Teacher Professional Development Model for Art Universities under Shandong Province

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ABSTRACT

The objectives of this research were: (1) to investigate the components and indicators of teacher professional development for art universities under Shandong Province; and (2) to propose the teacher professional development model for art universities under Shandong Province with empirical data.

The research was a mixed methodology research with quantitative research and qualitative research. The research subjects were 2308 full-time teachers from art universities of Shandong Province. A total of 594 samples were selected using proportional stratified random sampling method. The instruments used for data collection were semi-structured interviews and a five-point rating scale questionnaire. The statistical data analysis were descriptive statistics and Confirmatory Factor Analysis.

The research findings revealed that; (1) there were seven components and 21 indicators of the teacher professional development for art universities under Shandong Province, which consisted of national education policy, personal teaching ability, school management capability, social status, social environment, work environment and career prospects; and (2) the teacher professional development model for art universities under Shandong Province was fit with the empirical data. The value of Relative Chi-square ($\chi 2/df$) = 1.799, Goodness of Fit Index (GFI) = 0.95, Tucker-Lewis Index (TLI) = 0.977, and Root Mean Square Error of Approximation (RMSEA) = 0.037, all in line with specified criteria.

Keywords: Teacher Professional Development Model, Art Universities, Shandong Province

1. Introduction

Talents are an important driving force for national development, education is an important means of cultivating talents, and teachers are an important condition for carrying out educational activities. In today's era, social competition is intensifying, ultimately it is a competition in talent cultivation. Building a high-level teaching team and cultivating excellent talents is crucial. Teacher professional development refers to the process in which teachers, as professionals, continuously develop and improve their professional ideas, knowledge, and abilities, from novice teachers to expert teachers. The professional development of teachers is related to the overall development and long-term interests of schools and even social education.

Du Yan (2021) believes in her research on the impact of teaching and research groups on the professional development of teachers that, under the goal of the reform of teacher team construction in the new era, teacher professional development plays an important role in improving teaching quality and building an educational powerhouse.

2. Research Questions

1. What are the components and indicators of teacher professional development for art universities under Shandong Province?

2. What are the teacher professional development model for art universities under Shandong Province congruence with empirical data?

3. Research Objectives

1. To investigate the components and indicators of teacher professional development for art universities under Shandong Province.

2. To propose the teacher professional development model for art universities under Shandong Province with empirical data.

4. Research Hypothesis

The teacher professional development model for art universities under Shandong Province is consistent with empirical data.

5. Conceptual Framework

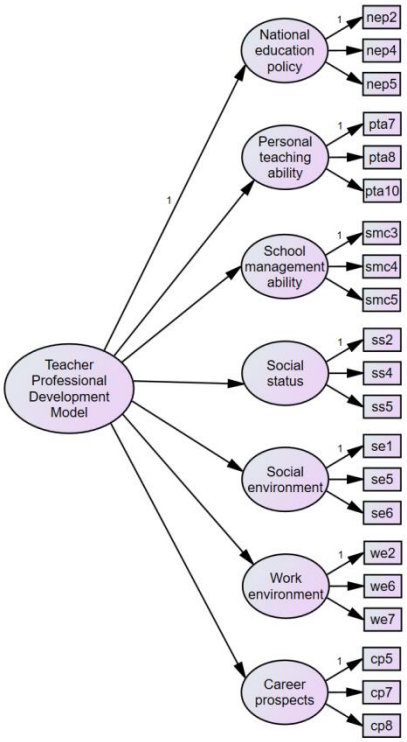


Figure 1 Conceptual framework

6. Research Design

According to the two objectives of this research, the research design is divided into the following two parts.

Part 1: Determining the components and indicators of teacher professional development model for art universities under Shandong Province. Using qualitative research methods, collect data related to the components and indicators of teacher professional development from all relevant literature, and conduct interviews with key informants.

Part 2: Developing the model of teacher professional development model in art universities under Shandong Province.Using quantitative research methods confirmatory factor analysis (CFA) methods, based on the first part of this study, the factors affecting teacher development were analyzed through questionnaire survey results, and AMOS was used to analyze the model.

7. Population and sample

The population consists the teachers who are working in art universities in Shandong province, including Shandong University of Art, Shandong University of Art & Design, Qingdao Film Academy, Shandong Communication & Media College, Shandong Vocational Institute of

Clothing Technology and Shandong Vocational College of Art & Design. The total number will be 2308.The samples are 594 teachers calculate by G*Power program at power of test .80.

Data analysis

The data was analyzed by content analysis and confirmatory factor analysis (CFA).

Research Result

(1) The basic information of respondents

Table 1 Basic information of respondents

Basic Information		Frequency	Percent
Gender	Male	320	53.9%
	Female	274	46.1%
Age	Lower than 30 years old	66	11.1%
	31 – 40 years old	238	40.1%
	41– 50 years old	177	29.8%
	51– 60 years old	74	12.5%
	More than 60 years old	39	6.6%
Educational level	Bachelor	69	11.6%
	Master	305	51.3%
	Doctor	220	37.0%
Professional title	Assistant	53	8.9%
	Lecturer	252	42.4%
	Associate Professor	253	42.6%
	Professor	36	6.1%
Working Experience	1 – 5 years	184	31.0%
	6 – 10 years	213	35.9%
	11 – 20 years	158	26.6%
	More than 20 years	39	6.6%
Major	Fine Arts	19	3.2%
	Design	63	10.6%
	Art Theory	33	5.6%
	Music	54	9.1%
	Dance	54	9.1%

Basic Information		Frequency	Percent
	Theatre	207	34.8%
	Others	164	27.6%

From the table, it can be seen that:

In terms of gender, more than half of the respondents were male, accounting for 53.9%, while the remaining 274 were female, accounting for 46.1%.

In terms of age, the majority of respondents are between 31 and 40 years old, accounting for 40.1%, 41 to 50 years old, accounting for 29.8%, and 51 to 60 years old, accounting for 12.5%. However, there are fewer respondents under 30 years old and those over 60 years old, accounting for 11.1% and 6.6%, respectively.

In terms of education level, teachers with master's and doctoral degrees are the majority, accounting for 51.3% and 37.0% respectively, while bachelor's degrees only account for 11.6%.

In terms of professional titles, lecturers and associate professors are the majority, accounting for 42.4% and 42.6% respectively, with teaching assistants accounting for 8.9% and professors accounting for 6.1%.

In terms of work experience, it can be seen that middle-aged and young teachers are the majority. 31% work for 1-5 years, 35.9% work for 6-10 years, 26.6% work for 10-20 years, and only 6.6% work for more than 20 years.

In terms of majors, most of them are common art majors, accounting for 73.4%, while other majors that are not included in the options, such as film, calligraphy, etc., account for 27.6%.

(2) Descriptive statistical results of indicators

Table 2 Descriptive statistic

Indicators	$\bar{x}$	SD	SKE	KU	Level
nep1	4.04	.929	-.988	.998	High
nep2	3.94	1.053	-.881	.188	High
nep3	3.86	1.068	-.930	.423	High
nep4	3.88	.848	-.664	.202	High
nep5	3.79	.845	-.794	.992	High
nep6	3.5690	.75906	-.165	-.054	High
nep7	3.5859	.77495	-.245	.038	High
nep8	3.5926	.76541	-.314	.479	High

Indicators	$\bar{x}$	SD	SKE	KU	Level
pta1	3.88	1.148	-1.003	.292	High
pta2	3.70	1.141	-.700	-.274	High
pta3	3.82	1.134	-.826	-.070	High
pta4	3.72	.963	-.606	-.004	High
pta5	3.70	.966	-.495	-.184	High
pta6	3.72	.955	-.608	.046	High
pta7	3.78	.856	-.463	.146	High
pta8	3.83	.793	-.382	.023	High
pta9	3.48	.803	-.115	-.285	High
pta10	3.79	.780	-.351	-.051	High
pta11	3.70	.898	-.976	1.405	High
pta12	3.8418	.81006	-.620	.426	High
pta13	3.7795	.76618	-.280	-.205	High
pta14	3.7104	.79011	-.508	.281	High
smc1	3.99	.959	-.847	.349	High
smc2	3.68	1.096	-.700	.012	High
smc3	3.89	1.007	-.756	.179	High
smc4	3.84	.864	-.527	-.111	High
smc5	3.72	.858	-.509	.086	High
smc6	3.5286	.80052	-.311	-.020	High
smc7	3.5303	.75492	-.351	-.156	High
smc8	3.5387	.76783	-.209	-.214	High
ss1	3.91	1.113	-1.009	.361	High
ss2	3.76	1.142	-.629	-.379	High
ss3	3.86	1.136	-.991	.448	High
ss4	3.82	.922	-.859	.832	High
ss5	3.81	.916	-.724	.392	High
ss6	3.6027	.82359	-.095	-.429	High
se1	3.98	.990	-.680	-.196	High
se2	3.89	1.055	-.807	.117	High
se3	4.01	1.004	-.986	.687	High
se4	3.74	.897	-.270	-.488	High
se5	3.93	.828	-.503	.227	High

Indicators	$\bar{x}$	SD	SKE	KU	Level
se6	3.92	.865	-.705	.469	High
se7	3.8653	.80599	-.429	.013	High
se8	3.6936	.81122	-.223	-.219	High
we1	3.76	1.064	-.467	-.906	High
we2	3.78	1.056	-.332	-1.056	High
we3	3.62	1.124	-.286	-1.092	High
we4	3.90	.952	-.425	-.755	High
we5	3.60	1.029	-.133	-1.122	High
we6	3.71	.882	-.187	-.622	High
we7	3.73	.917	-.446	-.156	High
we8	3.4512	.87987	-.313	-.031	High
cp1	4.01	.966	-.702	-.208	High
cp2	4.16	.879	-1.001	.836	Highest
cp3	4.01	1.001	-.814	-.009	High
cp4	3.87	.902	-.687	.333	High
cp5	3.72	.924	-.452	-.025	High
cp6	3.66	.959	-.468	-.144	High
cp7	3.73	.875	-.496	.059	High
cp8	3.75	.842	-.579	.362	High

From the analysis results in Table 2, it can be seen that the overall distribution of the sample data used in this research is relatively uniform, and the $\bar{x}$ of the indicators is mainly distributed between 3.40 and 4.00. Each indicator is at a high level, and the data distribution is more concentrated, belonging to the moderate and good levels. From the perspective of skewness and kurtosis, each indicator has a skewness of less than 3 and a kurtosis of less than 5, indicating that the sample data follows an approximate normal distribution and can be empirically analyzed using a model.

(3) Select indicators for each component measurement model

1) National education policy

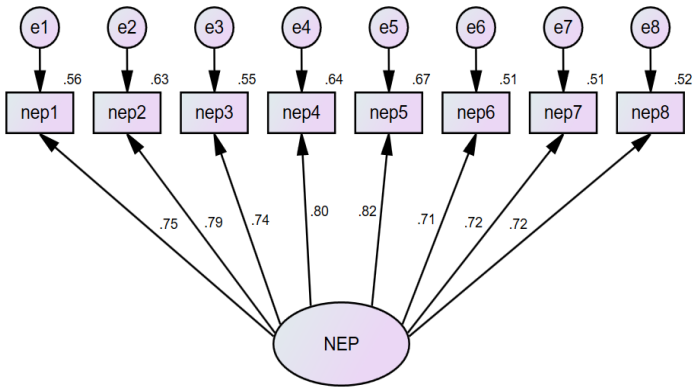


Figure 1 Measurement results of component 1 indicators

Figure 1 shown the component 1 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with empirical data, with GFI, AGFI, TLI, CFI>0.95, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consisted of three indicators, namely nep2, nep4, and nep5, with factor loadings of 79, 80, and 82, respectively. Therefore, these indicators were chosen as representatives to describe this component.

2) Personal teaching ability

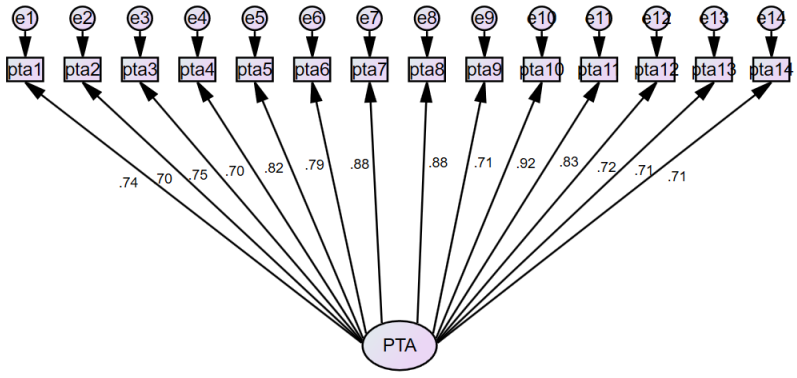
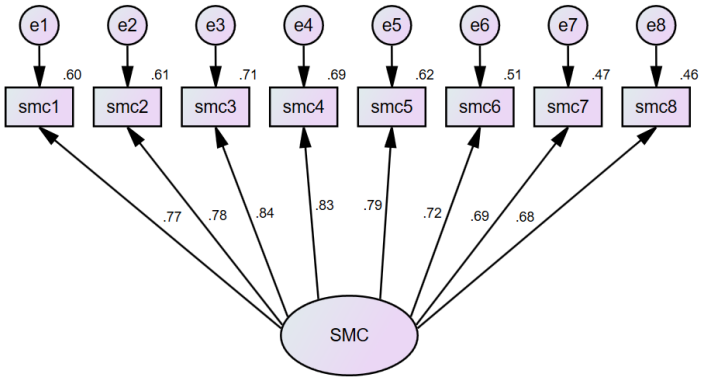


Figure 2 Measurement results of component 2 indicators

Figure 2 shown the component 2 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019,

Pulpong Sooksawang, 2021). The model consisted of three indicators, namely pta7, pta8, and pta10, with factor loadings of 88, 88, and 92, respectively. Therefore, these indicators were chosen as representatives to describe this component.

3) School management capability

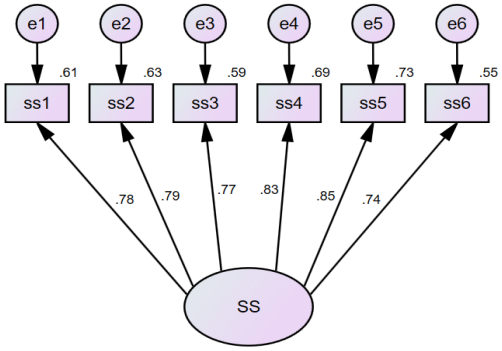


Chi-square=57.414 Degree of freedom=20 GFI=.977
AGFI=.958 CFI=.987 RMSEA=.056 TLI=.981 IFI=.987 RMR=.016

Figure 3 Measurement results of component 3 indicators

Figure 3 shown the component 3 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consists of three indicators, namely smc3, smc4, and smc5, with factor loadings of 84, 83, and 79, respectively. Therefore, these indicators were chosen as representatives to describe this component.

4) Social status



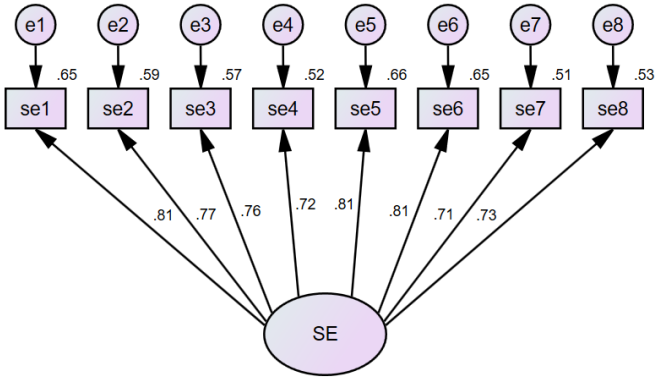
Chi-square=27.532 Degree of freedom=9 GFI=.986
AGFI=.966 CFI=.991 RMSEA=.059 TLI=.986 IFI=.992 RMR=.015

Figure 4 Measurement results of component 4 indicators

Figure 4 shown the component 3 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with

empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consists of three indicators, namely ss2, ss4, and ss5, with factor loadings of 79, 83, and 85, respectively. Therefore, these indicators were chosen as representatives to describe this component.

5) Social environment



Chi-square=58.694 Degree of freedom=20 GFI=.974
AGFI=.953 CFI=.986 RMSEA=.057 TLI=.980 IFI=.986 RMR=.019

Figure 5 Measurement results of component 5 indicators

Figure 5 shown the component 3 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consists of three indicators, namely se1, se5, and se6, with factor loadings of 81, 81, and 81, respectively. Therefore, these indicators were chosen as representatives to describe this component.

6) Work environment

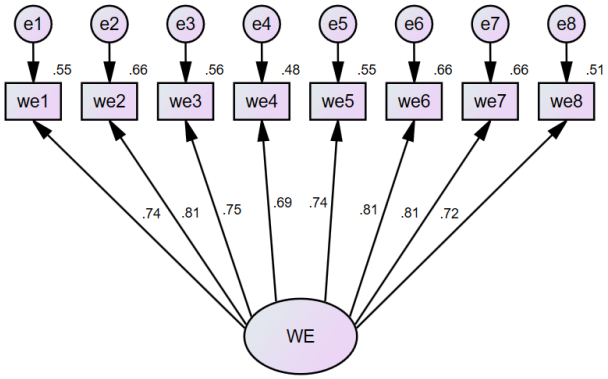


Figure 6 Measurement results of component 6 indicators
Chi-square=61.461 Degree of freedom=20 GFI=.974
AGFI=.953 CFI=.985 RMSEA=.059 TLI=.979 IFI=.985 RMR=.024

Figure 6 shown the component 3 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with

empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consists of three indicators, namely we2, we6, and we7, with factor loadings of 81, 81, and 81, respectively. Therefore, these indicators were chosen as representatives to describe this component.

7) Career prospects

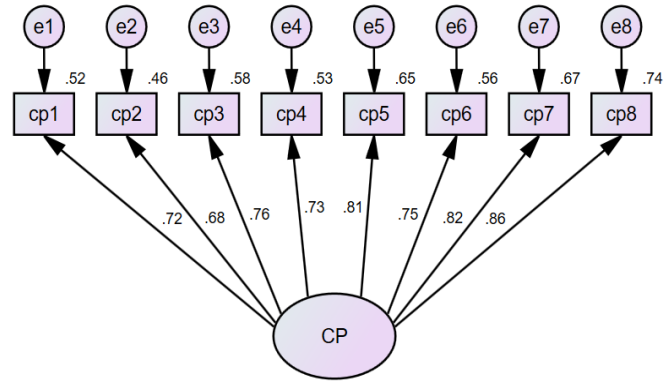


Figure 7 Measurement results of component 7 indicators

Figure 7 shown the component 3 measurement model of AMOS analysis, and it was found that the optimal indicator of this measurement model was consistent with empirical data, with GFI, AGFI, TLI, CFI>0.90, and RMSEA<0.08. It met the standards (Hair et al., 2019, Pulpong Sooksawang, 2021). The model consists of three indicators, namely cp5, cp7, and cp8, with factor loadings of 81, 82, and 86, respectively. Therefore, these indicators were chosen as representatives to describe this component.

After identifying the required indicators for each component, perform second-order CFA validation. Before conducting second-order confirmatory factor analysis, the researcher tested the correlation between 21 indicator scales to determine the appropriateness of the correlation matrix to be analyzed. The analysis results are shown in Table 3.

Table 3 Pearson correlation coefficients for various indicators

	nep 2	nep 4	nep 5	pta7	pta8	pta1 0	smc 3	smc 4	smc 5	ss2	ss4	ss5	se1	se5	se6	we2	we6	we7	cp3	cp7	cp8
nep	1																				
nep	.639	1																			
nep	.646	.618	1																		
pta7	.336	.343	.401	1																	
pta8	.322	.350	.395	.789	1																
pta1	.335	.360	.397	.833	.827	1															
smc	.171	.197	.170	.360	.365	.376	1														
smc	.140	.175	.140	.347	.353	.375	.705	1													
smc	.159	.163	.175	.297	.321	.343	.677	.610	1												
ss2	.192	.184	.212	.363	.334	.337	.340	.282	.289	1											
ss4	.221	.283	.287	.367	.383	.371	.307	.270	.262	.661	1										
ss5	.248	.291	.296	.395	.390	.398	.320	.250	.291	.687	.685	1									
se1	.290	.244	.317	.359	.391	.411	.370	.262	.257	.297	.308	.351	1								
se5	.249	.224	.272	.348	.340	.332	.365	.301	.211	.256	.265	.250	.656	1							
se6	.270	.255	.318	.383	.390	.397	.363	.334	.269	.310	.331	.332	.636	.649	1						
we2	.171	.275	.233	.358	.362	.360	.219	.208	.135	.233	.259	.223	.176	.277	.303	1					
we6	.178	.297	.283	.387	.363	.370	.281	.242	.176	.257	.241	.231	.256	.315	.324	.685	1				
we7	.143	.205	.203	.307	.314	.319	.199	.206	.134	.227	.253	.218	.157	.252	.300	.681	.653	1			
cp3	.108	.186	.181	.313	.307	.315	.253	.282	.208	.223	.221	.226	.362	.328	.312	.249	.277	.188	1		
cp7	.142	.199	.240	.303	.345	.317	.308	.334	.271	.223	.294	.252	.392	.402	.392	.322	.315	.266	.618	1	
cp8	.174	.223	.220	.307	.327	.321	.286	.283	.245	.209	.231	.219	.435	.399	.367	.278	.262	.185	.634	.745	1

According to Table 3, the Pearson correlation coefficient analysis results of the model could be seen. 21 indicators had a statistically significant positive correlation at 0.01 ($p<0.01$), with the highest correlation indicator pta10 had a correlation coefficient of 0.833, while the lowest correlation indicator cp3 had a correlation coefficient of 0.108. Overall, in the cross-correlation matrix of empirical rules not exceeding 0.90 reported by Hair et al. (2010)

(4) Developing the teacher professional development model for art universities under Shandong Province

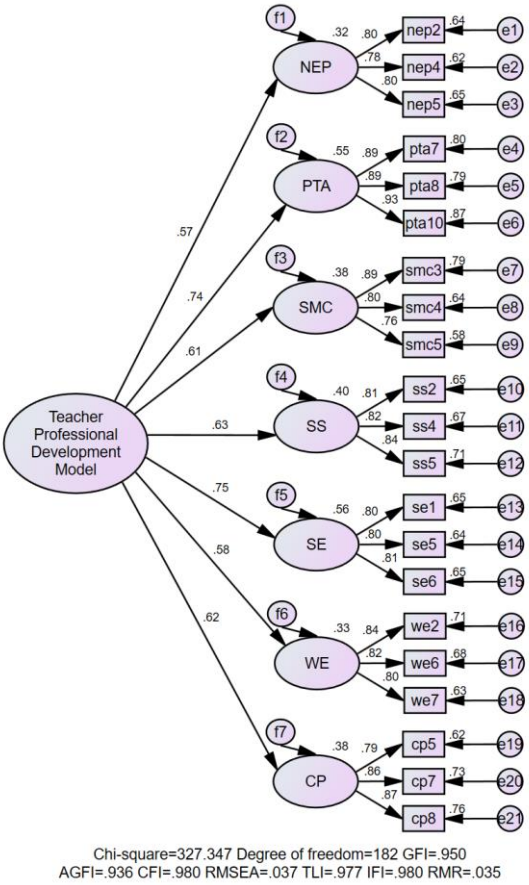


Figure 8 Second order CFA of the teacher professional development for art universities under Shandong Province

Table 4 Show statistical value of model

Title	Latent and observable	Std. Estimate	S.E.	C.R.	CR	p	AVE
The Teacher Professional Development Model for Art Universities under Shandong Province	**NEP (0.569)**						
	nep2	0.799	-	-	0.839	-	0.634
	nep4	0.781	0.43	18.526		***	
	nep5	0.809	0.43	18.973		***	
	PTA (0.744)						
	pta7	0.893	-	-	0.931	-	0.818
	pta8	0.888	0.029	31.598		***	
	pta10	0.931	0.027	34.531		***	
	SMC(0.613)						
	smc3	0.889	-	-	0.857	-	0.668
	smc4	0.798	0.036	21.491		***	
	smc5	0.759	0.036	20.356		***	
	SS(0.634)						
	ss2	0.809	-	-	0.863	-	0.678
	ss4	0.815	0.039	20.739		***	
	ss5	0.846	0.039	21.353		***	
	SE (0.751)						
	se1	0.809	-	-	0.846	-	0.647
	se5	0.804	0.042	20.02		***	
	se6	0.801	0.043	19.939		***	
	WE(0.575)						
	we2	0.844	-	-	0.860	-	0.673
	we6	0.821	0.038	21.28		***	
	we7	0.795	0.04	20.698		***	
	CP (0.620)						
	cp5	0.793	-	-	0.877	-	0.705

Figures 8 and Table 4 shown the results of second-order CFA using the AMOS statistical software program. Based on the results of this analysis, it could be concluded that the professional development model for teachers in art universities in Shandong Province had seven components. From the component weight equal of this second-order CFA study, the following results can be obtained. As shown in Table 4.5:

Table 5 Show the result of second-order CFA

NO.		Component and Indicator	Factor Loading
Component 1: Social environment (0.751)			
1	se6	The social security system and unemployment benefits reflect the current social situation, create a stable social environment, and are conducive to the development of teachers.	0.807
2	se1	Economy is the foundation of social development, and the speed of economic development affects the level of social development and reflects the current situation of society.	0.802
3	se5	The population size and structure of a country reflect the current social and educational environment and market conditions	0.804
Component 2: Personal teaching ability (0.744)			
1	pta10	The degree of application of digital technology by teachers affects their teaching work and helps them obtain more information.	0.931
2	pta7	The planning of a teacher's future career affects their investment in the education industry.	0.893
3	pta8	Teachers have good eloquence, standard pronunciation, and clear speech, which is more conducive to the development of their teaching work.	0.888
Component 3: Social status (0.634)			
1	ss5	The relevant protection policies for teachers in legal regulations reflect the country's emphasis on the teaching profession and the social status of teachers.	0.845

NO.		Component and Indicator	Factor Loading
2	ss4	The accumulation of personal wealth of teachers reflects the current development status of their profession and also reflects their social status.	0.816
3	ss2	The satisfaction of family members with the teaching profession reflects the status of teachers in society.	0.809
Component 4: Career prospects (0.62)			
1	cp8	The success rate of job hopping as a teacher reflects their professional status.	0.871
2	cp7	The amount of research funding for teachers reflects their professional development.	0.855
3	cp5	The way teachers are promoted affects their career paths and reflects their professional development prospects.	0.79
Component 5: School management capability (0.613)			
1	smc3	The ranking of the school both domestically and internationally reflects the teaching level and leadership ability of the school.	0.889
2	smc4	The work experience and personal background of school leaders reflect their personal abilities and influence the development of the school.	0.797
3	smc5	The number of registrations and admissions of a school reflects its reputation and social recognition, as well as its leadership	0.759
Component 6: Work environment (0.575)			
1	we2	The working hours and workload of teachers affect their work content, reflecting the working environment of teachers	0.809
2	we6	The area of the school teaching venue reflects the teaching environment of the teachers. Adequate teaching venues are conducive to teachers carrying out teaching work.	0.816
3	we7	The classroom management system is an important indicator of the working environment for teachers, which affects their teaching activities.	0.845

NO.		Component and Indicator	Factor Loading
Component 7: National education policy (0.569)			
1	nep5	The development plan and direction of teachers reflect the degree of importance that educational policies on teachers	0.805
2	nep2	The education level of social members reflects the implementation of national education policies.	0.801
3	nep4	The level and growth rate of teacher salaries reflect the degree to which national policies attach importance to education and teachers.	0.785

8. Conclusion

In this research, there were three research objectives that are mentioned and the conclusion of them were as follows.

(1) Through content analysis, it was found that there were 7 components and 60 indicators for the teacher professional development for art universities under Shandong Province.Namely (1) National education policy,it had 8 indicators, (2) Personal teaching ability,it had 14 indicators, (3) School management capability,it had 8 indicators, (4) Social status,it had 6 indicators, (5) Social environment,it had 8 indicators, (6) Work environment,it had 8 indicators,and (7) Career prospects,it had 8 indicators..

(2) According to the results of Second-order CFA analysis, the teacher professional development model of teachers for art universities under Shandong Province was consistent with empirical data, the statistical value of =327.347, df=182,/df=1.799, GFI = 0.950, AGFI = 0.936, CFI = 0.980, TLI = 0.977, RMR = 0.035, and RMSEA = 0.037.

9. Discussion

1. Discussion of Research Objective 1

Through literature analysis and expert interviews, this research collects 7 components and 60 indicators that affect the professional development of teachers in art universities in Shandong Province There were 7 components and 60 indicators of teacher professional development for art universities under Shandong Province. Including: (1) National education policy; (2) Persona teaching ability; (3) School management ability; (4) Social status; (5) Social environment; (6) Work environment; (7) Career prospects.

The reason for revealing this main discovery was that these components and indicators conform to the characteristics and laws of professional development of teachers in art universities in Shandong Province, and can also provide important reference and basis for improving the professional development ability and level of teachers. For art universities in Shandong Province, promoting the professional development of teachers will effectively enhance their work ability and enthusiasm, improve their teaching level and personal abilities, and even enhance the artistic cultivation and aesthetic quality of all people.

Now this research is consistent with the relevant research of Zhang You (2022), Sun Caixia (2015), Huang Chunmei (2019) and others found that national education policies can have an impact on teacher professional development planning, individual teaching abilities determine the speed and breadth of a teacher's professional development, school management ability will affect the enthusiasm of teachers for professional development, social status is an important factor affecting the number of teachers employed and their professional development, social environment affects the attitude of teachers towards professional development, working environment of teachers has the most direct impact on their professional development and career prospects are the space and value that best reflect the professional development of teachers.

2. Discussion of Research Objective 2

Through Confirmatory factor analysis (CFA), the teacher professional development model for art universities in Shandong Province is consistent with empirical data.

The main reason for revealing this discovery was that establishing a teacher professional development model can enable managers to find suitable leadership and management models for teacher development under corresponding conditions. Teachers can also self adjust and dynamically manage in different environments, thus achieving the best state. The teacher professional development model should be based on the actual situation of school development, in line with the true abilities and levels of teachers, and in line with the short-term goals and long-term interests of teacher professional development.

Now this research is consistent with the relevant research of Zheng Yutong (2017), Qiu Xueqing&Li Zhengyi.(2013), Liu Zhizhong (2021) and others found that teachers' planning for future career development is complementary to their professional interests, family identification and support for teachers are important driving forces for teacher professional development, overall education level of a member of society is the most reflective of the rationality and effectiveness of educational policy formulation, and other related findings.

10. Recommendation

1. Recommendation for Policies Formulation

1) The government needs to increase financial support for art universities.

2) The government should strengthen policy support and institutional guarantees for art universities.

3) The government should attach importance to all stages of art education, especially basic art education.

2. Recommendation for Practical Application

1) University administrators should strengthen the institutional construction of teacher professional development.

2) University administrators should pay attention to the introduction and training of new teachers.

3) University administrators need to optimize the paths for teacher promotion.

4) University administrators should strengthen student management.

5) University administrators need to strengthen teacher training.

3. Recommendation for Further Research

In the process of constructing a professional model for teachers in art universities, there are still aspects that have not been deeply discussed in this research but have research significance:

1) The Path of Professional Development for Young Teachers in Art Universities

2) Evaluation methods for practical abilities of art university students

3) Evaluation scale and testing standards for the professional development model of teachers in art universities

4) Methods for enhancing the management ability of managers in art universities

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