

RELATIONSHIP BETWEEN PROFESSIONAL IDENTITY AND TEACHING EFFICACY OF SECONDARY PHYSICAL EDUCATION IN SHANDONG PROVINCE

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Abstract

In this study, we conducted an overall sample questionnaire survey of physical education teachers at X university in Qingdao, Shandong province, to refine the research subjects related to secondary school teachers' professional identity and teaching efficacy to supplement the survey data in this area. The physical education teachers in this school were selected as the respondents mainly for the following two reasons: (1) the number of physical education teachers in this school is large, which is convenient for sampling and survey; (2) I work in this university, which is convenient for conducting the questionnaire survey after work. The measurement scale of professional identity used the "Secondary School Physical Education Teachers' Professional Identity Scale" compiled by Ke Zhou, and the teaching efficacy used the "Physical Education Teachers' Teaching Efficacy Scale" compiled by Yongzhan Ma. In this study, the scale was distributed to secondary physical education teachers in X colleges and universities in Qingdao, Shandong Province, of which the total number of valid samples was 107. Based on the results of the study, the following conclusions were drawn.

(1) Secondary physical education teachers' professional identity and teaching efficacy in Qingdao city have a high correlation.

(2) The overall level of professional identity of secondary physical education teachers in Qingdao is relatively high, and the teachers' teaching efficacy is in the middle to the upper level.

(3) There were no significant differences in the level of professional identity and overall level of teaching efficacy among secondary physical education teachers in Qingdao across gender, age, education, school location, job title, and teaching experience.

Keywords: secondary physical education teachers, career identity, teaching efficacy

Research Questions

Previous studies have examined teacher professional identity and teacher teaching efficacy separately, whereas individual development cannot be separated from collective development, and collective development is the result of each individual's joint development. Therefore, studying the relationship between the two broadens the field of teacher research. At the same time, the basis for promoting teachers' professional development is that teachers can stay in their positions, stay happy, and stay worthwhile. The enhancement of teachers' professional identity can promote the enhancement of teachers' teaching efficacy, the love of a line of work and the love of a line of work can make a fine line of work, and conversely, the enhancement of teaching efficacy can drive teachers' sense of achievement, thus enhancing teachers' professional identity and promoting each other. The professional development of teachers is

not only the improvement of teaching efficacy but also the teachers' love for this profession from the bottom of their hearts. This love requires a high degree of identification with the teaching profession, which provides a new perspective for studying teachers' professional development. It is worthwhile for researchers to rethink how to deeply understand the concepts of professional identity and teaching efficacy and what connections exist between the two. In short, this study poses the following three questions.

1. What is the current situation of secondary physical education teachers' professional identity and teaching efficacy? How can they be improved?

2. What are the links between secondary teachers' professional recognition and teachers' teaching efficacy?

3. How do secondary physical education teachers self-regulate when they encounter a crisis of professional recognition? How to promote secondary physical education teachers' professional development by enhancing teaching efficacy?

The Research Objectives

This study used a questionnaire to investigate the current situation of professional identity and teaching efficacy of middle school physical education teachers in X colleges and universities in Qingdao, to understand the overall situation of professional identity and teaching efficacy of middle school physical education teachers in Qingdao, to analyze the differences and characteristics of professional identity and teaching efficacy in terms of gender, age, teaching age, job title, and education, and to explore the relationship between professional identity and teaching efficacy of middle school physical education teachers in Qingdao. This study explored the relationship between teachers' professional identity and teachers' teaching efficacy before the two based on related studies at home and abroad. Specifically, the main objectives of this study were:

1. to investigate the current situation of professional identity and teaching efficacy of middle-level physical education teachers in X colleges and universities in Qingdao, and to understand the overall situation of professional identity and teaching efficacy of middle-level physical education teachers in Qingdao.

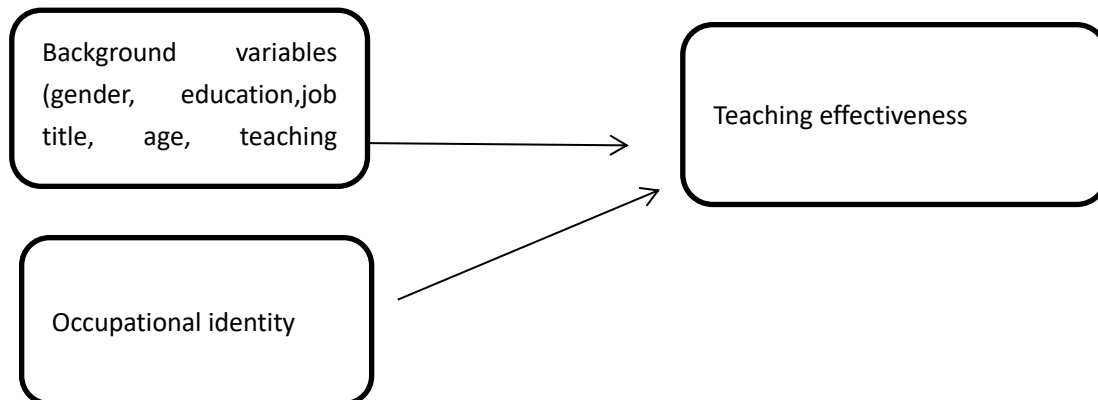
2. to analyze the differences and characteristics of middle-level PE teachers' professional identity and teaching efficacy in Qingdao in terms of gender, age, teaching experience, job title, and education.

3. to explore the relationship between the professional identity and teaching efficacy of secondary physical education teachers in Qingdao.

Conceptual Framework

This study focuses on the relationship between secondary physical education teachers' professional identity and teaching efficacy and whether there are significant differences in demographic variables. Based on the above hypotheses, this study analyzed secondary physical education teachers' professional identity as the independent variable and teaching efficacy as the dependent variable. Simply put, the degree of secondary physical education teachers' professional identity can directly affect teachers' teaching efficacy. Therefore, this study sorted out the relationship between these two variables and proposed the following research hypotheses, as shown in Table 1.

Table 1 Relationship between secondary physical education teachers' professional identity and teaching efficacy



4. The Research Hypotheses

Hypothesis H1: The overall level of professional identity and teaching efficacy of secondary school physical education teachers in Qingdao is high.

Hypothesis H2: There is no significant difference in the level of professional identity and teaching efficacy of secondary school physical education teachers in Qingdao city in terms of gender, education, title, age, and teaching experience.

Hypothesis H3: There is a correlation between the levels of professional identity and teaching efficacy among secondary physical education teachers in Qingdao; the higher the level of professional identity, the higher the level of teaching efficacy.

The Benefits of the Research

(1) Theoretical Implications

Teachers are the foundation of education and the source of education. The improvement of teachers' professionalism and self-improvement play a vital role in the overall quality improvement of students. By studying the relationship between the professional identity and teaching efficacy of secondary physical education teachers in Qingdao, this paper enriches the theoretical research related to the professional development of physical education teachers to a certain extent.

(2) Practical significance

1. to explore and analyze the factors affecting the professional identity and teaching efficacy of physical education teachers in Qingdao, and to improve the professional level as well as the professional quality of physical education teachers in Qingdao through various effective ways. To promote school physical education more rationally and purposefully, to complete teaching tasks, to improve students' physical quality, and to promote the realization of physical education teachers' personal and social values.

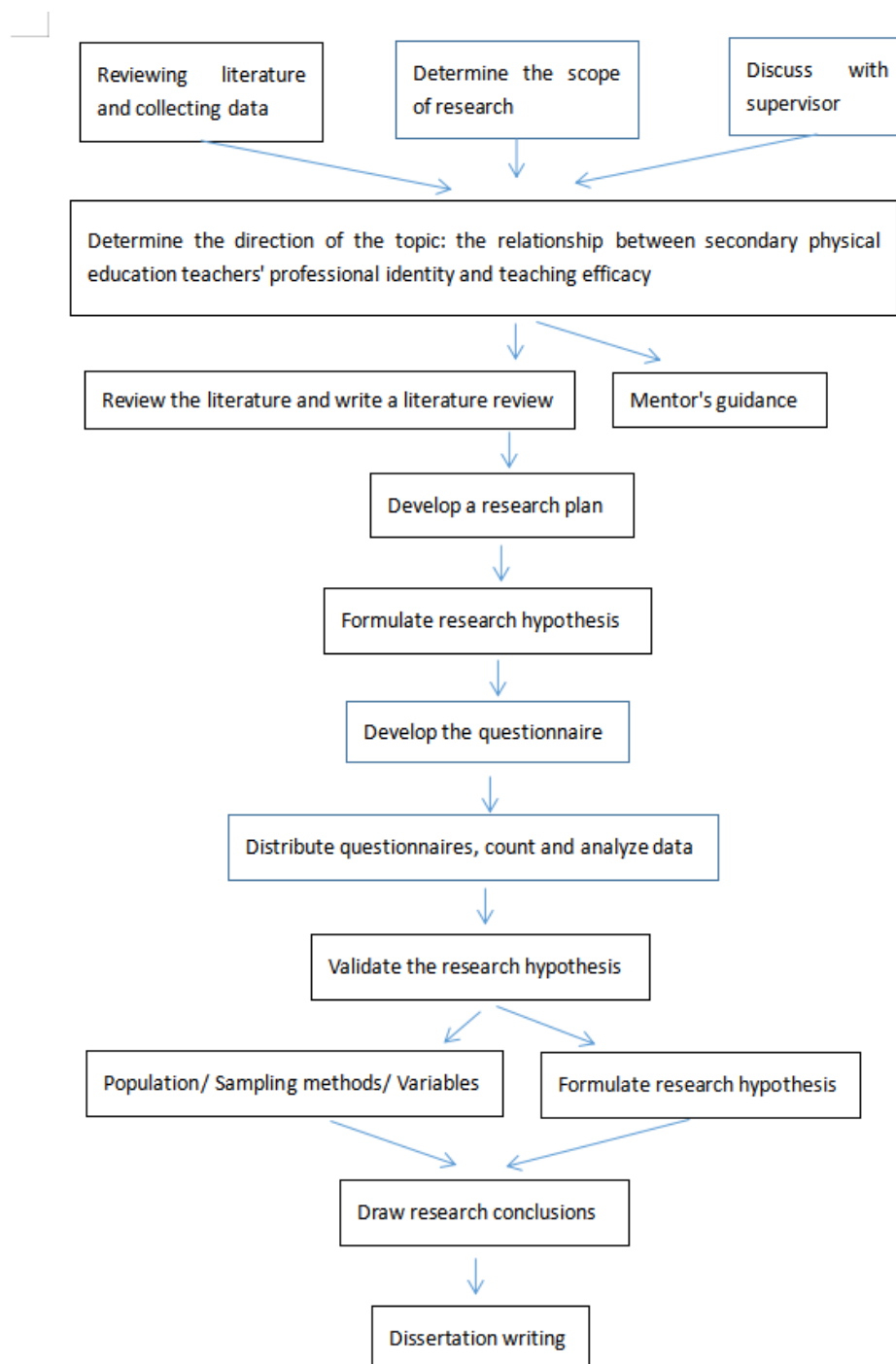
2. Through the study on the influence of secondary physical education teachers' professional identity on teaching efficacy in Qingdao, the psychological development of secondary physical education teachers' teaching is revealed, and education administration departments at all levels can propose strategies to mobilize teachers' work enthusiasm and teaching enthusiasm according to the overall situation of secondary physical education

teachers' professional identity and teaching efficacy, and improve the mechanism of secondary physical education teachers' professional development, to improve the quality of secondary school education.

Theory and Literature Reviews

By searching the literature on the relationship between teachers' professional identity and teaching efficacy in China, researchers generally agreed that professional identity has a highly significant positive relationship with teaching efficacy and that professional identity has a predictive effect on teaching efficacy.

Research design



Research result

Through the analysis and discussion revealed that the professional identity and teaching efficacy of secondary physical education teachers in Qingdao teachers' professional identity and teaching efficacy, hypothesis H1 was verified:: The overall level of professional identity and teaching efficacy of secondary physical education teachers in Qingdao was high.

The discussion of the above two variables(professional identity and teaching efficacy) in the analysis of differences in demographic variables verified hypothesis H2: There are no significant differences in the levels of professional identity and teaching efficacy of secondary physical education teachers at X college in Qingdao in terms of gender, education, title, age and teaching experience.

Through the analysis and discussion of teachers' professional identity and teaching efficacy, hypothesis H3 was verified: there is a correlation between the professional identity and the level of teaching efficacy of secondary physical education teachers in Qingdao; the higher the level of professional identity, the higher the level of teaching efficacy.

Conclusion

The overall level of professional identity of secondary physical education teachers in Qingdao is relatively high, and the teachers' teaching efficacy is in the middle to the upper level.

Secondary physical education teachers' professional identity and teaching efficacy in Qingdao city have a high correlation.

There were no significant differences in the level of professional identity and overall level of teaching efficacy among secondary physical education teachers in Qingdao across gender, age, education, job title, and teaching experience.

Suggestions for secondary physical education teachers in Qingdao

Establish new interpersonal relationships and creating a good teaching atmosphere

Strengthen the professional awareness of physical education teachers and improving their professional identity

Strengthen subject knowledge and focus on improving their own quality

Emphasize physical education in schools and improve the social status of physical education teachers

Increase the investment in sports funding to improve the physical education environment

Reasonable compensation system and perfect evaluation system

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