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An Investigation of the Sense of Professional Identity as Pre-Service Music Teachers in Zhejiang Province

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Abstract

The Action Plan for the Revitalization of Teacher Education (2018-2022) issued in 2018 by Chinese government, advocates that developing the sense of professional identity as pre-service teachers should be highly-regarded, due to its direct influence on the pre-service teachers' attitudes toward their careers and study. This research adopted the Teacher Professional Identity for tuition-free normal college students, items for measurement included intrinsic values, extrinsic values, and acts of volition. Based on purposeful sampling, this study: (a) gauge the status quo of the sense of professional identity as pre-service teachers among music-major students of normal universities and colleges across Zhejiang Province; (b) analyze the differences in sense of professional identity as pre-service teachers across genders, year(s) of study, administrative regions and educational institution categories. Finally, 274 validated responses are were utilized in the analysis. The results showed that: (a) the sense of professional identity as pre-service teachers among the music-major students admitted to normal universities and colleges across Zhejiang Province is above-average (level=6, M=4.33). They were found to have paid more attention to the extrinsic values of teaching careers, such as respectability and satisfactory working environment (M=4.70), but were nonetheless short in terms of efforts made (M=3.73); (b) Statistically significant differences ($p=0.014$) were found in sense of professional identity between the genders; relative to men, women were found to develop a higher sense of professional identity across the board; (c) No statistically significant difference ($p=0.226$) was found in the sense of professional identity across various years of study. Freshmen, sophomores, and juniors displayed the highest levels of contributions from extrinsic values, while seniors and postgraduates trumped the others in from the intrinsic value; (d) No statistically significant difference ($p=0.804$) in sense of professional identity was found among cities, towns and rural areas. Those who came from towns displayed the highest contribution from intrinsic values, while those from cities and rural areas surpassed those from towns in terms of contributions from external values; (e) Statistically significant differences ($p<.001$) in sense of professional identity could be observed across educational institution category, as pre-service music teachers admitted to colleges saw the higher sense of professional identity across the board compared to those admitted to universities.