

# Managers' support, career progression and workplace development in higher education institution: Basis for culture of growth framework

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## Abstract

This study examined the important role of managerial support in promoting teachers' career development and professional development in higher education institutions. By examining the interdependence of these factors, the author establishes a framework for cultivating a growth culture in academia. Through a comprehensive analysis of existing research and empirical data, this study explores how managerial support can influence teachers' career paths, improve their job satisfaction, and ultimately contribute to the overall effectiveness and innovation of higher education institutions. The study aimed to assess the managers' support, career progression and workplace development of higher education institutions in Henan Province, China and develop a culture of growth framework for teachers. This study used a descriptive research design to help interpret the data collected, using an adopted modified questionnaire as the primary instrument for data collection. The participants were 400 teachers, mainly in higher education institutions in Henan Province, China. The study used regression analysis and variance analysis to conduct empirical research, which can further demonstrate the relationship between managers' support, career progression and workplace development. Through analysis, it was revealed that work support, emotional support, and instrumental support all have a positive impact on managers' support, with work support having the greatest impact on manager support, followed by emotional support, and instrumental support having the least impact. Digital literacy & technology integration, entrepreneurial & innovative spirit, global engagement & intercultural competence all have a profound impact on career progression, with digital literacy & technology integration having the greatest impact on career development, followed by entrepreneurial & innovative spirit, global engagement & intercultural competence having the least impact. Professional development, collaboration and networking, personal and professional well-being all have a profound impact on workplace development, with collaboration and networking having the greatest impact on workplace development, followed by professional development, and personal and professional wellbeing having the smallest impact. A talent management framework for teachers was proposed based on the following statistical results: Managers'

support has a positive impact on career progression. Managers' Support has a positive impact on workplace development. Career progression has a positive impact on workplace development. And the suggestions and recommendations for the culture of growth framework for teachers are obtained.

**Keywords:** career progression, managers' support, workplace development

## **Managers' support, career progression and workplace development in higher education institution: Basis for culture of growth framework**

### **1. Introduction**

The success of higher education institutions depends on the professional development and satisfaction of teachers. In the rapidly changing context of higher education in China, it is essential to understand the factors that influence teachers' career development and professional development. This study examines the central role of management support in promoting a culture of teacher development in Chinese higher education institutions. By examining the interdependence between management support, career development, and professional development, the author identifies key strategies that can improve teacher satisfaction and retention, and ultimately the overall quality of education. Through a comprehensive analysis of theoretical and empirical evidence, this study aims to contribute to a deeper understanding of the factors that promote teacher's engagement and professional development in Chinese higher education.

The role of managers in creating a conducive environment for teachers is essential in higher education institutions. In China, where the academic environment is rapidly changing, the quality of administrative support significantly affects faculty satisfaction, retention, and ultimately the overall success of the institution. This study examines the important roles of university administrators in facilitating the career growth and professional development of teachers in Chinese higher education institutions. By examining existing practices and identifying key factors that contribute to a growth culture, this study aims to provide valuable information for policymakers, administrators, and faculty seeking to improve the academic environment and promote professional development.

At present, the core of international competition is technology competition, and talent competition is the essence of technology competition. The high-quality development of higher education strongly supports and promotes the strategy of building a strong education country and promoting innovation driven development. In Henan Province, The competition among universities of the same type is becoming increasingly fierce, and developing a high-level faculty team is an important strategy to enhance core competitiveness; thus, managers' support helps to create a united and harmonious work atmosphere, enhance the sense of belonging and identification of teachers, and improve work enthusiasm and quality. Teachers' career development is an important path to enhance the quality of teachers and enhance the core competitiveness of universities, workplace development can affect their work enthusiasm and efficiency. Therefore, studying the managers' support, career development and workplace development in higher education is of great significance for developing a culture of growth framework for teachers and improving the quality of higher education in China.

The concept of managers' support is based on organizational support, and its connotation is constantly deepening. Liu et al. (2019) proposed that managers' support is the degree to which employees perceive the instrumental or non-instrumental support provided by their superiors. The exchange relationship of managers' support involves employees and supervisors, which essentially belongs to the category of leader member exchange. Managers provide employees with support in various aspects such as work and emotions, and employees can perceive that managers value their contributions and value. This will improve work attitudes and behaviors, enhance work performance, and promote career development. However, there are few research findings on manager support research on managers' support in China, mainly focuses on enterprises and employees, with less involvement in higher education institutions, and the impact of managers' support on teacher's career development is not a clear understanding, which is an important issue worth paying attention to and researching.

Career progression refers to the process in which an individual gradually achieves the goals of their career

design and continuously sets and implements new goals. For general career progression the most intuitive and measurable factors are the promotion changes in job titles and professional technical titles. In a broad sense, career development refers to the process in which people continuously achieve career goals, adjust and implement new goals. With changes in technology and the global economy, career progression is more and more important. Career progression is the proactive, lifelong process to find your footing and advance your career path. Which can help one create a more meaningful career. The career progression of teachers has a significant impact on the rapid and healthy development of higher education. The career development of university teachers faces a series of difficulties and challenges. Hou (2018) pointed out that the career progression of teachers faces bottlenecks such as imperfect teacher training and incentive systems, insufficient teaching level and experience of teachers. Wang (2018) found that university teachers face difficulties in career progression, high life pressure, and poor physical and mental health. Sun (2018) argued that the inadequate evaluation system in universities is the main reason for the career progression and pressure of young teachers. Research on the career progression of teachers mainly focuses on the challenges and improvement measures faced by teachers in their careers.

The workplace development is one of the important factors that affect teachers' work enthusiasm, which can all affect employee job satisfaction, which in turn affects employee job happiness. Ainley et al. (2018) believed that the workplace is a multidimensional concept that includes "safety, relationships, teacher's teaching and learning, institutional environment, and college activities." Workplace development generally includes two aspects: on the one hand, it involves content related to psychological factors such as management support, interpersonal relationships, and organizational atmosphere; On the other hand, it involves facilities, training, compensation, and other content related to material conditions. Jiang et al. (2018) found that leadership support, management systems, and facility construction in the workplace of university teachers have a significant positive impact on their work motivation. Gong (2021) pointed out that there is a promoting relationship between workplace fun and employee creativity. Research on workplace development mainly focuses on employee's work enthusiasm and workplace enjoyment. There is limited literature on the interrelationships between managers' support, career progression, and workplace development.

This study will be an eye opener for educators to identify opportunities for advancement and professional growth within their organizations. A supportive management environment can contribute to greater job satisfaction, leading to increased motivation and engagement in teaching and research. Additionally, effective management support can provide faculty with the resources, guidance, and advice needed to improve their teaching practices and research output. Further, results of this study may foster a supportive, growth-oriented environment and administrators can increase faculty retention, thereby reducing the costs associated with recruiting and training new staff. A strong faculty culture, characterized by career development and growth opportunities, can enhance an institution's reputation and attract top talent. In addition, a faculty-friendly environment can lead to better teaching and research, which ultimately benefits students through better learning experiences and better access to knowledge. By examining the relationship between administrative support, career development, and professional development, this study provides valuable information for teachers and administrators, contributing to the construction of a more effective and supportive higher education environment in China.

***Objectives of the Study*** - The study aimed to assess the managers' support, career progression and workplace development in higher education institutions in Henan Province, China. More specifically, it determined the managers' support in terms of work support, emotional support and instrumental support; assessed the career progression as to digital literacy & technology Integration, entrepreneurial & innovative spirit and global engagement & intercultural competence; evaluated the workplace development as to professional development, collaboration and networking and personal and professional well-being; tested the significant relationship between manager's support, career progression and workplace development; and developed a culture of growth framework for teachers.

## 2. Methods

**Research Design** - A descriptive research design was used to obtain a sufficient and accurate explanation of the research results. Descriptive research design can capture data information that reflects current relevant facts, provide a detailed and accurate overview of the events without attempting to influence it in any way, Descriptive research method is a research method, which can obtain information on the current state of phenomena, provide a detailed and accurate overview of situations, characters, or events. Descriptive research attempts to observe and document a phenomenon that cannot be attributed to objectivity. A descriptive research design was used to investigate the relationship between managers' support dimensions (i.e., work support, emotional support, and instrumental support), career progression dimensions (i.e., digital literacy & technology Integration, entrepreneurial & innovative spirit and global engagement & intercultural competence), workplace development (i.e., professional development, collaboration and networking and personal and professional well-being). The purpose of descriptive correlation research is to describe the relationship between variables, which helps to describe the relationship between one phenomenon and another.

**Participants of the Study** - The participants of the study were 400 teachers at five universities in Henan province, China using purposive-convenience sampling from the five universities. These are located in PingDingShan City, LuoYang City, XuChang city in Henan province. These five universities are the same type which are application-oriented universities, mainly cultivating undergraduates. In five universities, This study adopted a questionnaire survey and evaluated the teachers of five universities in terms of sex, age, teaching experience, educational attachment. 80 teachers per university were selected to ensure that the questionnaire passed the reliability and validity test. Then, a questionnaire survey was conducted on 400 teachers to completely find out the current existing problems of managers' support, career progression, and workplace development in universities. The selection of respondents is mainly based on a clearer understanding of the research content of this article, which enables them to make accurate judgments and feedback on the survey questionnaire content in order to ensure the objectivity, authenticity, and reliability of the survey questionnaire data. The survey questionnaire is distributed and collected in the form of Questionnaire Star.

**Instrument of the Study** - The self-made questionnaire was designed through research on existing literature, existing survey questionnaires combining literature on manager's support, career progression, and workplace development of teachers in higher education. The self-designed questionnaire is a valuable tool for this study due to its customizability, clarity, cost-effectiveness, control over data collection, and adaptability. By creating a self-made questionnaire, researchers can ensure that the data collected is relevant and informative, while avoiding ambiguity and ensuring reliability. Additionally, using a self-designed questionnaire is often more cost-effective than using pre-made surveys, and researchers have complete control over the data collection process. The flexibility of a self-designed questionnaire also allows for changes or modifications to be made during the data collection process to address emerging issues.

While pre-existing surveys may have advantages, self-designed questionnaires provide the flexibility and customization needed to effectively investigate specific research questions related to management support, career development, and workplace development in Chinese higher education institutions. The questionnaire was divided into four parts: The first part of the questionnaire asks about the demographic profile such as age, sex, teaching experience, education attainment. The second part of the questionnaire analyzes manager's support, which consists of a total of 15 items, specifically about work support (5 items), emotional support (5 items), instrumental reward (5 items). The third part of the questionnaire analyzes career progression, which consists of a total of 15 items, specifically about digital literacy & technology Integration (5 items), entrepreneurial & innovative spirit (5 items), global engagement & intercultural competence (5 items); The fourth part of the questionnaire analyzes workplace development, which consists of a total of 15 items, specifically about professional development (5 items), collaboration and networking (5 items), personal and professional well-being(5 items). This questionnaire is based on the Likert scale and has the following values. 4-Strongly agree; 3- Agree; 2- Disagree; 1- Strongly disagree.

The study started by analyzing the results of respondents from 20 teachers. According to table 1, the Cronbach Alpha coefficients for Manager's Support is 0.935, career progression is 0.963 and workplace development is 0.957. The Cronbach Alpha coefficients of 5 aspects such as emotional support, entrepreneurial & Innovative Spirit Global Engagement & Intercultural Competence, Collaboration and Networking, Personal and Professional Well-Being are greater than 0.9. The conclusion is "Excellent". Instrumental Support, Digital Literacy & Technology Integration, Professional Development are all greater than 0.8. the conclusion is "Good". Work Support is greater than 0.7, the conclusion is "Acceptable". The maximum Cronbach Alpha coefficient is 0.947 and the minimum Cronbach Alpha coefficient is 0.765. which shows that the reliability and quality of the research data are very high and indicates that the questionnaire has passed the reliability and validity test.

**Table 1***Reliability Summary Table – Managers' Support, Career Progression and Workplace Development Instrument*

Indicators	Cronbach Alpha	Remarks
Managers' Support, Career Progression and Workplace Development Instrument	.979	Excellent
Per variable		
Managers' Support	.935	Excellent
Work Support	.765	Acceptable
Emotional Support	.920	Excellent
Instrumental Support	.845	Good
Career Progression	.963	Excellent
Digital Literacy & Technology Integration	.877	Good
Entrepreneurial & Innovative Spirit	.915	Excellent
Global Engagement & Intercultural Competence	.903	Excellent
Workplace Development	.957	Excellent
Professional Development	.886	Good
Collaboration and Networking	.915	Excellent
Personal and Professional Well-Being	.947	Excellent

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

**Data Gathering Procedure** - To conduct this study, the researchers first sought permission from the human resources departments of five Chinese higher education institutions to administer a questionnaire to their professors. Ethical approval was also sought to ensure the confidentiality and anonymity of participants and to obtain informed consent. A questionnaire was then developed based on existing literature and expert opinions, focusing on aspects such as management support, career advancement opportunities, development initiatives in the work environment, and faculty satisfaction. A pilot study was conducted to assess the clarity, comprehensiveness, and feasibility of the questionnaire, and necessary revisions were made based on the results. The questionnaire was then distributed electronically to faculty members via email or online survey platforms using Questionnaire Star. After data collection, the completed questionnaires were organized into spreadsheets or databases. The data were then cleaned to check for missing data, inconsistencies, and outliers. Appropriate statistical techniques, such as descriptive statistics and correlation analysis, were used to analyze the data and examine the relationships among management support, career development, job growth, and faculty satisfaction. The results were interpreted and conclusions were drawn based on the data.

**Data Analysis** - The researchers used SPSS 25.0 software to analyze questionnaire survey data. Firstly, Reliability and validity analyses are also conducted on the questionnaire test results, Secondly, Weighted mean was adopted to describe the managers' support in terms of work support, emotional support and instrumental support; assess the career progression in terms of digital literacy & technology Integration, Entrepreneurial & innovative spirit, global engagement & intercultural competence; evaluate the workplace development in terms of Professional development, Collaboration and networking personal and professional well-being. Finally, Pearson correlation analysis was used to explore the correlation between managers' support, career progression, and workplace development and Multiple linear regression was used to develop an integrated framework of the managers' support, career progression and workplace development.

**Ethical Considerations** - According to the Code of Ethics, ethical considerations were taken into account when conducting investigations and research work to make sure that each piece of information gathered is only used for research purposes and needs, maintaining the integrity and quality of the research. The researchers seek the consent of relevant leaders and teachers of universities surveyed through letters and communication in advance, make sure that the respondents complete the questionnaire according to their own wishes and answer all questions in a serious and responsible manner. This study requires respondents not to provide personal information when filling out questionnaires to protect and protect their personal information. To ensure the ethical conduct of the study, the researcher obtained approval from the ethics committees of the university. The Ethics Committee reviewed the research proposal, including the questionnaire, to assess compliance with ethical principles and guidelines. The committee considered factors such as informed consent, confidentiality and anonymity, data security, and the well-being of participants. Participants were informed of the purpose of the study, the potential risks and benefits, and their right to withdraw at any time. Informed consent were obtained in writing. Additionally, the researcher ensured the confidentiality of participants' responses and ensure that their identities remain anonymous. Data security measures were implemented to prevent data breaches and protect participant information. The researcher also prioritize the well-being of participants and avoid causing them harm or discomfort. By obtaining approval from an ethics committee, the researcher demonstrated their commitment to ethical research practices and ensured that research is conducted responsibly and respectfully.

### 3. Results and discussion

**Table 2**

*Summary Table on Manager's Support*

Key Result Areas	Composite Mean	Verbal Interpretation	Rank
Work Support	3.26	Agree	1
Emotional Support	3.23	Agree	2
Instrumental Support	3.22	Agree	3
Grand Composite Mean	3.24	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 is the summary on managers' support which shows the related indicators of managers' support from three aspects: work support, emotional support, instrumental support. The Grand composite mean of the index is 3.24 which indicates agreement on the three dimensions of manager's support. This indicates that these three aspects are suitable for explaining the manager's support indicators. According to the analysis of tabular data, It showed that there is not much difference in the scores of the three sub variables of manager support, with work support scoring 3.26, emotional support scoring 3.23, and instrumental support scoring 3.22. Work support provided by the manager is the most important. Work support, emotional support, and instrumental support all affect manager support, as they influence and interact with each other. Employees will make every effort to improve work enthusiasm and performance. The support of managers for teachers, the creation of a good working environment, or the participation of teachers in university management are all very important. a manager's support can improve the job satisfaction, work potential, and passion of teachers, and improve the transparency and performance of education (Tang, 2018).

**Table 3**

*Summary Table on Career Progression*

Key Result Areas	Composite Mean	Verbal Interpretation	Rank
Digital Literacy & Technology Integration	3.45	Agree	1
Entrepreneurial & Innovative Spirit	3.39	Agree	2
Global Engagement & Intercultural Competence	3.20	Agree	3
Grand Composite Mean	3.35	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 is the summary on career progression, which indicates the relevant indicators of career progression

from three aspects: digital literacy & technology integration, entrepreneurial & innovative spirit, global engagement & intercultural competence. The Grand Composite Mean of 3.35 shows that three aspects are appropriate for the interpretation of the career progression indicators.

According to the analysis of tabular data, It can be clearly pointed out that the scores of the three sub variables in career progression are not very different, with digital literacy & technology integration scoring 3.45, entrepreneurial & innovative spirit scoring 3.39, and global engagement & intercultural competence scoring 3.22. Digital literacy & technology integration is the most important. Digital literacy & technology integration, entrepreneurial & innovative spirit, and global engagement & intercultural competence all affect career progression, as they influence and interact with each other. As stated by He et al. (2024), In the context of digital transformation in education, the digital literacy of teachers can be improved, their professional abilities can be effectively enhanced, and career development can be promoted through paths such as reconstructing teacher knowledge systems, promoting teacher digital skills improvement, and promoting career progression. entrepreneurial & innovative spirit can promote the innovation of teaching content, teaching methods, teaching methods, and teaching approaches for teachers. The scientific research innovation of teachers promotes the innovation of teaching. Through student feedback, teachers are prompted to update their knowledge in a timely manner, strengthen cooperation with teachers, and produce a positive effect on their innovation ability, which not only improves the professional development of teachers, but also promotes students' learning initiative (Peng, 2018). By cultivating cross-cultural competence, teachers can continuously improve themselves, perfect themselves, solve practical problems, enhance their theoretical and practical abilities, and promote their professional development in teaching practice (Zhang, 2018).

**Table 4**

*Summary Table on Workplace Development*

Indicators	Weighted Mean	Verbal Interpretation	Rank
Professional Development	3.32	Agree	2
Collaboration and Networking	3.43	Agree	1
Personal and Professional Well-being	3.16	Agree	3
Grand Composite Mean	3.30	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 4 summarizes the workplace development using the relevant indicators of workplace development from three aspects: professional development, collaboration and networking and personal and professional well-being. The Grand Composite Mean of 3.30 shows that the respondents agreed on the relevant indicators of workplace development. According to the data analysis in Table 4, university teachers think that collaboration and networking is the most important. Therefore, the score of collaboration and networking is 3.43, Collaboration and Networking is the foundation of personal progress, which is not only a matter of ability, but also a matter of ideology and even a way of thinking (Guo, 2018). Zhang (2020) pointed out that collaboration and networking ability has a positive impact on resource integration methods. Corporate cooperation ability affects innovation performance by influencing stable and exploratory resource integration methods. This finding deepens the research on the mechanism of the effect of cooperation ability on corporate innovation performance (Zhang, 2020). The weighted average values of Professional Development and Personal and Professional Well-being are 3.32 and 3.16 respectively. Xie et al. (2024) explained that the digital continuous professional development of rural teachers has a positive and significant impact on digital teaching literacy. The digital continuous professional development of rural teachers has an indirect effect on digital teaching literacy through the intermediary chain of organizational support and digital teaching self-efficacy. Li (2018) discussed that teacher professional well-being is a joyful psychological experience that teachers obtain due to the realization of work needs and expectations, under the joint influence and influence of various factors inside and outside the university.

Table 5 systematically illustrates the relationship between manager's support and career progression. This study systematically explains the work support, emotional support, instrumental support of the managers'

support. The computed rho-values ranging from 0.566 to 0.691 The obtained p values are all less than 0.01 $\alpha$  level, which indicated that there was a statistically significant relationship between manager support and career progression.

**Table 5**

*Relationship Between Manager's Support and Career Progression*

Variables	rho	p-value	Interpretation
<b>Work Support</b>			
Digital Literacy & Technology Integration	0.588**	< .001	Highly Significant
Entrepreneurial & Innovative Spirit	0.616**	< .001	Highly Significant
Global Engagement & Intercultural Competence	0.664**	< .001	Highly Significant
<b>Emotional Support</b>			
Digital Literacy & Technology Integration	0.566**	< .001	Highly Significant
Entrepreneurial & Innovative Spirit	0.596**	< .001	Highly Significant
Global Engagement & Intercultural Competence	0.680**	< .001	Highly Significant
<b>Instrumental Support</b>			
Digital Literacy & Technology Integration	0.571**	< .001	Highly Significant
Entrepreneurial & Innovative Spirit	0.570**	< .001	Highly Significant
Global Engagement & Intercultural Competence	0.691**	< .001	Highly Significant

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

Supportive institutional managers often provide mentoring, advice, and guidance that can help teachers develop their skills, identify career goals, and overcome challenges. Managers can support their employees' career advancement by introducing them to opportunities for advancement, opportunities, or additional responsibilities. Positive reinforcement and encouragement from managers can boost teachers' confidence, motivation, and overall job satisfaction, leading to better career development. Constructive feedback and professional development opportunities can help teachers improve their performance and skills, which can contribute to their career advancement. Finally, when teachers feel supported and valued by their managers, they are less likely to leave their schools, providing them with greater stability and continuity. By providing these types of support, administrators can create a positive and stimulating work environment that promotes the growth and professional development of middle school teachers. The empirical results explain that each dimension of manager's support positively has an effect on each dimension of career progression, and this result shows that there was a highly significant relationship between manager's support and workplace development., Strengthening managers' support is an effective path to improve the career progression of teachers. According to social exchange theory, the managers' support includes providing work support, emotional support, and instrumental support, conveying work value to employees, and employees returning to show respect and trust in their supervisors, stimulating their enthusiasm and initiative in work, improving work efficiency, and achieving personal career development. Many studies have confirmed that manager's support has a significant impact on employee work attitudes and behaviors. manager's support has a significant positive moderating effect on the relationship between leader member exchange and employee job satisfaction and self-efficacy. Liu et al., (2022) showed that managers' support can reduce individual social and psychological pressure, mobilize positive emotions and behaviors, and promote individual self-efficacy and career progression.

**Table 6**

*Relationship Between Manager's Support and Workplace Development*

Variables	rho	P-value	Interpretation
<b>Work Support</b>			
Professional Development	0.656**	< .001	Highly Significant
Collaboration and Networking	0.623**	< .001	Highly Significant
Personal and Professional Well-being	0.684**	< .001	Highly Significant
<b>Emotional Support</b>			
Professional Development	0.655**	< .001	Highly Significant
Collaboration and Networking	0.605**	< .001	Highly Significant
Personal and Professional Well-being	0.732**	< .001	Highly Significant

Instrumental Support			
Professional Development	0.655**	< .001	Highly Significant
Collaboration and Networking	0.616**	< .001	Highly Significant
Personal and Professional Well-being	0.734**	< .001	Highly Significant

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

Table 6 illustrates the relationship between manager's support and workplace development. The computed rho-values ranging from 0.605 \*\* to 0.734\*\* The obtained p values are all less than 0.01 $\alpha$  level, which indicated that there was a highly significant relationship between manager's support and workplace development. Result reveals that the better the manager's support, the better is the workplace development. It emphasizes the importance of manager's support in workplace development. Supportive institutional managers can create a positive and encouraging work environment that promotes professional growth and development. By providing guidance, mentoring, and advancement opportunities, managers can help teachers improve their skills, increase their knowledge, and develop new skills. Managers can play a key role in facilitating collaboration and teamwork among teachers, which can lead to greater innovation, problem solving, and shared learning. Further, supportive managers can help teachers overcome challenges and obstacles, providing emotional support, advice, and resources. By demonstrating a commitment to the professional development of their staff, managers can inspire teachers to strive for excellence and continually improve their teaching practices. Overall, the strong relationship between supervisor support and workplace development suggests that effective leadership is essential to creating a positive and productive work environment for middle school teachers.

The empirical results show that each dimension of manager's support positively affects each dimension of workplace development, and this result strongly proves that manager's support can have an important impact on workplace development. Jiang et al. (2018) discussed that manager's support, management systems have a significant positive impact on their work motivation and workplace development. Li (2020) used employees from 53 companies as survey samples and discussed that high commitment organizations have a positive impact on employee career happiness and workplace development. Jia et al. (2020) defined work support provided by managers as the psychological or material resources provided through social relationships, which can alleviate stress and tension for workers in the workplace.

**Table 7**

*Relationship Between Career Progression and Workplace Development*

Variables	rho	p-value	Interpretation
<b>Digital Literacy &amp; Technology Integration</b>			
Professional Development	0.667**	< .001	Highly Significant
Collaboration and Networking	0.680**	< .001	Highly Significant
Personal and Professional Well-being	0.516**	< .001	Highly Significant
<b>Entrepreneurial &amp; Innovative Spirit</b>			
Professional Development	0.747**	< .001	Highly Significant
Collaboration and Networking	0.698**	< .001	Highly Significant
Personal and Professional Well-being	0.627**	< .001	Highly Significant
<b>Global Engagement &amp; Intercultural Competence</b>			
Professional Development	0.798**	< .001	Highly Significant
Collaboration and Networking	0.643**	< .001	Highly Significant
Personal and Professional Well-being	0.730**	< .001	Highly Significant

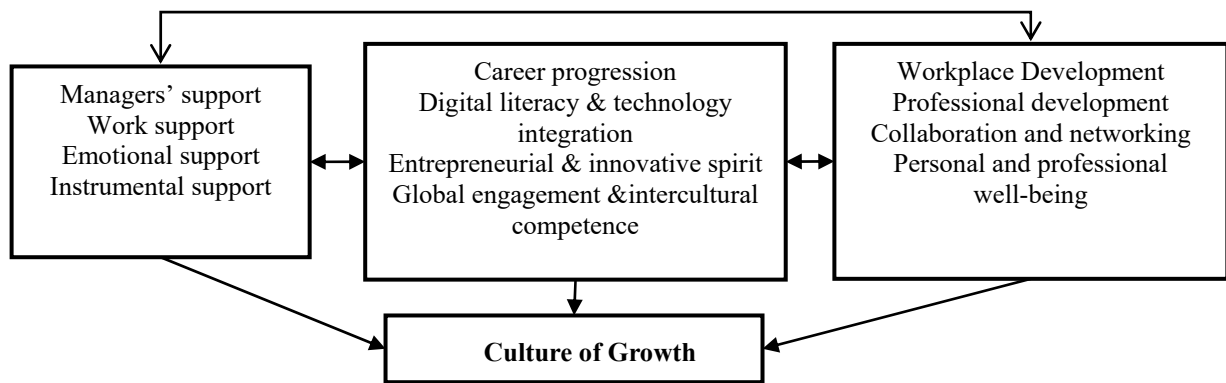
\*\**. Correlation is significant at the 0.01 level*

Table 7 demonstrates the relationship between career progression and workplace development. As shown in the table 6.3, the computed rho-values ranging from 0.516 \*\* to 0.798\*\* The obtained p values are all less than 0.01 $\alpha$  level, which indicated that there was a highly significant relationship between career progression and workplace development. Result reveals that the better the career progression, the better is the workplace development. It emphasizes the importance of career progression in workplace development.

Professional development activities, such as professional development workshops, conferences, and training

programs, allow teachers to acquire new skills and knowledge to improve their performance and make them more valuable to the organization. This can lead to increased opportunities for career advancement. Active participation in professional development activities can enhance teachers' reputation within their school, making them more likely to be considered for promotions, leadership roles, or other career opportunities. Participation in professional development activities can increase teachers' job satisfaction and motivation, leading to improved performance and greater commitment to their role, which can increase their opportunities for career advancement. Moreover, participation in professional development activities can help teachers expand their professional networks, connecting them with colleagues and mentors who can provide support, advice, and opportunities for advancement. Finally, when teachers actively participate in professional development, they demonstrate their commitment to the goals and values of their organization, making them more likely to be viewed as valuable assets and potential candidates for career advancement. The strong relationship between career advancement and professional development suggests that investing in professional development for college teachers is important for both individual career advancement and organizational success. The empirical results show that each dimension of career progression positively affects each dimension of workplace development, and this result strongly proves that career progression can have an important impact on workplace development. Feng (2022) discussed that the workplace has a significant positive impact on teacher work engagement, Work engagement has a significant positive impact on the professional growth of teachers; Work engagement and its various dimensions play a partial mediating role in the impact of workplace on teacher career development. Sun (2021) pointed out that workplace development and learning behavior have a significant positive promoting effect on the vocational skills improvement of migrant workers in the construction industry. Moreover, the workplace development of migrant workers in the construction industry has a significant positive impact on their individual learning behavior. The better the workplace development of migrant workers in the construction industry, the more positive their learning behavior will be.

***Culture of Growth Framework***



*Figure 1 Culture of Growth Framework*

The figure 1 shows the culture of growth framework for teachers. On the basis of the theoretical analysis of the relationship between the dimensions of managers' support and career progression and workplace development, the results of the empirical study show that managers' support has a significant positive effect on the career progression, managers' support has a significant positive effect on the workplace development, career progression has a significant positive effect on the workplace development. Therefore, strengthening the managers' support is an effective way to improve career progression and workplace development. managers' support plays an important role in the culture of growth framework for teachers.

All the above results show that the three variables studied, namely, managers' support and career progression and workplace development, have a strong and statistically significant correlation. That is to say,

The more support given by managers, the more it can promote the career progression of teachers and improve the workplace development, The more support managers provide to teachers, the better it can promote the improvement of their workplace, enhance their work enthusiasm and innovation, promote their professional and career development, increase their job satisfaction, and reduce turnover rates.

In China, the career progression of teachers cannot be separated from the support of organizations and managers. Managers can help teachers clarify their career progression direction, improve their professional abilities and practical experience in a targeted manner, provide timely feedback on their work performance, and provide planned training and promotion opportunities for teachers, broaden their professional horizons and promote professional development. By optimizing the workplace, creating a positive working atmosphere, and paying attention to the physical and mental health and well-being of teachers, managers can improve their satisfaction, enhance their loyalty, and establish a more humane workplace. At the same time, the career development of teachers can promote the overall progress and development of the workplace. By continuously improving the professional abilities of teachers and optimizing the workplace, this can enhance the influence, competitiveness, and innovation ability of universities, helping to maintain a certain leading position in competition.

It can be showed that the culture of growth framework for teachers requires that the managers' support and career progression and workplace development three variables interact and influence each other, through creating a relaxed, united and mutually supportive learning atmosphere, in order to cultivate teachers' innovative spirit, strengthen mutual assistance among teachers, improve professional honor, and form the culture of growth for teachers. The university has established a work philosophy centered around the career progression of teachers and the growth and development of students, creating a work environment that encourages teachers to devote themselves to educating, improving the teacher development system, improving teaching and research conditions, cultivating campus culture and the culture of growth for teachers, promoting the career development of teachers, and improving the quality of talent cultivation (Si, 2021). By creating a harmonious working atmosphere within a team, cultivating team spirit, strengthening knowledge sharing among teachers, establishing standardized team cooperation systems, and implementing developmental teacher evaluations, universities aim to build a harmonious family, promote the growth of teachers and the unity and harmony of the teacher community, and accelerate the accumulation of teacher culture in universities (Luo, 2022).

#### **4. Conclusions and recommendations**

The respondents generally agreed on the manager's support as to work support, emotional support and instrumental support. The respondents agreed that they exhibit career progression in terms of digital literacy & technology integration, entrepreneurial & innovative spirit, and global engagement & intercultural competence. The respondents generally agreed that workplace development exist in the universities. A highly significant relationship exists between manager's support, career progression, and workplace development. The Culture of Growth Framework was developed for teachers to create a supportive and nurturing environment that promotes professional development and continuous improvement. Higher education managers may provide continuous instrumental support, including workload management, time management, and technology support which can lead to increased job satisfaction, improved performance, and reduced staff turnover. HR managers may review the existing salary and benefit package. Faculty members may participate in activities that may cultivate global engagement and intercultural competence. Universities may adopt the culture of growth performance. Future researchers may investigate the effectiveness of different managerial support and development strategies across various higher education institutions.

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