

The Investigation of Primary School Teachers' Professional Investigation on Professional Identity of Primary School Teachers in Li Nationality Area

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Abstract. Teachers' recognition of teachers' profession is the internal motivation of teachers' professional development. It not only shows the current occupation status of teachers but also predicts their future attitude towards the profession. 470 primary school teachers in Li nationality region were investigated by means of questionnaires. The results show that: The overall level of professional identity of primary school teachers in the Li nationality region of Hainan is relatively high, but there are differences in nationality, teaching age and education background. Based on the results of the professional identity of primary school teachers in Li nationality region, this paper further analyzes the factors influencing the professional identity of primary school teachers in Li nationality region and puts forward some Suggestions to improve the professional identity of primary school teachers in Li nationality region.

Keywords: Li nationality area; primary school teacher; professional identification; investigation.

1. Introduction

The international community emphasized the professional nature of teachers in the 1960s, regarding them as a professional profession. China's (teacher law) clearly stipulates: "teachers are professional personnel who fulfill the responsibility of education and teaching, undertake the mission of teaching and educating people, training builders and successors of the cause of socialism, and improving the quality of the nation. Teachers should be loyal to the cause of teachers of the people. Since then, teacher as a professional profession in our country to be determined, teacher's specialization has been constantly developed. Since teachers, as a professional engaged in the educational profession, should have a higher level of professional identity."Teacher professional identity refers to both a process and a state. 'Process' refers to the process in which an individual gradually develops and confirms his teacher role from his own experience. 'status' is the degree to which individual teachers identify with their profession." [1] So, "teachers' professional identity and teachers job satisfaction, job burnout, and turnover intention of teachers have close relations, and to a large extent determines the way of the teacher's teaching, career development, and attitude toward education reform, and also to classes taught by the students' grades will have a major impact." [2] Therefore, teachers' professional identity is an expression of teachers' understanding of their role as teachers, as well as their perception of teachers' professional significance and sense of belonging.

Hainan is a multi-ethnic province where 9 of the 18 cities and counties in the province are inhabited by the Li nationality. Due to the special geographical environment, inherent cultural heritage and other factors, the educational status of the li nationality areas as a whole lags behind that of the non-ethnic areas, especially the remote rural minority areas. As is known to all, teachers are the key factors to improve the quality of basic education and the development of education. Article through to the li nationality area elementary school teacher professional research can more clearly understand the status of the primary school teachers' professional identity in the region, and analyzes the factors influencing teachers' professional identity, in order to get everybody in li nationality region based education seriously, in order to better promote the li nationality regions of basic education development.

2. Research Object and Method

2.1 Respondents

By means of random sampling, the public primary school teachers in Wuzhishan city, Qiongzong Li and Miao Autonomous County, Baoting Li and Miao Autonomous County, Lingshui Li Autonomous County, Baisha Li Autonomous County and Ledong Li Autonomous County, the main settlements of Li nationality in Hainan, were investigated. This survey issued a total of 400 questionnaires, 344 effective questionnaires, the effective rate of 86%. Among them, 100 male teachers account for 29.1%, 244 female teachers account for 70.9%, 166 Han teachers account for 48.3%, and 178 li teachers account for 51.7%.

2.2 Measuring Tool

(The teacher's professional identity scale)[3] compiled by Shuhua Wei was adopted, including four factors: professional values, role values, professional sense of belonging and occupational behavior tendency. The questionnaire answers were set as highly inconsistent, relatively inconsistent, uncertain, relatively consistent and highly consistent, and 1, 2, 3, 4 and 5 points were scored respectively. The higher the score, the higher the professional identity, and vice versa. In order to investigate the differences of teachers with different personal backgrounds in their professional identity, this study investigated and analyzed the professional identity of primary school teachers in li nationality area of Hainan province from four basic aspects: nationality, teaching age, educational background and professional title. SPSS20.0 was used for descriptive score, T test, analysis of variance, correlation analysis, etc.

3. The Results of the Study

3.1 Descriptive Statistical Analysis of the Overall Status of Teachers' Professional Identity

In this study, the average and standard deviation of 344 subjects' data on teachers' professional identity and each factor were statistically analyzed. It can be seen from table 1 that the average score of teachers' professional identity and each factor in the li minority area of Hainan province was higher than the critical value 3, indicating that the level of teachers' professional identity was relatively high. The average value of each factor is in order: occupational values > occupational behavior tendency > occupational sense of belonging > role values.

3.2 Ethnic Differences in Teachers' Professional Identity

It can be seen from table 2 that the t-test analysis of the occupational identity of Han and Li primary school teachers shows that there is a significant difference between the mean value of li teachers' occupational identity and the mean value of Han teachers' occupational identity ($p < 0.05$). The mean value of li teachers' occupational identity is significantly higher than the mean value of Han teachers' occupational identity in this region.

3.3 Teaching Age Difference of Teachers' Professional Identity

It can be seen from table 3 that there is no significant difference in the professional identity of teachers with different teaching years. After multiple comparisons, it is found that the professional identity level of teachers with less than 5 years of teaching years is relatively low, which is significantly lower than that of teachers with more than 16 years of teaching years ($p < 0.05$). It can be seen that new teachers still have some shortcomings in their professional identity, so they should pay more attention to new teachers.

3.4 Differences of Teachers' Professional Identity

As can be seen from table 4, the analysis of variance of educational background on teachers' professional identity shows that there is no difference in teachers' professional identity among teachers with different educational qualifications.

3.5 Differences in Professional Titles of Teachers' Professional Identity

Table 5 shows that teachers with different professional titles have significant differences in their professional identity ($p < 0.001$). It was found that the professional identity of senior teachers in primary education was significantly different from that of primary education level 3 ($P < 0.05$) and primary education level 1 ($P < 0.01$).

Table 1. Overall status of primary school teachers' professional identity in ethnic minority areas ($n=344$)

	Role values	Occupational values	Occupational sense of belonging	Occupational behavior tendency	professional identification
M	4.2922	4.7355	4.3246	4.6006	4.4818
SD	.56315	.76751	.59769	.39956	.38832

Table 2. Analysis of variance of teacher's professional identity on nationality

	Nation ^①	N	M	SD	T	Sig
Professional identity	1	166 178	4.4217	.35211	-2.798*	.005
	2		4.5378	.41243		

note①: * $P < 0.05$, ** $P < 0.01$, *** $P < 0.001$ the same below

Table 3. Analysis on the difference of teachers' professional identity with different teaching ages

seniority ^①	N	M ^②	SD	F	Sig	
Professional identity	1	30	4.3241 ^{4*5*6**}	.28963	1.279	.272
	2	42	4.4669	.43017		
	3	28	4.2603	.39714		
	4	76	4.4942 ^{1*}	.47389		
	5	62	4.4937 ^{1*}	.32753		
	6	106	4.5220 ^{1**}	.35317		

(note①: 1=5 years and below; 2 = 6 to 10 years; 3 = 11-15 years; 4 = 16-20 years; 5 = 21-25 years; 6 = more than 26 years;

②The superscript number indicates that the length of teaching in this column is significantly different from the length of teaching in this column, the same below)

Table 4. Analysis on the difference of teachers' professional identity with different educational background

	academic ^①	N	M	SD	F	Sig
Professional Identity	1	17	4.4052	.32261	1.638	.196
	2	217	4.5102	.38450		
	3	110	4.4374	.40218		

(note①: 1= middle school and below; 2= junior college; 3= undergraduates)

Table 5. Analysis of professional identity of teachers with different professional titles

title ^①	N	M ^②	SD	F	Sig
Professional 1	8	4.0903 ^{4*}	.29686		
identity 2	22	4.4192	.25530		
3	147	4.4187 ^{4**}	.42946	7.055	.000
4	167	4.5642 ^{1*3**}	.34517		

(note^①: 1=level 3; 2= level 2; 3= level 1; 4= advanced)

4. Analysis and Discussion

4.1 Analysis on the Overall Status of Teachers' Professional Identity

The research shows that the overall level of professional identity of primary school teachers in minority areas of Hainan is relatively high, which is inseparable from the support of relevant national and local policies. The decision of the state council on accelerating the development of ethnic education [2015] no. 46 clearly points out that the teacher incentive policy should be implemented. We will improve the welfare benefits of teachers, allocate merit pay to teachers in rural teaching centers, village primary schools, township and township schools, bilingual teachers, and teachers in ethnic classes in the hinterland. We will effectively implement policies and measures to improve the pay of rural primary and secondary school teachers, and implement the policy of providing living allowances to rural teachers in contiguous poor areas. Hainan province actively implements and implements the decision of the state council, actively implements the living subsidy policy for rural teachers in terms of improving the living treatment of rural teachers, and gives preference to teachers in remote villages with difficult conditions and who have been working in rural schools for a long time. According to the survey, the annual average salary of primary school teachers in minority areas of hainan is no less than that of local civil servants. The material life of teachers in minority areas is guaranteed and their economic status is improved accordingly. In addition, with the continuous development of society, although ethnic areas are relatively backward, compared with the past, regional economy, culture, people's understanding and other aspects also have a great development. The compatriots in the minority areas are more and more aware of the significance of education in changing their lives and its role in the development of future generations.

4.2 Analysis on the Ethnic Differences of Teachers' Professional Identity

There are significant differences among teachers of different nationalities in the mean value of teacher professional identity. The average value of li teachers' professional identity is higher than that of han teachers. On the one hand, as most of the li teachers are native people, they are more willing and used to working and living in this area. Li people in the local have their own land, building their own living without the pressure that buy a house, so they own a certain environment superiority and ZiZuGan, more than ninety percent of the han teachers are moved from other places, so this kind of environment superiority does not exist, and environmental superiority has a promoting effect to the promotion of teachers' professional identity. On the other hand in ethnic minority areas in addition to sanya and LingShui County is relatively developed eastern coastal region economy, most of the rest in the western coastal and central regions, economy is relatively backward, in economically backward regions selective, lack of professional engaged in agriculture and manual workers in the majority, so for local li compatriots as a teacher is a good career. However, many han teachers, when they have accumulated certain teaching experience, would like to transfer their jobs and choose to teach in cities with better living conditions. Some teachers even seek other jobs because their living environment is not as good as expected and their life pressure is high. All these external factors are influencing teachers' professional identity.

4.3 Analysis on the Difference of Teachers' Professional Identity and Teaching Age

Teachers with less than 5 years of teaching experience can be called novice teachers. Through the research, it is found that the scores of novice teachers in the minority areas of Hainan are the lowest, indicating that the level of professional identity of novice teachers is relatively low. This is mainly because novice teachers have the obstacle of role conversion and cannot adapt to the teacher's role immediately. These new teachers from "the campus" to "this campus", although the living environment has changed, but they do not see themselves as a member of the teaching team, from thought to behavior are still as students themselves; In addition, they are challenged by the impact of reality on their ideals. New teachers have just stepped out of the school door into the workplace, they are full of infinite vision for the future in the school, but the reality of the working environment and pressure and so on are somewhat different from the ideal so that they can not face up to their own career, and even some new teachers will germinate the idea of career change.

4.4 Analysis on the Characteristics of Teachers' Professional Identity

There was no significant difference in the professional identity of primary school teachers in the minority areas of hainan. The average value of professional identity of teachers with secondary school degree or below, college degree or bachelor degree was higher than the critical value 3, indicating that the overall level of teacher identity in minority areas was higher. But through the survey found that college degree and under teachers' professional identity is more outstanding, the reason is that college degree and the following teachers are generally employed longer old teacher, they've experienced at the early stage of the career is not stable, so the teachers' professional identity, and they have to have specialist qualifications in today and become an elementary school teacher feel more relieved, because with the improvement of social cognition, the requirement of teacher education is becoming more and more high, the current typically has a bachelor's degree to become a primary school teacher. Most teachers with a bachelor's degree are novice teachers, who do not fully believe that they will always be engaged in the teaching profession when they choose their future career, so their scores of professional identity and other factors will be lower than those of other teachers with a bachelor's degree.

4.5 Analysis on the Differences of Teachers' Professional Identity Titles

The professional identity of teachers with different professional titles is significantly different, and the professional identity score of senior teachers in primary education is significantly higher than that of grade 3 and grade 1 teachers in primary education. This is mainly due to the influence of economic status on teachers' social status and their recognition of their profession. The salary of primary and secondary school teachers in hainan province is also in direct proportion to the level of professional title, so the higher the professional title is, the more relevant salary they enjoy. On the other hand, the higher the professional title is, the longer the working years are and the more rich the experience is. On the contrary, teachers with grade 3 professional titles of primary education are generally novice teachers, and their professional identity will be relatively low, which is consistent with the previous research results of teachers with different teaching ages, and the reasons are not repeated.

5. Countermeasures and Suggestions

5.1 The Government should Increase Support for Ethnic Minority Areas

Local governments should give preference to minority areas within the scope of national policies and strengthen support to minority areas. On the one hand, the local government should increase the economic investment in the area, continuously improve the teaching environment and teachers' living and living conditions, and let qualified rural school teachers into the local government housing security system. On the other hand, governments at all levels can guarantee the construction and stability of the teaching staff economically by raising the salary of teachers in

ethnic minority areas, increasing living material subsidies, increasing social welfare and other forms, and fully implement the policy that the average salary of primary and secondary school teachers should not be lower or higher than the average salary of local civil servants. Because "reasonable labor remuneration is an important condition to mobilize the enthusiasm and creativity of teachers and improve the quality of education." [4] at the same time, the education administrative department of hainan province to implement the system of primary and secondary schools titles of hainan province reform work implementation plan ", adhere to the people-oriented, follow the laws and professional characteristics of primary school teachers' growth, fair and reasonable appraisal teacher, in rural schools in li region more than 3 years and tested for their outstanding performance and specific evaluation criteria for the qualified teachers, carries priority under the same conditions. Through the open and transparent professional title evaluation and employment, we can fully mobilize the enthusiasm of the majority of primary school teachers in the li minority area, and better improve their professional identity.

5.2 The School will Take Care of the Novice Teacher

The research shows that the difficulties encountered by novice teachers and their unstable career will affect their identification with the teaching profession. So the 1996 international conference on education proposals put forward by the 45th annual meeting in the education of teachers' role in changing the world ", "teachers should first occupation of teachers pay special attention, because their original position and work, they are going to do after the training and career has a decisive influence." [5]. Therefore, for novice teachers, the school should continuously improve the management model based on teachers, and help teachers establish a learning community to ease the career pressure and anxiety of novice teachers. Schools can also continuously enhance the cultural atmosphere, actively help teachers to establish a positive interpersonal relationship, provide a good working atmosphere, help teachers gradually improve their professional identity. At the same time, the school should give some attention to the life of new teachers, meet the needs of new teachers as much as possible, provide them with a good working and living environment, so that they can have no worries about life and devote themselves to teaching.

5.3 The Department in Charge of Education should Attach Importance to Teachers' Continuing Education

Although there is no significant difference in the degree of teachers' professional identity in li minority areas, the educational authorities at all levels should also pay attention to the continuing education and training of teachers in minority areas, because on-the-job training is an effective way to improve the professional quality of teachers. The competent education authorities should establish a sound training mechanism to improve the professional competence of teachers in li minority areas through on-the-job training, distance education and visits, which will play a positive role in their professional development and identity.

5.4 Teachers Set up the Concept of Lifelong Learning

Lifelong learning is an inexhaustible driving force for the development of teachers' professional identity, which emphasizes the development of teachers themselves. It refers to the teacher in the education activity, not only must regard the student as a kind of development object to treat, also must regard oneself as a kind of development object to treat. Lifelong learning is the requirement of the development of The Times, and it is also determined by the characteristics of teachers' career. Teachers should learn to learn actively, constantly improve their knowledge and accomplishment, learn advanced educational concepts, improve their professional skills, optimize their knowledge structure, and strengthen their career ideals. In addition, in the process of learning, teachers should learn to reflect. Teacher reflection is the key step to improve teachers' comprehensive ability, and it is also an indispensable part to improve teachers' professional identity.

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