

Study on University Teachers' Professional Identity and Teachers' Professional Development



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Abstract: Education is the foundation of the country and the hope of the nation. China has always regarded the development of education as a top priority and is committed to cultivating and reserving various kinds of high-quality talents, which of course requires a large number of excellent teachers. As the purveyor of education, teachers in colleges and universities have an important influence and guidance on students. Teachers' identification with their profession and professional development not only play a key role in their own career, but also play a subtle role in their daily teaching activities. In practice, it is worth exploring how to effectively enhance teachers' sense of professional identity and give full play to their autonomy in professional development.

Keywords: higher education teachers; professional identity; professional development

Introduction:

With the strong support of the state for education, college education has been developed as never before, and the key role of college teachers in education has become increasingly prominent. Improving the professional competence of teachers is the most important task in the construction of "double first-class", and improving the connotation of higher education. The professional identity and professional development of higher education teachers promote each other and together promote the efficient development of education.

1. Research on teachers in higher education

The term "teacher" has been used for a long time, and the earliest relevant record in China is from the Book of Learning, which says that "the teacher learns to be a king". After continuous development and collision with Western education, the concept of

"teacher" has been gradually formed, which is a social role and a performer of this role. Broadly speaking, it refers to a person who has a skill and is able to spread learning and experience skills, while narrowly speaking, it refers to a professional who has received a specific education and relevant skills training test, and who guides and develops students in a comprehensive manner by imparting knowledge and skills at school.

Higher education is the abbreviation of higher education school, which is distinguished from compulsory and secondary education schools and is mainly divided into general higher education schools, vocational higher education schools, and adult higher education schools.

There has been no definite concept about the study of higher education teachers. At the beginning of the 20th century, under the influence of the Western education system, China began to establish a modern university education system, and the term

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"university teacher" or "college teacher" came into being to describe those who are engaged in teaching and scientific research in the modern university education system, representing a new understanding and expectation of the role of the teacher. It represents a new understanding and expectation of the role of the teacher. As university teachers, they are expected to impart specialized knowledge, serve society and meet the development needs of society and the nation.

To sum up, this paper defines university teachers under study as teachers who work in higher education institutions and possess and use knowledge with specialization and certainty.

2.Theories related to teachers' professional identity

2.1 Overview of Teachers' professional identity

Professional identity is defined in different ways depending on the field of study and its focus. Some scholars believe that teachers' professional identity is the attitude of teachers toward their profession and their professional self-evaluation. Some scholars also advocate that teachers' professional identity focuses more on the influence of teachers' role change, self-evaluation, and reflection on professional identity. More scholars prefer to combine the individual level and professional levels in their studies.

Koller and Goodson et al. point out that teachers are not only professionals but also individuals, that internal and external environmental situations such as schools act on individuals' daily work and life, and that professional identity is not one-way but exists in the process of constant interaction between individuals and their environment (Li, 2012).

DeWallet argues that teachers' professional identity is the teachers' own overall perceptions of various elements of the teaching profession, and it places more emphasis on how these perceptions and understandings change in different educational situations or processes. Cooper and Olsen, on the other hand, see teachers' professional identity as a dynamic process of change in which teachers view

the process through different perspectives and gradually accumulate experience, and continuously criticize and correct it.

Chinese scholar Liu Fu-he points out that professional identity refers to teachers' perceptions that are increasingly consistent with social consensus based on their teaching practices and social life. Wei Shuhua focuses more on understanding teachers' professional identity as a process, a process of identifying with the teaching profession related to the profession, and makes a more detailed division of it (Wei, 2008). Ma Tingting sees a teacher's professional identity as a comprehensive state that includes both the process of understanding the professional role and the process of establishing values in the professional process and the teacher's recognition of his or her profession.

Professional identity originates from the category of psychology and is an internal drive, a positive professional attitude of teachers, and this psychological activity can provide motivation for teaching activities. Teachers who have a high sense of professional identity have positive professional motivation, love their work more, and can easily turn their professional enthusiasm into practical actions to improve the quality of teaching, improve education and teaching methods, and promote their professional development.

2.2 Influencing factors of teachers' professional identity and measures to improve it

Teachers' sense of professional identity is influenced by various factors, such as the individual, school environment, and social environment. The school environment includes the campus environment, management mode, and cooperation with students, and the social environment includes social status and expectations, and salary. Tina Ma believed that there are many factors influencing teachers' professional identity, mainly focusing on individual and social aspects. Deng Chongchong believed that individual factor differences have a significant impact on teachers' professional identity.

In order to improve teachers' professional identity, it is necessary to vary from person to person, grasp the

key contradictions, and solve the problems to gradually improve the professional identity.

(1) Improving self-construction

Individual teachers' own factors vary greatly, and different individuals have different professional identities. To guide teachers to establish correct professional values, which are the insinuation of individual teachers' values in the teaching process, is conducive to knowing teachers' teaching behavior and promoting professional identity.

(2) Create a good school environment

As an invisible force, campus culture can directly affect teachers' professional identity, and it is imperative to create a positive and healthy campus culture. First, a comfortable external environment, rich teacher activities, and harmonious collegial relationships can enhance teachers' sense of professional belonging. Secondly, strengthening subject education, improving the curriculum system, establishing a platform for interaction, sharing, and communication, enriching experience in communication, and getting two-way improvement in cooperation can realize the common progress of team and profession. Finally, strengthen humanistic care, and practically solve teachers' difficulties in life and work.

(3) Strengthen social security

The construction of the teaching team cannot be built without the support of the state, the introduction of relevant policies and regulations, the improvement of teacher incentive mechanisms, and the improvement of the commendation and reward system can give full play to teachers' initiative, promote teachers to dive into their professional strengths and provide a solid foundation for the development of education. Optimizing the teacher evaluation mechanism can regularly correct problems in teaching work, which can help teachers objectively understand and improve themselves and make continuous progress.

3. Theories related to teachers' professional development

3.1 Overview of Teachers' professional development

With the development of the internal construction of college education, the professional quality of college teachers becomes an important link to improving education, and promoting teachers' professional development becomes an urgent task to build a college teaching team.

Although the concept of teacher professional development is currently more mature, it is subject to the interaction of many factors (Zhang, 2006), forming a relatively large concept. A more typical foreign view is that proposed by Fullan and Hargreaves, teacher professional development is by no means limited to the progress of specific aspects through in-service teacher education or educational training methods, but also includes the improvement of teachers' professional awareness, teaching skills, and collaborative efforts. Hoyle refined this view, noting that teachers face different stages of professional activity and pedagogical demands, which require teachers to acquire the relevant professional knowledge and skills at the appropriate stage. In the later period, Little and Widener each proposed a different number of meanings for teacher professional development, which greatly enriched its connotation.

Scholars in China, represented by Shen Chunsheng, advocate that teachers' professional development is a dynamic development process, a process in which teachers gradually exercise their skills into specialization in their teaching practice. According to scholar Luo Qing Shui, teacher professional development is a purposeful activity of teachers aimed at improving their own professionalism. Teachers' professional development is not only the improvement of their own educational and teaching abilities but also has a direct impact on the quality of their teaching practice activities and contributes to the improvement of students' learning initiatives.

In summary, scholars at home and abroad have formed a more consistent view of teacher professional development, which is dynamic and

constantly changing with different environments or requirements.

3.2 Analysis of the Factors influencing teachers' professional development

Teacher professional development is influenced by the interaction of many factors, which have been summarized into the following three aspects for analysis.

(1) Individual influence

Individuals are complex and diverse and have different goals for professional development. Whether individuals can actively summarize and reflect on their work in order to achieve the goal of problem-solving is derived from their intrinsic motivation. If an individual has a strong motivation for professional development, he or she will be able to continuously refine his or her profession regardless of a favorable external environment. On the contrary, if there is no motivation for professional development, even a superior external environment will not help.

(2) Influence of working environment

Teachers working in universities are naturally influenced by the school environment. Good campus culture and a harmonious working environment help teachers' professional development. Appropriate incentive policies formulated by colleges and universities not only can retain excellent teachers, but also help promote teachers to concentrate on academics and research innovative results. The professional platform and curriculum of the university can provide a solid foundation for teachers' professional development.

(3) Influence of social environment

Individuals exist in society and are inevitably influenced by the social environment. Firstly, the policies and regulations related to higher education formulated by the state give guidance direction, and support encouragement to teachers' professional development, which is conducive to individuals actively solving problems in practice to improve their professional skills. Secondly, traditional culture also has a certain guiding effect on the professional development of college teachers. Traditional

perceptions of different disciplines have different priorities, which leads to the lack of attention to certain disciplines in educational practice, and this can easily lead to the loss of confidence in the professional development of teachers in that discipline. Finally, the general socio-economic environment can also have a correlation with the professional development of college teachers. The government can give corresponding financial support only when the economy is prosperous and the society is stable.

4. Interrelationship between teachers' professional identity and teachers' professional development

4.1 The significance and Influence of teachers' Professional identity on teachers' professional Development

Teaching is a sacred profession that is not only related to teachers' own development but also has an important impact on students, so teachers' sense of professional identity is particularly critical. Research has shown that an individual's professional identity can facilitate and provide motivation for professional development (Chen, 2022). The strength of a teacher's professional identity is closely related to the strength of a teacher's sense of self-professional development and has an impact on the number of professional development behaviors (Cheng, 2022). Only when a person is internally committed to the value of the profession he or she is engaged in can he or she find pleasure in practice and thus develop a deeper understanding of the profession, which leads to actions that promote professional competence and optimize the career. On the contrary, if one has a low sense of professional identity, he or she will be negative and slack in work, waste professional knowledge and skills, and hinder the progress of his or her own development and career.

The influence of teachers' career identity on professional development can be summarized as follows:

(1) College teachers lack satisfaction with their profession. College teachers have to carry out both teaching practice and academic research, with high

work pressure and intensity and no advantageous treatment level, which results in low professional identity. Low job satisfaction hinders work initiative and affects teaching quality (Shi & Zhang, 2022).

(2) The career ideal of college teachers is not clear. Teachers lack the pursuit of a career, have an unclear career direction, have unswerving attitudes, and are easily shaken by career values and lack of career identity when they encounter frustration or monetary temptation. In real life, when the conflict between career ideals and reality occurs, those who cannot treat the conflict correctly are due to not considering career ideals when choosing a career. In today's society, there are many temptations of fame and fortune, and only by establishing career ideals can a high career identity be generated, and when difficulties are encountered, they can rise to the occasion, solve problems, improve their professional abilities and promote career development (Zhou, 2022).

(3) High professional pressure on college teachers. Teachers are responsible for cultivating talents for the country, and the quality of their work plays a great role in the cultivation of the next generation of talents. The "2005 China Teachers' Occupational Stress and Mental Health Survey" shows that more than 80% of the surveyed teachers responded to Yali's greater, and 90% of them had work idleness. Teachers' stress comes from a variety of sources, main confusion about career development and professional development disappointment. Confusion about the profession leads to low recognition of the profession, which in turn leads to a loss of passion to move forward and affects professional development.

4.2 Teacher's professional identity and the Opportunity of teacher's professional development

With the development of the "double first-class" construction of colleges and universities, the professionalism and professional ability of college teachers have been put forward to higher requirements. The construction of the university of content not only requires the teachers to have a sufficient internal drive but also requires the joint

promotion of the whole society. Teachers' self-regulation and identification can effectively stimulate their personal potential and face the challenges and opportunities of their careers with a positive mindset. Schools also need to create a favorable environment to make teachers identify with the profession and be willing to work hard for it through positive means such as material security, spiritual motivation, and professional promotion. Society can recognize teachers' dedication and give institutional and spiritual support so that teachers' professional values can be effectively highlighted, thus enhancing teachers' professional identity and driving their professional development (Tang, 2022).

Conclusion:

China's university education construction has achieved a stage of development, and university teachers, who are the main force in the internal construction of universities, play an important role in this process. The psychological quality and professional skills of teachers in colleges and universities are constantly improving, and the implementation of effective measures to enhance teachers' professional identity is beneficial to the stability of teachers' teams, the improvement of teaching quality, and the construction of harmonious colleges and universities. The development of a healthy college education requires the joint efforts of teachers, schools, and the community, and a strong sense of professional identity among college teachers can enhance professional development and provide security for the cause of education.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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How to Cite: Shi, H. (2023). Study on University Teachers' Professional Identity and Teachers' Professional Development. *Contemporary Education and Teaching Research*, 04(04), 147- 152. <https://doi.org/10.47852/bonviewCETR23208920402>