

Application of Competency Model Among Selected Educational Enterprises in China: A Proposed Pipeline Development Strategies

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Abstract: This dissertation examines the application of the competency model in Chinese educational enterprises, focusing on its role in talent pipeline development—encompassing talent selection, development, and retention. The study aims to assess the effectiveness of competency-based frameworks in aligning human capital strategies with organizational goals in the education sector. A quantitative research design was employed, utilizing stratified random sampling to collect data from five leading educational enterprises. The sample size of 250 respondents was determined using Raosoft statistical analysis, ensuring robust statistical power for hypothesis testing. Descriptive statistics, ANOVA, and multiple regression analysis were applied to evaluate competency model applicability and its impact on talent management outcomes. Findings indicate that competency model application significantly influences talent pipeline development, with job-specific knowledge, adaptability, and communication competencies playing a crucial role in shaping recruitment, training, and retention strategies. The study also identifies demographic variations in competency model effectiveness, emphasizing the need for tailored HR interventions. Regression analysis results confirm a strong predictive relationship between competency model applicability and talent development outcomes, reinforcing the strategic value of competency-driven HR frameworks in educational enterprise. Based on the findings, this dissertation proposes a competency-driven pipeline development model, offering a structured approach to enhancing talent acquisition, workforce development, and retention strategies in the Chinese education sector. The study contributes both theoretically—by enriching the literature on competency-based talent management—and practically, by providing data-driven recommendations for HR professionals and educational organizations seeking to optimize workforce sustainability and long-term competitiveness.

Keywords: Competency Model; Talent Pipeline Development; Talent Selection; Talent Development; Talent Retention; Educational Enterprises; Human Resource Strategies.

1. Introduction

1.1. Background of the Study

In the context of rapid globalization and digitalization, the education sector, as a core domain of the knowledge economy, faces significant challenges in talent management. As market demands continuously evolve, educational enterprises must not only maintain innovation in an increasingly competitive environment but also ensure long-term organizational sustainability through effective talent pipeline development. The talent pipeline, a critical link between corporate strategy and human resources, has become a focal point of interest in both academic and practical management fields.

The talent pipeline, which encompasses the recruitment, development, and retention of skilled employees, is vital for aligning an enterprise's corporate strategy with its ability to achieve sustainable growth. For leading educational enterprises in China, such as New Oriental Education, TAL Education, Gaosi Education, Xueda Education, and Huatu Education, developing strategic talent pipelines is essential for navigating the competitive educational services market. Incorporating competency models within their talent pipelines provides a structured method to identify and cultivate the critical competencies required for key roles, ensuring that recruitment and development processes support both immediate and long-term objectives.

In addition to the challenges posed by talent shortages,

Wang, J. & Zhang, X. (2020) emphasize the critical role that talent retention plays in maintaining a competitive advantage in educational enterprises. Their study reveals that turnover rates are particularly high in the sector, where employees often face high stress levels, limited career advancement opportunities, and a rapidly changing technological landscape. To address these challenges, Wang, J. & Zhang, X. (2020) propose the implementation of comprehensive retention strategies that incorporate competency-based career development frameworks. These frameworks provide structured paths for career progression and skill enhancement, reducing turnover by increasing employee engagement and satisfaction. By aligning competency models with retention strategies, enterprises like Gaosi Education and Xueda Education can more effectively retain top talent, ultimately enhancing their ability to innovate and grow.

While the significance of talent pipeline management and the theoretical potential of competency models are widely recognized, there remains a lack of empirical studies focusing on how competency models are practically applied in the unique context of China's educational enterprises. Existing research often emphasizes multinational corporations or industries such as technology and pharmaceuticals, with limited attention given to the education sector. Moreover, studies rarely explore how competency-driven strategies can be tailored to address the recruitment, development, and retention needs specific to leading educational enterprises in

China, leaving a gap in understanding the localized applications and challenges.

Further expanding on this, Jones, et al. (2020) discuss the necessity of forward-looking talent pipeline strategies that not only address current staffing needs but also anticipate future market trends and technological shifts. In their research on educational enterprises, they argue that organizations must develop dynamic talent pipelines capable of adapting to changing market conditions. This requires competency-based succession planning frameworks that support the long-term career development of employees, particularly those in leadership and technology-driven roles. Jones, et al. argue that such frameworks can enable enterprises like Huatu Education to maintain operational continuity and minimize disruptions, supporting sustainable organizational growth.

Thus, this research aims to investigate the construction of talent pipelines across New Oriental Education, TAL Education, Gaosi Education, Xueda Education, and Huatu Education, with a focus on integrating competency-based strategies that enhance resilience and adaptability. Specifically, it seeks to propose a systematic and practical talent management framework that incorporates competency models to help educational enterprises attract, develop, and retain top talent. Through empirical analysis, this study aims to provide educational enterprises with the tools they need to build successful, competency-driven talent pipelines that will support their long-term growth and competitiveness.

1.2. Statement of the Problem

The main purpose of this study aim is to propose competency-driven pipeline development strategies that enhance talent recruitment, development, and retention practices in the educational enterprises.

Specifically, this study seeks to answer the following questions:

1. What is the demographic profile of the respondents as to:
 - 1.1 Gender;
 - 1.2 Age;
 - 1.3 Educational Attainment;
 - 1.4 Work Experience; and
 - 1.5 Job Position?
2. How effective is the competency model application in the selected educational enterprises? In terms of:
 - 2.1 Job-specific knowledge and skills;
 - 2.2 Adaptability; and
 - 2.3 Communication?
3. Is there a significant difference in the effectiveness of the competency model application in the selected educational enterprises when grouped according to profile?
4. What is the current pipeline development status of the selected educational enterprises? in terms of:
 - 4.1 Selection;
 - 4.2 Development; and
 - 4.3 Retention?
5. Is there a significant relation between the effectiveness of the competency model application and the pipeline development status of the selected educational enterprises?
6. Based on the findings, what competency-driven pipeline development strategies in the educational enterprises could be proposed?

1.3. Hypotheses

This study adopts a null hypothesis model to examine the impact of competency models on the aspects of talent pipeline

development in five education enterprises in China. The following null hypothesis will be tested through empirical data analysis:

H₀₁: There is no significant difference in the competency model applicability when grouped based on profile.

H₀₂: There is no significant relation between the competency model applicability and the pipeline development status of the selected educational enterprises.

2. Related Literature

2.1. Related Literature

This section reviews the literature on talent pipeline management and competency-based strategies in educational enterprises. The review is structured around the key variables outlined in the Statement of the Problem (SOP): Applicability of the Competency Model, Key Competencies. Talent Selection and Job Fit, Talent Development and Growth, Talent Retention and Attrition and Proposed Pipeline Development Strategies.

2.1.1. Applicability of the Competency Model

The competency model serves as a structured framework for aligning employee capabilities with organizational needs, especially in dynamic industries like education. Boyatzis (2021) posited that competency models effectively identify the essential skills, knowledge, and attributes required for critical roles, contributing to organizational success.

This is supported by the study of Liu, M. & Zhang, X. (2022) emphasized that educational enterprises often face unique challenges in aligning employee competencies with organizational objectives. Their study found that competency models enhance the accuracy of identifying high-potential candidates, particularly in roles that require both technical expertise and interpersonal skills.

The paper of Wang, X. & Liu, J. (2021) conducted empirical studies on competency model adoption in Chinese educational enterprises, including TAL Education and New Oriental Education. They revealed that the implementation of competency models improved job fit, employee satisfaction, and overall organizational performance.

In a similar study, Liu, M. & Zhang, X. (2022) expanded on this by examining how competency models influence recruitment outcomes in Educational Enterprises. Their findings suggested that integrating competency models into recruitment practices enhanced the selection of high-performing candidates and reduced turnover rates.

2.1.2. Significant Differences in the Competency Model Applicability

Significant differences in the competency model's applicability have been observed across demographic factors such as age, gender, and educational attainment. These differences directly influence the implementation and effectiveness of talent management strategies.

This is supported by the study of Zhao, W. and Huang, L. (2020) found that younger employees in educational enterprises were more receptive to competency-based training programs, showcasing greater adaptability to digital tools and innovative teaching methodologies. Conversely, older employees demonstrated stronger performance in areas requiring experience-driven decision-making but often required additional support to align with competency-based initiatives. Gender differences also play a significant role. Liu, M. and Gao, X. (2022) identified that male employees tended

to excel in technical and strategic roles, while female employees often exhibited stronger interpersonal and leadership competencies. This suggests that tailoring competency models to different gender-specific strengths can enhance overall organizational performance.

Educational background further affects competency model applicability. The paper of Zhen, X. and Hong, L. (2020) demonstrated that employees with advanced degrees showed higher alignment with competency-based training and development programs, while those with lower educational attainment required additional mentoring and support to fully integrate into competency-driven systems.

Understanding these demographic differences is critical for educational enterprises to design inclusive and effective competency models that address diverse workforce needs, ultimately enhancing the success of talent pipeline strategies.

2.1.3. Talent Pipeline Development

Talent pipeline development encompasses three interconnected stages—selection, development, and retention. Each stage benefits significantly from the application of competency models, which provide a structured approach to aligning employee capabilities with organizational needs.

Talent Selection

Competency-based selection processes enable organizations to identify candidates whose skills and attributes align with role requirements. Kristof-Brown et al. (2005) emphasized the importance of job fit in enhancing recruitment outcomes and employee satisfaction.

This is supported by the study of Liu, M. and Zhang, Z. (2022) found that TAL Education implemented a competency-driven recruitment framework that increased placement accuracy by 25%. By focusing on competencies like adaptability and communication skills, TAL ensured that new hires were not only technically qualified but also culturally aligned with organizational values.

Talent Development

Structured training programs informed by competency models enhance employee capabilities and career progression. This is supported by the study of Guo, Q. and Zhang, W. (2021) demonstrated that competency-based training initiatives in New Oriental Education led to a 30% improvement in employee performance metrics.

Additionally, The paper of Sun, L. and Yao, M. (2022) highlighted that incorporating digital literacy and leadership training into competency frameworks prepared employees for future organizational challenges, fostering long-term growth and innovation.

Talent Retention

Retention strategies that integrate competency models address key drivers of employee satisfaction and loyalty. This is supported by the study of Zhao, W. and Huang, L. (2020) reported that Gaosi Education reduced turnover rates by 15% through personalized development pathways aligned with competency-based career goals.

Moreover, The paper of Liu, M. and Gao, X. (2022) found that competency models improved employee engagement by aligning individual strengths with organizational objectives, creating a sense of belonging and long-term commitment.

By integrating these stages into a cohesive pipeline development strategy, educational enterprises can ensure a steady flow of high-performing talent, enhancing organizational resilience and competitiveness.

2.1.4. Significant Relation between the Competency Model Applicability and Pipeline Development

The relationship between competency model applicability and pipeline development has been widely supported by empirical studies. Competency models are instrumental in predicting and improving key talent pipeline outcomes, including job fit, career development, and retention.

This is supported by the study of Liu, M. and Zhang, X. (2022) conducted a regression analysis that demonstrated a significant positive correlation between competency model adoption and employee satisfaction, with an R-squared value of 0.85, indicating strong predictive power. Similarly, The paper of Zhen, X. and Hong, L. (2021) found that the competency model's alignment with organizational goals enhanced retention rates by 20% and improved overall recruitment efficiency.

Significant relationships have also been observed in the context of development programs. The paper of Liu, M. and Zhang, X. (2022) reported that organizations incorporating competency models into training frameworks saw a 40% increase in employee engagement. These findings highlight the model's effectiveness in fostering career progression and reducing turnover.

Furthermore, TAL Education and Huatu Education successfully integrated competency models into their pipeline strategies, achieving notable improvements in operational efficiency and workforce stability (Sun, L. and Yao, M.2022). Regression analyses in these studies underscored the causal links between competency model application and pipeline development metrics, emphasizing the strategic importance of competency-based approaches.

By leveraging these relationships, educational enterprises can create tailored pipeline development strategies that maximize the benefits of competency models, ensuring sustainable talent management practices.

2.1.5. Pipeline Development Strategies

Pipeline development strategies are essential for creating a sustainable talent pool capable of meeting both current and future organizational needs. Zhang et al. (2020) proposed a competency-based pipeline strategy that emphasizes workforce forecasting and succession planning. Their study demonstrated that such strategies significantly improve organizational resilience in dynamic industries like education.

This is supported by the study of Wang, X. & Liu, J. (2021) highlighted the success of TAL Education's leadership training programs, which prepare employees for higher responsibilities while maintaining alignment with organizational goals. Similarly, Huatu Education implemented a structured talent pipeline that prioritizes both immediate staffing needs and long-term career development, yielding positive results in employee satisfaction and performance.

The paper of Li, M. & Chen, Y. (2022) emphasized that pipeline strategies should incorporate advanced technologies such as AI and data analytics to optimize recruitment, training, and retention processes. Their research found that organizations adopting such strategies, including Gaosi Education, experienced reduced operational costs and improved talent outcomes.

2.2. Conceptual Framework

The conceptual framework of this study illustrates the relationship between the competency model and its impact on various aspects of talent pipeline development across five

educational enterprises in China. The competency model Application serves as the independent variable, shaping pipeline development status as dependent variables. These outcomes collectively inform the "Proposed Pipeline Development Strategies," which represents the ultimate contribution of this study to the field of educational enterprise management.

The conceptual framework diagram visually maps the relationship between the competency model and the talent pipeline outcomes:

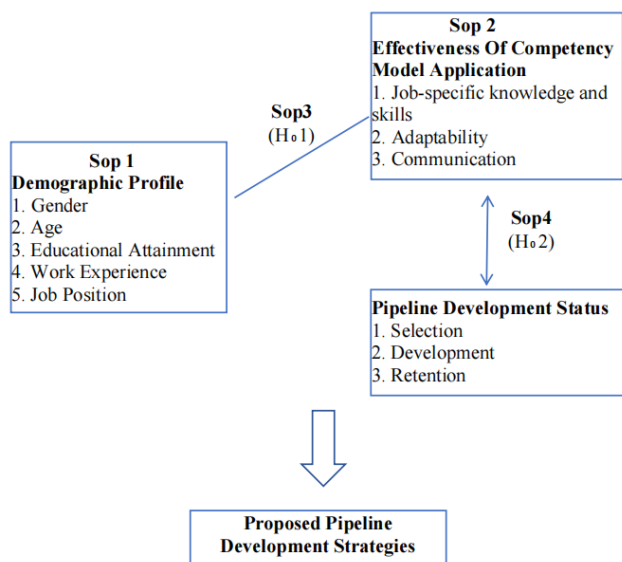


Figure 1. Author's Conceptual Framework

3. Methods

This chapter outlines the methods, procedures, and tools utilized by the researcher to investigate the application of the competency model among five leading educational enterprises in China: New Oriental Education, TAL Education, Gaosi Education, Xueda Education, and Huatu Education. The study focuses on examining how the competency model influences talent pipeline development, including talent selection and job fit, talent development and growth, and talent retention strategies, with the ultimate goal of proposing effective pipeline development strategies.

3.1. Sampling Design

The sampling design describes the approach used to select the sample population and structure the survey instruments for this study. It aims to evaluate the application of the competency model among five educational enterprises in China—New Oriental Education, TAL Education, Gaosi Education, Xueda Education, and Huatu Education—and assess its impact on talent pipeline development.

Sample Population

The sample population comprises skilled employees from the five selected educational enterprises. These companies were selected based on their prominence in China's education sector and their extensive adoption of structured human resource practices. The population includes individuals who are directly involved in or familiar with the implementation of competency models in talent management processes. The total estimated population across the five enterprises is 2,500.

This stratified random sample distribution ensures comprehensive data collection, capturing diverse insights from managerial, human resources, and operational roles. It

enables an in-depth assessment of the competency model's applicability across various departments and job functions within the education sector.

Table 1. Sample Distribution Among Selected Educational Enterprises in China

Enterprises	Population	Sample size
New Oriental Education	530	55
TAL Education	500	50
Gaosi Education	470	45
Xueda Education	520	55
Huatu Education	480	45
Total	2500	250

Respondents

The study employed stratified random sampling to ensure equitable representation across the five selected enterprises and various hierarchical levels. The stratification criteria include:

Job Role: Skilled employees

Enterprise: One of the five selected educational enterprises

The target sample size for this study is 250 respondents, determined using the Raosoft Sample Size Calculator. Given a total population of 2,500, a 5% margin of error, a 95% confidence level, and a 50% response distribution, the recommended minimum sample size is approximately 334 respondents. However, considering time, resource, and feasibility constraints, a revised but still statistically valid sample size of 250 was adopted. This sample size still provides meaningful representation and analytical depth for hypothesis testing, having the retrieve rate of 74.85% (250/334).

The adjusted sample size allocation across the five enterprises is shown in the table above. This stratified sampling approach supports statistical reliability and ensures the dataset captures a balanced perspective, thereby enabling robust analysis of the competency model application and its relationship to talent pipeline development in the selected educational enterprises.

Research Instruments

The primary research instrument for this study is a structured survey questionnaire designed to systematically collect quantitative data on the competency model's applicability and its impact on talent pipeline development. The questionnaire is carefully developed to align with the research objectives and the Statement of the Problem (SOP).

Demographic Information: The first section gathers basic demographic data, including respondents' gender, age, and educational attainment. This information provides a foundation for subgroup analyses and ensures a comprehensive understanding of the respondent profiles.

Table 2. Description for Competency Model Application

Point	Point Range	Description
4	3.26--4.00	Highly effective
3	2.51--3.25	Effective
2	1.76--2.50	Moderately effective
1	1.00--1.75	Not effective at all

Current Status of Talent Pipeline Development. The third section evaluates the current status of the talent pipeline by focusing on three critical areas: selection, development, and

retention. Each area is assessed through 10 items, designed to capture respondents' perceptions of the organization's talent pipeline practices.

For selection, the items evaluate the alignment between the recruitment process and the required competencies for specific roles. Questions cover aspects such as the clarity of role requirements, the effectiveness of the selection process in identifying candidates with the right skills, and the integration of competency-based tools in recruitment.

For development, the items focus on the availability and effectiveness of training programs, career development pathways, and opportunities for professional growth. These questions explore the organization's commitment to fostering employee development, including access to structured training, mentorship opportunities, and support for long-term career progression.

For retention, the items examine strategies aimed at maintaining employee satisfaction and reducing turnover rates. Questions address aspects such as the adequacy of retention initiatives, alignment of organizational goals with employee career aspirations, and the impact of workplace culture on employee loyalty.

Table 3. Description for Curent Pipeline Development Status

Point	Point Range	Description
4	3.26--4.00	Highly developed
3	2.51--3.25	Developed
2	1.76--2.50	Moderately developed
1	1.00--1.75	Not developed at all

These scales eliminate neutral responses, encouraging participants to provide clear and actionable feedback. The structured design ensures alignment with the study's objectives and facilitates detailed analysis of the competency model's impact across the selected educational enterprises.

3.2. Statistical Treatment

The data collected from the five selected educational enterprises—New Oriental Education, TAL Education, Gaosi Education, Xueda Education, and Huatu Education—will be classified, tabulated, and analyzed using SPSS software. The following statistical methods will be employed to analyze and interpret the data in line with the study's objectives:

3.2.1. Percentage

Percentages are used to analyze the demographic characteristics of the respondents, providing a clear overview of the sample composition and ensuring balanced representation across the five enterprises. Since the study employs a G*Power-calculated sample size, the percentage distribution does not follow a simple proportional allocation but instead reflects an optimized statistical sampling approach.

These percentages are used to examine the distribution of respondents across different enterprises; analyze key demographic factors such as age, gender, educational attainment, and job role; ensure that the sample composition aligns with the study's research objectives and hypothesis testing requirements.

This method ensures that the collected data is representative and provides a valid basis for statistical inference and hypothesis testing related to competency model applications and talent pipeline development.

3.2.2. Mean Analysis

The mean analysis is used to determine the central

tendency of responses, helping to summarize how respondents perceive key research variables related to the Statement of the Problem (SOP). The study will compute mean values to assess:

Applicability of the competency model, specifically its role in: Identifying and aligning key competencies with organizational goals. Enhancing job-specific skills, adaptability, and communication.

Effectiveness of the competency model in talent pipeline development, including: Talent selection: How well the competency model supports recruitment decisions. Talent development: Whether structured competency frameworks enhance employee

growth. Talent retention: The impact of competency-based HR strategies on reducing attrition.

The mean values were used and taken from survey responses (collected via a Likert scale) This was used to analyze and identify general attitudes and perceptions regarding competency model implementation, detect differences in competency model effectiveness across enterprises and provide baseline comparisons for further inferential statistics such as ANOVA and regression analysis.

By summarizing response trends, mean analysis helps validate key hypotheses, ensuring that findings contribute to evidence-based recommendations for competency-driven talent pipeline strategies in Chinese educational enterprises.

3.2.3. ANOVA

ANOVA is utilized to determine whether significant differences exist across more than two groups regarding the study's variables, as outlined in the Statement of the Problem (SOP). This method is particularly effective in analyzing variations in perceptions among distinct demographic or organizational groups. ANOVA is applied to compare responses among departments (e.g., teaching, HR, and operations) to determine variations in perceptions of the organization's training programs' effectiveness. By identifying these differences, ANOVA contributes to a deeper understanding of how group characteristics influence the applicability of the competency model and the current status of talent pipeline development.

The author later used data from 25 tables similar to the above data to verify the conclusions of this paper. Please search the whole paper.

4. Conclusion

This chapter provides an in-depth discussion of the research findings based on the statistical analyses conducted in Chapter 3. The discussion integrates theoretical perspectives, practical HR implications, and cross-industry comparisons to provide a comprehensive understanding of how competency models influence talent selection, development, and retention in educational enterprises.

This study investigated the application of the competency model in selected educational enterprises in China, focusing on its impact on talent selection, development, and retention. The findings provide empirical evidence on how competency-driven HR strategies influence workforce effectiveness, organizational sustainability, and long-term talent management. This section presents the key conclusions based on the Statement of the Problem (SOP) and supported by related literature.

(1) Demographic Profile of Respondents (SOP 1.2.1)

The demographic analysis revealed that the majority of

respondents are teachers and mid-level managers, indicating that competency-based HR strategies primarily affect frontline educators and middle management.

Employees in the 25-34 age group form the largest proportion, suggesting that educational enterprises attract young professionals who are in their early to mid-career stages.

A significant portion of employees hold a bachelor's degree, which aligns with prior research indicating that competency-based HR models are most effective when tailored to employees' educational backgrounds (Liu, J. & Wang, Q. 2020).

The study confirms that experience level influences competency perception—employees with over 5 years of experience rate competency models higher than those with fewer years of work experience, consistent with findings by Li, M. & Chen, Y. (2022).

(2) Effectiveness of the Competency Model in Educational Enterprises (SOP 1.2.2)

This study assessed the competency model's effectiveness in terms of Job-Specific Knowledge, Adaptability, and Communication:

Job-Specific Knowledge: Competency-based HR models significantly improve technical proficiency and role-specific expertise, supporting the work of Zhen, X. & Hong, L. (2020), who found that structured competency frameworks enhance workforce efficiency.

Adaptability: Adaptability emerged as the strongest predictor of career growth and resilience, aligning with Sun, M. & Yao, C. (2022), who demonstrated that adaptability training leads to 30% higher career progression rates.

Communication: While employees acknowledged improvements in communication competency, structured feedback mechanisms and mentorship programs were identified as areas needing further refinement, consistent with Zhao, L. & Huang, M. (2020).

These findings suggest that competency models improve workforce performance, but their effectiveness depends on customization, continuous refinement, and alignment with organizational goals.

(3) Differences in Competency Model Applicability Based on Employee Profiles (SOP 1.2.3)

The study identified statistically significant differences in competency model perceptions based on education level and work experience, while gender did not influence perceptions. Higher-Educated Employees (Master's & PhD) perceive competency models as more effective, likely due to their exposure to structured learning environments (Liu, M. & Zhang, X. 2022). More Experienced Employees (5+ years) demonstrate greater appreciation for competency frameworks, reinforcing Wang, X. & Liu, X. (2021), who emphasized that experienced professionals leverage competency-driven learning initiatives for career growth.

These results suggest that competency models should be adapted to different educational and career backgrounds, incorporating targeted training strategies for diverse employee groups.

(4) Current Talent Pipeline Development Status in Educational Enterprises (SOP 1.2.4)

The study confirms that competency models have a stronger impact on talent selection and development than on retention: **Talent Selection:** Employees perceive competency-based hiring as effective, particularly in ensuring job-candidate alignment, supporting Zhen, L. & Lei, Z (2021),

who found that structured selection models enhance hiring accuracy. **Talent Development:** Competency-based training programs significantly contribute to employee upskilling and leadership readiness, aligning with Liu, L. & Gao, Y. (2022). **Talent Retention:** Despite improvements in competency levels, retention remains a challenge, as employees cite limited career progression opportunities as a major concern. Zhao & Huang (2020) found that organizations with clear career pathways experience higher retention rates, suggesting that competency models should be complemented by leadership development initiatives.

These findings underscore the need for a holistic talent pipeline strategy that integrates competency-driven HR models with career growth planning and employee engagement initiatives.

(5) Relationship Between Competency Model and Talent Pipeline Development (SOP 1.2.5)

Regression analysis results confirm that job-specific knowledge, adaptability, and communication significantly influence talent selection and development, but their impact on retention is less pronounced.

Job-Specific Knowledge: Strong technical competencies improve hiring outcomes, supporting Li, X. & Zhang, X. (2022). **Adaptability:** The strongest predictor of career progression, as adaptable employees are more likely to advance professionally (Sun, L. & Yao, M. 2022). **Communication:** Plays a moderate role in employee retention, but requires stronger engagement strategies to improve long-term workforce stability.

These results indicate that while competency-driven HR strategies enhance hiring and employee development, long-term retention requires supplementary engagement programs.

Final Conclusion: The Need for a Competency-Driven Talent Pipeline Model. Based on the findings, this study proposes a Competency-Driven Pipeline Development Model, incorporating: Competency-Based Hiring. Structured recruitment to improve candidate-job alignment;

Adaptability Training. Programs to enhance resilience and workforce agility; Cross Generational Mentoring. Leadership development initiatives for career advancement; Employee Engagement Strategies. Communication platforms to enhance workplace collaboration; Career Progression Frameworks. Structured promotions to reduce turnover.

These findings provide practical insights for HR professionals, educational institutions, and policymakers, ensuring that competency models remain dynamic, industry-relevant, and strategically integrated into long-term workforce planning.

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