



Strategies for Enhancing the Professional Identity of Teachers in Private Universities in Guangxi

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Abstract. This article aimed to research the current situation of professional identity among teachers in private universities in Guangxi, to create strategies for enhancing professional identity of teachers in private universities in Guangxi, and to evaluate the the adaptability and feasibility of strategies for enhancing the professional identity of teachers in private universities in Guangxi. The total population of the research was 1700, with a sample size of 313. They were middle-level administrators, basic-level administrators, and full-time teacher representatives from 11 private universities in Guangxi. The main research instruments used were questionnaire surveys, structured interview, and evaluation forms. The statistic to analyze the data were Percentages, Mean, and Standard deviation. The research results showed that: 1) the current status of professional identity among teachers in private universities in Guangxi was at a medium level, the average level of Work Environment was the highest, followed by career development, and the level of Salary and Benefits was the lowest. 2) The strategies for enhancing teachers' professional identity include three aspects: Career Development Opportunities, Work Environment, and Salary and Benefits. The adaptability and feasibility evaluation results of the strategies implementation were high.

Keywords: Professional Identity; Private Universities; Teachers; Strategy

1 Introduction

Since the promulgation of the Civil Education Promotion Law of the People's Republic of China in 2002, the status of private universities in higher education has been highly valued, and private universities have made significant progress. However, due to differences in history and resources, compared to public universities, private universities still have significant gaps in education quality, faculty, facilities, and other aspects, and their development faces a series of challenges. From the external environment, society still has more or less biases towards private universities; From the perspective of private universities themselves, the pursuit of profit in education is still relatively strong, with a single source of funding (mainly from student tuition fees), an unreasonable and unstable structure of the teaching staff, and poor quality of student sources, which are

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common problems in major private universities. The above problems in private universities have led to more challenges and difficulties for teachers, such as a lack of sense of belonging to the university, insufficient professional identity, unequal treatment, and narrow promotion channels. Therefore, researching the professional identity of teachers in private universities helps to gain a deeper understanding of their professional satisfaction and development, providing effective references for improving the education and teaching quality and professional development level of teachers in private universities. At the same time, it effectively promotes the construction of the teaching team in private universities and improves the quality of education in private universities.

This article is based on the social background of the development of education in private universities and the many problems that exist in the development of teachers in private universities. Based on Social Identity Theory, Self-Determination Theory, and Career Theory, and using N University as a research case, research methods such as questionnaire surveys and interviews are used to investigate the work environment, career development opportunities, and salary benefits of teachers in private universities, analyze the influencing factors and current situation of professional identity of teachers in private university, and based on this, strategies was proposed to enhance the professional identity of teachers in private universities.

2 Theoretical Basis

2.1 Social Identity Theory

The Social Identity Theory was first proposed by American psychologist Henry Tajfel and further developed and improved by Tajfel and John Turner. This theory suggests that an individual's sense of identification with the social group they belong to has a significant impact on their behavior and psychological state. In the field of education profession, professional identity is a teacher's sense of identification with their profession and the foundation for forming their professional identity.^[1]

2.2 Self-Determination Theory (SDT)

The Self-Determination Theory was proposed by American psychologists Richard Ryan and Edward Deci. This theory suggests that human behavior and psychological state are influenced by both intrinsic and extrinsic factors. Intrinsic motivation refers to an individual's needs for self-determination and self actualization, while extrinsic factors refer to external rewards and punishments, social expectations, etc^[2]

In the field of education, self-determination theory is widely used, especially in the field of teachers' professional identity and satisfaction. The professional identity and satisfaction of teachers are influenced by self determining factors, such as individual recognition of their professional goals and support for the work environment.

2.3 Career Theory

The career theory was first proposed by American psychologist Donald Super and is a systematic theory of career development. This theory suggests that career development is a continuous process throughout an individual's life, including multiple stages, during which individuals need to adapt to changes in their professional environment and adjust their career goals, and continuously develop their professional skills and identity.^[3]

In the field of teaching profession, career theory is also widely applied. Teachers' professional identity and satisfaction are affected by the stage of career development, such as fitness in the initial stage of career, satisfaction in the stable period of career, etc.

3 Related research at domestic and abroad

Wang Xuhong, Liang Yongsheng, Liu Hanqing et al. (2018) found through questionnaire surveys and on-site interviews that the professional identity of private university teachers is influenced by multiple factors, including career development opportunities, work environment, salary and benefits, personal values, etc.^[4]

Jiang Jinfeng and Zhang Qiang (2017): Through questionnaire surveys and interviews, it was found that the professional identity of teachers in private universities is influenced by factors such as career development prospects, work environment, salary and benefits.^[5]

Zhou Ling and Huang Lin (2016): Through questionnaire surveys and interviews, it was found that the professional identity of private university teachers is influenced by factors such as work environment, salary and benefits, and career development opportunities.^[6]

Pan Hua and Wang Yanan (2013): Through questionnaire surveys and on-site interviews, it was found that the professional identity of private university teachers is influenced by factors such as career development opportunities, salary and benefits, and work environment.^[7]

Wang Yan (2011): Through questionnaire surveys and on-site interviews, it was found that the professional identity of private university teachers is influenced by factors such as professional mission, personal growth, and career development prospects.^[8]

Li Hui and Shi Yuli (2018) found through questionnaire surveys and interviews that the professional identity of private university teachers is influenced by factors such as career development opportunities, work environment, salary and treatment, and teaching quality, and proposed corresponding improvement strategies.^[9]

O'Brien, J. R., & Allen, J. P. (2018). Research has found that professional identity is an important predictor of turnover intention among university teachers, and there are significant differences in professional identity and turnover intention between private university teachers and public university teachers, and gender also has an impact on them.^[10]

In summary, research by domestic and foreign scholars has shown that the professional identity of teachers in private universities is influenced by various factors, including career development opportunities, work environment, salary and benefits. Understanding these influencing factors and adopting corresponding improvement strategies can effectively enhance the professional identity and satisfaction of teachers in private universities, thereby improving the quality of education and the level of professional development.

4 Analysis of the Current Situation of Professional Identity among Teachers in Private Universities in Guangxi

4.1 Analysis of basic information of survey subjects

This article adopts a questionnaire survey method, and the survey subjects are teachers from private universities in Guangxi. The questionnaire consists of two parts: personal information and professional identity evaluation. Personal information includes gender, age, teaching experience, professional, education, income, teaching periods, etc; The evaluation of professional identity includes evaluation of career development opportunities, salary and benefits, and work environment. The questionnaire is scored on a 5-point scale, with 1 representing very disagree, 2 representing disagree, 3 representing average, 4 representing agree, and 5 representing very agree. SPASS was used for data analysis, which included descriptive statistics and factor analysis.

Table 1. Personal Information (n=313)

Variable	Personal Information	N	Percentage
Gender	Male	118	37.7
	Female	195	62.3
Age	30 years old or below	64	20.4
	31-39 years old	186	59.4
	40-49 years old	41	13.1
	50 years old and above	22	7.0
Teaching Experience	within 3 years	80	25.6
	3-5 years	45	14.4
	6-10 years	95	30.4
	11-15 years	61	19.5
	16-20 years	11	3.5
	More than 20 years	21	6.7
Professional	Assistant	99	31.6
	Lecturer	142	45.4
	Associate professor	59	18.8
	Professor	13	4.2
Education	Bachelor's degree	144	46.0
	Master's degree	164	52.4
	Doctor's degree	5	1.6
	Less than 4000 CNY	94	30.0

Income (per month)	4000-6000 CNY	139	44.4
	6000-8000 CNY	55	17.6
	More than 8000 CNY	25	8.0
Teaching period	5 periods	150	47.9
	6-10 periods	47	15.0
	11-15 periods	46	14.7
	16-20 periods	42	13.4
	21-25 periods	19	6.1
	More than 25 periods	9	2.9

According to table 1, the sample size is 313, with 118 males accounting for 37.7% and 195 females accounting for 62.3%; The age distribution is mainly concentrated between 30 and 39 years old, accounting for 59.4%; The distribution of teaching experience is mainly concentrated between 6-10 years, accounting for 30.4%; The distribution of professional titles is mainly concentrated in lecturers, accounting for 45.4%.

4.2 Analysis of the Current Situation of Professional Identity of teachers in Private Universities

Career development opportunities, salary and benefits, and work environment are the three main factors that affect the professional identity of teachers in private universities. Among them, the factors of career development opportunities include educational background, work experience, skills and abilities, self-development, etc; The factors of salary and benefits include salary, benefits, honors, etc; Work environment includes interpersonal relationships, organizational atmosphere, campus cultural environment, teaching facilities and resources, etc.^[11]

Table 2. Analysis of the Current Situation of Professional Identity among teachers in Private Universities

Dimension of professional identity	M	S.D.	Level	Rank
Career Development Opportunities	3.40	0.73	Medium	2
Work Environment	3.51	0.46	Medium	1
Salary and Benefits	3.08	0.66	Medium	3
Total	3.33	0.62	Medium	

According to table 2, it can be found that the current situation of Professional Identity of teachers in private universities in Guangxi in 3 aspects ranged was at a medium level ($M \pm S.D.=3.33 \pm 0.62$). Considering the results of this research aspects ranged from the highest to the lowest level were as follow, the highest level was Work Environment ($M \pm S.D.=3.51 \pm 0.46$), followed by Career Development Opportunities ($M \pm S.D.=3.40 \pm 0.73$), Salary and Benefits was the lowest ($M \pm S.D.=3.08 \pm 0.66$).

4.3 Analysis of Factors Influencing the Professional Identity of Teachers in Private Universities in Guangxi.

The factor analysis results show that the cumulative variance contribution rate of career development opportunities, work environment, and salary is 74.23%, indicating that these three factors can effectively explain the degree of variation in the professional identity of private university teachers. Specifically, the factor load of salary and benefits is the highest, at 0.842; Next is the factor of career development opportunities, with a factor load of 0.786; The factor load of work environment factors is 0.721.

5 Strategies for Enhancing Professional Identity among Teachers in Guangxi Private Universities

5.1 Optimize strategies for career development opportunities for teachers in private universities.

(1) Provide teachers with more learning and training related to educational advancement, professional skills, and professional ability enhancement, in order to enhance their professional skills and abilities, and enhance their competitiveness in the workplace.

(2) Provide more opportunities for discussion and academic exchange for teachers, establish a stable academic network for teachers, help teachers continuously broaden their horizons, update their knowledge and skills, and improve their own quality and competitiveness.

(3) Introduce incentive mechanisms for teaching research and scientific research to encourage teachers to actively participate in teaching research and reform, as well as scientific research, publish high-level papers, and apply for research projects, in order to improve their personal academic status and career development opportunities.

(4) Encourage teachers to actively participate in school management and services, such as serving as members of various committees and guiding teachers for student clubs, in order to enhance their personal management and service abilities.

(5) Promote the mentoring system for young teachers, arrange experienced mentors for young teachers, provide guidance and assistance in teaching and research, and promote the rapid development of teachers' personal careers.

5.2 Strategies for Creating a Good Work Environment

(1) Provide excellent office and teaching facilities: Provide teachers with spacious and bright offices, advanced teaching equipment and venues to improve their work efficiency and satisfaction.

(2) Strengthen management and service support: Strengthen campus management and service support, provide comprehensive logistics support and teacher life services, enable teachers to focus on teaching and research work, improve work efficiency and satisfaction.

(3) Establishing incentive mechanisms, such as selecting outstanding teachers of the year and setting up teaching and research bonuses, can motivate teachers to exert greater work abilities.

(4) Strengthening teacher training and communication: Strengthening teacher training and communication, providing diversified educational training and communication platforms, can improve teachers' professional level and professional literacy, thereby improving work efficiency and satisfaction.

(5) Establishing a good teacher-student relationship: Establishing a good teacher-student relationship, encouraging communication and interaction between teachers and students, can create a positive teaching atmosphere and improve teacher satisfaction.

(6) Establish sound systems and regulations: Establish sound systems and regulations to safeguard the legitimate rights and professional development of teachers, and improve their job stability and satisfaction.

(7) Strengthen the social status and image of teachers: Strengthen the publicity and promotion of teachers, make society more recognize and respect the teaching profession, and improve the social status and image of teachers.

5.3 Strategies for Promoting Teachers' Salary and Benefits

(1) Improving the education and professional title of teachers: Improving the education and professional title of teachers can improve their personal teaching level and academic status, thereby striving for higher salaries and benefits.

(2) Introducing excellent teacher resources: Introducing excellent teacher resources both domestically and internationally can improve the overall teaching level and reputation of the school, thereby providing better salaries and benefits for teachers.

(3) Strengthen teacher training and evaluation: Strengthen teacher training and evaluation, improve teachers' teaching effectiveness and student satisfaction, and thus provide better compensation for teachers.

(4) Establish a performance bonus system: Based on the work performance and contribution of teachers, establish a performance bonus system to motivate teachers to exert greater work ability and improve their own salary and benefits.

(5) Increase welfare benefits: In addition to salary benefits, increasing the welfare benefits of teachers can also improve their satisfaction, such as providing housing subsidies, transportation subsidies, meal subsidies, communication subsidies, paid leave, enterprise annuity, etc.

(6) Strengthen cooperation with enterprises: Strengthen cooperation with enterprises to provide more opportunities and resources for teachers, such as enterprise internships, scientific research projects, etc., in order to provide better salary and benefits for teachers.

6 Evaluation results of the Implementation of Enhancing the Professional Identity of Teachers in Private Universities in Guangxi.

The analysis results were evaluated by an evaluation team consisting of 5 experts who have formulated educational policies and regulations about private universities in Guangxi, as well as experts and professors who have been engaged in educational administration in private universities in Guangxi for more than 10 years and hold professional of associate professor or above. They mainly used the form of a five-level scoring table, namely highest, high, average, low, and lowest. Each expert can only choose one level.

Table 3. Analysis results of strategies evaluation

Strategies of Enhancing the Professional Identity of Teachers in Private Universities in Guangxi	adaptability			Feasibility		
	M	S.D.	re-sult	M	S.D.	re-sult
Career Development Opportunities	4.28	0.45	high	4.38	0.53	high
2. Work Environment	4.11	0.51	high	4.16	0.48	high
3. Salary and Benefits	4.88	0.45	high-est	4.38	0.50	high
Total	4.55	0.49	high-est	4.45	0.51	high

According to Table 3, it can be found that the Adaptability of strategies of 3 aspects on Professional Identity of Teachers in private universities in Guangxi was in a highest level ($M= 4.55$), and the Feasibility of strategies of 3 aspects on Professional Identity of Teachers in private universities in Guangxi was in a high level ($M= 4.45$).

7 Conclusion

The results of this research indicated that career development opportunities, salary and benefits, and work environment are the three main factors that enhance the professional identity of teachers in private universities. Specifically, good career development opportunities can stimulate teachers' work enthusiasm and creativity, and promote their career development and growth; Fair treatment can enhance teachers' self-esteem and confidence, and enhance their recognition and recognition of their profession; A good working environment can improve teachers' work efficiency and satisfaction, making them more engaged in their work. This study believes that the key to enhancing the

professional identity of teachers in private universities lies in creating good career development opportunities, providing fair compensation and a good working environment for teachers. Therefore, private universities should consolidate the foundation of teacher career development: provide better training and development opportunities for teachers; provide more training, discussion, and academic exchange opportunities for teachers, so that they can continuously update their knowledge and skills, improve their own quality and competitiveness. Create a good working environment: improve teaching facilities and resource conditions, create a harmonious, warm, and interactive working environment, establish a teacher-student relationship of mutual trust, assistance, and interaction, and enhance teachers' sense of belonging and identification; Enhance teachers' discourse power and participation: Encourage teachers to participate in school decision-making and management, give them discourse power and participation, and enhance their sense of responsibility and belonging. Improving the salary and welfare benefits of teachers: Strengthening the motivation for teachers: Through salary benefits, promotion mechanisms, recognition and rewards, etc., stimulating teachers to make more contributions to the university, making them feel their value and importance, strengthening the social status and image of teachers, strengthening the promotion and promotion of teachers, making society more recognize and respect the teaching profession, and improving the social status and image of teachers. To enhance the professional identity of teachers and promote the sustainable development of private universities.

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