

**Professional Identity, Development Strategies, and Teaching Performance Among  
Teachers in a Chinese University: Basis for the Development of an  
Enhanced Training Program**

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## Abstract

This survey correlational study aimed to determine professional Identity, development strategies, and teaching performance among teachers in a Chinese university as bases for the development of an enhanced training program as an offshoot to the study. The respondents for this study were 282 randomly selected teachers from a university in Henan Province, China with use of a Slovin' s formula. This study utilized three published standardized data collection tools: 1) Teachers' Professional Identity Scales developed by Shuhua (2005); 2) Professional Development Strategy Scales developed by Yuanting (2022); and 3) Teaching Performance Scales developed by Weihong (1993). Frequency count, percentage, mean, standard deviation, t-test, One-way ANOVA, and Pearson product-moment correlation coefficient were used as statistical tools. Generally, the majority of the teacher respondents were male, aged 36-45 years old, with master's degree, and lecturers. The majority of teachers had been teaching for 6-15years, earned a yearly income between ¥ 100,000 and ¥ 150,000. The teachers in China had *moderate* over-all professional identity. Likewise, they also had *moderate* professional identity in terms of career awareness, career expectations, career skill, and career values. On the other hand, they had high professional identity in terms of career will and career emotion. The teachers also had *moderate* extent of professional development strategies, but teachers had *good* teaching performance. Furthermore, there were significant differences in professional identity, career awareness, career expectation, career will, career emotion, career skill and career value among university teachers of different sex, age, educational background, technical title, the length of teaching experience and annual income. There were also significant

differences in teachers 'professional development strategies among university teachers of different sex, age, technical title, the length of teaching experience and annual income. But there was no significant difference in teachers 'professional development strategies among teachers with different educational background. There were significant differences in teaching performance among university teachers of different sex, age, technical title, the length of teaching experience and annual income, but there was no significant difference in teaching performance among teachers with different educational background. There were significant correlations among teachers 'professional identification, professional development strategies and teaching performance. As a branch of this study, the establishment of the training program was to answer the question of the significant correlation between teachers 'professional identity, professional development strategies and teaching performance among teachers of different sex, age, educational background, technical title, the length of teaching experience and annual income. This curriculum highlighted differences to strengthen linkages. The theme of the proposal was the link between strategies to adjust various aspects to social development.

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