

# Research on the Influence Mechanism of Teachers' Professional Identity in Northwest Chinese Private Colleges

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**Abstract:** Research in higher education has concentrated on several areas, including the values and collective identities of academic faculty, their role in higher education governance, faculty norms and socialization processes, and the impact of change in higher education on academic positions. While many authors advocate the research methodology that should be used in such investigations, few question how academics come to possess the constructs and ideas that inform their professional identity. Discipline-based cultures are the primary source of faculty members' identity and expertise. They include assumptions about what is to be known and how tasks should be performed, standards for effective performance, a sense of belonging, professional interaction, and social and political status. The three research objectives are; to explore the structural dimension of teachers' professional identity in Chinese private colleges, to compile a professional identity scale suitable for private college teachers, and to construct an integrated model of the influence effect of college teacher professional identity.

**Keywords:** Influence Mechanism; Teachers' Professional Identity; Private College

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## 1. Introduction

In recent years, China's private colleges and universities have developed rapidly and have become an important part of China's higher education. Under the guidance of the state's active encouragement, firm support, correct direction, and legal management, private higher education continues to grow and develop, with rich levels and types, complete structures and functions, and full of vitality. Teachers in private colleges and universities are responsible for cultivating morality and teaching and educating people, which directly affects the quality of students' training, improves the school's core competitiveness, and improves the school's survival and development. Teachers' professional identity is the key to improving the quality of school connotations. This research takes private college teachers as the main body, focuses on four dimensions of professional identity, professional value identity, role value identity, and professional belonging identity, conducts research from the perspectives of human resource management, pedagogy, and psychology, and strives to find a breakthrough in stabilizing the teaching staff, to achieve innovation and breakthrough.

## 2. Theoretical Basis

### 2.1 Theoretical Significance and Value

An in-depth discussion of the structural dimensions of teachers' professional identity in private colleges and universities enriches the existing teachers' professional identity theories. It enhances the research on teachers' human resource management. This research starts from the reality of private colleges and universities, through empirical analysis, takes professional identity as the research object, and explores the relationship between professional identity and professional values, role values, and professional sense of belonging based on the theoretical model of previous research, to enrich the teachers of private colleges and universities research on professional identity.

## **2.2 Practical meaning and value**

From the teacher level, it helps private college teachers have a clear understanding of their professional identity status, which cannot only promote the professional development of private college teachers and improve their quality but also their job satisfaction and happiness. From the college level, studying the professional identity of teachers in private colleges and universities can not only help managers to develop their problems in management and training, fundamentally stabilize and optimize the teaching staff but also help the cultivation of other private colleges and universities and the establishment of an excellent professional identity. Developing a dialogue-oriented teacher professional identity enables teachers to go beyond teaching and create participatory thinking that underlies professional commitment, professional practice, and professional investment. While classroom-oriented and individual-oriented teachers may have ingrained images of what it means to be a teacher, these identities focus on what works for or for students rather than why particular methods and strategies work consistently. Non-conversational teacher-oriented professional teachers miss out on effective ways to deepen and enhance their practice by not engaging with external frameworks.

## **3. Understanding the Influence Mechanism of Teachers' Professional Identity in Northwest Chinese Private Colleges**

### **3.1 Teacher professional identity theory**

Wei; & Shan (2012)<sup>[1]</sup> explained that teachers' professional identity combines their positive cognition, experience, and behavioral tendencies towards their profession and their internalized professional roles. Other research results draw on the research results of self-identity, social identity, organizational identity, etc., and explore the teacher's professional identity composed of six elements: professional values, role values, professional belonging, professional self-esteem, required behavior tendency, and additional behavior tendency. Identity is subject to competing tensions and results from active negotiation of the multiple discourses from which it evolves.

### **3.2 Career value theory**

Xu (2007)<sup>[2]</sup> studied teachers' work values as a multi-dimensional system. An integrated model of the effect of job values on job performance and job satisfaction was initially constructed. From the perspective of educational psychology, this paper analyzes the impact of teachers' work values on teachers' work performance and job satisfaction. It reveals the causal relationship between work values, job performance, and job satisfaction.

### **3.3 Role value theory**

Xu; & Zhang. (2011)<sup>[3]</sup> proposed to study the work-family conflict of primary and secondary school teachers in China from the perspective of personal background factors such as cultural orientation and role profile. The characteristics of family conflict are also discussed, the relationship and mechanism between teachers' work-family conflict-influencing factors-consequences are also discussed, and the overall model of WFC is constructed. Role values play a prominent role in work-family conflict.

## **4. The Conceptual Framework for the Research Study**

### **4.1 Teachers' professional identity**

Teacher professional identity is defined as the beliefs, values, and commitments an individual holds toward being a teacher (as distinct from another professional) and being a particular type of teacher (e.g., an urban teacher, a beginning teacher, a good teacher, an English teacher, etc.).

## **5. The Influence Mechanism of Teachers' Professional Identity in Northwest Chinese Private Colleges**

Deng (2016)<sup>[4]</sup> developed a dialogue-oriented teacher professional identity that enables teachers to go beyond teaching and create participatory thinking that underlies professional commitment, professional practice, and professional investment. While

classroom-oriented and individual-oriented teachers may have ingrained images of what it means to be a teacher, these identities focus on what works or what works for students rather than why particular methods and strategies. Identity construction involves agency, either by accepting and enacting an authoritative identity or actively authoring another hybrid identity. While individuals always respond to encounters with another imaginary world, maintaining internal persuasive discourse may require a higher level of agency in the presence of differential power dynamics. Analysis of classroom practice as a source of teacher professional identity was highly complex for several reasons. Although classroom practice was a central focus and aspect of teacher professional identity, classroom practice seemed initially to be a reflection of teacher professional identity rather than a source of it.

## 6. Conclusion

Research demonstrates that occupational identity is indeed affected by occupational values, role values, and occupational belonging. As a teacher in a private college, you can adjust your sense of professional identity concerning this structure, consciously strengthen the importance of the professional identity of teachers, respect the profession of teachers in private colleges, and deliberately enhance the sense of mission and responsibility of doing an excellent job in the work of teachers in private colleges and universities, and devote yourself to private colleges and universities. in the construction team. At the same time, the vocational education group engaged in the establishment of private colleges and universities based on this, do an excellent job of improving the professional identity of teachers in private colleges and universities, improving management efficiency, stimulating their enthusiasm for moral education and education, and then build the brand of private colleges and improve private colleges and universities core competitiveness.

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