

The Current Situation Of College Education Students' Professional Identity And Their Self-Efficacy

Zhihao Zhao^{1, a}

¹College of Education and Liberal Arts, Adamson University, Manila, Philippines.

^ahusezhao@163.com

Abstract

As the main source of training for society's future teachers, education students are important in promoting social progress. Nowadays, because more and more people are concerned about their career development, they continue to learn in order to adapt to the progress and changes of society. Therefore, the cultivation of professional identity of college education students is even more important in the context of this lifelong learning education. Through research and analysis, this paper expects to explore the measures that colleges and universities should take to improve the career identity of education students by creating a diversified learning environment, building a platform for career development, and providing practical opportunities that contribute to lifelong learning. This is of great significance to is the future career development of education students and the educational progress of society.

Keywords

Lifelong Learning; Career Identity; Teacher Training Students; Universities.

1. Introduction

Career identity refers to an individual's understanding and feelings about the career he or she is engaged in, the professional environment he or she is in and his or her professional role, which is the basis and prerequisite for career development. For the society, it is especially important to improve the professional identity of teacher training students, because education is an important guarantee for the development of the country and society, and teacher training students are the future teachers' training targets, and the level of their professional identity will directly affect their teaching quality and teaching effect. At the same time, along with economic globalization, rapid development of information technology and continuous changes in occupational structure, people are more in need of continuous learning to adapt to the changes and challenges of society. Lifelong learning is a process of continuous learning and growth for human individuals throughout their lives, which has become the mainstream concept of the society nowadays. In the context of lifelong learning, it is especially important for college teacher training students to cultivate a sense of professional identity.

2. The Significance of Cultivating Teacher Training Students' Professional Identity in The Context of Lifelong Learning

The concept of lifelong learning emphasizes that individuals should keep learning and growing to meet the needs of social changes and professional development. In such a context, the individual's sense of professional identity is especially important. The cultivation of occupational identity affects the degree of recognition and acceptance of individuals for the occupation they are engaged in and the status and value of such occupation in the society. It is a complex psychological process that involves many aspects such as individual's self-awareness,

social identity and career satisfaction. Specifically, the level of teacher education students' career identity will have an impact on students in the following aspects:

2.1. Career Development

Facing the intensified competition in the society, the level of career identity will directly affect the career development of individuals. When individuals have a sense of identity in their own career, they will work harder to learn and grow in order to improve their career level and professional ability. At the same time, they will also be more active in finding career opportunities that suit them and achieve better results in the workplace. Similarly, the level of education in that area of society, the flexibility and variety of education methods, and the adequacy of education resources will affect teacher education students' perception and recognition of the education career. The experience of uncertainty brought to individual students by the stress of career development can have a significant impact on the individual's physical and mental health and work. The effects of career development role stress on individuals are dual in nature. Moderate career development stress can lead individuals to make adaptive changes and avoid feelings of over qualification and willingness to leave. Excessive role stress, on the other hand, can undermine students' job satisfaction and organizational commitment, thus creating tension and burnout on the individual level. Vague career development plans can leave students in a state of uncertainty and self-doubt, which can reduce their sense of professional identity and ultimately lead to burnout.

2.2. Personal Growth

The level of career identity will also affect the personal growth of the individual. When individual teacher education students have a sense of identity with the profession they will be working in, they will be more confident, self-respecting, and self-reliant. These psychological factors will help them to achieve more happiness and satisfaction in their lives. However, when there is a gap between the individual student's experience of the demands of the teaching role and the individual's role expectations, and when it disrupts the individual's stable state of equilibrium, it can bring negative negative emotions to teacher education students. Because of the special nature of the teaching role, teacher education students need to have various abilities such as teaching, communication, organizational, and presentation skills, and the improvement of these abilities is difficult for different students. When individuals need to have two or more role competencies expected of them, they will have role conflicts if they cannot balance both sides at the same time. When teacher education students are unable to meet their own role expectations and the role expectations of society, the internal dissonance can lead to avoidance of change and a lowering of their professional identity in terms of personal growth.

2.3. Social Contribution

The level of professional identity will also affect the social contribution of individuals. When individuals have a sense of identity with their profession, they will love their work more and see it as a social responsibility and mission. Such a mindset will help individuals to make greater contributions to society in the workplace. In turn, the stress of the teacher role and its dimensional factors brought about by social contribution will likewise affect teachers' attitudes, emotions, and behaviors through mediating effects. Teacher education students in colleges and universities are an important source of future grassroots teachers in society, and the life satisfaction of grassroots teachers is similarly positively influenced by role conflict. The work of grassroots teachers in society is characterized by the tedious content of teaching, as well as the need to try to obey the leadership and complete the teaching tasks against all odds, etc. Being able to successfully complete the teaching tasks is already a sign of being a competent teacher. The social contribution element, which includes the degree of awareness of the teaching profession, the importance of education, and the social status of teachers, affects

teacher education students' sense of identity with the teaching profession. According to the compensatory perspective of work-family conflict theory, the work role conflict of primary teachers will likely lead individuals to shift their focus to the family and thus obtain high family satisfaction ratings at the expense of their social contributions. This would result in teachers not being able to better fulfill their social responsibilities and mission.

3. The Current Situation of Career Identity of Teacher Training Students in Colleges and Universities

In the context of lifelong learning, the cultivation of the professional identity of college teacher training students is crucial. If individual students do not get a better cultivation of career identity in college, then the gap between the role requirements and role expectations they experience may destroy the stable balance state of individuals, thus bringing their own negative negative emotions. The level of professional identity is directly related to the motivation and initiative of teacher education majors to work as teachers after graduation. Nowadays, the current situation of students' professional identity of teacher training majors in universities shows the following characteristics.

3.1. Students' overall career identity is weak

At present, the overall sense of professional identity of most college teacher training students is not very strong. Some researches show that when students lack clear plans and goals for their future career development, they will also have certain doubts and uncertainties about their chosen majors.

At the same time, we can also find that students' career identity is also influenced by some other objective factors, such as family background, social environment, employment situation, etc. At present, with the deepening of education reform, people's awareness of education has been improved and the importance of education has been strengthened, but the social status of teachers is still low compared with other professions, which will have a certain negative impact on the professional identity of teacher training students.

According to the American psychologist French, "role overload occurs when employees have difficulty completing tasks within a specified time frame due to an excessive amount of tasks or the inadequacy of the task recipient's own abilities." Similarly, as society becomes more competitive, schools are placing more work tasks and more urgent work demands on teachers in order to improve organizational performance. The complexity of tasks and workloads have forced teachers to take on many responsibilities or tasks and play multiple roles at the same time. These contribute to increased cognitive overload of students' perceptions of the role of teachers, resulting in an overall weak sense of professional identity.

3.2. Significant gender differences

The study found that there were some differences between male and female students in terms of their sense of professional identity. In general, male students have a stronger sense of identity with the profession they are in, while female students have a certain tendency toward career uncertainty and indecision.

Due to the tremendous changes in today's society, the pattern of division of labor between men and women has changed, both men and women have to establish themselves in their families and careers at the same time, work-family boundaries are gradually blurred and permeated, and the pressure, conflict and blurring of roles brought about by high performance requirements and unclear job requirements are not very different for men and women. However, there may still be social stereotypes about the success criteria of both genders, men's workplace achievements will be more closely associated with successful men, society may be more inclined to men in allocating resources and tasks, and in addition men themselves will put

more pressure on themselves in order to achieve greater success. Therefore, although men's role overload is significantly higher than women's, at the same time men also have a stronger sense of professional identity compared to women.

3.3. The influence of school and major on career identity is significant

School and major also have a strong influence on students' career identity. When individual teacher education majors are unable to perform their jobs due to a lack of skills and experience, they may develop occupational stress about their teaching roles. After graduation, students may experience teacher role overload if they are exposed to complex and difficult teaching demands for long periods of time. Role overload can also have varying degrees of impact on students' physiological responses and psychological conditions, reducing their sense of meaninglessness in their profession and causing them to be reluctant to work. However, if schools and professions offer courses or career sharing sessions for teacher education students in terms of skills training and experience sharing, they can significantly increase their satisfaction and professional identity with teaching.

3.4. Teaching practice has an impact on the enhancement of professional identity

When individual students are not clear about their own authority and responsibilities, they expect themselves to act under the guidance of their leaders in a confusing teacher role, thus avoiding the creation of their own teacher role ambiguity and teacher role confusion. The increasingly large and rapidly growing school organization system in today's society makes it relatively difficult to communicate school management concepts and information. For these reasons, it is difficult for students to understand the specific work requirements of school leaders and to reduce their sense of professional identity as they move from college to teaching. Through teaching practice, students can better understand their professional abilities and interests, so that they can authentically and effectively convey and understand the information communicated by school leaders in their subsequent teaching jobs and, have a clearer understanding and planning for their future career development, thus enhancing teacher job satisfaction and sense of accomplishment for teacher education students after they join the profession.

4. Countermeasures to Promote Teacher Training Students' Career Identity

In the process of cultivating career identity, colleges and universities with teacher training majors play a key role. Colleges and universities should improve the career identity of teacher training students by creating a diversified learning environment, building a career development platform and providing practice opportunities.

In order to improve the career identity of teacher training students, colleges and universities should take the following measures:

4.1. Create a diversified learning environment

Universities should create a diversified learning environment to stimulate students' learning interests and potentials. For example, universities can organize various kinds of career experience activities, career planning lectures, and internship opportunities to help students better understand their career interests and abilities, and make clearer plans for their future teaching careers. A diverse learning environment will also help teacher education majors master solutions to role stress. When teacher role stress is excessive, teacher job satisfaction is diminished and the associated organizational commitments can cause tension and burnout on the part of the individual. Failure to position the teacher role well can leave students in a state

of uncertainty and self-doubt, ultimately leading to burnout. Therefore, teacher training majors in universities need to create a diverse learning environment and allocate diverse faculty to enhance the quality of education and the diverse learning atmosphere of the university, all of which will affect teacher training majors' sense of identity for the education career.

4.2. Strengthen career planning and guidance services

Universities should strengthen career planning and guidance services to provide students with more personalized and professional counseling and guidance. The strengthening of career planning and guidance services can start from the organizational level and the individual level. At the organizational level, universities should develop sound organizational management strategies, effectively avoid the role stress of students due to the role conflict between teachers and students, and reduce the confusion of students caused by the organizational climate and management. Universities can organize targeted training on job responsibilities and job skills to help students avoid role confusion due to unclear job scope and requirements and clarify their role expectations, as well as to reduce role stress due to students' lack of competence by improving their teaching skills and abilities. At the same time, universities can help students better understand their career interests and abilities and develop career plans that are consistent with their own development by setting up career planning centers and organizing activities such as career assessments, career counseling, and career guidance. Through career planning education, students can gain a deeper understanding of the importance of education and the value of the teaching profession, thus increasing their awareness and recognition of the education career. Therefore, by strengthening career planning and guidance services, colleges and universities can cultivate students' abilities in teaching, organization and expression, which can significantly improve teacher education students' self-confidence and self-esteem about the teaching profession, and thus enhance their sense of professional identity.

4.3. Increase practical opportunities and experience

Universities with teacher education programs should increase practical opportunities and experiences for students to help them better understand the nature and requirements of the profession. For example, universities can cooperate with companies to provide students with internship and practical training opportunities so that students can experience firsthand all aspects of professional life and improve their sense of professional identity and professionalism. Universities should also avoid assigning conflicting and demanding tasks to teacher education students, try to ensure that students' characteristics and abilities match those of their future teaching jobs, and gradually improve the development of teacher education students' personal skills. Universities can also enhance students' teaching practice, improve their language and communication skills, cultivate their organizational and creative abilities, improve their self-confidence and self-esteem in the teaching profession, and then improve their knowledge and recognition of the education career and increase their sense of professional identity.

4.4. Establish a good career mentorship system

Universities should establish a good career mentorship system to provide students with more personalized and specialized guidance and assistance. For example, universities can invite career mentors with rich career experiences and successful cases to provide students with more professional and practical guidance and advice to help them better understand their career development directions and opportunities. Career mentors can promptly eliminate teacher education students' state of discomfort with the teaching profession and effectively reduce teacher education students' role stress and increase their individual self-efficacy by providing positive encouragement and practical help. At the same time, a good career mentor can also increase the difficulty of tasks when assigning tasks to teacher training students to make them challenging and stimulate students' individual enterprise and innovation. Therefore,

by introducing excellent education experts and famous teachers, strengthening teachers' vocational training and teaching guidance, universities can improve the quality of education and teaching level of universities, which in turn can improve teacher training students' awareness and recognition of the education career.

4.5. Strengthen the social cultivation of teachers' professionalism

As guides and role models for students, teachers should focus on their own professionalism and development in order to better lead students to the path of professional success. Universities should strengthen the professionalism of teachers and improve their professional identity and professionalism to better guide and assist students. Of course, we have also found that the key to strengthening the professionalism of teachers is to improve their professional status. By increasing the publicity and promotion of the teaching profession in society, universities can provide a deeper understanding of the importance and value of the teaching profession, improve the social status and prestige of the teaching profession, which in turn will motivate more people to join the education profession and promote the reform and improvement of the education system. Strengthening the professionalism of teachers can improve the quality of education and the professional atmosphere of universities, and provide a better learning and growth environment for teacher education students.

5. Conclusion

Teacher education students' career identity is one of the important factors that affect their career development and personal growth. The formation of career identity involves many factors such as personal factors, educational environment, and school environment. Therefore, in order to promote the enhancement of teacher education students' career identity, a series of countermeasures are needed, including measures to strengthen career education, improve the status of the teaching profession, strengthen the construction of university faculty and enhance the development of students' personal abilities. Through the implementation of these measures, teacher education students' awareness and recognition of the education career can be improved, which in turn will promote their career development and personal growth.

The author believes that the enhancement of teacher education students' career identity is a long-term and arduous task. Only through the joint efforts of universities, society, families and other parties can this goal be finally achieved. Universities should provide a diversified learning environment, strengthen career planning and guidance services, increase practical opportunities and experiences, and establish a good career mentorship system, while focusing on the cultivation and development of teachers' professionalism. Teachers and students should actively participate in career planning and guidance activities to enhance their own career identity and level of professionalism, and work together to create more outstanding teacher education professionals.

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