teachers, promoting their professional growth, and providing career promotion opportunities. Therefore, it is urgent to establish a more scientific and reasonable teacher career development system to promote the overall improvement of regional education level. By investigating the talent acquisition, professional development and career promotion opportunities of university teachers in Guangxi, this study aimed to build a career progression framework to improve teachers' career satisfaction and overall performance.

According to recent research, the key factors of teacher career development include three aspects: talent acquisition system, professional development skills and career advancement opportunities. The literature points out that university talent introduction strategies, employer brand building, scientific recruitment and selection process are the key to attracting high-quality teachers and maintaining talent competitiveness (Sullivan, 2023). However, there is a shortage of high-level teachers in Guangxi universities. On the whole, the proportion of teachers with doctoral degrees in Guangxi universities is relatively low, and the process of highly educated teachers still needs to be accelerated. Limited by the economic conditions and geographical location, the employer brand effect of Guangxi universities in the whole country is not strong, and it is difficult to attract a large number of high-quality talents. However, in terms of talent acquisition strategy, some universities have not yet established systematic recruitment channels and scientific selection process, which makes the talent introduction process inefficient and the quality of teachers uneven. In addition, the professional development of teachers is inseparable from the cultivation and improvement of leadership, technical skills, and soft skills, which not only affect the quality of teachers' teaching but also contribute to the long-term development of their career (Darling-Hammond, Hyler, & Gardner, 2017). Although the universities in Guangxi have gradually increased their investment in teacher training in recent years, there is still an imbalance in professional development skills. The development of teachers in some universities mainly focuses on technical skills training, while the training of leadership and soft skills is relatively insufficient. In addition, due to the backward economic development level in Guangxi, some universities are faced with many restrictions in providing high-quality training resources and opportunities, so the career development path of teachers is affected to a certain extentAt the same time, career advancement opportunities, including performance recognition, career path planning, and management support, have an important impact on teachers' career satisfaction, sense of achievement, and retention rate (Ingersoll & Strong, 2011). Although the existing literature has been extensively explored in these aspects, systematic studies, especially empirical studies based on the career development of college teachers in Guangxi, are still lacking. College teachers in Guangxi generally reported that there is the problem of narrow promotion channels. Although some colleges and universities have established certain reward mechanisms in terms of performance recognition, there is a certain gap between teachers' expectations of career development and actual promotion opportunities due to the lack of clear career path planning and uneven management of colleges and universities in management support. This phenomenon leads to the impact of

teachers' career satisfaction, and some teachers choose to leave or turn to other development opportunities, thus affecting the stability of teachers in colleges and universities.

This study may provide valuable insights on the effectiveness of current talent acquisition, development, and retention strategies in their own universities. This may help the HR managers identify their weak areas and try to create more productive strategies for attracting, developing, and retaining the best talent. Understanding factors that determine the employee satisfaction and the career progression of teachers can empower HR professionals to set up programs intended to improve employee morale, reduce turnover, and create better work environments. It can provide feedback to HR managers on right resource allocation related to talent development programs like professional development workshops, mentoring programs, and leadership training. This research may provide strong grounds for advocacy in improving university policies and practices for talent management and career advancement. This will also facilitate collaboration between the researcher and the HR department for a more productive relationship. This would provide the researcher with a deep insight into the institutional processes concerning human resources that will prove beneficial for her roles as a faculty member.

Objectives of the Study - This study aimed to investigate the teacher talent acquisition, professional development and career advancement opportunities in universities in Guangxi, China. Specifically, this study determined the talent acquisition through employer brand, acquisition strategy and recruitment selection process; described the professional development through leadership, technical skills and soft skills; assessed the career advancement opportunities through performance recognition, career path planning and management support; tested the significant relationship among talent acquisition, professional development and career advancement opportunities and developed a career progression framework for teachers.

2. Methods

Research design - Descriptive research design was used in this study for an adequate and precise interpretation of the findings. According to the study of Creswell and Creswell (2018), the descriptive method of research is a type of research that obtains relevant facts, data, and information about the present state, providing a precise outline of situations, people, or events. Polit and Beck (2014) also shared that descriptive research seeks to study and monitor an arising phenomenon that cannot be directly recognized by an impartial factor (Burns & Grove, 2017).The researcher sought to gather information from the respondents through providing survey questionnaires and distributing these to them. This descriptive type of research was helpful in collecting the respondents' data efficiently.

Participants of the Study - Multiple criteria were considered in the selection of five business schools in Guangxi Province as the study sites for this study to ensure the representativeness and comprehensiveness of the study sample. First of all, these business schools must have a certain influence in their academic reputation and education quality and can represent the teaching level in the field of higher education in Guangxi Province. Secondly, the selected business schools have a relatively perfect curriculum in the field of business education, and their teachers have a certain diversity and representativeness, which can provide a wide range of perspectives and data for research. Furthermore, these colleges have certain policies and practices in talent acquisition, professional development, and career promotion to ensure compliance with the research objectives of this study. The researchers are not the teachers at the five business schools. This study did not involve the individual participation of graduate students as faculty members in the teaching activities at the selected colleges. The respondents were 80 teachers from 5 business schools, all full-time teachers who were actively involved in teaching, research and academic management. These faculty members were chosen because they were directly involved in the teaching and academic functions of the business school and met the requirements of the research respondents. In the sampling technique, the convenience sampling (convenience sampling) method was used in this study. Convenience sampling is a common sampling technique based on the samples easily accessible to the researcher. In this study, the convenience sampling method was used to select full-time teachers willing to participate due to time, funding, etc. Although this approach may introduce some selection bias, it is able to

provide sufficient sample size under available resources and provide valid preliminary data for research. Therefore, convenience sampling is a suitable method for the purpose of this study.

Instrument of the Study - In this study, the questionnaire was selected as the primary data collection tool. The questionnaire was designed to tailor the research objectives and ensure that it can effectively collect teachers' opinions on talent introduction, career development and career promotion opportunities. The advantage of self-made questionnaires is that they can accurately construct questions according to the research needs, ensure them highly compatible with the research situation, and have greater flexibility to capture the specific feedback of the target group. The questionnaire structure was divided into three main parts. The first part focused on teachers' views of the talent introduction system, including employer brand, recruitment strategy and selection process, aiming to determine the impact of these factors on teacher career satisfaction. The second part examined the career development, covering the development of leadership, technical skills and soft skills, and evaluates the role of these career development opportunities on teacher career growth. The third part dwelt on career promotion opportunities and discusses teachers' experience in performance recognition, career path planning and management support. The questionnaire used a five-point Likert scale, and the respondents rated the statements according to their true feelings, ranging from "strongly disagree" to "strongly agree". Before the formal survey, the questionnaire conducted a small-scale pre-survey to verify its reliability and validity, and some questions were revised according to the feedback to ensure that the design of the questionnaire was clear, and the data needed for the study could be accurately captured. The reliability test method was used to test the internal consistency of each index. Table 1 is a summary table of the reliability test results.

Table 1

Result of Reliability Test

Indicators	Cronbach Alpha	Remarks
Talent Acquisition, Professional Development Skills and Career Advancement Opportunity Practices Instrument Per variable	.986	Excellent
Talent Acquisition	.964	Excellent
Employer Branding	.929	Excellent
Acquisition Strategy	.897	Good
Recruitment and Selection Process	.878	Good
Professional and Development Skills	.950	Excellent
Leadership Skills	.843	Good
Technical Skills	.772	Acceptable
Soft Skills	.914	Excellent
Career Advancement Opportunity Practices	.964	Excellent
Performance Recognition	.930	Excellent
Career Pathing	.882	Good
Management Support	.887	Good

George and Mallery (2003) provide the following rules of thumb: "_ >.9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and_ < .5 – Unacceptable"

Based on results, the Talent Acquisition, Professional Development Skills and Career Advancement Opportunity Practices Instrument has an excellent consistency as exhibited by the Cronbach's Alpha value of (.986). This was validated by the excellent remarks on Talent Acquisition (.964); it was confirmed by the excellent result on Employer Branding (.929), Good result on Acquisition Strategy (.897), and Acceptable result on Recruitment and Selection Process (.878). Also, it was validated by the excellent remark on Professional Development Skills (.950); it was confirmed by the good result on Leadership Skills (.843), acceptable result on Technical Skills (.772), and excellent result on Soft Skills (.914). It was further validated by the Excellent result on Career Advancement Opportunity Practices (.964); it was confirmed by the Excellent result on Performance Recognition (.930),and good results on Career Pathing (.882), and Management Support (.887); which shows that the instrument at hand passed the reliability index test.

Data Gathering Procedure - The design of the questionnaire was based on the guidance of relevant

literature review and theoretical framework. In order to ensure the scienticity and effectiveness of the content of the questionnaire, five experts were invited to verify the content. These experts are from the fields of educational management and human resources and have rich academic and practical experience. Based on expert feedback, some questions of the questionnaire were revised appropriately, to ensure that each question accurately reflected the study variables and complied with the background and actual situation of the respondents. Prior to formal data collection, the study tested the reliability of the questionnaire through a pre-survey of 30 teachers. The internal consistency of the questionnaire was assessed using the Cronbach's Alpha coefficient and showed that Alpha values exceeded 0.70 in each dimension, indicating a high reliability of the questionnaire. In order to ensure the smooth progress of the data collection process, the study submitted an application to the HR departments of the five universities in advance, explaining the purpose, process and confidentiality measures for teachers' data. University HR departments approved the conduct of this study and provided the necessary assistance to ensure the legality and compliance of data collection. Data collection in this study was conducted using an online distribution method. The questionnaire was sent to the interviewed teachers through the online platform, ensuring the convenience and universality of the survey; the whole data collection process lasted about two months and collected 400 valid questionnaires. After the data collection, the data were summarized and cleaned for all questionnaires, and incomplete or invalid questionnaires were removed. Subsequently, the data were statistically analyzed using the SPSS software, including descriptive statistics, correlation analysis, and regression analysis to test study hypotheses and answer research questions. Finally, the analysis results provide a basis for the formation of the research conclusion and provide support for the subsequent suggestions.

Data Analysis - Weighted mean and rank were used to determine the talent acquisition system in terms of employer branding, acquisition strategy and recruitment and selection process; to describe the professional development in terms of leadership, technical skills and soft skills; and to determine the career advancement opportunity given in view of performance recognition, career pathing and management support. 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.

Ethical Considerations - The researcher submitted the research proposal to the relevant ethics committee indicating the purpose, methods, and potential ethical risks. The study was collected at all universities after review and approval by the ethics committee. All respondents received informed consent for the study purpose, procedures and their rights before participation. Participation was voluntary and respondents could withdraw at any time without explanation. Participants' personal information was kept strictly confidential, and all data were processed anonymously and used for academic research only. For privacy-sensitive respondents, sign confidentiality agreements to ensure information security. Get ethical clearance at the university to ensure that research meets academic and ethical standards, protect participant privacy, and ensure that the research process is legal and compliant without adversely affecting the school or faculty.

3. Results and discussion

Table 2

Summary of Talent Acquisition System

Items	Weighted Mean	Rank	Verbal Interpretation
Employer Branding	3.26	1	Agree
Acquisition Strategy	3.25	2	Agree
Recruitment and Selection Process	3.20	3	Agree
Composite Mean	3.24		Agree

Legend: 4.00-3.50 Strongly Agree; 3.49-2.50 Agree; 2.49-1.49 Disagree; 1.49-1:00 Strongly Disagree

Table 2 shows the three main dimensions of the weighted average and ranking, the composite average of the table is 3.24, which shows that the employees overall the positive attitude to the company's talent acquisition strategy, that the company in the employer brand, talent acquisition strategy and recruitment and selection

process performed well. The company is recognized by its employees in multiple aspects of talent acquisition, which helps to improve the company's competitiveness in the labor market and attract high-quality candidates.

The highest score dimension was the "employer brand", with a weighted average of 3.26, which was the highest score, indicating that employees believe that the employer brand plays an important role in attracting and retaining talent. According to the new research, strong employer brands can significantly enhance the attractiveness of companies among candidates, while also helping to improve employee loyalty and satisfaction. Backhaus and Tikoo (2004) showed that the building of employer brands is essential for companies to remain competitive in highly competitive industries, especially in the context of a shortage of skilled personnel. In addition, Theurer et al. (2018) pointed out that active employer brands can not only attract high-quality candidates but also enhance the brand identity of existing employees, thus improving overall employee engagement.

The middle indicator of the score is "talent acquisition strategy" with a weighted average of 3.25. The score in this dimension shows that employees are generally positive about the company's strategy, but there is still room for improvement.

The lowest score index is the "recruitment and selection process", with a weighted mean of 3.20, whose low score may reflect some shortcomings in the recruitment and selection process, such as the transparency of the interview process or the accuracy of the job description. According to the latest research, the effectiveness of the recruitment and selection process directly affects whether the company can find suitable candidates and ensure their success in the position. Allen, Bryant, and Vardaman (2020) showed that an imperfect recruitment process may lead to the attrition of high-potential candidates and increase employee turnover.In addition, Ryan and Ployhart (2020) noted that optimizing all aspects of the recruitment process to ensure transparency and impartiality is key to improving the candidate experience and eventual successful entry rate.

Table 3

Summary of Professional Development Skills

Items	Weighted Mean	Rank	Verbal Interpretation
Leadership Skills	3.23	3	Agree
Technical Skills	3.26	2	Agree
Soft Skills	3.26	1	Agree
Composite Mean	3.25		Agree

Legend: 4.00-3.50 Strongly Agree; 3.49-2.50 Agree; 2.49-1.49 Disagree; 1.49-1:00 Strongly Disagree

Table 3 summarizes and presents the combined data of the respondents on professional development skills, with a composite mean of 3.25. This composite average indicates that respondents generally recognized their performance in leadership skills, technical skills, and soft skills. These skills are essential for teacher career development and teaching effectiveness, so assessment of these areas provides a holistic perspective in professional development.

In professional development skills, the highest score was soft skills, with a weighted average of 3.26. This result indicates that teachers perform relatively well in soft skills. Soft skills, such as building good teacher-student relationships, creating a positive learning environment and demonstrating empathy, are key factors in improving student engagement and teaching effectiveness. Jones and Kahn (2020) showed that teachers' soft skills are closely related to students' learning participation and emotional development, which further emphasizes the importance of soft skills in education.In addition,Jennings and Greenberg (2020) pointed out that having strong soft skills can significantly improve the management efficiency and teaching effectiveness of teachers in the classroom.

Indicators for the intermediate score included "technical skills", which has a weighted mean of 3.26, indicating that teachers also perform well in these areas, but are slightly lower compared to soft skills. Improving technical skills can help teachers use technical tools more effectively to support teaching, while leadership skills

Talent acquisition, professional development, and career advancement opportunity among selected universities are crucial to managing the classroom and supporting student development.

The indicator with the lowest score was "leadership skills", which had a weighted mean of 3.23, suggesting that although teachers showed some ability in leadership skills, the relatively low score may reflect challenges in leadership and management. Teachers may face time pressure, insufficient resources, and factors that may influence their performance in this area. According to the latest research, leadership skills are important in teaching because they help teachers better manage the classroom and motivate students. Leithwood, Harris, and Hopkins (2020) showed that while leadership skills are important, their development may require more training and support, especially in the context of an increasingly complex educational environment. Day, Gu, and Sammons (2020) also pointed out that teachers' leadership skills are directly related to students' academic achievement and classroom behavior.

Table 4

Summary of Career Advancement Opportunity Practices

Items	Weighted Mean	Rank	Verbal Interpretation
Performance Recognition	3.27	1	Agree
Career Pathing	3.23	2	Agree
Management Support	3.20	3	Agree
Composite Mean	3.23		Agree

Legend: 4.00-3.50 Strongly Agree; 3.49-2.50 Agree; 2.49-1.49 Disagree; 1.49-1:00 Strongly Disagree

Table 4 summarizes and presents summary data across the different practice areas in career promotion opportunities. The composite mean value was 3.23. This indicates high overall satisfaction with career development, especially in terms of performance recognition, career path planning and management support. Teachers generally hold a favorable attitude towards the existing career promotion opportunity practices, believing that these practices support career development to some extent. Overall satisfaction with each practice was high, but there was still room for further improvement.

In the career promotion opportunity practice, the highest score was the indicator of 'performance recognition' with a weighted average of 3.27. This result suggests that teachers generally believe that performance recognition is critical for career promotion opportunities. The recognition that teachers feel in the process of career promotion directly affects their career development motivation and satisfaction. Gagné and Deci (2020) pointed out that effective performance recognition not only improves employees' work performance but also promotes their career development and growth. In addition, Kuvaas et al. (2020) have shown that performance recognition mechanisms can help employees feel that their contributions are valued, thus enhancing their professional commitment and long-term job satisfaction.

The intermediate score was "career path planning", with a value of 3.23, indicating that the respondents "agreed" with the school's work in career path planning, but the recognition degree was not particularly high. Although teachers recognize the school's work in career path planning, they still believe that there is room for further improvement in providing more specific, personalized planning support.

The indicator with the lowest score was "management support", with a weighted mean of 3.20, which although teachers positively about management support had the lowest score relative to other practice areas. This may reflect the lack of teachers' actual experience and feelings of management support, including satisfaction with administrator feedback, access to career development resources, etc. Ng and Feldman (2020) noted that active support and resources from management can significantly enhance career opportunities and satisfaction.However, Eisenberger and Stinglhamber (2020) found that inadequate management support may cause staff challenges in their career development, which affects their performance and career satisfaction.

Table 5 shows he relationship between talent recruitment and career development skills and career promotion opportunities practices. There is a positive relationship between talent acquisition and professional development skills and career advancement opportunity practices. This relationship means that increase in the

acquired talents also means an increase in leadership, technical and soft skills. Increase talent acquisition also means increase performance recognition, career pathing, and management support.

Table 5
Relationship between Talent Acquisition and Professional Development Skills and Career Advancement Opportunity Practices

Items	t- value	p-value	Decision on H_0	V.I
Leadership Skills	7.172	.000	Reject H_0	Significant
Technical Skills	5.217	.000	Reject H_0	Significant
Soft Skills	1.115	.046	Reject H_0	Significant
Performance Recognition	1.176	.040	Reject H_0	Significant
Career Pathing	1.091	.026	Reject H_0	Significant
Management Support	3.723	.000	Reject H_0	Significant

Legend: criteria for rejection p<.05

Across all metrics, the t-value for leadership skills of 7.172, a p-value of 0.000 . This suggests that leadership skills had the most significant impact on career promotion opportunities. Leadership skills score the highest because effective leadership can directly promote professional growth and promotion. The literature indicates that leader support and guidance are critical to employee career development (Yukl & Gardner, 2020; Northouse, 2021), which is consistent with the results of this study and further validates the key role of leadership skills in career promotion. Leadership skills had the most significant effect on career development, and their high t-and low p-values indicate that leadership skills play an important role in career development. New research shows that leadership skills can enhance teachers' professional performance and satisfaction (Leithwood, Harris, & Hopkins, 2020). In addition, improving leadership skills can promote the career development and achievement of teachers (Day, Gu, & Sammons, 2020).

Intermediate indicators include technical skills, management support, performance recognition, and career path planning. Specifically, the technical skill has t-value of 5.217, p-value of 0.000; administrative supported t-value of 3.723, p-value of 0.000, performance approved t-value of 1.176, p-value of 0.040; career path planning t-value of 1.091, p-value of 0.026. Although the effects of these indicators are significant, they are less influential than leadership skills, successively reflecting the different effects of each factor on career promotion.

Soft skills had a t-value of 1.115, a p-value of 0.046 , the lowest score of all indicators. This suggests that while soft skills such as communication skills and teamwork have some impact on career development, their direct impact on career advancement is relatively limited.While the importance of soft skills cannot be ignored, their effects are often overshadowed by other, more direct factors (Goleman, Boyatzis, & McKee, 2020; Heckman & Kautz, 2020). These literature supports the findings of this study, further highlighting the less direct impact of soft skills compared to other skills during promotion. Despite the relatively low beta values of soft skills, their t-values and p-values indicate that the effect of soft skills on career development is still significant.Soft skills such as communication and teamwork have an important impact on teachers' professional performance (Jennings & Greenberg, 2020). These skills can improve teacher classroom management and interaction with students (Jones & Kahn, 2020).

Table 6
Relationship between Professional Development Skills and Talent Acquisition and Career Advancement Opportunity Practices

Items	t- value	p-value	Decision on H_0	V.I
Employer Branding	3.136	.002	Reject H_0	Significant
Acquisition Strategy	3.761	.000	Reject H_0	Significant
Recruitment and Selection Process	6.825	.000	Reject H_0	Significant
Performance Recognition	5.404	.000	Reject H_0	Significant
Career Pathing	3.832	.000	Reject H_0	Significant
Management Support	1.553	.021	Reject H_0	Significant

Legend: criteria for rejection p<.05

Table 6 presents the relationship between career development skills and talent recruitment and career

promotion opportunities practice shows that there is a positive relationship between Professional Development Skills and Talent Acquisition and Career Advancement Opportunity Practices. This relationship means that improved professional development skills will also mean improved employer branding, Acquisition strategy, and recruitment and selection process. Improved professional development skills could also mean improved performance recognition, career pathing and management support.

Across all metrics, the recruitment and selection process had a t-value of 6.825, a p-value of 0.000, representing the highest score. This suggests that the recruitment and selection process had the most significant impact on career development opportunities. The effectiveness of the recruitment and selection process directly affects recruiting suitable candidates and provides a good starting point for their career development. The recruitment and selection process has the most significant impact on career development, indicating that optimizing the recruitment and selection process can significantly improve the matching degree of talents and job satisfaction.New research suggests that a fair and efficient selection process increases professional commitment (Ryan & Ployhart, 2020) and ensures that suitable candidates are recruited (Chapman et al., 2020).

Intermediate indicators include corporate brand, recruitment strategy, performance recognition, career path planning and management support. Specifically, the enterprise brand has t-value of 3.136, p-value 0.002 ; the recruitment strategy has t-value 3.761, p-value 0.000; performance approved t-value 5.404, p-value 0.000; career path planning t-value 3.832 and p-value 0.000.173; management supported t-value 1.553, p-value 0.021. Although significant, these indicators affected to a slightly lower extent compared to the recruitment and selection process, indicating that their impact on career promotion is secondary to recruitment selection process.

The t-value for administrative support was 1.553, p-value of 0.021, the lowest score of all metrics. Although management support plays an important role in career development, its direct impact on recruitment and promotion opportunities is relatively small.This may be because management support is often less directly linked to other factors such as the recruitment process and career development opportunities (Eisenberger & Stinglhamber, 2020; Kuvaas et al., 2020). This literature supports the findings of this study, suggesting that although management support has a role in career development, its direct impact is relatively small. Management support has a significant impact on career development, indicating that management support plays an important role in the career development of employees. New research shows that management support improves employee job satisfaction and career development opportunities (Eisenberger & Stinglhamber, 2020) and enhances employee professional commitment (Ng & Feldman, 2020).

Table 7

Relationship between Career Advancement Opportunity Practices and Talent Acquisition and Professional Development Skills

Items	t- value	p-value	Decision on H_0	V.I
Employer Branding	3.883	.000	Reject H_0	Significant
Acquisition Strategy	2.897	.004	Reject H_0	Significant
Recruitment and Selection Process	2.084	.033	Reject H_0	Significant
Leadership Skills	2.774	.040	Reject H_0	Significant
Technical Skills	2.365	.019	Reject H_0	Significant
Soft Skills	9.272	.000	Reject H_0	Significant

Legend: criteria for rejection p<.05

Table 7 illustrates the relationship between career promotion opportunity practice and talent recruitment and career development skills. There is a positive relationship between career advancement opportunity practices and talent acquisition and professional development skills. This relationship means that increase in the career advancement opportunity practices will also mean an increase in employer branding, acquisition strategy, and recruitment and selection process. Increase in career advancement opportunity practices can also mean an increase in leadership, technical and soft skills.

Across all metrics, soft skills has a t-value of 9.272, a p-value of 0.000, representing the highest score. This suggests that soft skills have the greatest impact on career promotion opportunities. The high score in soft skills

may be related to their key role in adaptability, communication skills and teamwork in the workplace. Soft skills have had the most significant impact on career development, indicating that soft skills such as communication, teamwork, and problem-solving skills are critical to employee career development.New research shows that strong soft skills can significantly improve employees' work performance and teamwork skills (Deming, 2022) and have a long-term positive impact on career development (Laker & Powell, 2022).

Intermediate indicators include corporate branding, recruitment strategy, recruitment and selection process, leadership skills, and technical skills. Specifically, the enterprise brand has t-value of 3.883, p-value 0.000; the recruitment strategy 2.897, p-value 0.0046; t-value 2.084, p-value 0.033; leadership skill 2.774, p-value 0.040; technical skill value 2.365, p-value 0.019. All of these indicators had significant effects on career promotion opportunity practice, but were slightly less influential than soft skills, showing the importance of these factors in career promotion.

The recruitment and selection process has a t-value of 2.084, a p-value of 0.033, the lowest score of all indicators. This suggests that while the recruitment and selection process has a significant impact on career promotion opportunities, its impact is relatively low. This may be because the recruitment and selection process mainly involves the selection and evaluation of talents, while career promotion depends more on the performance and long-term development of employees in the position (Allen, Bryant, & Vardaman, 2022; Laker & Powell, 2022). This literature supports the findings of this study, showing that the recruitment and selection process, while important, has a less significant direct impact on career promotion opportunities than other factors.The recruitment and selection process have a significant impact on career development, indicating that a fair and efficient selection process can improve the matching degree and satisfaction of employees.

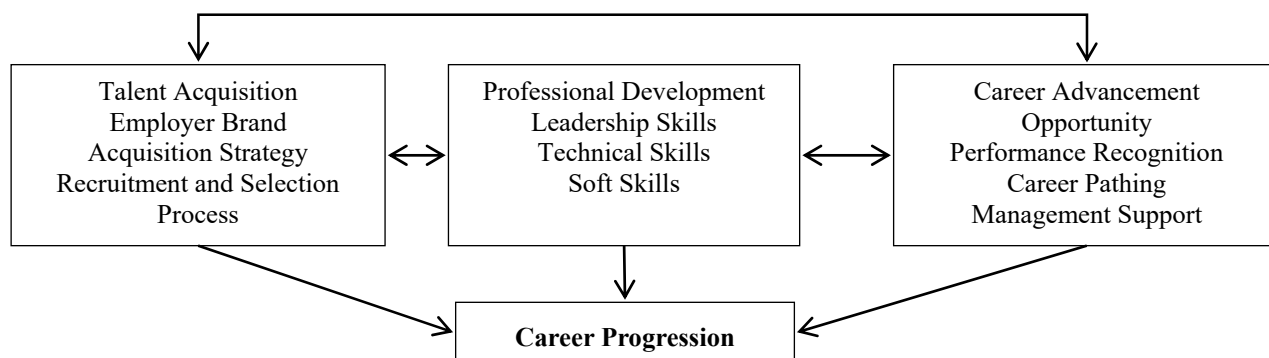***Career Progression Framework***

Figure 1: Career Progression Framework

Based on the data analysis, the researcher proposed a career progression framework for teachers. This framework aims to improve the career development of university teachers, covering three core areas: talent acquisition, professional development and career advancement opportunities. The vocational development framework of college teachers covers all-round support from talent introduction, vocational skills training to promotion opportunities. By establishing a systematic career development path, the framework ensures that teachers have a clear direction from entry to promotion. The talent introduction mechanism in the framework focuses on the employer brand building, recruitment strategy optimization and the improvement of the selection process. This will not only ensure that the school attracts the right talent but also help teachers to better integrate into the school's working culture and enhance their sense of belonging and career stability. In the career development framework, it pays attention to the cultivation of teachers' leadership skills, technical skills and soft skills, and emphasizes helping teachers to continuously improve their teaching quality and scientific research ability through continuous professional development activities. The framework provides clear career promotion paths, including performance recognition, career planning, and management support. This transparent promotion

mechanism helps teachers to have clear expectations of their career development and achieve their career goals through efforts. At the same time, the support and guidance provided by the management in the promotion process can also help teachers to achieve self-development more smoothly in their careers.

4. Conclusions and recommendations

The respondents' agreed on the talent acquisition used by the selected universities. Results of the study revealed agreement on the professional development programs. The respondents agreed on the career advancement opportunities offered by the universities. There was a significant relationship among talent acquisition professional development and career advancement opportunities. A career development framework was developed for university teachers. Top management may provide support by attracting more excellent talents by strengthening the employer brand, flexible multi-channel recruitment strategies and optimizing the recruitment process. Faculty members may plan to develop personalized career development training plans, including leadership and technical skills training, to ensure that the training content meets their needs. HR manager may establish transparent performance evaluation standards and clear promotion paths to ensure fairness, improve teacher satisfaction and retain talents. Universities may adopt the career progression framework to improve the attractiveness and retention of teachers. Future researchers may further study the impact of teachers' psychological factors and family support on career development.

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