

A Study on the Relationship between Professional Identity and Work Performance of New Generation Teachers in Yunnan Private Colleges and Universities

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Abstract: In 2014, the State Council issued a document on vocational education, proposing that by 2020, China should adapt to the needs of development, integrate production and teaching deeply, link up secondary vocational and higher vocational education, communicate vocational education with general education, and embody the concept of lifelong education. To form a modern vocational education system with Chinese characteristics and world standards. Private higher vocational education in our country has experienced a leap-forward development from scratch and from small to large. With the development of society, the value of non-governmental colleges and universities is further revealed. However, due to various reasons, there are still some problems in its development. Teachers are always the most important factor to further promote the development of private higher vocational education. The higher the teacher's recognition of the school, the higher the teacher's trust in the school, the better his job performance. Higher vocational teachers are typical knowledge workers, and their performance is closely related to their recognition of the school. This study takes the Yunnan region as an example to analyze the relationship between the professional identity and job performance of the new generation of local private college teachers and put forward some rationalization suggestions.

1. Introduction

The development of the country focuses on education, and school education in basic education is an important part of education[1]. Teachers are an important group in school education and teaching activities. They are the group that students in school education have the longest contact time with and play a guiding role[2]. They not only have a vital impact on students' academic performance, but also play an irreplaceable guiding role in the establishment and growth of students' world outlook, outlook on life and values[3]. Teachers in colleges and universities are the powerful driving force for the promotion of national knowledge innovation, personnel training and social service. It plays a fundamental and strategic role in advancing our modernization process. Therefore, the particularity of the teacher's occupation determines the importance of the teacher's professional identity[4]. It is essential for private colleges to achieve the strategic goal of sustainable development, to form a sense of professionalism and to stabilize teachers. It is fundamental to promote teacher management system and organizational structure innovation[5]. Therefore, it is necessary to study the relationship between their professional identity and their work performance.

The professional identity of university teachers is the perception and experience of university teachers in their teaching profession and their overall acceptance and identification of their professional identity[6]. Professional identity directly affects teachers' enthusiasm, devotion and job satisfaction. It is an important source of strength for teachers to overcome various psychological pressures and material poverty and actively stick to their profession. At present, college teachers, especially the new generation of teachers, have great pressure on their teaching, scientific research, professional titles and economic life, and private colleges and universities often have weak teacher management due to various restrictions brought by the particularity of their organizational

structure[7]. The enthusiasm, stability and creativity of its teachers have not been well played, and there are many dissatisfaction with society and schools[8]. Therefore, in order to implement connotation development and quality improvement, private colleges and universities must attach importance to and strengthen the promotion of college teachers' professional identity[9]. Through scientific and reasonable teacher performance evaluation, it can promote the development of teachers, enhance the sense of professional identity, and ensure the steady and sustainable development of private colleges and universities[10].

2. The Concept of Career Identity and Work Performance

2.1. Definition of professional identity

Professional identity is not fixed, nor is the concept can be formed by simple definition, but it is triggered by the interpretation and attribution of the relationship between social situation and environment from its own professional practice. Professional identity is a positive evaluation of the professions undertaken by society and individuals, and is a concept that belongs to the category of psychology and sociology. The formation of professional identity is the result of multiple factors, both material and spiritual. There is currently no definitive definition of the concept of teacher professional identity, and different research focuses. Teachers' professional identity is not a stable entity, but an internal factor of a changing individual. It is a dynamic balance, that is, the balance between the professional image and the role played by the individual, with obvious personal characteristics. Teachers' professional identity is the behavioral tendency of teachers' personal cognition and performance on the nature, characteristics and value of teachers' profession. This kind of cognition and social consensus tend to assimilate and deepen, and affect teachers' work attitude and performance.

2.2. Definition of work performance

Performance is a measure of the extent to which a particular goal is achieved. Job performance refers to the behavior exhibited by an individual as a member of an organization to fulfill the desired, prescribed, or formalized role of the organization, and this behavior can be measured differently depending on how much the individual contributes to the organization's goals. In organizational behavior research, performance refers to the comprehensive performance of efficiency, effectiveness and effectiveness. And job performance is the value of a person's work contribution, the quality or quantity of work, and narrowly speaking, the productivity of employees. Generally, job performance is often used as a dependent variable in research, because managers ultimately want to pursue employees to have positive job attitudes and behavior. In the practical management of work performance, performance is often regarded as a broad concept. That is, work performance includes both behavior and result, and behavior is one of the conditions for achieving work performance results. Teachers' work performance can directly reflect the learning effect of students and indirectly reflect the situation of teachers' resources in schools.

3. An Analysis of the Impact of Teachers' Professional Identity on Their Work Performance

3.1. The learning coefficient of teachers' professional identity and job performance has reached a significant level.

The correlation coefficient between each dimension of teachers' professional identity and job performance has reached a significant level and has a significant positive correlation. Among them, the material security dimension has the highest positive correlation with work performance. From the results of regression analysis, the dimension of material security in teachers' professional identity occupies the first place in the influence of teachers' work performance. The reason is that material guarantee is a necessary condition for survival. With a good material premise, more economic energy can be put into education and teaching, and the work performance will increase accordingly. The positive correlation between environmental support dimensions and job

performance is second. A good working environment and a humanized organizational atmosphere can keep the teacher's mind and body in good shape. The positive correlation between the professional behavioral dimensions and job performance is again. The positive correlation between professional emotion and job performance is the lowest, but it also has a certain position in the performance of teachers. Emotion can be the source of human behavior. The more teachers invest in the emotions of education, the higher the performance of their work.

3.2. Teachers' Professional identity predicts work performance

Regression analysis shows that teachers' professional identity has predictive ability for their job performance, and material security has the strongest predictive ability for job performance. The ability of the environmental support dimension to predict job performance is second, and the ability of professional behavior to predict job performance is again. Professional emotion has no predictive ability for job performance. The influence of teachers' professional identity on their job performance is positively related. Managers can draw teachers' professional identity through the school's guarantee survey provided by teachers. Through the satisfaction value of teachers' professional identity in different dimensions, the work performance of teachers in this school is predicted. In a word, material security and environmental support are the external driving force for improving teachers' work efficiency, while professional emotion and professional behavior tendency are the internal driving force for teachers' work efficiency. The influence of teachers' professional identity on their work performance cannot be ignored. The relationship between each dimension of teachers' professional identity and job performance is shown in Table 1 below.

Table 1 Regression analysis of teachers' professional identity dimensions on job performance

| Independent variable | Standard regression coefficient | Work performance | | Adjusted R2 |
|-----------------------|---------------------------------|------------------|-------------|-------------|
| | | T value | Significant | |
| Professional emotion | 0.535 | 0.958 | 0.351 | 0.166 |
| Material security | 0.166 | 3.631 | 0.002 | |
| Professional behavior | 0.122 | 1.589 | 0.033 | |
| Environmental support | 0.158 | 3.124 | 0.009 | |

4. Investigation and Method of Professional Identity of Teachers in Private Colleges and Universities

4.1. Survey objects and tools

In Yunnan colleges and universities, a random sample method was used to select 400 teachers from the new generation of teachers to conduct a questionnaire survey, and 300 valid questionnaires were collected, including 144 male teachers and 156 female teachers. There are 107 post-80s teachers and 193 post-90s teachers. 35 people under 25 years old, 158 people under 25-30 years old, 76 people under 30-35 years old, 31 people aged 35 and above. There are 91 bachelors, 169 masters and 40 doctors. In addition, six full-time teachers and three personnel from the Ministry of Personnel of a private university in Yunnan were interviewed as a supplement to the questionnaire. Using "College Teachers' Professional Identity Scale" compiled by Wang Xinqiang, there are 12 items, including 4 dimensions of professional value, professional will and expectation, professional efficiency and professional will. The naming and connotation of each dimension of the scale has a inheritance relationship with the normal school students' professional identity scale previously compiled by Wang Xinqiang and others. The higher the score, the better the professional identity of university teachers. Spss19.0 and Amos17.0 were used for data statistics and analysis, mainly descriptive statistics and independent sample T test.

4.2. Analysis of survey results

The results of the survey on the status quo of the new generation of teachers' professional identity in colleges and universities show that the scores of the new generation of teachers'

professional identity in colleges and universities are between 31 and 60, with a mean of 50.13, which is in the middle of the upper position. Among the four factors of the professional identity of the new generation of teachers in colleges and universities, the professional will and expectation score is the highest, at 13.86. Followed by professional performance, the score is 13.08. Again is the professional value, with a score of 12.15. The professional will score is the lowest, at 11.02. From Table 3, it can be seen that the total score of professional identity of the new generation of teachers in public universities is significantly higher than that of the new generation of teachers in private universities. Among the four factors of professional identity, the scores of the new generation of teachers in public universities are significantly higher than those in private universities ($p < 0.01$). There is no significant difference between the new generation of teachers in public universities and the new generation of teachers in private universities ($p > 0.05$).

Table 2 Description and statistics of the current situation of professional identity of new generation teachers in colleges and universities

| | Total score of professional identity | Professional value | Professional will and expectations | Professional effectiveness | Professional will |
|--------------------|--------------------------------------|--------------------|------------------------------------|----------------------------|-------------------|
| Mean value | 50.13 | 12.15 | 13.86 | 13.08 | 11.02 |
| Standard deviation | 5.72 | 1.95 | 1.43 | 1.64 | 2.27 |
| Maximum | 61.00 | 16.00 | 16.00 | 16.00 | 16.00 |
| Minimum | 32.00 | 4.00 | 9.00 | 9.00 | 4.00 |

Table 3 Descriptive statistics of the differences in the school nature of the new generation of college teachers' professional identity

| | Public run | Civilian run | t | P |
|--------------------------------------|------------|--------------|-------|-------|
| Total score of professional identity | 51.31±5.12 | 48.18±6.11 | 4.600 | 0.000 |
| Professional value | 12.46±1.70 | 11.56±2.17 | 3.939 | 0.000 |
| Career Willingness and Expectation | 13.95±1.34 | 13.61±1.55 | 1.917 | 0.055 |
| Occupational effectiveness | 13.33±1.47 | 12.70±1.78 | 3.177 | 0.002 |
| Professional will | 11.53±1.93 | 10.20±2.50 | 4.948 | 0.000 |

5. Suggestions on Improving Teachers' Professional Identity and Work Performance in Private Colleges and Universities

5.1. Reasons for affecting professional identity of teachers in private colleges and universities

The quality of students in private colleges is poor, and teachers' teaching and management are difficult. Private colleges and universities have relatively low requirements for college entrance examination scores. In the case of a continuous reduction in the number of students in the country, in order to attract students to apply for as much as possible, the admission scores are continuously reduced, resulting in worse and worse quality of students. In particular, the poor performance of the cultural class has greatly hampered the enthusiasm of teachers. From the management point of view, the right to appoint and dismiss middle- and high-level personnel in private colleges and universities is basically in the hands of the organizers. Some of the appointed leaders do not have the teaching and management experience of colleges and universities, and cannot truly achieve expert education. It is very difficult for the teaching staff to effectively participate in the democratic management decision-making of the school. Their ideas are not taken seriously, their suggestions are not adopted, and the problems are not solved, which leads to the weakening of the initiative and creativity of teachers in private colleges and universities and the loss of confidence. In addition, the employment pressure of college students is still outstanding. Students in private colleges and universities feel even more confused about their future and lack motivation and enthusiasm in their

studies. In this vicious circle, more and more teachers in private colleges and universities reduce their demands on themselves and affect their professional identity.

5.2. Strengthen the construction of campus spiritual culture

Reform the original system and mechanism to create a fair and reasonable education environment for private college teachers. University founders and decision-makers must constantly improve their management and explore management methods that suit their own realities. On the basis of connotation and development, we attach importance to the construction of campus spiritual culture and create a campus environment full of vitality, vitality, cohesion and centripetal force. Yunnan private colleges and universities should fully recognize the far-reaching impact of cultural construction on the long-term development of the school, and spare no effort to carry out institutional innovation, connotation construction and material development. One is to enrich the spare time life of the teaching staff in various ways to enhance their communication and understanding. Stimulate their enthusiasm for participation and create a relaxed working environment. Make them consciously and voluntarily fulfill their rights and obligations as masters. Second, schools should improve their popularity and reputation through their own development to enhance teachers' professional identity. To enable them to connect the development of the individual and the school closely from the heart. The centripetal force and cohesion of the university are thus enhanced, and this internal drive also ensures the steady and sustainable development of the university.

5.3. Compensation and welfare benefits should be aligned with those of administrative institutions in the region

First, the basic salary level of teachers in private universities should not be lower than the average level of the region or the same industry. On this basis, the gradual improvement is the effective guarantee of their basic life. The second is to gradually improve the welfare of teachers in private universities. Strictly follow the national laws and regulations for each teacher to handle “five insurance and one gold” and gradually improve its level. In this way, faculty and staff can better concentrate their energy and time to do their jobs, achieve personal development and growth, and then build confidence and trust in the school. The third is to fully realize the various training and training opportunities required for the development of teachers' business capabilities. Schools should keep abreast of the business needs of teachers, develop training plans, and provide training opportunities. For faculty and staff who have made great progress through training and training, they should give commendation and reward in a timely manner, thus motivating teachers to dare to train and be willing to train. Continuously improve their business capabilities, improve work performance, and contribute to the development of the school.

6. Conclusion

Teachers' job performance is mainly influenced by the dimensions of material security and environmental support. For most schools, the performance of teachers is particularly important. The teacher's work performance is mainly influenced by the material security dimension in the teacher's professional identity, so the teacher is given a reasonable work remuneration, while at the same time creating a perfect, stable and humane organizational atmosphere. Improve the training system, prepare training programs, optimize team structure, and improve teachers' professional level and teaching ability. Through research and training, academic exchanges, project funding and other ways to train the backbone of education and teaching. To protect and encourage teachers' self-development intention, so that teachers can consciously put their energy into teaching and achieve the goal of improving work performance. In addition, improve the teaching environment of teachers in private colleges and universities, including the humanistic environment and material environment. It helps to improve the efficiency of teachers' teaching activities outside the classroom, can better play teachers' own potential and create more bright spots in the teaching process.

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