

# Teacher Identity and Teacher Professional Development in China

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**Abstract:** Teacher identity feedbacks teachers' attitudes and expectations about themselves, teaching and social status, and is also an important influencing factor affecting teachers' professional development. Through the use of questionnaires and semi-structured interviews as the main methods, this paper conducted a survey on 270 middle school teachers. Through analysis, the level of teacher identification in China is relatively high, and it has the advantages of context and stage, but still have a certain degree of identity crisis. On this basis, the author analyzes the close relationship between English teacher identity and teacher professional development, and provides relevant opinions or suggestions for relieving the identity crisis.

## 1. Introduction

Teacher identity usually indicates the teacher's recognition of the teaching philosophy and its social and cultural roles. It is also the psychological basis for the professional development of teachers, which gradually influences the teaching effect of teachers and the concept of educational reform. . At the end of the 20th century, due to the impact of social transformation, the issue of teacher identity has changed to a large extent. In the early 21st century, in order to better adapt to the professional development of teachers, it has improved the identity of teachers. schedule. There are relatively many studies in this field in foreign countries. For the status quo of teacher identity in China, there are still many problems in the identity of teachers in China, and there is a lack of explanation for the relative authority of teachers' identity in China. By studying the situation, we take the middle school teachers as the research object, and then combine the questionnaire survey and semi-structured interviews to carry out the status quo of the identity of the middle school teachers in China and the relationship with the professional development of teachers in China.

## 2. Research design

The study was conducted over a period of six months, and in order to ensure the comprehensiveness of the research, we conducted research by adopting quantitative and qualitative methods, and through questionnaires and semi-structured interviews, to achieve mutual research data. Confirmation.

### 2.1 Survey object

Through the use of random sampling, through the teaching of 13 middle schools in colleges and universities as a survey object and as a contact. The questionnaire was issued and recovered for one month. A total of 300 questionnaires were distributed, and the number of questionnaires returned was 270. A total of 12 colleges and universities were involved, including 100 male teachers and 170 female teachers. The teaching age ranges from 2 years to 25 years. Moreover, under the premise of soliciting opinions, a semi-structured interview was conducted with two female teachers and one male teacher. The specific situation is shown in Table 1:

Table 1 interview object profile

Survey respondent	Teacher Li	Teacher Zhang	Teacher Wang
gender	Female	Female	Male
Teaching age (year)	22	13	3
job title	advanced	Middle school level	Middle school Level 2
Education/bit	Bachelor	Master of Education	Bachelor
School property	Provincial standardized school	County middle school	Municipal middle school

## 2.2 Research Instruments

By combining relevant domestic and foreign research theories, a survey questionnaire of teacher identity was constructed. Through the investigation of relevant personnel, the questionnaire developed a unified coefficient standard and KOM standard. At 0.900 and 0.828, the reliability and validity at this time are even better. The scale is divided into four dimensions and eight factors. The four dimensions mainly include occupation, profession, individual, and situational identity.

In the teacher identity structure, teacher professional identity is a description of middle school teachers' understanding of teachers' professional ethics and understanding of professional belonging, and emphasizes teachers' professional values, and is also very important for professional belonging. Identity mainly includes teaching beliefs and language proficiency. For personal identity, it includes work income and professional behavior tendency, and the handling of identity needs to be carried out through organizational support and education reform attitude. These four dimensions have a certain relationship, and they promote each other and play different roles.

Through interviews with three teachers and two interviews for each interviewer, the content of the interviews is mainly based on the structure of four dimensions and eight factors, and the understanding of their own understanding and professional level is adopted. And evaluate their own teaching ability, so as to get more information about teaching reform and school organization change.

## 2.3 Data Analysis

Through the analysis of experimental data, we understand the status of teacher identity and the impact of various influencing factors. After sorting out some of the data obtained through interviews, and then combining the content analysis method to classify and summarize, you can learn more about the identity of the identity from the teacher's mouth.

## 3. The analysis of survey results

The relevant data obtained by the questionnaire is analyzed to obtain the relevant data Table (as shown in Table 2).

Table 2 Teacher Identity 4D Eight Reasons and Standard Deviation

Calculated	Professional identity		Professional identity		Personal identity		Situational identity	
Mean	4.482		4.152		4.210		3.895	
Standard deviation	0.419		0.432		0.475		0.549	
	Professional values	Professional belonging	Teaching belief	language skill level	Work engagement	Professional behavior	Organizational support	Teaching reform attitude
Mean	4.562	4.35	4.025	3.924	4.412	4.235	3.365	4.015
Standard deviation	0.425	0.510	0.483	0.552	0.524	0.482	0.894	0.524

Through the analysis of Table 2, we know that the teacher's identity is relatively high, and from the perspective of each dimension, it is not difficult to understand from the Table that the values of professional identity and personal identity are relatively closer. 4.5, already at a relatively high level, but the average value of professional identity and situational identity is relatively low, and this also gives a general understanding of the teacher identity in China.

Through a semi-structured interview with three teachers, the integrated discourse was made into a Table (see Table 3):

Table 3

Identity dimension	Teacher presentation summary	
Professional identity	Teacher Li	Strictly abide by the professional standards of teachers, communicate useful knowledge to students, and learn how to care for themselves.
	Teacher Zhang	Professional ethics masters are more comprehensive, and to be a demonstration of behavior, teachers are the key to promoting student development
	Teacher Wang	Teachers need to have a stronger sense of responsibility and strict requirements for students as the center.
Professional identity	Teacher Li	The purpose of teaching is to improve the student's performance, but also to improve students' self-learning ability.
	Teacher Zhang	The purpose of teaching is to help students digest knowledge so that they can achieve even better results in the actual exam.
	Teacher Wang	Student-oriented, carry out relevant cooperative learning, and improve classroom teaching efficiency.
Personal identity	Teacher Li	Obsessed with the current position, can effectively deal with the teacher-student relationship, so as to better manage students.
	Teacher Zhang	Work actively and responsibly, not willing to mingle with students.
	Teacher Wang	Work is very serious, but lacks a sense of security and lacks practical management experience.
Situational identity	Teacher Li	Teaching reform has promoted the transformation of teaching content and teaching methods, and it has also brought even greater challenges to teachers.
	Teacher Zhang	Actively adapt to the teaching reform, but the school is not reasonable enough for the teaching reform, the related support work for teachers is relatively slow, and it is impossible to give the teacher an accurate answer.
	Teacher Wang	Reform has greatly helped to improve teaching methods, but it has always been a major problem for teachers' welfare, and it is necessary to constantly improve themselves and adjust their mentality.

#### 4. Teacher identity status

##### 4.1 Higher teacher identity

The survey data shows that the teacher's identity level is overall higher and relatively stable. Through the analysis of the data, we can understand that the three teachers surveyed have higher abilities in the six factors of professional values, belonging, work input, professional behavior tendency, teaching belief, and reform attitude. Through further interviews with them, we learned that they have a relatively high level of identity and are responsible for the care of students and the development of teaching. It is also because of the outstanding performance of teachers in these aspects, which leads to the reason why their level of identity is relatively high. At present, teachers in China are not only promoting their own identity level, but also driven by their core values.

##### 4.2 The corresponding identity crisis

The identity crisis generally comes from the identity dilemma, and the most important thing is to cause anxiety through self, or it can be said that the identity of the identity is threatened to lead to the lack of self-identity. Because teachers lack teaching confidence, but lack of organizational support, it may even lead teachers to generate some ideas of leaving. Through the analysis of the three teachers, we learned that if teachers have relatively contradictory teaching objectives, then it will lead to some wrong teaching behaviors due to some wrong teaching ideas. It is also possible that due to the heavy teaching tasks and their own ability, they will influence their identity. At present, most colleges and universities evaluate the teachers basically the same, there is no novel place, which leads to the teacher's teaching work can not be improved, but also easily lead to the

illusion that the teacher does not pay attention to it.

#### **4.3 Teacher identity has stage and situationality**

Through analysis, it is learned that the identity of teachers in China has changed under relatively stable conditions, and there are stages and situations. When the overall level of recognition is high, teachers at different stages will have different identities, such as praises, rewards, and recognition of students. These situations will enhance the identity of teachers.

### **5. The connection between teacher identity and professional development**

#### **5.1 Teacher Identity Promotes the Formation of Professional Ideas**

Positive teacher values can promote the formation of teachers' professional ethics and build advanced professional concepts. Teachers' professional values are originally part of the teachers' knowledge ability, and knowledge usually includes their professional values, professional ethics, professional attitudes, etc. This is also the driving force for the professional development of teachers.

#### **5.2 Teacher Identity Optimization Teacher Professional Knowledge**

Because there are certain differences in the language level of teachers in China, different teachers have different levels of language standards, which leads to different actual teaching efficiency. It is necessary to continuously improve the teacher's relevant language level, thus promoting the teacher's language level. Moreover, teachers should continually optimize their professional knowledge level, aiming at improving their professional ability as the primary goal, thus achieving a clearer identity and effective promotion of teacher professional development.

#### **5.3 Teacher Identity Promotes Teacher Professional Development**

The constant transformation of teachers' teaching methods can effectively promote the mutual transformation of teachers' ideas and practices in China. Moreover, for teachers in China, if we want to realize teaching reform, we should focus on the innovation of our own teaching methods. The rational use of teaching methods can effectively improve the professional level of teachers, thus promoting the efficiency of teachers' teaching and playing an important role in promoting teachers' professional ability. It is not difficult to find out that the teacher's teaching philosophy is closely related to the teacher's professional knowledge level and professional knowledge, and it can effectively promote the professional level of teachers and enhance the professional development of teachers.

### **6. Summary**

In general, with the continuous development of China's education, teacher identity has become an important research direction. Because China's identity in teacher identity research is relatively weak, China's outstanding research scholars have studied these basic theories. A more comprehensive research result has been obtained, which provides sufficient motivation for promoting the identity of teachers in China and the professional development of teachers.

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