Research on the Status Quo of Teachers' Professional Identity of Free-Tuition Normal University Students

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ABSTRACT. *The purpose of this paper is to understand the status quo of teachers' professional identity of free-tuition normal university students. This paper takes 528 free-tuition normal university students in Jilin Province as research subject, adopts the teachers' professional identity questionnaire of FTNUS as research tool, issues electronic questionnaires through the questionnaire star network platform, makes statistics through SPSS24.0. This study draws the following conclusions: the teachers' professional identity and its four factors are at the upper middle level; in aspect of demographic variables, there is a significant difference in teachers' professional identity between different majors and there is no significant difference between genders, grades, students origins, and only-children-or-not.*

1. Introduction

Professional identity is essential to the professional development of teachers. Sachs (2005) pointed out that teachers' professional identity determined the teacher's teaching style, career development, student achievement, and attitude towards educational change. According to teacher career development theory, normal university students (including free-tuition normal university student, abbreviated as FTNUS in the following) are in the first stage of teacher career development, Chant's (2002, 2004) research showed that professional identity affected the learning and understanding of knowledge in the teacher education stage in the form of "filters", and also affected the judgment and behavior in the classroom. FTNUSs' professional identity included four aspects: cognition, emotion, willingness, and behavior. It means that FTNUSs recognize the internal and external values of the teacher career, show positive emotions, firm professional will and behave themselves.The main purpose of this study is to investigate the overall situation and the differences in demographic variables of FTNUSs' teachers' professional identity, so as to put forward suggestions for improving identity.

2. Methodology

2.1 Research Subject

Stratified sampling method was adopted in this study and 528 FTNUSs from 5 universities in Jilin Province were the research subject. The demographic information of the sample was shown in Table 1. 26.7% of the students were male and 73.3% were female; the proportion of freshmen, sophomores, juniors and seniors was 35.0%, 13.3%, 31.6%, and 20.1% respectively; science students accounted for 52.3%, and liberal arts students accounted for 47.7%; urban students accounted for 48.9%, rural students accounted for 51.1%; only-child students accounted for 58.1%, non-only-child students accounted for 41.9%

Table. 1 The Demographic Information of Research Subject

Demographic variable	Group	N	Percentage
Gender	Male	141	26.7
	Female	387	73.3
Grade	Grade1	185	35.0
	Grade2	70	13.3
	Grade3	167	31.6
	Grade4	106	20.1
Major	Science	276	52.3
	Liberal arts	252	47.7
Origin of students	urban students	258	48.9
	rural students	270	51.1
only-child or not	Yes	307	58.1
	No	221	41.9

2.2 Research Tool

This paper takes "Teachers' Professional Identity Questionnaire of FTNUS as research tool. "Teachers' Professional Identity Questionnaire of FTNUS" used in the paper consists of 4 dimensions, which are occupational value recognition, occupational behavioral tendency, occupational will tendency, occupational emotional experience, and 15 items in total. The internal consistency Cronbach's α is .936. The questionnaire is measured by Likert 5 point, with scores ranging from 1 to 5, indicating "very disagree", "relatively disagree", "general", "comparatively

agree" and "strongly agree". The higher the score, the higher the teachers' professional identity of FTNUS. The theoretical mean is 3 proposed by Lu (2014). A value above 3 indicates that the teachers' professional identity of FTNUS is at a relatively high level, while a value below 3 indicates a relatively low level.

2.3 Research Process

This study distributed electronic questionnaires through the Chinese Questionnaire Star Network Platform. The investigation time was from July 14 to July 28, 2019, and a total of 545 questionnaires were collected. After data cleanup, 17 invalid questionnaires were excluded (The invalid questionnaire referred to questionnaires with missing options) and 528 questionnaires were remained which showed the effective questionnaire rate was 96.7%.

2.4 Data Analysis

The data collected in this study were analyzed by SPSS 24.0. It was mainly used for descriptive statistical analysis, t-test, ANOVA.

3. Research Results

3.1 The Overall Situation of Teachers' Professional Identity

In order to examine the overall situation of the teachers' professional identity of FTNUS, this study conducted statistics on the average and standard deviation of 528 valid test subjects. The results were shown in Table 2.

Table. 2 The overall situation of teachers' professional identity of FTNUS

	N	MIN	Max	M	SD
Vocational value recognition	528	1.00	5.00	3.73	.82
Occupational behavioral tendency	528	1.00	5.00	3.93	.72
Occupational will tendency	528	1.00	5.00	3.67	.87
Occupational emotional experience	528	1.00	5.00	4.19	.70
Teacher's Professional Identity	528	1.00	5.00	3.86	.68

As could be seen from the above table, the average score of teachers' professional identity was M = 3.86 and the average value of each factor was greater than 3. The average size of each factor was: occupational emotional experience>

occupational behavioral tendency> vocational value recognition> occupational will tendency.

3.2 Differences Analysis in Demographic Variables of Teachers' Professional Identity

After testing, the differences in demographic variables of teachers' professional identity of FTNUS were shown in the Table 3:

Table. 3 Differences analysis in demographic variables of teachers' professional identity

Variable	Group	Vocational value recognition	Occupational behavioral tendency	Occupational will tendency	Occupational emotional experience	Teacher's professional Identity
Gender	Male	3.72±0.93	3.97±0.78	3.68±0.96	4.14±0.83	3.86±0.78
	Female	3.74±0.78	3.91±0.70	3.67±0.83	4.21±0.64	3.86±0.64
	t	-.215	.765	.051	-.856	-.035
Grade	Grade1	3.83±0.81	3.95±0.77	3.70±0.89	4.19±0.74	3.90±0.72
	Grade2	3.68±0.78	3.88±0.67	3.63±0.88	4.14±0.69	3.81±0.65
	Grade3	3.70±0.88	3.93±0.71	3.67±0.89	4.20±0.72	3.85±0.69
	Grade4	3.64±0.77	3.91±0.68	3.65±0.81	4.21±0.57	3.83±0.62
	F	1.577	.212	.159	.174	.438
Major	Science	3.83±0.86	3.99±0.74	3.75±0.90	4.21±0.73	3.93±0.71
	Liberal arts	3.62±0.78	3.86±0.69	3.58±0.83	4.17±0.65	3.79±0.64
	t	2.845**	2.004*	2.262*	.573	2.388*
Origin of student	City	3.73±0.84	3.93±0.72	3.65±0.92	4.23±0.69	3.86±0.69
	Country	3.73±0.81	3.92±0.72	3.70±0.82	4.15±0.70	3.85±0.67
	t	.093	.234	-.649	1.416	.165
only-child	Yes	3.75±0.85	3.96±0.72	3.71±0.90	4.23±0.67	3.89±0.69
	No	3.71±0.80	3.87±0.72	3.62±0.81	4.13±0.72	3.81±0.67
	t	.493	1.415	1.278	1.651	1.326

*$p<0.05$, **$p<0.01$, ***$p<.001$

First, in terms of gender variable, T-test was used to compare the differences in the teachers' professional identity and the various dimensions of FTNUS of different genders. There was no significant difference in the total score and various dimensions of different gender students.

Secondly, in terms of grade variable, the differences in the teachers' professional identity and the various dimensions of FTNUS in different grades were compared by the ANOVA tests.There was no significant difference in the total score and various dimensions of different grade students.

Thirdly, in terms of major variable, T-test was used to compare the differences in the teachers' professional identity and the various dimensions of FTNUS of different majors. There were significant differences in the total score (t=2.388, p<.05). College students in science were significantly higher than those in liberal arts. In the vocational value recognition dimension, there were significant differences between students of different majors (t=2.845, p<.01). College students in science were significantly higher than those in liberal arts. In the occupational behavioral tendency dimension, there were significant differences between students in different majors (t=2.004, p<.05). College students in science were significantly higher than those in liberal arts. In the occupational will tendency dimension, there were significant differences between students in different majors (t=2.262, p<.05). College students in science were significantly higher than those in liberal arts.

Fourth, in terms of origin of students variable, T-test was used to compare the differences in the teachers' professional identity and the various dimensions of FTNUS of different origins of students. There was no significant difference in the total score and various dimensions of different major students.

Fifth, in terms of only-children or not, T-test was used to compare the differences in the teachers' professional identity and the dimensions of FTNUS who were only-children or not. There were no significant differences in the total score and various dimensions.

4. Conclusion

Teachers' professional identity and its four factors are at the upper middle level, and the average of each factor from high to low is occupational emotional experience, occupational behavioral tendency, vocational value recognition, occupational will tendency.

In aspect of demographic variables, there is a significant difference in teachers' professional identity between different majors. In regard of the variable of major, students in science major score significantly higher than those in liberal arts in total score of professional identity, vocational value recognition dimension, occupational

behavioral tendency dimension, and occupational will tendency dimension. There is no significant difference in teachers' professional identity between genders, grades, students origins, and only-children-or-not.

Acknowledgment

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