

Study on the Characteristics and Influencing Factors of Teachers' Belief Change in the New Period

Yingcong Zhang

School of Marxism, Wuhan University, Wuhan, China

Corresponding Author Email:419135044@qq.com

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Abstract: based on senior teachers in the new period and the experience of teachers' beliefs in the working process of the change analysis, this article mainly through to the different parts of the middle school English teacher as the research object, through to the English teachers in the teaching process through reviewing the career identity, teachers' self-efficacy, reflect on intelligence and other internal factors and teachers' job performance, job title, external factors are studied. In the teaching process, teachers can change their beliefs through the factors such as position, work performance and reflective intelligence. This paper mainly studies the changes of teachers' beliefs in the form of questionnaires. Through the survey data, we can find the relationship between teachers' beliefs and career identity, teachers' self-efficacy, reflective intelligence and other factors.

1. Introduction

Notion/belief There are also varying degrees of belief, conviction, opinion or belief, confidence or loyalty in the educational process. There are some things we can be sure of, confident, certain, certain, while others are supposed or imagined to be true. All of these beliefs are rooted in a beliefs we hold.

1.1 Role Analysis of Teacher Beliefs

Shaping their planning and interactive decisions. As Scrivener(2002) points out, the most important job of teachers may be “creating learning conditions”, an important part of which is related to teachers' attitude, intention and personality and their relationship with learners. Teachers' own attitudes, interactions, beliefs and values also determine classroom decisions and actions. The relationship between teachers' beliefs, attitudes and decisions is shown in Figure 1. In Figure 1, each layer is rooted in the layer below it. Teachers also teach in the context of a belief framework that shapes their planning and interactive decision-making.¹⁻⁸

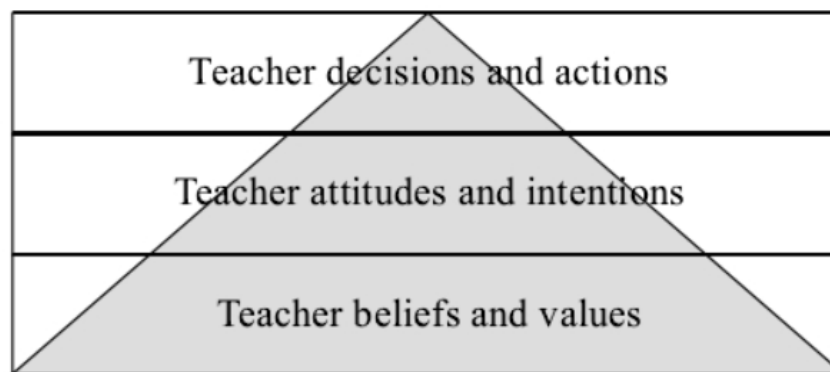


Fig.1 The Relationship between Teacher Belief and Other Factors

2. Literature Review

As for the meaning of teacher beliefs, Pajares has read more than 20 years of research on teacher

beliefs and found that scholars use different words and meanings when discussing “beliefs held by teachers”. Here are some definitions from scholars:

Temple batch Nick Tabachnick and was made in the west (Zeichner) to “perception of teachers” (head of 'perspectives) said its views including teachers to work (target, the concept of children, courses) Li Jiajin definition of “teaching belief” : teachers teaching belief is based on logic itself has the concept of knowledge, experience, social, or emotional, to evaluate its teaching related issues, to form the basic views of teaching related issues. A variety of beliefs constitute the teacher's teaching belief system, which can be used to promote the teacher to determine personal goals and guide the teacher to choose and use teaching strategies to achieve teaching goals. Yan Mingzhi defined “teaching belief” as “a kind of unique inner idea that teachers believe some factors in the teaching process to be true and can bring positive influence to students due to different influences of teachers' personal characteristics, professional background, teaching object, teaching ability and teaching situation”. Listed by above knowable, scholars of teachers' beliefs held by different words with the connotation of the concept involved, this study according to Mr Bond suggestion, the reference to the definition of scholars, and the applicability of the consideration in this study, will be defined as: “beliefs of teachers” teachers' belief is a teacher in teaching situation and teaching course, the teaching work, teacher's role, curriculum, students, and factors related to learning and believe view, held by its scope covers teachers' teaching practice experience and life experience, form - an interconnected system, thus guiding the teacher's thinking and behavior.⁹⁻¹⁶

3. Influencing Factors

In this study, quantitative research was used to explore the belief differences between junior and senior teachers in foreign languages. It mainly includes TBI(teacher belief survey), TJDS(teacher job engagement survey) and TJSI(teacher job satisfaction survey). This chapter first gives a brief description of the subject and research tools, and describes the reliability of the adaption survey. See table 1

Table 1 Survey Selection Criteria

1. What are the differences between junior teachers and senior teachers in teacher beliefs?
Are there any differences in teaching engagement and job satisfaction between new and experienced teachers?
Is teacher development in a critical period? What are the determinants

In this study, 60 teachers from different regions of China were selected as research objects and questionnaires were completed in two groups. The first batch of 60 teachers were graduate students from normal universities. The age range was from 29 to 40. They all work as teachers from 6 years to more than 20 years and are called experienced teachers. Now they are continuing their postgraduate studies at Jiangxi Normal University. In this group, 43 valid questionnaires were included.

Table 2 Investigation Objects

Group	Type of subjects	Teaching years	Number	Percentage
1	Novice teachers	1-15years	25	41.67%
2	Experienced teachers	15-25years	35	58.33%

After some adjustment and modification, there are 38 questions in the questionnaire. And summed up the four factors that affect the English teacher's belief. 7 questions in the questionnaire reflect students' learning beliefs (Questions 9, 24, 26, 33, 34, 36, 38). Nine questions about English teachers' professional beliefs and evaluation of 18,19,20,21,22,23,25,32,33 (problem); The belief of 13 questions about English course (question 10,11,12,13,14,15,16,17,27,28,29,30,31); Nine questions are related to student management beliefs (questions 1, 2, 3, 4, 5, 6, 7, 8, 35). The four dimensions of the survey are similar to the eight factors used in the teacher belief survey by Welling and Charter (1969), so TBI can reflect the structure of the belief system of EFL teachers and has high validity in content.

Table 3 Questionnaire

1.I think teaching is a sacred and honorable job.
2.When Talking with my friends, I like to talk about things related to my work.
3.Besides the classes I teach, I would also like to know more about what's going on in the school.
4. Outside of work, I rarely spend time thinking about my job.
5.In order to maintain or enhance the honor of the school, I am willing to make more efforts.
6.I try my best to improve my students' academic performance.
7.If I had the chance to decide again whether to be a teacher, I would not choose to be one.
8.I like to tell people about the school I work at.
9. In class, I give feedback on students' efforts.
10. It is what I expect of myself to do my best in teaching.
11.My main concern is with my work.
12.It is an honor for me to teach in this school.
13. In class, I use various methods to stimulate students' interest and participation.
14.Now English classroom teaching means and teaching methods are becoming more and more rich, I want to strengthen the learning of teaching skills.
15. In daily teaching, I often want to write articles about my teaching experience and experience to communicate with other teachers.
16.When I encounter problems in English teaching, I always consult professional magazines or books.

If the mean value of the results is less than half of the total score, it indicates that the respondents have inconsistent beliefs about the teachers in the survey. If the mean of the results is equal to half of the total, the teacher is neutral. The mean value of the survey results is more than half, which indicates that the attitude of the teachers surveyed is positive. As can be seen from Table 4, the mean value of samples is 164.62, more than half of the total score, which is 114. The standard deviation is 13. 69. The mean of each of these is going to be more than half of the total score. The results show that most of the teachers interviewed have an open and positive attitude in four aspects: learning strategies for students, job evaluation of foreign language teachers, curriculum setting and student management.

Table 4 the Descriptive Statistics about Teachers' Beliefs and Its Four Subpart

	N	Minimum	Maximum	Mean	Std. Deviation
Students learning	66	21.00	35.00	29.9242	3.25959
Job assessment	66	33.00	50.00	42.0000	3.79068
Curriculum	66	44.00	73.00	56.8939	6.44295
Student management	66	26.00	44.00	35.8030	5.01757
EFL teachers' beliefs	66	135.00	188.00	164.6212	13.68971
Valid N (listwise)	66				

4. Conclusion

There are many social backgrounds, cultural traditions and personal experiences that influence teachers' beliefs. In this survey, the relationship between teaching experience and teacher's belief, teacher's job commitment and teacher's job satisfaction is only sought. There are many factors that influence teachers' beliefs, but other factors are not considered in this study.

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