

переживания и протест вызывает обратная связь о нереалистичности ожиданий (у других же получилось). Итогом работы часто оказывается разочарование. При попытке оспорить необходимость (и возможность) стать кем-то особенным, восхищать других, доказать всем – вокруг этой идеи выстраивается цепь защитных реакций: невыносимо быть никем, посредственностью, жить серой жизнью. Защиты возникают и при попытке оспорить интроекты (кто сказал, что работа обязательно должна быть любимой и праздником?), в качестве реакции возникают сверхобщения (так все думают), долженствования (просто так должно быть).

Для преодоления указанных трудностей в ряде случаев показана психотерапевтическая работа, направленная на развитие функций эго (самоподдержки, внутреннего локуса самооценки, умения нести ответственность за принятые решения); преодоление нарциссических и тревожно-избегающих установок и пр.; в результате успешного разрешения указанных трудностей личности открываются пути к саморазвитию.

#### Список использованной литературы

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## **STATUS AND INFLUENCING FACTORS ON PROFESSIONAL IDENTITY OF SPECIAL EDUCATION TEACHERS IN CHINA**

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Three hundred and six teachers were conveniently selected from special education schools in Guangdong Province, China to conduct a questionnaire survey to investigate the status, and influencing factors of their professional identity. The results show that: (1) the professional identity of special education teachers is relatively high in the overall level and dimensions. (2) There are significant differences in the level of professional identity in terms of leadership, marriage, teacher education, teaching years and professional titles. (3) Both occupational stress and school support can significantly predict the professional identity of special education teachers, and school support has the greatest explanatory power.

## Introduction

In recent years, China has tilted towards special education in many aspects. However, it is undeniable that compared with general education teachers, the turnover of special education teachers is more serious, and the level of teachers' professional identity is a very important factor.

Teachers with a higher sense of professional identity are more able to integrate self-realization into scientific career planning. They have higher enthusiasm, initiative and psychological well-being, and are more inclined to continue to engage in this profession (Yang, 2006). Scholars have done more research on the professional identity of ordinary teachers, but few have paid attention to the professional identity of special education teachers, especially in-service special education teachers (Boveda et al. 2019; Chen et al. 2020).

The professional identity of special education teachers is affected by many factors. The occupational stress as a risk factor and the school support as a protective factor are particularly important. Occupational stress can directly affect teachers' professional identity level, and can also indirectly affect it (Peng 2021; Zhou & Ning 2020).

At present, most studies are to explore or comprehend the impact of social support on teachers' professional identity (Tian, Shen, & Zeng 2020; Yu & Zhou 2021). However, there are few studies on the impact of organizational support or school support on teachers' professional identity. According to the Resource Conservation Theory (Hobfoll 2011), organizational support has core value for workers, and they are important resources that affect work and organizational outcome variables.

To sum up, previous studies have explored the negative or positive effects of occupational stress (risk factors) and organizational support (protective factors) on the professional identity of ordinary teachers, but there is no comprehensive study on the impact of occupational stress, and organizational (school) support on the professional identity of special education teachers. According to the Activation Theory and Pressure-Buffer Model, the combined effect of pressure and support on outcome variables is completely different from that of individual effect (Wang & Li 2017).

The study aimed to investigate the status, and influencing factors on professional identity of special education teachers. We sought to answer the following questions:

- (1) What is the status quo of special education teachers' professional identity?
- (2) What are the main influencing factors of professional identity of special education teachers?

## Method

### *Participants*

A convenience sample of 306 teachers from 16 special education schools in Guangdong Province of China, were participants. The age of the participants ranged from 22 to 56 years old ( $M=31.63$ ,  $SD=1.77$  years). Of the 306 teachers, 279 were females, 204 graduation from special education majors and 102 from non-special education majors; 169 from the Pearl River Delta and 137 from non-Pearl River Delta. There are 246 career teachers and 60 non-career teachers.

### *Measures*

The teachers completed the Occupational Stress Questionnaire for Special Education Teachers (He,2013), School Support Questionnaire for Special Education Teachers (Zhang,2018), and Professional Identity Questionnaire for Special Education Teachers (Tang, 2012).

### **Data Analysis**

SPSS 22.0 was used for statistical analysis. We conducted t-test (see Table 1, 2), ANOVA (see Table 3), correlation analysis, and regression analysis (see Table 4).

### **Results**

#### *Current situation of professional identity of special education teachers*

The single sample t-test results show that (Table 1), the total score of professional identity of special education teachers and the scores of each dimension are significantly higher than the corresponding theoretical mean, indicating that their level of professional identity is relatively high.

Table 1 – Current situation of professional identity of special education teachers

Variable	n	M	SD	Theoretical mean	t
Professional emotion	306	39.82	5.03	30	34.18***
Professional knowledge	306	36.89	3.91	27	44.23***
Professional ability	306	22.42	3.93	18	19.69***
Professional expectation	306	25.47	2.86	18	45.73***
Professional value	306	9.79	1.92	9	7.22***
Professional will	306	11.17	2.02	9	18.76***
Professional identity	306	145.56	15.42	111	39.19***

Note: \*\*\*  $p<0.001$ ; The scale adopts a 5-point score, «3» is the theoretical average score of each item, and the theoretical mean value of each dimension is equal to the number of items multiplied by 3.

***Demographic differences in professional identity of special education teachers***

*Differences in the professional identity in leader, and marriage*

Table 2 shows that there are significant differences in the professional identity of special education teachers in terms of whether they are leaders, and married. The level of professional identity of teachers as leaders is significantly higher than that of ordinary teachers, and the level of professional identity of married teachers is significantly higher than that of unmarried teachers.

Table 2 – Differences in professional identity of special education teachers in leader, marriage

Variable	Level	n	M	SD	t	p
Leader	leader	29	152.00	16.08	2.382	0.018
	non leader	277	144.88	15.23		
Marriage	married	128	147.95	16.77	2.319	0.021
	unmarried	178	143.84	14.18		

Differences in professional identity in educational background, teaching years and professional titles.

One way ANOVA was used to test the differences in the professional identity of special education teachers in terms of educational background, teaching years and professional titles. The results are shown in Table 3.

Table 3 – Differences of professional identity in educational background, teaching years, and professional title

Variable	Level	n	M	SD	F	LSD
Educational background	junior college ①	11	144.45	5.52	2.712*	② > ③*
	undergraduate ②	278	146.11	15.87		
	postgraduate ③	17	137.24	8.74		
Teaching years	less than 5 years ①	198	145.46	14.67	8.550***	③ > ② ;
	5-15 years ②	58	140.17	15.13		③ > ①* ;
	more than 15 years ③	50	152.18	16.44		① > ②*
Professional title	junior title ①	221	143.91	15.03	5.162**	③ > ①*
	intermediate title ②	52	148.50	15.73		
	senior title ③	33	151.94	15.65		

Note: \* p<0.05 , \*\*p<0.01, \*\*\*p<0.001.The same is below.

Table 3 shows that there are significant differences in the professional identity of special education teachers in terms of teachers' educational background. The level of professional identity of teachers with bachelor's degree is the highest, followed by those with college degree or below, and those with graduate degree are the lowest. The professional identity of teachers with bachelor's degree was significantly higher than that of teachers with graduate's degree (mean difference = 8.88,  $p = 0.021$ ), but there was no significant difference with teachers with college degree or below (mean difference = 1.66,  $p = 0.726$ ).

There are significant differences in the level of professional identity of special education teachers in terms of teaching years. Teachers with more than 15 years of teaching experience have the highest level of professional identity, followed by teachers with less than 5 years, and teachers with 5–15 years have the lowest level. There are significant differences among the three: 15 years is significantly higher than 5–15 years (mean difference = 12.01,  $p < 0.001$ ); 15 years was significantly higher than 5 years (mean difference = 6.72,  $p = 0.005$ ); 5 years was significantly higher than 5–15 years (mean difference = 5.29,  $p = 0.019$ ).

The professional identity of special education teachers has significant differences in teachers' professional titles. The level of professional identity increased with the improvement of teachers' professional titles. The professional identity of senior teachers was significantly higher than that of junior teachers (mean difference = 8.03,  $p = 0.005$ ), but there was no significant difference between senior teachers and intermediate teachers (mean difference = 3.44,  $p = 0.311$ ).

#### ***Relationship between occupational stress, school support and professional identity***

The results of correlation analysis showed that there was a significant negative correlation between occupational stress and school support ( $r = -0.510$ ,  $p < 0.001$ ) and professional identity ( $r = -0.472$ ,  $p < 0.001$ ). There was a significant positive correlation between school support and professional identity ( $r = 0.485$ ,  $p < 0.001$ ).

The dimensions of occupational stress and school support were used as predictive variables, and the professional identity was used as dependent variable for multiple stepwise regression analysis. Table 4 shows that the three dimensions of occupational stress can significantly predict professional identity and explain 35.40 % of the variation. Occupational confusion has the greatest explanatory power and can explain 30.30 % of the var-

iation. The two dimensions of school support enter the regression equation, which can explain 33.30 % of the variation. The dimension of emotional support has the greatest explanatory power, which can explain 31.80 % of the variation.

Table 4 – Multiple regression analysis of occupational stress, and school support on professional identity

Predictive variables	Dimension	R	R2	B	S.E.	t
Occupational stress	occupational confusion	0.550	0.303	-3.033	0.293	-10.348***
	role stress	0.580	0.337	-1.800	0.377	-4.771***
	workload	0.595	0.354	-0.998	0.349	-2.858***
School support	emotional support	0.564	0.318	2.842	0.366	7.775***
	cooperative culture	0.577	0.333	0.588	0.226	2.598***

### Conclusions

Leaders, married teachers, teachers with bachelor’s degree, senior teachers and teachers with senior professional titles have a higher level of professional identity; Occupational stress and school support are the main factors that affect the level of professional identity of special education teachers; We should try to reduce the sources of stress and improve the effectiveness of school support as much as possible, so as to effectively improve the professional identity of special education teachers in China.

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