

# **The Professional Teachers Competency for Animation Teachers in Universities under Liaoning Province**

**Fan Xingyu Chuanchom Chinatangkul and Kamolmal Chaisirithanya**

Bangkokthonburi University, Thailand

Corresponding Author, E-mail:14239301@qq.com

\*\*\*\*\*

## **Abstract**

With the rapid development of higher education in China, the requirements for professional teachers competency are also increasing. As one of the important bases of animation education in China, how to improve the professional teachers competency of animation teachers has become an urgent problem to be solved. This research aims to determine the components and indicators of the professional teachers competency of animation teachers in Liaoning Province, and put forward corresponding implementation guidelines to provide scientific basis and practical guidance for improving the professional teachers competency of animation teachers.

The objectives of this research were: (1) to determine the components and indicators of professional teachers competency for animation teachers in universities under Liaoning Province; and (2) to propose the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province.

The research was a mix research including documentary research and qualitative research. Collect data from the literature and used the literature statistical tables. Through the method of literature analysis, Summarize the information the literature statistical table, and then used the semi-structured interview form (SSI). After the content analysis of the reviewed literature, 9 key informants or education experts were selected from 19 universities with animation teachers in Liaoning Province for semi-structured interview. Use the focus group discussion form to record key information during the focus group discussion. Through discussion with 9 key informants, experiences and views of key informants could be gathered. Finally, the content was sorted out, and the result that was to develop implementation guidelines for the professional competency of animation teachers in universities under Liaoning Province.

The research results revealed that: (1) there were 4 components and 15 indicators of professional teachers competency for animation teachers in universities under Liaoning Province, which consisted of Professional Knowledge, Specialized Skill, Professional Ethics and Personal Traits; and (2) the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province consisted of 15 guidelines.

The results show that the professional teachers competency for animation teachers in universities under Liaoning Province can be divided into four components containing 15 indicators. These four components are: professional knowledge, specialized skill, professional ethics and personal traits. In addition, the research also put forward 15 implementation guidelines to guide the development and improvement of the professional teachers competency of animation teachers in universities in Liaoning Province. These implementation

---

\* วันที่รับบทความ : 23 มิถุนายน 2567; วันแก้ไขบทความ 5 กรกฎาคม 2567; วันตอบรับบทความ : 6 กรกฎาคม 2567

Received: June 23 2024; Revised: July 5 2024; Accepted: July 6 2024

guidelines will provide a systematic path for the training and training of animation teachers, help to improve the overall quality of education, and meet the needs of the animation industry for high-quality talents.

**Keywords:** Professional Teachers Competency, Animation Teachers, Universities in Liaoning Province

## Introduction

In recent years, higher education has experienced a far-reaching and massive expansion, which has not only achieved rapid development in quantity, but also brought about important changes to the whole society. As more and more people embark on the road to seeking knowledge, they will not only be educated, but also the leaders, creators and reformers of the future society. However, this rapid development also brings new challenges and responsibilities. With the expansion of colleges and universities, how to maintain the depth and breadth of education and how to ensure that the quality of education is not affected have become an urgent problem to be solved. Higher education is not only the transmission of knowledge, but also the cultivation of talent quality, which involves the cultivation of thinking competency, innovation competency and social responsibility. Therefore, the rapid development of higher education has aroused the whole society to pay attention to the quality of higher education (Chen Huiqing, 2008 (04): 70.). How to improve the quality of education and promote educational equity? Teachers are the key factor, and the quality of the general group of teachers determines the quality of higher education in China. As for the management activities of higher teachers, the indicators of university teachers, as an important topic and a hot issue widely concerned by the education circle, has gradually triggered people's discussion and research. The university teacher indicators is a value judgment made on the college teachers, which will have a positive and far-reaching impact on the teachers themselves, the school and even the society. Whether the indicators of college teachers is perfect or not will affect higher education. Therefore, the indicators of college teachers has attracted wide attention and attention from scholars in the education

field. (Wang Helin. 2015) Whether teachers can be competent is also the focus of people's attention in recent years.

In China, scholars' research on teachers' competency mainly focuses on two aspects. One is to focus on the research of the quality characteristics of excellent teachers, and the other is to research the competency of head teachers and university counselors. In recent years, domestic about excellent and model teacher quality more influential research results are: Wang Bangzuo (2000) through the national and municipal honorary title of outstanding teachers and subject backbone teachers 43 personality characteristics, the results show that excellent teachers have 18 personality characteristics is different from the general teachers, the 18 personality characteristics can be classified as 7 classes: Achievement motivation, teacher-student relationship, work attitude, dedication, self-improvement, colleague relationship and creative intention; Fu Daochun (2001) believes that the difference between excellent teachers and ordinary teachers is mainly reflected in the sense of mission, dedication and ambition for work, motivation and desire to obtain achievements, desire and interest for knowledge, and the difference in material conditions. The characteristics of excellent teachers mainly include: stable and lasting professional motivation, excellent teaching competency,

good character, and a high degree of self-regulation and improvement of education and teaching; Huang Xiting and Wu Guangyong (2003) conducted a survey of more than 1,000 middle school teachers and students and the public and found that the overall characteristics of teachers' personality include four aspects. The ideal personality that middle school students love is an independent, stable and overall perfect personality that conforms to the role of teachers, reflects the spirit of The Times, has the conscious consciousness and original competency, and its persistent spirit and dedication spirit. Lu Yinglu (2012)'s paper "Research on the Competency of Middle School Head Teachers" explored the competency of middle school head teachers, and obtained 12 competency characteristics in 4 categories. Wang, Yu, and Dai Liangtie (2016) studied the competency of university counselors, compiled the competency questionnaire of university counselors, and analyzed the competency of university counselors. In addition, some Chinese scholars have also studied the concepts related to competency, such as competency and quality, such as Zhang T (2018) have studied the composition of teachers' quality, including professional ideal, knowledge level and educational concept.

However, China has insufficient policy support for professional teachers competency, Lead to the shortage of funds for scientific research projects and the inadequate policy implementation; Lack of specificity and operability of the guidelines, Make it difficult for teachers and managers to solve the key problems professionally, And the guidelines for different regions and institutions cannot be targeted, Lead to professional teachers competency can not develop effectively; Performance appraisal mechanism is not perfect, Too much emphasis on short-term results, Ignoring long-term research and innovation, Make the teachers and administrators lack of motivation to conduct in-depth research; besides, Insufficient openness of the career development environment, Limited opportunities for interdisciplinary cooperation and international exchange, Limit the vision and innovative ability of teachers and administrators.

This research determined the professional teachers competency components and indicators of animation teachers in Liaoning Province, and put forward implementation guidelines, including four main components: professional knowledge, specialized skill, professional ethics, personal traits and 15 indicators. Later, 15 implementation guidelines were summarized through focus group discussion. The research provides a specific direction for the improvement of animation teachers' professional teachers competency, and provides a systematic program for the training and training of animation teachers, contributing to the improvement of the overall education quality, and effectively meeting the needs of the animation industry for high-quality talents.

This research is a new requirement of professional teachers competency. How to explore the competency of college teachers scientifically still lacks in-depth research in the higher education field in China. In view of the above reasons, it is necessary and inevitable to establish a professional teachers competency exploration. The objective of this research was to find out the components and indicators of the professional teachers competency for animation teachers in universities under Liaoning Province, and to give guidance. This research has both strong theoretical guiding significance and strong practical significance.

## Research Questions

1. What are the components and indicators of professional teachers competency for

animation teachers in universities under Liaoning Province?

2. What are the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province?

## **Research Objectives**

1. To determine the components and indicators of professional teachers competency for animation teachers in universities under Liaoning Province.

2. To propose the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province.

## **Research Hypothesis and Related Theories**

### **Research Related Theories**

This research was based on the four factors of professional teachers competency proposed by Sanghi (2016):Professional Knowledge、achievement motivation and critical thinking. He believed that Key components of teacher competency are listed in, such as:consciousness of independent development、professional responsibility and teaching self-efficacy Jarolimek (2005). As for the research on Personal Traits,Ally(2019) specialized skill、sense of humor and independent learning competency. Xu (2002) putted forward a four factors model of professional teachers competency, including Professional responsibility、Communication skills、social adaptiveness 、personal traits. Ci (2012) believed that organizational commitment mainly included professional ethics、planning thinking and innovativeness.

## **Research Methodology**

This section is mainly divided into two phases, which are respectively:

Phase 1:Determining the components and indicators of the professional competency for animation teachers in universities under Liaoning Province for research objective 1.

Phase 2:Proposing the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province for research objective 2.

The research methodology for each phase above were described below would be organized into the following:

### **1. Determining the components and indicators of the professional competency for animation teachers in universities under Liaoning Province for research objective 1**

#### **1.1 Research methods**

The research was a mix research including documentary research and qualitative research.

Collect data by the literature documentary related research and used the literature statistical tables to collect data. Through the method of literature analysis, Summarize the information the literature statistical table consisted of 4 components and 40 indicators.

Qualitative research was used to find components and indicators from documentary research to make the semi-structured interview form (SSI). 9 key informants or education experts were selected from 19 universities with animation teachers in Liaoning Province for semi-structured interview by snowball sampling method..The components and

indicators obtained by literature related researches and key informants were summarized and screened.

### **1.2 Research tools**

The instrument for collecting the data consisted of the following:

Collect data from the literature and used the literature statistical tables. Through the method of literature analysis, the literature related to the field of competency of animation teachers in universities, so as to deeply research the current situation and development trend of this field. Consult academic journals, newspapers, news, policies, regulations and monographs and other resources, master the indicators of teachers' competency and the basic competency required by universities animation teachers, to provide a solid theoretical foundation for research. Summarize the information through the literature statistical table, which could analyze the literature more intuitively and provided good theoretical support for the research.

Semi-structured interview form (SSI): After the content analysis of the reviewed literature, 9 key informants or education experts were selected from 19 universities with animation teachers in Liaoning Province for semi-structured interview.

### **1.3 Data collection**

This stage was divided into two parts.

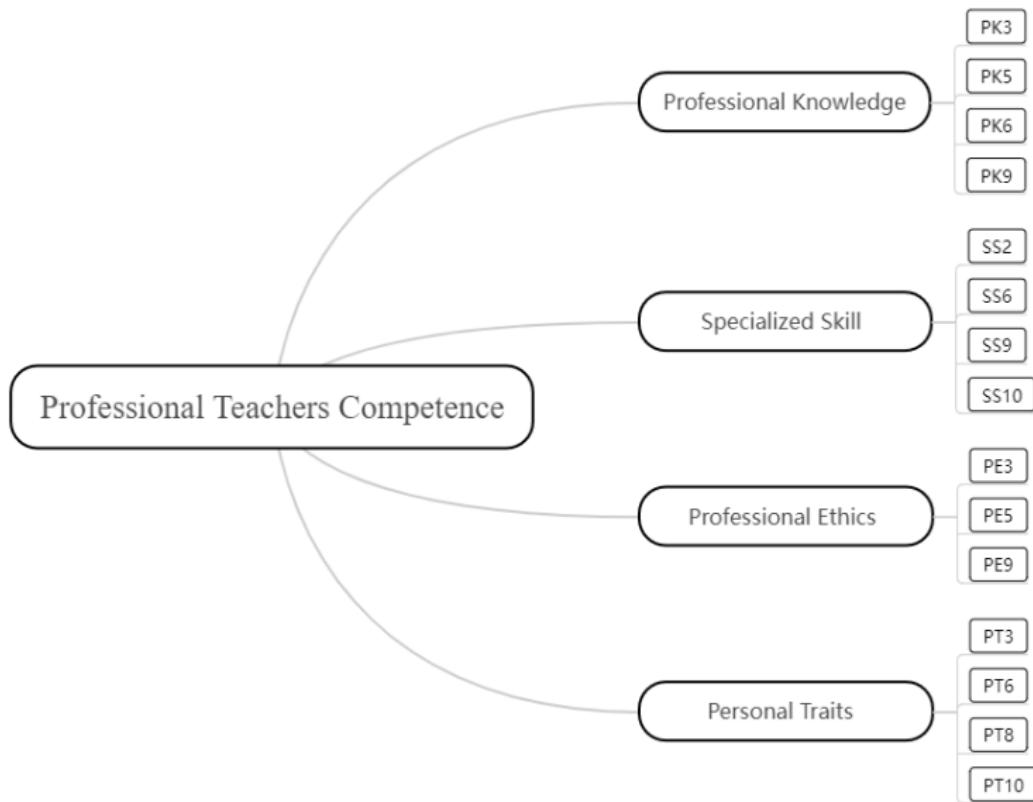
The first section, collect the literature, and find out the components and indicators of competency of animation teachers in universities under Liaoning Province and conduct screening classification.

The second part, through semi-structured interviews, and 9 informants or education experts for in-depth discussion, Determine the appropriate the components and indicators of competency of animation teachers in universities under Liaoning Province.

### **1.4 Data analysis**

All information obtained was mad by using content analysis which was a method for analyzing quality data.

## Conceptual Framework



## 2. Proposing the implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province for research objective 2

### 2.1 Research methods

This step was qualitative research: through focus group discussions, using focus group discussion forms, document conversations and ensure that the relevant research topics were covered. To gained collective opinions on enhancing the of teachers' competency. In the process of research, the purpose of the discussion was first clear, around how to enhance the competency of teachers. Select faculty and administrators from animation majors for the discussion. Secondly, set a discussion guide for open questions around improving the of teachers' competency. After trusting each other, guide the group discussion to ensure that each key informant shared their views and experiences. Use the focus group discussion table, record the conversation. Finally, by the content analysis, to develop implementation guidelines for the model of of professional competency of animation teachers in universities under Liaoning Province.

### 2.2 Research tools

Use the focus group discussion form to record key information during the focus group discussion. Through discussion with 9 key informants, experiences and views of key informants could be gathered. Finally, the content was sorted out, and the result is that was to develop implementation guidelines for the professional competency of animation teachers in universities under Liaoning Province.

### 2.3 Data collection

At this step, the method of focus group discussion to derive to develop implementation guidelines for the professional competency of animation teachers in universities under Liaoning Province:

Using the focus group discussion, to collect data. First, the research goal: how to improve the competency of animation teachers in Liaoning Province. The researcher selected nine senior faculty and administrators from animation to ensure participants had in-depth domain knowledge and experience. A discussion guide with a series of open questions was designed around the abilities of college animation teachers in Liaoning Province. To motivate participants to share their perceptions, perspectives, and experiences about improving faculty competency. At the beginning of the discussion, the key informants emphasized the importance of mutual trust to create an open, honest discussion environment. During the panel discussion, each key informant shared their unique insights in the field of animation professional education. Using a focus group discussion form, key informant comments, key views, and possible recommendations were recorded. Finally, through the content analysis of the discussion content, the implementation guides were formulated for the professional competency of university animation teachers in Liaoning Province. This process helped to ensure that teachers could better meet the subject needs, and to provide a beneficial improvement direction for the educational quality of animation majors.

### 2.4 Data analysis

This step was a qualitative research, with the integration and analysis of 9 key informants views through focus group discussion form and content analysis, including 3 senior managers, including school dean, vice president and Party secretary; 3 middle school managers, office director and researcher; 3 excellent animation teachers with senior and deputy senior titles, and full-time animation teachers who have taught for more than 15 years. Finally get developing implementation guidelines for the model of professional competency of animation teachers in universities under Liaoning Province.

### 2.5 Conceptual Framework



## Research Results

### 1. The components and indicators of professional teachers competency for animation teachers in universities under Liaoning Province. Found that 4 components and 15 indicators.

There were 4 components of professional teachers competency animation teachers in universities under Liaoning Province which consisted of: (1) Professional Knowledge, (2) Specialized Skill, (3) Professional Ethics, (4) Personal Traits.

There were total 15 indicators of professional teachers competency animation teachers in universities under Liaoning Province. Details were as follows:

Competency1:Professional Knowledge, It was a latent variable composed of 4 indicators:

1. Be familiar with other disciplines related to the animation field, such as interdisciplinary content and application.

2. Can effectively design and conduct empirical studies, collect, collate and analyze relevant data.

3. Familiar with the use of various research methods and tools, such as questionnaires, experimental design, statistical analysis.

4. Can adjust teaching methods and teaching content according to students' learning needs and learning level.

Competency2:Specialized Skill, It was a latent variable composed of 4 indicators:

1. Can reasonably set the course objectives and learning tasks, and clarify the priorities and requirements of students' learning.

2. Focus on cultivating their own creativity and independent thinking ability.

3. Can design and implement online courses and distance learning.

4. Improves classroom interaction with the help of interactive teaching software and applications.

Competency3:Professional Ethics, It was a latent variable composed of 3 indicators:

1. Actively maintain the reputation and image of the industry.

2. Facing challenges and difficulties, they do not choose to escape responsibility, but take the initiative to solve the problem.

3. Can pursue the collective interests at the expense of individual interests.

Competency4:Personal Traits, It was a latent variable composed of 4 indicators:

1. Be optimistic about the future and believe in your potential and ability.

2. Can maintain focus and self-discipline in learning, and is not affected by external interference.

3. Can communicate information in a concise way to avoid verbosity and complexity.

4. In the communication, we can pay attention to each other's feelings and needs, and maintain a good interpersonal relationship.

### 2. The implementation guidelines for professional teachers competency animation teachers in universities under Liaoning Province. Found that 15 implementation guidelines of professional teachers competency animation teachers in universities under Liaoning Province were 15 guidelines. Details were as follows;

1. Organize interdisciplinary seminars and workshops, and work with related disciplines such as computer science, visual arts and media research to promote animation

teachers to deeply understand and apply interdisciplinary content.

2. Provide systematic scientific research training, covering research design, data collection and analysis, and equip teachers with the necessary research resources and tools.

3. Courses in research methods, focusing on the areas of questionnaire design, experimental design and statistical analysis, and providing training on corresponding tools.

4. Establish a systematic student evaluation mechanism and regularly collect student feedback regularly, so that teachers can adjust teaching methods and content according to students' learning needs and level.

5. Through training and workshops, teachers can help them master the methods of scientifically setting course objectives and learning tasks, and clarify the priorities and requirements of students' learning.

6. Teachers are encouraged to participate in innovative projects and independent research, and provide resources and platforms to promote the development of their creativity and independent thinking abilities.

7. Provide online teaching platform training and resources to help teachers design and implement high-quality online courses and distance learning programs.

8. Promote and train the use of interactive teaching software, improve the classroom interaction, and enhance students' participation and learning effect.

9. Carry out industry image and professional ethics training to enhance teachers' awareness and ability to maintain the reputation and image of the industry.

10. Through case analysis and scenario simulation training, cultivate teachers' ability and responsibility to actively solve problems when facing challenges.

11. Hold seminars on teamwork and collective interests first to enhance teachers' understanding and practice ability of collective interests.

12. Provide psychological counseling and career development planning support to help teachers establish an optimistic attitude and confidence in the future.

13. Time management and self-discipline training are conducted to help teachers improve their concentration and self-discipline.

14. Train on effective communication skills to help teachers communicate briefly and avoid complexity and complexity.

15. Provide interpersonal communication and emotional intelligence improvement training, help teachers pay attention to each other's feelings and needs in communication, and maintain a good interpersonal relationship.

Table 1 The components, indicators and implementation guidelines of professional teachers competency

	Components	Indicators	Guidelines
1. Professional Knowledge	1.1. Be familiar with other disciplines related to the animation field, such as interdisciplinary content and application. 2. Can effectively design and conduct empirical studies, collect, collate and analyze relevant data. 3. Familiar with the use of various research methods and tools, such as questionnaires, experimental design, statistical analysis. 4. Can adjust teaching methods and teaching content according to students' learning needs and learning level. 5. Can reasonably set the course objectives and learning tasks, and clarify the priorities and requirements of students' learning. 6. Focus on cultivating their own creativity and independent thinking ability. 7. Can design and implement online courses and distance learning.	1. Organize interdisciplinary seminars and workshops, and work with related disciplines such as computer science, visual arts and media research to promote animation teachers to deeply analyze, and equip teachers with the necessary research resources and tools. 2. Provide systematic scientific research training, covering research design, data collection and analysis, and provide training on corresponding tools. 3. Courses in research methods, focusing on the areas of questionnaire design, experimental design and statistical analysis, and providing training on corresponding tools. 4. Establish a systematic student exploration mechanism and regularly collect student feedback regularly, so that teachers can adjust teaching methods and content according to students' learning needs and learning level. 5. Through training and workshops, teachers can help them master the methods of scientifically setting course objectives and learning tasks, and clarify the priorities and requirements of students' learning. 6. Teachers are encouraged to participate in innovative projects and independent research, and provide resources and platforms to promote the development of their creativity and independent thinking ability. 7. Provide online teaching platform training and resources to help teachers design and implement high-quality online courses and distance learning programs. 8. Promote and train the use of interactive teaching software, improve the classroom interaction, and enhance students' participation and learning effect.	
2. Specialized Skill	8. Improves classroom interaction with the help of interactive teaching software and applications. 9. Actively maintain the reputation and image of the industry.	9. Carry out industry, image and professional ethics training to enhance teachers' awareness and ability to maintain the reputation and image of the industry.	
3. Professional Ethics	10. Facing challenges and difficulties, they do not choose to escape responsibility, but take the initiative to solve the problem. 11. Can pursue the collective interests at the expense of individual interests.	10. Through case analysis and scenario simulation training, cultivate teachers' ability and responsibility to actively solve problems when facing challenges. 11. Hold seminars on teamwork and collective interests first to enhance teachers' understanding and practice ability of collective interests.	
4. Personal Traits	12. Be optimistic about the future and believe in your potential and ability. 13. Can maintain focus and self-discipline in learning, and is not affected by external interference. 14. Can communicate information in a concise way to avoid verbosity and complexity.	12. Provide psychological counseling and career development planning support to help teachers establish an optimistic attitude and confidence in the future. 13. Time management and self-discipline training are conducted to help teachers improve their concentration and self-discipline. 14. Train on effective communication skills to help teachers communicate briefly and avoid complexity and complexity. 15. In the communication, we can pay attention to each other's feelings and needs, and maintain a good interpersonal relationship.	

## Discussion

### 1. Discussion about Major Findings of Objective 1

Because the researcher conducted literature research and the analysis of high-frequency competency and indicators, 4 competency and 15 indicators were obtained.

There were four components of professional teachers competency which consisted of Professional Knowledge, Specialized Skill, Professional Ethics and Personal Traits. The major findings were revealed as such because These components and corresponding indicators can improve the professional teachers competency of administrators and teachers of animation universities in Liaoning Province and even the whole country. The professional teachers competency of animated university administrators and teachers is the key to guide universities to improve innovation and overall efficiency.

This research finding was in accordance with the theories or research of Roth (1971) which was found that interpreted competency as a threefold concept, referring to self-competency, professional competency and social competency. Professional competency as "the competency to act and judge in a particular profession, and hold responsible". Also, the findings were in the same direction with Suddaby (2010) emphasizing the importance of teachers' professional knowledge, he found that having profound subject knowledge and teaching theoretical background are the core of teachers' professional competency. Teachers need to continuously update their knowledge pool to cope to changing educational needs.

### 2. Discussion about Major Findings of Objective 2

Because key informants are experts in the field of animation, the animation field deep understanding, so according to their experience, gives 15 guidelines, according to the guidelines, in the interdisciplinary seminar, systematic scientific research training, the student training mechanism, provide professional training and resources of online teaching platform, etc., can help improve the teaching quality of animation administrators and teachers, promote the development of animation education.

From the following four aspects to discuss how to develop and improve the ability of professional teachers.

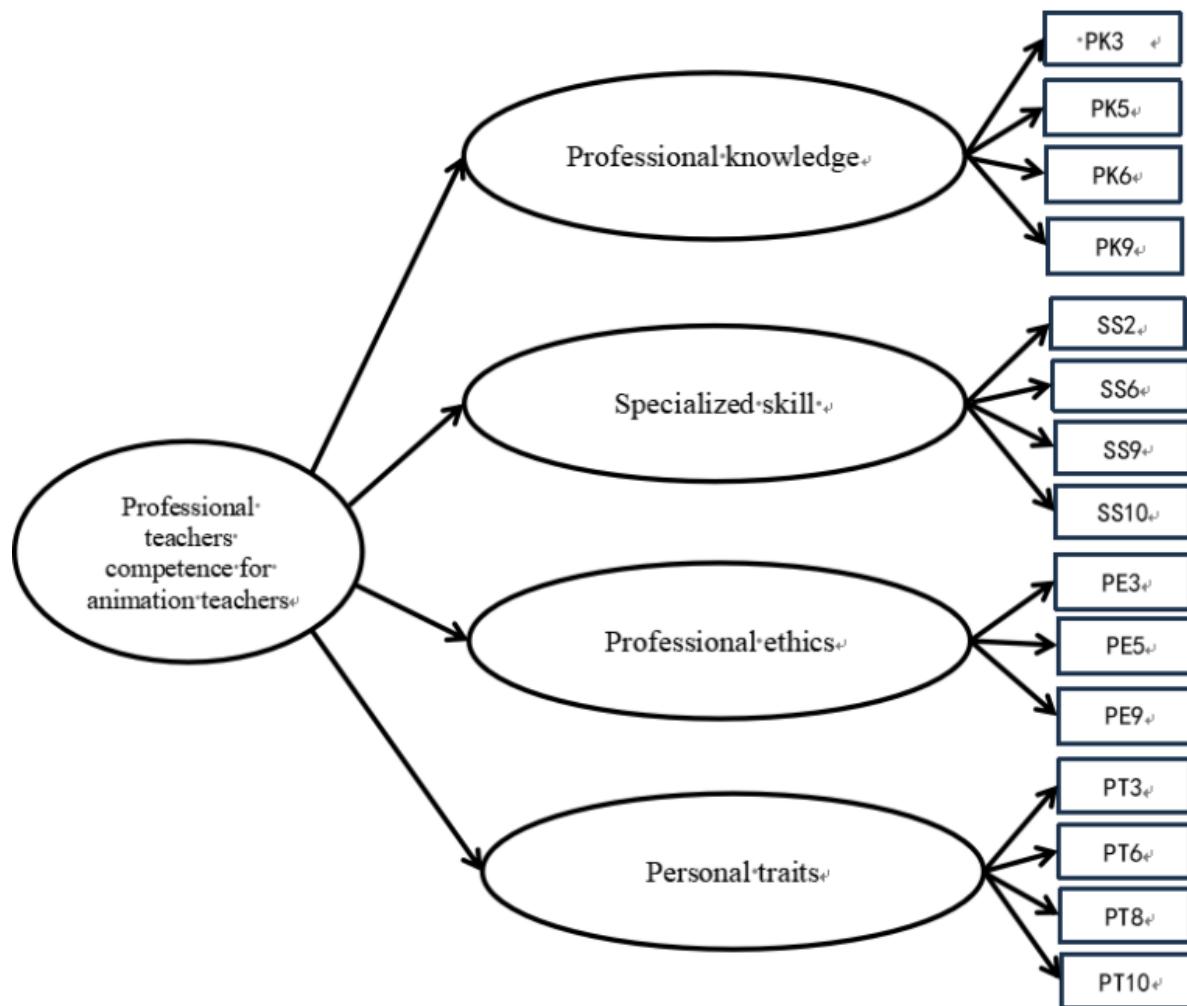
Developing comprehensive policies to support professional teachers competency development: The findings suggest that policy to support professional teachers competency in a higher education context is critical. These policies should give priority to differences in teaching methods and priorities between disciplines Wang Helin (2015). Integrate professional teachers competency with education management to promote the effective exploration of professional teachers competency and thus improve the overall quality of education.

Develop effective guidelines: In order to improve the professional teachers competency of animation administrators and teachers, specially customized guidelines are needed. These guidelines could focus on areas such as Professional Knowledge, Specialized Skill, Professional Ethics, and Personal Traits. By improving knowledge and skills, focusing on professional ethics and developing personal traits, teachers can significantly improve their overall competency in this field Zhang Yiyuan (2016). The model and guidelines aim to provide systematic references for universities in Liaoning province and provide valuable insights for improving teachers' competency.

Including professional teachers competency in performance exploration: Universities should include professional teachers competency as part of the performance exploration of administrators and teachers Song Qing (2018). By assessing the competency of administrators and teachers in Professional Knowledge, Specialized Skill, Professional Ethics, and Personal

Traits, ensuring that professional teachers competency receives due attention and recognizes the efforts of administrators and teachers in this area.

Cultivate a good development environment: it is very important to cultivate a sustainable development environment for management personnel and teachers in colleges and universities Li Yingwu (2015). administrators should create an environment that encourages innovation, collaboration and continuous learning to facilitate efficient integration of professional teachers competency into educational processes and decision-making.



## Recommendation for policy formulation

### 1. Recommendation for Policies Formulation

Recommendation for policies formulation contained: In terms of scientific research, it is suggested to formulate policies, provide systematic scientific research training, covering research design, data collection and analysis, and equip teachers with necessary research resources and tools to improve their scientific research ability and innovation level.

In terms of teaching, it is suggested to establish student feedback mechanism, regularly collect student opinions, make teachers can according to the students' learning needs and level adjustment teaching methods and content, at the same time through training and workshops to help teachers master the scientific set course objectives and learning tasks, and

provide online teaching platform training and resources, to ensure high quality of online courses and distance learning projects.

## 2. Recommendation for Practical Application

In order to ensure the quality of animation education and keep pace with The Times, It is recommended that the university can offer specialized professional development courses for animation administrators and teachers. These courses should be updated regularly and should cover the mastery of the latest technology, innovative teaching methods, and the latest trends and developments in the animation industry. Through these professional development courses, administrators and teachers are able to timely understand and adapt to changes in the industry to better guide students in teaching.

In addition, It is recommended that animation administrators and administrators and teachers should actively participate in the practice projects. This includes but is not limited to projects working with companies in the animation industry or participating in actual animation projects. Through these practical activities, administrators and teachers can not only directly improve their practical ability, but also have a deeper understanding of the latest trends and needs of the industry, and then adjust and optimize the teaching content, so that it is more in line with the industry standards and students' needs.

The quality of animation education will be significantly improved by promoting cooperation and communication between administrators and teachers, providing opportunities for professional development, and encouraging administrators and teachers to participate in practice projects

## References

Ally, M.(2019). Competency Profile of the Digital and Online Teacher in Future Education[J].International Review of Research in Open and Distance Learning, 20(2).

Chen, Huiqing (2008). Research on scale expansion of Chinese Universities at the turn of the Century [J]. Educational Science, (04),70.

Ci, Lin(2012). Research on competency model of college teachers [D]. Northeast Normal University, 98-110.

Fu, Daochun (2001). The Growth and Development of Teachers. Beijing: Education Science Press , 35-41.58.

Huang, Xiting, and Wu Guangyong (2003). The research on teacher personality characteristics. Education research and experiment, (4): 43-47.

Jarolimek, J and Foster, C. D and Kellough, R. D. (2005). Teaching and Learning in the Elementary School. Merrill/Prentice Hall,44-65.

Li, Yingwu and Li Fengying, et al. (2015). Structural dimension of primary and secondary school rescuers. Journal of Capital Normal University (Social Science edition), (4), 115-118.

Liu, Zhaoji. (1980). Preliminary analysis of the psychological characteristics of 120 excellent teachers and model head teachers [J]. Psychology Journal, (3), 287-297.

Lu, Yinglu (2012). Preparation and survey questionnaire for college student cadres. Journal of Changchun Institute of Education, (09), 53-63.

Roth, H(1971). Pedagogical Anthropology. In Band II: Entwicklung und Erziehung. Schroedel:Hermann Verlag.

Sanghi, S. (2016). *The Handbook of Competency Mapping: Understanding, Designing and Implementing Competency Models in Organizations*. Delhi: SAGE Publications.

Song, Qian. (2018). Research on the relationship between university teacher competency model and work performance. *Guangxi Normal University*.

Suddaby (2010). Editor's comments: Construct clarity in theories of management and organization. *Academy of Management Review*, 35(3), 346–357.

Wang, Bangzuo (2000). *On the Growth of Excellent Middle School Teachers and Exploring the Reform of Higher School Teachers*. Beijing: People's Education Press, 54–57.

Wang, Yu, and Dai Liangtie, etc. (2016). The structural dimension of the competency characteristics of college teachers. (4), 84-86.

Wang, Helin (2015). *Our Research University Teacher Competency System*. Jilin: Beihua University.

Wang, Helin (2015). *Research University Teacher Competency System*. Jilin: Beihua University.

Xu, Yan and Zhu Xiaoman and Peng Danling (2002). *Research on the structure and Quality Education of Excellent Teachers. Series of Teaching Content and Curriculum System Reform for the 21st Century (ii) Quality Education*, Beijing: Beijing Normal University Press, 172-199.

Zhang, Yiyuan, and Ma Jianhui. (2016). Research on the competency characteristics of teachers in higher vocational colleges. *Cultural construction*, (9), 66-67.

Zhang, T, J Zhang, and C Li (2018). A research of the Employees' Professional Competency on Career Commitment towards Work Performance in Ecology Industry. *Ekoloji* 27, no. 106, 1785–1791.