

Professional Identity, Self-Efficacy, And Effectiveness Among Chinese University Faculty

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Asia Pacific Journal of
Management and
Sustainable Development
Vol. 11 No. 1, pp. 46-56
March 2023
ISSN: 2782-9332 (Print)

Date Received: May 5, 2023; Date Revised: May 20, 2023; Date Accepted: May 23, 2023

Abstract – Teacher identity, self-efficacy, and effectiveness development are interwoven processes; however, empirical studies have yet to address this issue. This research generally aimed to enhance the development and effectiveness of University Faculties in China. More specifically, the paper described the respondent's demographics; determined the professional identity; the self-efficacy and the effectiveness concerning enumerated sub-domains; tested the difference of responses on professional identity, self-efficacy, and effectiveness when grouped according to profile; established their relationship; and proposed an action plan to enhance the development and effectiveness of the university faculty members in China. Three hundred and sixty-three (363) faculty members from five Chinese universities in Inner Mongolia were invited to participate not including any organization whose members did not have a primary instructional role. The descriptive design was used and adopted standardized questionnaires were sent online using different platforms. Findings revealed that majority of the respondents are relatively new in the teaching career. They agreed on their self-identity with affirmation as the highest and reconsideration of commitment as the lowest, agreed on self-efficacy with school climate as the most and involvement as the least, and agreed on the effectiveness of the faculty members on teaching-related behavior as the highest and personality as the lowest. As to effectiveness, relational expertise is noted to be related with all the profile variables. There is positive association between professional identity, self-efficacy, and effectiveness suggesting that they impact one another. Hence, it proposed an action plan to enhance the development and effectiveness of the university faculty in China.

Cite this article as: Zhang, X. (2023). Professional Identity, Self-efficacy, and Effectiveness Among Chinese University Faculty. *Asia Pacific Journal of Management and Sustainable Development*, 11(1), 46-56

INTRODUCTION

Teachers devote approximately 15% of a year to in-service training, which may include courses, conferences, seminars, classroom visits, and observation. According to Evran et al. [1], teacher professional development programs will likely increase student academic achievement. In order to design or commission effective professional development, school administrators and professional development designers must be aware of its essential characteristics. Good teachers can identify their students' learning requirements and create lesson plans corresponding to their academic styles.

Zwart et al. [2] have attempted to determine what constitutes effective professional development, but the results have yet to be conclusive, and the existing reviews suffer from severe methodological flaws. The rate of teachers leaving the profession is significantly higher than the rate of individuals leaving other occupations. This is due to stress and burnout caused by unsatisfactory working conditions, job overload, unwanted student behavior, a lack of support and supervision in the early years of a teacher's career, frustration over falling short of one's professional standards as a teacher, and a lack of administrative support. Factors, including professional identity, self-efficacy and effectiveness, must be investigated to reduce teacher fatigue and turnover.

A teacher is someone who, during instruction, can and should adapt to students' present and future needs, is receptive to new information and ideas and offers insight. Hence, being a trained and capable teacher could be lengthy and challenging. Consequently, it is the process of becoming one's own and improving one's concept of self via studying one's life experiences [3].

Various definitions of the teacher identity concept have arisen in the realm of teacher education. The most likely definition is how a teacher identifies herself or himself in the realm of teaching. It indicates that how teachers perceive themselves as professionals substantially impact whether or not their students succeed in school [4].

Utilizing a socio-psychological lens, one's development into a competent educator is an ongoing system incorporating distinctive traits, a sense of purpose, and professional abilities. This paradigm views teacher identity, self-efficacy, and effectiveness jointly. Despite this theoretical connection and the prevalence of studies on teacher identity, self-efficacy, and effectiveness in education, research on their interaction in developing the self still needs to be explored [3]. There is a growing consensus that teacher identity, self-efficacy, and effectiveness development are interwoven processes; nevertheless, most current research focuses on only one aspect of this relationship. Similar studies emphasize the significance of self-efficacy in building a teacher's identity, showing effectiveness in the performance of the specific role. It identifies self-efficacy as a significant factor in teacher identity or an indicator of teacher identity and effectiveness [5]. Hence, it is well-established that "teachers use identity to make sense of themselves as educators", which may entail developing a sense of effectiveness. This suggests that teacher identification may play a significant role in establishing self-efficacy and effectiveness. Nonetheless, this theory aspect needs to be more reported in empirical studies, with few studies addressing the issue using variance model analysis to demonstrate that the growing professional identity of Chinese faculty members positively affected their development [6].

However, a teacher's professional identity consists of their "knowledge and evaluation of how they see themselves in the particular teaching situation." A teacher's sense of professional identity plays a vital role in the classroom and serves as a basis for their teaching philosophy throughout their careers. For this reason, trained teachers must have a good grasp of their personal and professional identities [6].

Teachers' self-efficacy is the belief that one can learn and perform academically, as anticipated by teachers. Albert Bandura, a psychologist, created the phrase "self-efficacy," which refers to "beliefs in one's ability to plan and execute the actions necessary to manage forthcoming issues". Hence, self-efficacy can be evaluated on three context levels: the broad, the specific, and the task-specific. Researchers found that novice teachers' perception of efficacy was greatly affected by their capacity to persuade others, possibly because "teachers who are struggling in the early years of their job tend to rely more heavily on the support of their colleagues". Teachers' self-efficacy in the classroom is

described as "the belief that one is able to plan and execute the actions necessary to accomplish one's teaching tasks within a given setting [5]."

Teacher effectiveness, on the other hand, states the extent to which the teacher believes he or she can influence student achievement". The study's interest in teachers' professional identities and levels of self-efficacy has increased significantly. Consequently, it is essential to determine teachers' self-efficacy levels and create situations that will help them gain confidence in their teaching abilities [7].

Education aims to facilitate learning that successful learning can result from outstanding teachers. Regardless of the level taught, teachers must increase their confidence in their talents to be great teachers. This study is not intended to investigate or criticize the Chinese University system. Hence, this study aims to build the foundation of professional identity, self-efficacy, and effectiveness in the Chinese University system.

Teachers' senses of effectiveness and efficacy in China have all been connected to teachers' professional identity. Therefore, more understanding of these variables needs to be discussed to present formal knowledge of their impact on the Chinese University system.

OBJECTIVES OF THE STUDY

This research generally aimed to enhance the development and effectiveness of university faculty in China. More specifically, described the demographic information among Chinese University faculty in terms of sex, age, highest educational attainment, marital status, length of service, and university level attained; determined the respondents' professional identity in terms of affirmation, in-depth exploration, practices, identification with commitment and reconsideration of commitment; assessed the self-efficacy in terms of instructional, disciplinary, involvement, and school climate; identified the effectiveness concerning teaching-related behavior, subject matter expertise, relational expertise and personality; tested the difference in responses on professional identity, self-efficacy, and effectiveness among Chinese University Faculty when grouped according to profile; established the relationship between and among the three variables (professional identity, self-efficacy, and effectiveness); and lastly, proposed a Training and Development Plan for the Faculty members in Chinese universities.

MATERIALS AND METHODS

Research Design

This quantitative study aimed to understand better the dynamics among faculty members' professional identity, self-efficacy and effectiveness at Chinese universities. Quantitative method was used to grasp and understand the subject under study fully, observed situations or events that affect people. As a result, quantitative findings are better communicated using numbers and statistics. The data set included age, education, marital status, years of experience, and leadership positions of Chinese university faculty members. Chinese university faculty members' sense of professional identity, self-efficacy, and effectiveness were studied and analysed.

Participants of the Study

Chinese university faculty demographics (gender, age, education, marital status, service length, leadership roles) were studied. Only those with primary instructional roles were considered. With a 95% confidence level and a population of 6418, a sample of 363 was calculated via Raosoft. Random sampling was used to select students. WeChat and email surveys were sent, considering various teacher characteristics. Survey validity was ensured by discarding shallow or duplicate responses. A follow-up was done a week later, dismissing responses with substantial changes.

Data Gathering Instruments

There are different factors measured using standardized methods in the study. The first section used the Professional Identity Scale developed by Kostermans [8]. A teacher's Professional identity can be evaluated based on the following domains that were applied (Affirmation, In-depth exploration, Practises, Identification with commitment and Reconsideration of commitment). From the result, the Cronbach Alpha value was 0.794, greater than 0.7, which indicates that the reliability quality of the research data is acceptable and can be used for further analysis.

A total of 28 questionnaires were sent out to university professors in China; 26 were returned for analysis. The Scale's validity is determined by its internal consistency coefficient (coefficient). Therefore, the Scale's high degree of internal consistency indicates its reliability.

Part 2 of the Teachers Self-efficacy among Chinese university Faculty (instructional, disciplinary, involvement, and school climate) was provided.

Instructional, disciplinary, involvement, and school climate are all ways to gauge a teacher's sense of self-efficacy in the classroom. Therefore, the four factors were applied to investigate the observed Teachers' Self-efficacy among Chinese university Faculties (instructional, disciplinary, involvement, and school climate). The mean correlation between each item and the teachers' self-efficacy Scale was 0.846. Because of its internal consistency, the Scale is entirely trustworthy.

Calaguas [9] created the teacher's effectiveness of the Chinese university Faculty Scale (teaching-related behavior, subject matter expertise, relational expertise, and personality). The correlation between each item on the faculty members' effectiveness Scale and the overall score was 0.912. It shows that the trustworthiness of the Scale in terms of its internal consistency is excellent.

Data Gathering Procedure

Once the instrument was drafted, it went through content validation by the experts, and a reliability test was also done. Permissions from school officials were sought also before survey was started and the process was thoroughly discussed with the participants. During distribution of the questionnaires, the researcher either met directly or virtually with each participant to explain the study's purpose. Some questionnaires were collected the same day via WeChat, while others were gathered within two weeks with the help of friends and colleagues, and online surveys were sent by email.

Data Analysis

The collected data was analyzed using various statistical methods and tools. The profile of respondents was described through frequency distribution, while weighted means and rankings determined average values. The Shapiro-Wilk test revealed non-normal distribution ($p < 0.05$) for three key variables. To analyze grouped responses, Mann Whitney U test and Kruskal Wallis were applied, and Spearman rho assessed relationships. The Likert Scale categorized responses as Strongly Agree, Agree, Disagree, and Strongly Disagree. PASW version 26 software was used with a significance level of 0.05 for result interpretation.

Ethical Consideration

The Lyceum of the Philippines University–Batangas Research Ethics Committee approved the thesis, ensuring ethical compliance. Open communication and information sessions were held for participants to clarify research aims. Voluntary

participation and confidentiality were emphasized. Data privacy measures included pseudonyms and secure storage. The university's Faculty of Education employed robust security for both digital and paper files.

RESULTS AND DISCUSSION

Table 1

Professional Identity among Chinese University Faculty

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Affirmation	3.37	Agree	1
2. In-depth exploration	3.28	Agree	2.5
3. Practices	3.27	Agree	4
4. Identification with commitment	3.28	Agree	2.5
5. Reconsideration of commitment	3.12	Agree	5
Composite Mean	3.26	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The provided data in Table 1 presents a comprehensive overview of professional identity among Chinese university faculty members. The highest scoring indicator is Affirmation, with a weighted mean score of 3.37, positioning it within the "Agree" range. This suggests that the faculty members generally exhibit a positive affirmation of their professional roles and identities. Moore [10] describes teacher professional identity as an ongoing process, rooted in defining roles, values, and beliefs in teaching. Teachers shape their identities through experiences, observations, coursework, and interactions with students. Their evolving identity influences classroom interactions and job performance. The identity affirmation model, a culturometric communication approach, involves teachers confirming both their and learners' identities. This model could aid in shaping instructional practices and developing teachers' identities. In the 21st century, teachers need resilience and creativity, and those willing to take risks motivate students. Like Corpus [11] suggests, teaching is a noble calling, empowering students to achieve their potential and make a positive impact.

Following closely, the indicators In-depth exploration and Identification with commitment both share a weighted mean score of 3.28, also categorized as "Agree." This implies that faculty members engage in substantial exploration of their roles and possess a strong sense of commitment to their profession. The indicator Practices secures the fourth rank, with a weighted mean

score of 3.27. Falling within the "Agree" range, it underscores the notion that faculty members actively implement effective teaching practices aligned with their professional identity. Lastly, the indicator Reconsideration of commitment stands at a slightly lower score of 3.12, still falling within the "Agree" range, and consequently ranks fifth. This suggests that while faculty members occasionally reflect on their commitment to the profession, it might not be as pronounced as the other indicators.

The overall picture that emerges from the composite mean score of 3.26, categorized as "Agree," signifies a collective agreement among Chinese university faculty members regarding their professional identity. This suggests a generally positive perception and alignment with their roles and commitments within the academic context. The ranking of the indicators further highlights the relative strength of certain aspects, such as affirmation and commitment, which could serve as valuable insights for fostering an environment of professional growth and development within the Chinese university system.

Self-affirmations have the highest value because they increase teachers' confidence by encouraging them to examine their professionalism and the value they bring to the classroom. This could free teachers from focusing solely on threats to their dignity and competence [12]. If a teacher is concerned about the future of their profession or fear change, they may attempt to balance their commitments. However, Celik and Yildiz [13] demonstrate that reconsideration of commitment may be low since teachers must be committed to their work.

Table 2

Self-efficacy among Chinese University Faculty

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Instructional	3.24	Agree	3
2. Disciplinary	3.30	Agree	2
3. Involvement	3.14	Agree	4
4. School Climate	3.34	Agree	1
Composite Mean	3.26	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 displays self-efficacy among Chinese University Faculty regarding Instructions, using nine indicators ranked 1 to 9. Indicator 6 holds the highest weighted mean at 3.39 and is ranked 1st. This indicates staff encouraging less motivated colleagues to study.

The weighted mean aligns with this, being above 2.50 but under 3.49. Following closely is the 2nd-ranked indicator at a weighted mean of 3.35. This indicates teachers often promoting student collaboration. This mean also falls in the agree (2.50 – 3.49) range.

The table above presents the summary of self-efficacy among Chinese University Faculty. The table shows the Instructional, Disciplinary, Involvement and School climate as indicators for self-efficacy in the case study. All indicators agreed with school climate having the highest weighted mean of 3.34, followed by disciplinary 3.30, instructional 3.24 and involvement 3.14. The composite mean of 3.26 indicates that all these parameters bring about good self-efficacy in an institution such as an educational institution.

The respondents see these parameters, school climate, disciplinary, instructional and involvement, as factors that can easily increase self-efficacy. Self-efficacy easily helps recover from major or minor setbacks and helps see difficult tasks as easily overcome. A suitable environment is one important factor that causes an individual to act more in any place. When the school environment is suitable enough to work and learn, students and staff of such educational institutions will foster their energy to become the best they can be.

An educational institution is one institution where all parties playing roles should at least be convenient before they can enjoy it. When lecturers feel a heated wave in the environment they are lecturing, they will withhold all their energy, bringing about poor production, and when this happens, it affects the student's performance. A suitable working environment for an institution's staff will make them pay undivided attention to all education stakeholders. A well-disciplined teacher will produce students on their best behavior towards their parents, learning mates, teachers/lecturers, school management, and society.

Table 3
Effectiveness of Chinese University Faculty

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching-related behaviour	3.43	Agree	1
2. Subject Matter Expertise	3.42	Agree	2
3. Relational Expertise	3.40	Agree	3
4. Personality	3.39	Agree	4
Composite Mean	3.41	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

The table above, presents the effectiveness of Chinese University Faculty. The table shows that all

indicators play vital roles in the effectiveness of Chinese University Faculty. Nonetheless, out of the four items broken down into indicators for determination of the Effectiveness of Chinese University Faculty, teaching related behaviour was more agreed upon compared to another item. The weighted mean of Teaching-related behavior was 3.43 and was ranked one, while the difference between this item and the second-ranked item was just 0.01. Although, all other items too exhibited differences of 0.01 at all levels. The least-ranked item was personality, with a weighted mean of 3.39 and ranked 4. Teaching-related behavior significantly affects student academic performance, benefiting both teachers and students. Effective behavior makes classes engaging, fostering student enthusiasm even for impromptu sessions. Subject expertise enhances teaching quality, leading to student satisfaction and successful teaching careers. Institutionally, effectiveness leads to lower dropout rates, motivated staff, and efficient communication channels.

This is because the direct influence of professional identity on competence and the indirect effect via self-efficacy is high. According to Yao et al. [14], there is potential for improvement in teachers' professional identity and self-confidence.

However, the relationship between Professional identity in Affirmation and Self-efficacy in Involvement is low as shown in Table 4. Its p-value having a value less than the alpha level shows that the relationship is a substantial one, not just a random one relationship.

According to Cai et al. [15], there is evidence that student teaching influences the perspective of future teachers. During the practicum, their opinions are affirmed, realized, debated, developed upon, integrated, and modified. There are various strategies to assist doctoral students in becoming better teachers, but an internship is the most effective and closely relates to students' assessments of their teaching skills. Teachers' classroom confidence can be enhanced by their exposure to and practice of various teaching tactics and pedagogical approaches during their practicum through dialogic reflection with their mentor. According to the research, self-efficacy is associated with and may even generate a sense of professional pride. It was discovered that a teacher's professional identity is influenced by their own feeling of classroom ability and the quality of their personal relationships. They stated that the presented paradigm could be utilized to address the professional identities of new and aspiring teachers.

By examining teachers' identities, teachers can

better comprehend educational principles and procedures. Cai et al. [15] developed the term "identity" to express "the acceptance of unique personal attitudes, feelings, attributes, and actions and the affiliation with a larger group of individuals who share these characteristics". Originally, this field of study focused on how individuals from diverse social, cultural, religious, political, and psychological origins build their distinctive sense of identity.

Table 4
Relationship between Professional Identity and Self-efficacy among Chinese University Faculty

Affirmation	rho	p-value	Interpretation
Instructional	.505**	0.000	Highly Significant
Disciplinary	.464**	0.000	Highly Significant
Involvement	.387**	0.000	Highly Significant
School Climate	.509**	0.000	Highly Significant
In-depth exploration			
Instructional	.631**	0.000	Highly Significant
Disciplinary	.551**	0.000	Highly Significant
Involvement	.536**	0.000	Highly Significant
School Climate	.577**	0.000	Highly Significant
Practices			
Instructional	.685**	0.000	Highly Significant
Disciplinary	.541**	0.000	Highly Significant
Involvement	.595**	0.000	Highly Significant
School Climate	.582**	0.000	Highly Significant
Identification with commitment			
Instructional	.669**	0.000	Highly Significant
Disciplinary	.574**	0.000	Highly Significant
Involvement	.527**	0.000	Highly Significant
School Climate	.637**	0.000	Highly Significant
Reconsideration of commitment			
Instructional	.690**	0.000	Highly Significant
Disciplinary	.501**	0.000	Highly Significant
Involvement	.629**	0.000	Highly Significant
School Climate	.531**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Self-awareness is also crucial to how teachers describe themselves about their work. The study of teachers' identities has far-reaching impacts on education, including teacher commitment. It also enhances the comprehension and evaluation of educational policies and practices. According to Mei et al. [16] research on the differences between novice and experienced teachers' perceptions of their effectiveness, "teachers who are struggling early in their careers tend to rely more on the support of their colleagues,"

indicating that teachers' ability to use persuasive language is a strong predictor of their perceptions of success. Tschannen describes self-efficacy in the classroom as the belief that one is able to plan and execute the actions necessary to accomplish one's teaching tasks within a given setting.

Teacher efficacy is the degree to which the teacher believes in his or her ability to impact the academic outcomes of students. Cai et al. [15] research determined that by merging Bandura's theory with the concept of teacher efficacy, outcome expectancy would disclose the extent to which teachers believed the environment could be controlled. In addition, Abun et al. [17] showed a high association between teachers' sense of efficacy in pre-university situations and their activities.

The table 5 shows the association between professional identity and the effectiveness of Chinese university faculty.

It was observed that the computed rho-values indicate a very strong direct correlation, and the resulting p-values were all less than the alpha level. This implies that a significant relationship exists and indicates that the better the professional identity, the more effective the faculty.

In other words, it can be concluded that the relationship between Professional identity (in terms of Affirmation, In-depth exploration, Practices, Identification with commitment and reconsideration of commitment) and Effectiveness of Chinese university Faculty (in terms of Teaching-related behavior, Subject Matter Expertise, Relational Expertise and Personality) is noticeable, which indicates that there is the possibility of having better Professional identity when there is better Effectiveness of Chinese university Faculty and vice versa. The reason is that effectiveness is crucial for teachers. Hence, it improves teaching performance, enables the attainment of desired outcomes, and facilitates pursuing of personal objectives. A professional teacher is responsible for developing good ways for self-improvement and maintaining professionalism [18].

However, the relationship between Professional identity (in terms of In-depth exploration, Practices and Reconsideration of commitment) and Effectiveness of Chinese university Faculty in terms of Relational Expertise is low, but for their p-values to be having a value less than the alpha level shows that the existing relationship is a substantial one, not just a random relationship.

Table 5
Relationship between Professional Identity and Effectiveness of Chinese University Faculty

Affirmation	rho	p-value	Interpretation
Teaching-related behavior	.570**	0.000	Highly Significant
Subject Matter Expertise	.507**	0.000	Highly Significant
Relational Expertise	.414**	0.000	Highly Significant
Personality	.455**	0.000	Highly Significant
In-depth exploration			
Teaching-related behavior	.579**	0.000	Highly Significant
Subject Matter Expertise	.521**	0.000	Highly Significant
Relational Expertise	.380**	0.000	Highly Significant
Personality	.473**	0.000	Highly Significant
Practices			
Teaching-related behavior	.563**	0.000	Highly Significant
Subject Matter Expertise	.524**	0.000	Highly Significant
Relational Expertise	.362**	0.000	Highly Significant
Personality	.443**	0.000	Highly Significant
Identification with commitment			
Teaching-related behavior	.671**	0.000	Highly Significant
Subject Matter Expertise	.616**	0.000	Highly Significant
Relational Expertise	.448**	0.000	Highly Significant
Personality	.541**	0.000	Highly Significant
Reconsideration of commitment			
Teaching-related behavior	.457**	0.000	Highly Significant
Subject Matter Expertise	.449**	0.000	Highly Significant
Relational Expertise	.268**	0.000	Highly Significant
Personality	.344**	0.000	Highly Significant

Legend: Significant at p -value < 0.05

According to Wang et al. [9], the strategy for promoting professional identity enables the effectiveness of the faculty members. This is significant because faculty members' professional identities are created by their encounters with role models in the field, and these role models can influence their professional actions, attitudes, and values. Faculty members' professional identity can significantly impact students' professional views and ability to be influenced.

A staff's devotion to a mundane activity is related to how effectively it reflects their personality. In accordance with Canrinus [20], a steady sense of identity

is vital for leading individuals to maintain their concentration on the work at hand. Passion has been studied from psychological and sociological perspectives, and the consensus among these fields is that it is an intrinsic motivator that serves as a conditioning agent, binding together seemingly opposed attractions and assisting individuals in adjusting their perceptions of specific pursuits. Since enthusiasm enhances the sense of flow, it is not difficult to see why so many people who are excited about a particular subject dedicate so much time and effort to it. When asked what inspires them or why they put in the time and effort to become the greatest at what they do, enthusiastic athletes, singers, and business entrepreneurs will say that the "fire of desire" within them drives them.

In Wang et al. [19], however, identity has long been acknowledged as a crucial aspect of studies into what motivates individuals. In social science, identity and role are essential since they motivate individuals to take action. Numerous aspects, such as students' origins, professional identities, heuristics, and ways of thinking, play a role in the classroom situation, and entrepreneurship education is no exception. Insights into improving the delivery of entrepreneurship education and creating an entrepreneurial orientation in individuals can be gleaned by analyzing the interaction of the aforementioned classroom-based components.

Teachers have a robust sense of their professional identities regarding the tasks and responsibilities they play in the classroom. This guarantees that students are always aware of the teachers' identities as professionals with different jobs and competence areas. This is proven by teachers' participation in ongoing professional development initiatives meant to help them motivate students to attain academic achievement. Due to the extreme magnitude of this factor, teachers are motivated to go above and beyond in their advocacy for progress and issues that will benefit their students and the community as a whole and to ensure that they are always equipped with the theoretical and practical knowledge required to meet the diverse learning needs of their students. A person's professional identity consists of a sense of satisfaction and egotism in one's favourite disciplines, an awareness of one's obligations and responsibilities as a counselling professional, and a presentation of one's profession (Wang et al., 2022). Therefore, the quality of an individual's job influences how the public perceives the profession.

Consequently, a person's career suffers when they lack a sense of professional identity. According to Wang

et al. [19], teaching should be considered a substantial portion of professional skill. Teachers are provided with professional and personal development opportunities, enabling them to improve their skills and create more significant results in the classroom. This is why career advancement opportunities are so crucial.

Teachers adhere to exceptionally rigorous requirements. This implies that teachers continually try to improve their performance. The overall very high result on teachers' performance is consistent with the findings of earlier research on the best teacher performances. He asserted that the ability of teachers to respond correctly to students' emotional, social, cultural, and cognitive demands is the foundation of good classroom management.

Hence, one of the factors influencing a teacher's effectiveness is the degree to which they balance three essential job dimensions. Successful teaching behavior and teacher effectiveness are connected with indicators of teacher professional identity.

Teachers' occupational devotion, self-efficacy, job happiness, and changes in motivation have all been demonstrated to be connected to effective teaching behavior and teacher effectiveness when investigated independently. For schools to fulfil their goal of enhancing teachers' efficacy, a high level of teacher commitment is needed.

Table 6 presents the association between self-efficacy and the effectiveness of Chinese university faculty. It was noticed that the computed rho-values indicate a very strong direct correlation, and the resulting p-values were all less than the alpha level. This shows that a significant relationship exists and concludes that the better the self-efficacy, the more effective the faculty are.

In other words, it can be concluded that the relationship between Self-efficacy (in terms of Instructional, Disciplinary, Involvement and School Climate) and Effectiveness of Chinese university Faculty (in terms of Teaching-related behaviour, Subject Matter Expertise, Relational Expertise and Personality) is noticeable, which indicates that there is the possibility of having better Effectiveness of Chinese university Faculty when there is better Self-efficacy and vice versa.

However, the relationship between Self-efficacy (in terms of instructional and involvement) and the effectiveness of Chinese university Faculty in Relational Expertise is low. However, their p-values having a value less than the alpha level shows that the existing relationship is still substantial, not just random.

Table 6
Relationship between Self-efficacy and Effectiveness of Chinese University Faculty

Instructional	rho	p-value	Interpretation
Teaching-related behavior	.647**	0.000	Highly Significant
Subject Matter Expertise	.642**	0.000	Highly Significant
Relational Expertise	.380**	0.000	Highly Significant
Personality	.533**	0.000	Highly Significant
Disciplinary			
Teaching-related behaviour	.648**	0.000	Highly Significant
Subject Matter Expertise	.600**	0.000	Highly Significant
Relational Expertise	.435**	0.000	Highly Significant
Personality	.534**	0.000	Highly Significant
Involvement			
Teaching-related behaviour	.533**	0.000	Highly Significant
Subject Matter Expertise	.509**	0.000	Highly Significant
Relational Expertise	.274**	0.000	Highly Significant
Personality	.470**	0.000	Highly Significant
School Climate			
Teaching-related behaviour	.807**	0.000	Highly Significant
Subject Matter Expertise	.744**	0.000	Highly Significant
Relational Expertise	.536**	0.000	Highly Significant
Personality	.645**	0.000	Highly Significant

Legend: Significant at p-value < 0.05

This paper argues that professional development for teachers should prioritise teachers' sense of self-efficacy as a crucial aspect of their classroom performance. We propose that teacher in-service programmes use teachers' self-reported confidence in their abilities to be effective teachers as a measure of the overall performance of their programmes. In this article, we provide a brief overview of studies that demonstrate a correlation between teacher self-efficacy and student learning, as well as suggestions for how teacher development activities, particularly in-service training, can be reoriented to emphasise the importance of cultivating teacher self-efficacy.

According to Ali et al. [20] inherent to teaching is the ability to solve ill-defined, complex, dynamic, and nonlinear situations. Consequently, a teacher's level of personal agency, or how they take charge of their work by deciding how to frame problems, employing appropriate tactics, visualizing the likelihood of success, and ultimately finding solutions, will have a significant impact on the teacher's level of success. Self-efficacy is essential to a teacher's success because it enables them

to accept responsibility for their learning and professional development. The connecting threads between a sense of agency and a sense of efficacy are personal experience and the teacher's capacity to reflect on that experience and make decisions about future action paths.

A person's belief in his or her ability to "plan and execute the action necessary to control potential scenarios" is called "self-efficacy". Self-efficacy differs from more broad concepts such as self-esteem and confidence due to its emphasis on performance in a particular setting. A person's feeling of competence is based on information acquired from numerous sources, such as social judgement and personal experience [21].

Researchers have unearthed a wealth of information on teacher self-efficacy, suggesting that this quality may improve a teacher's performance in various ways. Studies have demonstrated that teachers with higher levels of self-confidence are more likely to incorporate lessons learned during in-service training into their classroom practices [22].

According to Alibakshi et al., [23], teachers with high levels of self-efficacy are more likely to work in high-performing schools. This upbeat, cyclical efficacy-performance spiral is crucial because it shows that teacher self-efficacy will be an essential component of ongoing professional development and that spending resources toward boosting teacher self-efficacy can launch and sustain an improvement process. As a result, it is essential to nurture teachers' self-efficacy through in-service training, not just for the immediate outcomes it creates but also because it lays the groundwork for teachers' long-term efficiency improvement.

Incorporating an emphasis on the development of teacher self-efficacy is an essential advancement in the design of teacher in-service training that can increase teacher effectiveness and, consequently, student accomplishment. The literature on reorienting teacher professional development, particularly in-service training, around self-efficacy as an organizing construct or framework needs to be more precise [23].

CONCLUSION AND RECOMMENDATION

The study delved into several key aspects of professional identity, self-efficacy, and effectiveness among university faculty members in China. The demographic profile of teacher-respondents indicated a predominant presence of single females aged 25 and below, possessing bachelor's degrees, and being

relatively new to the teaching profession. This demographic insight laid the foundation for understanding the perspectives within the faculty.

Notably, the research highlighted intriguing trends in self-identity affirmation and commitment reconsideration among Chinese university faculty members. Affirmation of self-identity emerged as a prominent attribute, while commitment reconsideration was noted as comparatively lower. This contrast in levels of affirmation and commitment formed a backdrop against which the subsequent findings were interpreted.

Further exploration revealed a consensus among participants regarding the linkage between self-efficacy and school climate, with self-efficacy being rated as highly influential, and involvement receiving less emphasis. This viewpoint underscored the perceived importance of self-efficacy in a conducive school environment, aligning with the understanding that a supportive climate can enhance faculty members' confidence in their abilities.

Similarly, a consensus emerged on the impact of faculty members' teaching-related behavior, seen as significantly effective, while personality traits garnered lower importance. This viewpoint highlighted the emphasis on observable teaching-related actions as integral to the evaluation of faculty members' effectiveness, with personality aspects being of lesser concern.

The study also unearthed intriguing patterns concerning professional identity concerning reconsideration of commitment, with notable differences in responses based on sex and length of service. Additionally, the role of involvement in professional identity was highly significant when dissected by age and educational attainment. The concept of effectiveness, particularly relational expertise, displayed connections with all the profile variables, indicating a complex interplay between these factors.

Linking these insights, the study established a positive association between professional identity, self-efficacy, and effectiveness. This interconnectedness suggested that these variables were not isolated but rather intertwined, influencing each other in a dynamic manner. This holistic understanding provided a nuanced perspective on the relationship between faculty members' perception of their professional identity, their confidence in their capabilities, and their overall effectiveness.

In light of these findings, the study culminated in a proposed professional development plan aimed at

enhancing the identity, efficacy, and effectiveness of university faculty members in China. This plan, underpinned by the identified relationships and factors, outlined strategies to foster a stronger professional identity, elevate self-efficacy, and bolster overall effectiveness. By recognizing the interdependence of these aspects and implementing targeted interventions, the plan aimed to empower faculty members to thrive in their roles, ultimately contributing to the enhancement of the educational landscape within Chinese universities.

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