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## University Teachers' Professional Identity and Work Performance in a Government University In China

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### Abstract

**Aim:** This research determined the relationship between university teachers' professional identity and their work performance.

**Methodology:** The design that was used in this study is a Descriptive Comparative- Correlational research design using the quantitative approach. Participants in this study were taken from the 967 university teachers at Guangdong Business and Technology University from the 14 colleges. They were chosen randomly. The researcher used the Qualtrics calculator at a 5% margin of error to arrive at 275 respondents. Data analyses include frequency count and percentage, weighted mean, and descriptive equivalent. A five-point scale was used in this study as a guide to answer the questionnaire.

**Results:** Based on the result, the highest manifestation of teachers' professional identity was found to be on their professional behavior tendency which was ranked first among the four indicators. It was followed by professional values and professional belonging, while role values tend to be the least manifested professional identity based on the self -assessment of the teachers. The over-all mean value of 3.52 reveals that professional identity was highly manifested among the teachers of Guangdong Business and Technology University. Teacher respondents have manifested an outstanding work performance particularly on work attitude as this was given the highest rating by the teachers themselves. Second in rank was the interpersonal promotion, followed by completion of teaching activities which also shows an outstanding work performance. On the other hand, teachers' work performance on student achievement was given the lowest assessment by the teachers showing a very satisfactory performance. Generally, the result reveals that teachers exhibited an outstanding work performance as perceived by themselves. Based on the result, there were no significant differences in the assessment of teacher respondents when they are grouped according to gender. This is taken to mean that male and female teachers have relatively the same assessment as regards their work performance in terms of work attitude, interpersonal promotion, completion of teaching activities, and student achievement. Generally, the result reveals that there was a significant relationship between the teachers' professional identity and their work performance. The result reveals that professional identity of teachers has positive impact on their work performance.

**Conclusion:** Respondents are dominated by female teachers who are mostly in their middle age. A good number of teachers who have earned master's and doctoral degrees are also evident. They perceived themselves to have a high level of professional identity specifically on professional behavior tendency, professional values, and professional belonging. Teachers have relatively the same assessments on their professional identity regardless of their gender, age, educational attainment, and monthly income. They exhibit an outstanding work performance particularly on work attitude, interpersonal promotion, and completion of teaching activities. However, they feel that they had less contribution to student achievement. Teachers have relatively the same assessments on their work performance regardless of their gender, age, educational attainment, and monthly income. Professional identity of teachers can somehow influence their work performance in general. Specifically, professional values and professional belonging give positive effect to work attitude of teachers, and to their completion of teaching activities.

**Keywords:** Professional Identity, Work Performance, Government University, China

### INTRODUCTION

China today is one of the countries in the world which is known for enhancing its educational system through manpower building. It is very strong in strengthening the roster of its teachers who are believed to be a



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good catalyst for the country's growth and development. Today's world is an era of fierce competition for technological development and talent. In this era, more and more people are actively or forced to improve their survival skills and continuously increase the cultivation and development of personal human capital. In the process of human capital training and development, education plays an irreplaceable basic role.

Education is the main way for a person to cultivate personal morality, master survival skills, and develop one's own potential in the process of socialization. In a certain sense, education determines the present and future of mankind. Human society needs education to continuously cultivate talents needed by society. It needs the education to teach what is known, update old knowledge, explore new knowledge, and explore the unknown, so that people can better understand the world, transform the world, and create a better future for mankind.

Teachers are at the core of educational resources. They are the main force in cultivating talents. Hence, teachers play an irreplaceable role in the education system (Regala, 2019) and are a key group for the development of a country's education.

It is a fact universally acclaimed that teachers' professional identity should be ingrained in every teacher so that he/she will realize the meaning and value of his/her own profession and experience the joy of their profession in the process of engaging in the profession, thus forming an attitude of recognizing their profession. Teachers' professional identity is the internal driving force to promote the professional growth of teachers.

Since university teachers are responsible for the education work in the vast university areas of China, their degree of professional identity will not only affect their choice of career direction and attitudes at work, but also affect their own professional development; moreover, it will affect teachers' enthusiasm in the daily education and teaching process, and affect the completion of teaching activities (including quantity, quality, and efficiency) and other work performance, which in turn affects the quality of education and teaching in university areas and the development of university students, as well as the realization of China's University Revitalization Strategy.

Therefore, enhancing the professional identity of university teachers is particularly important for university teachers, and the study of the impact of university teachers' professional identity on university teachers' performance is also of strong practical significance.

Some factors affecting the university teachers' conditions are unbalanced university development, low wages, inconvenient transportation, and limited university conditions. With this scenario, the current university teacher team in China is unstable, severely drained, and has low professional attractiveness. The degree of identification of university teachers with their own profession is of great significance for stabilizing the team of university teachers. Only by obtaining the inherent professional identity of the university teachers, can the university teachers clarify the value and significance of their own professions, form a sense of professional responsibility and mission in their hearts, and be able to take root in the countryside, be willing to contribute, and strengthen their professional beliefs, thereby promoting the stability of the university teacher team to a certain extent.

On the other hand, as the main body of university education and teaching, university teachers are the fundamental guarantee for the quality of education and teaching in university universities and the fundamental guarantee for the development of university students.

Furthermore, the lack of research on the professional identity of university teachers has prompted the researcher to venture into this study. According to statistics, there are only 16 articles that directly study the professional identity of university teachers.

Therefore, this research takes university teachers of Guangdong Business and Technology University as the research object. Through the investigation of the status of university teachers' professional identity and work performance, it explores and analyzes the impact of teacher's professional identity on university teachers' work performance and the underlying reasons behind it, and then based on the results of the study, puts forward reasonable strategies to improve the level of professional identity and work performance of university teachers at Guangdong Business and Technology University.

#### *The concept of teachers' professional identity*

Due to different research angles and different focuses, researchers have not reached a consensus on the concept of teacher professional identity (Pentang, 2021). From the current point of view, the more representative viewpoints include the theory of composition, the theory of dynamics, the theory of quasi-state, the theory of characteristics, and the theory of perception.

The composition theory believes that professional identity is the degree of people's recognition of the basic elements of their occupation, such as skills, attitudes, and values (Berger, 2019).



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Volkman and Anderson, the representatives of dynamic theory, believe that professional identity is a dynamic process between the individual's self-image and the role image required by the job; Tali, Aliza and Dana (2021) believe that teacher professional identity is the relationship between the individual and the individual in university work. The balance between organizations includes not only teachers' views on their own professions, but also teachers' attitudes toward others' views on their professions. Barbara and Gerard (2021) regard professional identity as an ongoing process, which means that it is dynamic, rather than stable and fixed.

The quasi-state theory defines professional identity as the process of identifying and developing one's own professional role as an individual's degree of professional identity. It includes both the current state and a dynamic process; The Teacher Education Department of the Ministry of Education of China pointed out in the "Theory and Practice of Teacher Professionalization" that teacher professional identification is not only a process but also a state. Chinese scholar Shuhua (2013) believes that teacher professional identity is a kind of positive attitude related to the profession of teachers, and it is a combination of teachers' positive cognition, experience, and the behavioral tendency of their profession and their internalized professional roles.

The researcher of the characteristic theory believes that the characteristic of a certain profession that is accepted and recognized by an individual from the bottom of his heart, which is different from other professions, is called professional identity (Shaodi, 2021).

The perception theory believes that an individual's subjective perception of his own professional characteristics is his professional identity (Jianzhang, 2021). It includes two aspects. On the one hand, it is a subjective perception of the intrinsic value of the profession, and on the other hand, is the result of this perception. Both the positive emotional states have high stability.

Based on the above viewpoints, this research is more inclined to believe that teacher professional identity can be both a dynamic and a state. Dynamic refers to the teacher's continuous integration of situation, standards and self-ability, thinking about what kind of teacher he wants to become, and finally reaching a balance; state refers to the affirmation of the teacher's professional role, and how he feels about himself after comparing the standards and the status quo teacher's perception. But for specific teachers in a certain period of time, teacher professional identity is a relatively stable state. This research mainly explores the teachers' professional identity as a "state".

#### *The structure of teachers' professional identity*

Due to the inconsistent definition of the concept of teacher professional identity and the unity of research methods, there is less research on the structure of teacher professional identity. Shuhua (2013) believes that teachers' professional identity includes four dimensions, namely, professional values, role values, professional belonging, and professional behavior tendencies. Hui and Xiaoli (2016) believe that the structure of the professional identity of middle university political teachers is composed of three factors: professional self-cognition, professional efficacy recognition, and professional behavior evaluation. Chongchong (2019) believes that the structure of a teacher's professional identity is composed of six dimensions: professional value, professional social status, professional emotion, professional environment, professional ability, and professional will. Youchu (2021) believes that teachers' professional identity includes five dimensions, namely, professional knowledge, professional behavior tendency, professional values, professional will and professional expectations. Shaodi and Jinfeng (2021) believe that teachers' professional identity includes 9 dimensions, namely, professional ability, recognition of job returns, recognition of professional characteristics, professional significance, recognition of colleagues, recognition of work background, recognition of leadership, and the student's identification, the judgment of a sense of belonging or collective sense of the university.

Although the above research viewpoints are all reasonable, but this research is more inclined to Shuhua's point of view, that is, teacher professional identity includes professional values, role values, professional belonging, and professional behavior tendencies.

#### *Professional values*

Professional values refer to the specific performance of life goals and attitudes in career choices, that is, a person's knowledge and attitude towards a career and his/her pursuit and yearning for career goals. Each profession has its own characteristics. Due to differences in personal physical and mental conditions, age experience, education status, family influence, hobbies, etc., different people have different perceptions of professional significance and have different subjective evaluations of the quality of the profession. Generally speaking, professional values determine people's career expectations, affect people's choice of career direction and career



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goals, determine people's work attitude and work performance level after employment, and thus determine people's career development.

The professional values of teachers refer to the positive understanding and evaluation of the teacher's professional meaning and function. Chinese scholar Hong (2017) believes that the professional values of teachers mean that teachers believe that the profession they are engaged in is valuable, and meaningful, and can find pleasure in it. This is also similar with the points as raised in Sanchez, et. al (2022). Youchu (2021) believes that the professional values of teachers are the sum of the certain views and meanings given by people to the teaching profession, the cognition of the meaning and value of the teaching profession by teachers themselves or others, and a belief and attitude that people have towards the profession of teachers. Hong (2019) believes that the professional values held by teachers are divided into three types: survival, enjoyment, and development. "Survival" teachers mainly start from their livelihoods, have a utilitarian mentality in their work, and view their profession with a passive and negative perspective; "Enjoyment" teachers are in a state of experiencing life and taste happiness, that is, teachers mainly start from interest, stand from a non-utilitarian point of view, and treat their careers with love for education and students; "Developmental" teachers are in a state of serving the society and perfecting themselves, that is, they mainly start from their own and social needs, stand from a super-utilitarian perspective, and view their profession from the standpoint of self-improvement and contribution to society. He/She, engaging in this profession, is to live a more meaningful life, so there is a feeling of being noble and valuable.

#### *Role values*

Teachers' role values refer to the individual teachers' positive recognition and evaluation of the importance of "teacher role" to oneself. It is manifested in the willingness of individual teachers to identify themselves as "teacher" and use the role of "teacher" to answer "who am I". Jia believes that teachers are a specialized profession whose purpose is to transfer cultural knowledge, implement education, and cultivate talents. As one of the oldest professions in human society, it has always played an important role in the development of the entire society. Hong believes that the greatest feature of the teaching profession lies in the diversification of professional roles. Generally speaking, the professional roles of teachers mainly include the role of the evangelist, the role of interpreter, the role of the demonstrator, the role of manager, the role of the friend, and the role of the researcher.

#### *Professional belonging*

Professional belonging refers to people's stable attitude and experience of the profession they are engaged in. People who are engaged in a certain profession do not have a sense of professional belonging. Only those who have a good sense of professional belonging can truly love the profession they are engaged in (Salendab, 2021), and can be proud of the profession, so as to consciously maintain the dignity of the profession and have a sense of identity, fairness, security, value, mission, and accomplishment of the profession. The formation of a sense of belonging is a very complicated process, but once it is formed, it will make employees have inner self-discipline and a strong sense of responsibility, mobilize their own internal driving forces to form self-motivation, and ultimately produce the effect of reciprocity.

A teacher's professional belonging refers to the teacher's stable and positive attitude and experience towards the teaching profession he is engaged in. It refers to the individual teacher's awareness that he/she belongs to the teacher group, and often shares the honor and disgrace with the teacher's profession, can love education, and make dedication and contributions to the cause of teachers. Shaodi and Jinfeng (2021) believe that a teacher's belonging refers to the conscious attitude and spontaneous emotion that a teacher and his university have in the process of long-term work and interaction. It is a manifestation of the teacher's spirit of being a master and a warm psychological feeling. Chongchong (2019) believes that teachers' professional belonging can promote the development of universities, students, and teachers, can stimulate teachers' attitudes of ownership, stimulate teachers' enthusiasm, stimulate teachers' creativity, improve teaching quality, and ensure the efficient operation of universities.

#### *Professional behavior tendencies*

Ying (2019) believes that professional behavior tendency refers to teachers' behavior willingness, tendency, and investment in teaching practice. This kind of professional attitude ultimately determines whether the teacher is willing to invest in the work and how to act in the work. Jing (2021) believes that the professional behavior tendency in the teacher's professional identity refers to the teacher's tendency to perform the tasks that must be completed



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within the division, and the teacher's behavioral tendency to improve the professional ability beyond the tasks that must be completed. Shuhua (2013) pointed out that according to the nature and content of teachers' work, teachers' professional behavior tendencies can be divided into required behavior tendencies and additional behavior tendencies. Required behavior tendency refers to the behavior tendency necessary for teachers to complete work tasks and fulfill professional responsibilities. The additional behavioral tendency refers to the behavioral tendency of the individual teacher that is not clearly stipulated in the professional responsibility but is beneficial to improve the professional work efficiency.

#### *The Measurement of Teachers' Professional Identity*

The measurement of professional identity can generally be divided into universal scale and targeted scale. The universal scale is a survey scale applicable to various professional fields, while the targeted scale is a specific survey scale compiled according to different occupations. Medical staff and teachers are more researched. The most representative of the universal scale is "My Vocational Situation" compiled by Holland, Johnston and Asama. "My Vocational Situation" includes the Vocational Identity Scale. The subscale has 18 items and uses a score of 0 and 1. The higher the total score, the clearer and more stable the individual's professional identity. Chinese scholar Shuhua (2013) compiled a professional identity scale for elementary and middle university teachers, including four dimensions: professional values, role values, professional belonging, and professional behavior tendencies, with a total of 18 questions, using Likert's 5-level score. The scale has been widely used since its publication. Youchu (2021) compiled and revised the "Pre-service Teacher Professional Identity Scale". The scale contains five factors including professional awareness, professional behavior tendency, professional values, professional will and professional expectation. There are 25 questions in total, and the Likert 5-level score is also used.

This research draws on the "Professional Identity Scale for Primary and Middle University Teachers" compiled by Shuhua and compiled the "Professional Identity Scale for Middle University Teachers" as a measurement tool.

#### *The concept of teachers' work performance*

Regarding work performance, scholars in many fields have conducted a lot of research on it and defined the concept of work performance from different angles. Generally speaking, it mainly includes three types: output view, behavior view, and integrated view of output and behavior.

The view of output also called the view of results, is an earlier view of the concept of work performance. It mainly believes that work performance is the output and results of employees at work, and the direct and practical changes brought to the organization during work are regarded as standard (Sanchez, 2022). Campbell proposed that work performance is the degree of individual employees' contribution to the organization's achievement of goals; Chinese scholars Yuanmei (2020) believe that work performance is an employee's work results, work contributions, and work benefits. However, this view is only based on results and does not consider the original differences between individuals. It is too one-sided and is not conducive to the improvement of job satisfaction for all employees.

The behavior view is different from the output view. It believes that work performance is the behavior of employees, focusing on the work process and work behavior itself, rather than just looking at the results of the work. Sadasa believes that work performance is the behavior of employees to achieve job goals. The study of Borman and Motowidlo also stated that work performance is a series of more specific behaviors that employees make in response to organizational goals. Chinese scholars Shan, Jinyu, Yaqi clearly pointed out that work performance is an individual's behavior that can contribute to the realization of organizational goals in a fixed period of time, emphasizing the time frame.

The integrated view of output and behavior is put forward on the basis of the view of output and behavior. It is an integration of the two. It believes that work performance involves both productivities, that is, employees' work output, and productivity, that is, employees' behavioral performance at work. Angelica and Jennifer etc. put forward the view that work performance is a combination of output and behavior. The output represents the result of work, and behavior represents the work activity itself. Behavior is directional to the result. Only continuous behavior can achieve the expected result, and the achievement of the result is inseparable from the dedication of the behavior. Most Chinese scholars also hold this view and believe that job performance is a composite of work behavior and work results. Xiaofei, Chong, Wenjun, Endong, etc. also hold the view that work performance includes behavior and results in their research.



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In summary, scholars at home and abroad hold their own views on the concept of work performance. At present, the third integrated view is more supported. The work performance of this study also adopts an integrated view. On this basis, the concept of teacher performance is defined as the teacher's evaluation of his own positive behaviors and results related to the realization of university education and teaching goals.

#### *The structure of teachers' work performance*

Regarding the structure of work performance, a comprehensive analysis of existing research viewpoints can be divided into two - dimensional structure theory, three -dimensional structure theory, and four-dimensional structure theory.

In terms of two-dimensional structure, Borman and Motowidlo divide work performance into two dimensions: task performance and relationship performance. Task performance mainly follows the content of the output view, which represents a directly related role to the organization's work, and is the result and contribution of employees to the organization. Relationship performance follows the content described in the behavioral view, represents the employee's behavioral performance process, does not directly point to the result of the work, but has an indispensable role in achieving the goals of the organization. Motowidlo and Cross divide the structure of work performance into two aspects of employee self-discipline and interpersonal relationship and believe that work performance includes two dimensions work dedication and interpersonal promotion.

Work dedication is the self-control behavior of working hard and observing the rules and regulations (Dizon & Sanchez, 2020), and interpersonal promotion is the behavior of maintaining good interpersonal relationships at work. Chinese scholars Dengfeng and Hong, based on the particularity of party and government cadres' occupations, proposed that work performance includes two dimensions: task orientation and quality orientation. Wenwei believes that teacher performance includes two first- level dimensions, namely behavioral performance, and result performance.

In terms of the three-dimensional structure theory, Mingwei and Alejandro, etc., believe that work performance includes three dimensions: intent to retain a job, exceeding goals and tasks, and proactive behavior. Selamat and Samsu etc., proposed a three- dimensional structure of task performance, situational performance and adaptive performance. Jianmin and Changquan took Chinese corporate managers as the research object and divided work performance into three dimensions: task performance, interpersonal performance, and individual trait performance. Hongfei, Jiaran, and Huijuan divided performance into a three -dimensional structure of task performance, work dedication, and interpersonal promotion for employees of Chinese enterprises.

In terms of the four-dimensional structure theory, Chinese scholars Zhiyi divided work performance into four dimensions: relationship performance, task performance, effort performance, and adaptation performance. Yi, Jianqiao, and Lirong divide work performance into four dimensions: innovation performance, relationship performance, learning performance, and task performance on the basis of comprehensive performance theory.

Currently widely recognized by the academic community is the two-dimensional theory of dividing work performance according to its integrated concept. This research also adopts the two-dimensional structure of work performance and believes that teacher work performance includes two first- level dimensions, namely behavioral performance, and result performance. Among them, behavioral performance is divided into two secondary dimensions: work attitude (dedication, effort, enthusiasm, etc.) and interpersonal promotion; result performance is also divided into secondary dimensions: completion of teaching activities (quantity, quality, and efficiency) and student achievement.

#### *Work attitude*

Work attitude is the evaluation and behavioral tendency held by employees for work, including work dedication, professionalism, responsibility, effort, enthusiasm, etc. Although the work attitude does not directly point to the work result, the work attitude affects the work behavior and is directional to the results. Only a good work attitude can achieve the expected results (Sanchez & Sarmiento, 2020). Sania Usmani (2019) believes that there is a consistent relationship between positive work attitudes and work performance. A positive work attitude can have a positive impact on work perception, judgment, learning, and work endurance, etc., so it can improve work efficiency and achieve good work performance. Thompson (2015) believes that individuals with a proactive attitude will better complete tasks and achieve good performance. Teachers obtain resources through active advocacy behavior, teaching feedback, topic innovation, etc., to motivate themselves to implement more positive behaviors,



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and then achieve better work performance. Guoqing (2021) believes that positive work attitudes produce positive work behaviors, and positive work behaviors have significant predictive power for work performance.

#### *Interpersonal promotion*

Interpersonal promotion refers to the behavior of maintaining good interpersonal relationships at work. Good interpersonal relationships are conducive to enhancing the communication between team members and strengthening team cooperation, which in turn affects the work efficiency and work results of employees. Hongfei and others pointed out that teachers who are willing to help colleagues and value interpersonal harmony tend to have a strong sense of cooperation. They generally consider problems from the overall situation, and can even sacrifice their own interests, hobbies and time for the benefit of the team or organization. They can devote themselves to work, and rarely waste time and energy on solving interpersonal conflicts and complaining about objective things, which greatly improves work efficiency. support" and "good relations between colleagues."

#### *The measurement of teachers' work performance*

According to the different measurement subjects, the measurement of work performance is mainly divided into other evaluations and self-evaluation. Among his scales, the most widely used is the "Performance Evaluation Scale" compiled by Viswesvaran, Ones, and Schmidt, which uses the leadership's evaluation of employees' work performance. Yonghong and Chongde compiled a performance scale for the assessment of teachers' job titles by Chinese students. In the self-rating scale, Motowidlo and Van Scotter compiled a "work performance scale" that included task performance and relationship performance. According to Motowidlo's classification of work performance structure, Chinese scholar Zhong Yan compiled a work performance scale for teachers from the university level. Xiaofei compiled a work performance scale for university middle university teachers.

This study will learn from the existing measurement scales and the actual research needs of this study and use self-compiled scales as measurement tools.

#### *The relationship between teacher professional identity and teacher work performance*

Professional identity is a psychological phenomenon of the internal emotional experience of individual teachers to their occupation, and there is a certain internal connection with work performance. Chinese scholars generally believe that there is a positive correlation between professional identity and work performance. For example, Chuanxin started from the concepts of professional identity, job embedding, and job performance conducted an empirical study on the relationship between the three, and believed that corporate employees' identity with the organization is a key factor affecting job performance and enhances employee's organizational identity sense can improve the work performance of employees. Junyou, Qiaoling, Yanhui, etc. research results on junior high university teachers show that organizational identity and job performance are significantly positively correlated. Meijiao's research on special education teachers found that the professional identity of special education teachers can predict and influence job performance. Wenjun used the work values perceived by teachers as the influencing factors to deeply study the relationship between the work values and work performance of college teachers, and at the same time showed the influence of work values on work performance. Therefore, this study puts forward the hypothesis: the professional identity of teachers can significantly and positively predict work performance.

This research mainly takes Maslow's Hierarchy of Needs Theory as the theoretical support. Maslow's Hierarchy of Needs Theory was proposed by the American psychologist Maslow in his article "A theory of human motivation" in 1943. Maslow divides the needs into five parts: physiological needs, safety needs, belongingness and love needs, esteem needs, and self-actualization needs, which are arranged in order from a low level to a high level. The five types of needs in Maslow's Hierarchy of Needs Theory are progressive, from low to high.

#### **Objectives**

This research intends to determine the relationship between university teachers' professional identity and their work performance. Specifically, it sought answers to the following:

1. What is the profile of the university teacher respondents at Guangdong Business and Technology University in terms of:
  - 1.1. Gender;



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- 1.2. Age;
- 1.3. Educational Attainment; and
- 1.4. Monthly income?
2. What is the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity in terms of the following:
  - 2.1. Professional values;
  - 2.2. Role values;
  - 2.3. Professional belonging; and
  - 2.4 Professional behavior tendency?
3. Is there a significant difference in the self -assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity when they are grouped according to their profile?
4. What is the assessment of the university teacher respondents at Guangdong Business and Technology University on their work performance in terms of the following:
  - 4.1. Work attitude;
  - 4.2. Interpersonal promotion;
  - 4.3. Completion of teaching activities; and
  - 4.4 Student achievement
5. Is there a significant difference in the self -assessment of the university teacher respondents at Guangdong Business and Technology University on their work performance when they are grouped according to their profile?
6. Is there a significant relationship between the self-assessment of the university teacher respondents' at Guangdong Business and Technology University professional identity and work performance?
7. Based on the results of the study, what development program can be drawn to further promote the teachers' professional identity and work performance??

### Hypotheses

The following hypotheses were tested at 5%:

1. There is no significant difference in the self -assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity when they are grouped according to their profile.
2. There is no significant difference in the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their work performance when they are grouped according to their profile.
3. There is no significant relationship between the self - assessment of the university teacher respondents' at Guangdong Business and Technology University's professional identity and work performance.

### METHODS

#### Research Design

This study mainly adopted quantitative research methods. The design that was used in this study is a Descriptive Comparative- Correlational research design using the quantitative approach. It used the descriptive research methods to explore the overall level of professional identity of university teachers in Guangdong Business and Technology University and the overall level of university teachers' work performance. It used the comparative research methods to explore the differences in demographic variables of various dimensions of university teachers' professional identity, and to explore the correlation between university teachers' professional identity and various dimensions of work performance.

#### Research Locale

This study was done in Guangdong Business and Technology University.



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### Respondents of the Study

Participants in this study were taken from the 967 university teachers at Guangdong Business and Technology University from the 14 colleges. They were chosen randomly. The researcher used the Qualtrics calculator at a 5% margin of error to arrive at 275 respondents.

### Research Instrument

The primary instrument that was utilized in the study is the questionnaire. This study drawn on the existing measurement scales and the actual research needs of this study, and adopt a self - compiled questionnaire. The questionnaire is divided into three parts. The first part is the demographic information of the respondents in Guangdong Business and Technology University. The second part is to evaluate the level of professional identity of university teachers; the third part is to assess the work performance of university teachers. This research used Likert's 4 - level score (from 1 -4 to indicate Strongly Disagree, Disagree, Agree, and Strongly Agree). The higher the score, the higher the teacher's professional identity; the higher the score, the better the teacher's job performance.

### Data Gathering Procedure

This research adopts two methods of online questionnaire survey and an on- site questionnaire. After the interviewee completes all the questionnaire surveys at once, the questionnaires were collected and screened. Then, check the data abnormalities. The questionnaires with too short answer time, incomplete answers, conscientious answers, and self- contradictory questionnaires were eliminated as invalid questionnaires, and valid questionnaires will be sorted and numbered. After all, questionnaires were duly-answered, tallied, and properly documented, and the data were forwarded to a statistician for data analysis according to the objectives set.

### Ethical Considerations

Confidentiality was carefully considered in this research. The researcher will see to it that the policies and regulations of Emilio Aguinaldo College will be complied with as regards the participation of the respondents in this study. And regulations of Emilio Aguinaldo College on data gathering will be clearly understood by the participating teachers.

### Statistical Treatment of the Data

In realizing the purpose of this study, the following statistical tools will be used: SPSS22.0software . This tool was used to process and analyze the results of the questionnaire survey. Frequency Count and Percentage. This measure will be used to describe the data gathered in the profile of the respondents. Weighted Mean . This tool was used to compute for the average mean value obtained by each of the variables cited in this study. It was also used to determine the assessment of teachers' professional identity and teachers' work performance. Descriptive Equivalent. A five-point scale was used in this study as a guide to answer the questionnaire.

The T-test was used by the researcher to determine whether there are significant differences in the assessment of teachers' professional identity. At the same time, it is also used to evaluate whether there is a significant relationship between the various dimensions of university teachers' professional identity and teachers' work performance.

## RESULTS and DISCUSSION

### Demographic Profile of the Respondents

Table 1 presents the profile of the university teacher respondents in terms of gender, age, educational attainment, and monthly income.



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**Table 1**  
**Frequency Distribution of the Respondents' Profile**

Profile	Frequency	Percentage
<b>Gender</b>		
Male	56	20.3 %
Female	220	79.7 %
<b>Total</b>	<b>276</b>	<b>100 %</b>
<b>Age</b>		
25 years old & below	35	12.7 %
26 -35 years old	68	24.6 %
36 -45 years old	68	24.6 %
46 -55 years old	74	26.8 %
56 years old and above	31	11.2 %
<b>Total</b>	<b>276</b>	<b>100 %</b>
<b>Educational Attainment</b>		
Junior College	29	10.5 %
Bachelor's degree	67	24.3 %
Master's degree	78	28.3 %
Doctoral Degree	69	25.0 %
Others	33	12.0 %
<b>Total</b>	<b>276</b>	<b>100 %</b>
<b>Monthly Income</b>		
2000 yuan & below	28	10.1 %
2001 -3000 yuan	73	26.4 %
3001 -4000 yuan	72	26.1 %
4001 -5000 yuan	63	22.8 %
More than 5000 yuan	40	14.5 %
<b>Total</b>	<b>276</b>	<b>100 %</b>

**Gender.** Fifty six (56) or 20.3% of the teacher respondents are male, while two hundred twenty (220) or 79.7% are female. This goes to show that majority of the respondents are female teachers.

**Age.** Thirty five (35) or 12.7% of the teacher respondents are 25 years old and below, sixty eight (68) or 24.6% are within the age group of 26 -35 years old and 36 -45 years old respectively, seventy four (74) or 26.8% are 46 -55 years old, and thirty one (31) or 11.2% are 56 years old and above. The result shows that most of the teachers in their late 40s or early 50s.

**Educational Attainment.** Twenty nine (29) or 10.5 % of the teacher respondents have finished Junior College, sixty seven (67) or 24.3% are Bachelor's degree holders, seventy eight (78) or 28.3% are Master's degree holders, sixty nine (69) or 25% have earned their Doctoral degree, while thirty three (33) or 12 % have attained other level of education. This indicates that most of them are Master's degree holders.

**Monthly Income.** Twenty eight (28) or 10.1% of the teacher respondents are earning 2000 yuan and below, seventy three (73) or 26.4% for about 2001 -3000 yuan, seventy two (72) or 26.1 % for abo ut 3001-4000 yuan, sixty three (63) or 22.8% have 4001 - 5000 yuan income, while forty (40) or 14.5% are earning more than 5000 yuan. This shows that most of the teacher respondents have monthly income of more than 2000 yuan but not over 4000 yuan.

Table 2 presents the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity in terms of professional values.



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**Table 2**  
**Respondents' Self-Assessment on their Professional Identity in Terms of Professional Values**

Professional Values	Mean	SD	QD	Int.	Rank
1. I believe that engaging in the profession of university teachers can reduce the educational gap between urban and university areas and play an important role in the development of human society.	3.63	0.70	SA	HM	2
2. I think the work of university teachers is very important to promote the growth and development of university students.	3.53	0.66	SA	HM	3
3. To be a university teacher is more able to realize the value of my life.	3.68	0.47	SA	HM	1
4. I think teaching in the countryside is a joy and happiness.	3.33	0.55	A	MM	4
<b>Composite Mean</b>	<b>3.54</b>	<b>0.32</b>	<b>SA</b>	<b>HM</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Highly Manifested(HM); 2.51-3.50 Agree(A)/Moderately Manifested(MM); 1.51-2.50 Disagree(D)/Slightly Manifested(SM); 1.00-1.50 Strongly Disagree(SD)/Not Manifested(NM)

As shown in Table 2, teacher respondents strongly agree that to be a university teacher is more able to realize the value of their life with the highest assessment of 3.68 interpreted as highly manifested. Similarly, they strongly agree that engaging in the profession of university teachers can reduce the educational gap between urban and university areas and play an important role in the development of human society, and that they think the work of university teachers is very important to promote the growth and development of university students with the mean values of 3.63 and 3.53 respectively interpreted also as highly manifested. On the other hand, teachers agree that teaching in the countryside is a joy and happiness with the lowest assessment of 3.33 interpreted as moderately manifested. A composite mean value of 3.54 indicates that teacher respondents' professional identity in terms of professional values are highly manifested based on their own assessment.

Table 3 presents the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity in terms of role values.

**Table 3**  
**Respondents' Self-Assessment on their Professional Identity in Terms of Role Values**

Role Values	Mean	SD	QD	Int.	Rank
1. I am proud of being a university teacher.	3.83	0.39	SA	HM	1
2. As a university teacher, I often feel respected.	3.07	0.82	A	MM	4
3. I am suitable to work as a university teacher, and I am willing to work as a university teacher for the rest of my life.	3.20	0.82	A	MM	3
4. When introducing myself, I am happy to mention that I am a university teacher.	3.50	0.61	A	MM	2
<b>Composite Mean</b>	<b>3.40</b>	<b>0.23</b>	<b>A</b>	<b>MM</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Highly Manifested(HM); 2.51-3.50 Agree(A)/Moderately Manifested(MM); 1.51-2.50 Disagree(D)/Slightly Manifested(SM); 1.00-1.50 Strongly Disagree(SD)/Not Manifested(NM)



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As shown in Table 3, teacher respondents strongly agree that they are proud of being a university teacher with the highest assessment of 3.83 interpreted as highly manifested. On the other hand, teachers agree that when introducing themselves, they are happy to mention that they are university teachers, and that they are suitable to work as a university teachers, and that they are willing to work as a university teacher for the rest of their life with the mean values of 3.50 and 3.20 respectively interpreted as moderately manifested. Though teachers also agree that as a university teacher, they often feel respected, however, it was given the lowest assessment of 3.07 interpreted as moderately manifested. A composite mean value of 3.40 shows that teacher respondents' professional identity in terms of role values are moderately manifested based on their own assessment.

Table 4 presents the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity in terms of professional belonging.

**Table 4**  
**Respondents' Self-Assessment on their Professional Identity in Terms of Professional Belonging**

Professional Belonging	Mean	SD	QD	Int.	Rank
1. I consider myself a member of the teacher group, and my development is closely connected with the development of the teacher group.	3.45	0.59	A	MM	3
2. I often feel that I am a part of the university, and my development is closely connected with the development of the university.	3.43	0.52	A	MM	4
3. I care about the evaluation of our university by others. When I see or hear the positive or negative evaluation of our university from the outside world, I feel a sense of shared honor and disgrace.	3.63	0.51	SA	HM	2
4. I care about how others view the university teacher group. When someone attacks or accuses the university teacher group for no reason, I feel that I have been insulted.	3.64	0.56	SA	HM	1
<b>Composite Mean</b>	<b>3.54</b>	<b>0.23</b>	<b>SA</b>	<b>HM</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Highly Manifested(HM); 2.51-3.50 Agree(A)/Moderately Manifested(MM); 1.51-2.50 Disagree(D)/Slightly Manifested(SM); 1.00-1.50 Strongly Disagree(SD)/Not Manifested(NM)

As shown in Table 4, teacher respondents strongly agree that they care about how others view the university teacher group, that when someone attacks or accuses the university teacher group for no reason, they feel that they have been insulted with the highest assessment of 3.64 interpreted as highly manifested. Similarly, they strongly agree that they care about the evaluation of their university by others. When they see or hear the positive or negative evaluation of their university from the outside world, they feel a sense of shared honor and disgrace with the mean value of 3.63 also interpreted as highly manifested. On the other hand, teachers agree that they consider themselves a member of the teacher group and their development is closely connected with the development of the teacher group with the mean value of 3.45 interpreted as moderately manifested. Though teachers also agree that they often feel that they are part of the university and their development is closely connected with the development of the university, however, it was given the lowest assessment of 3.43 interpreted as moderately manifested. A composite mean value of 3.54 indicates that teacher respondents' professional identity in terms of professional belonging are highly manifested based on their own assessment.



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Table 5 presents the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity in terms of professional behavior tendency.

**Table 5**  
**Respondents' Self-Assessment on their Professional Identity in**  
**Terms of Professional Behavior Tendency**

Professional Behavior Tendency	Mean	SD	QD	Int.	Rank
1. I will pay attention to my words and deeds, and will not adversely affect the image of the university.	3.49	0.65	A	MM	8
2. I can complete the tasks of teachers seriously and in time.	3.47	0.62	A	MM	9
3. I will take the initiative to learn classroom skills and teaching skills from other teachers.	3.60	0.55	SA	HM	4
4. I will actively look for opportunities for teaching and research to promote my teaching literacy.	3.58	0.56	SA	HM	6
5. When there is the pressure at work, I will choose to actively respond instead of avoiding and shrinking.	3.58	0.54	SA	HM	6
6. I will actively create a harmonious relationship with colleagues, and can help each other, unite and cooperate.	3.58	0.62	SA	HM	6
7. I can keep in touch and cooperate with parents and work together to promote the healthy growth of students.	3.63	0.58	SA	HM	3
8. In order to improve the work effectively, I often do some work outside the scope of responsibility.	3.71	0.49	SA	HM	2
9. I care about the development of the university. For the better development of the university, I am willing to contribute my wisdom and strength.	3.84	0.39	SA	HM	1
<b>Composite Mean</b>	<b>3.61</b>	<b>0.21</b>	<b>SA</b>	<b>HM</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Highly Manifested(HM); 2.51-3.50 Agree(A)/Moderately Manifested(MM); 1.51-2.50 Disagree(D)/Slightly Manifested(SM); 1.00-1.50 Strongly Disagree(SD)/Not Manifested(NM)

As shown in Table 5, teacher respondents strongly agree that they care about the development of the university, that for the better development of the university, they are willing to contribute their wisdom and strength with the highest assessment of 3.84 interpreted as highly manifested. Similarly, they strongly agree that in order to improve the work effectively, they often do some work outside the scope of responsibility, they can keep in touch and cooperate with parents and work together to promote the healthy growth of students, take the initiative to learn classroom skills and teaching skills from other teachers, actively look for opportunities for teaching and research to promote their teaching literacy, and when there is the pressure at work, they will choose to actively respond instead of avoiding and shrinking, and that they actively create a harmonious relationship with colleagues, and can help each other, unite and cooperate with the mean values of 3.71, 3.63, 3.60, 3.58, 3.58 respectively all interpreted as highly manifested. On the other hand, teachers agree that they will pay attention to their words and deeds, and will not adversely affect the image of the university with the mean value of 3.49 interpreted as moderately manifested. Though they also agree that they can complete the tasks of teachers seriously and in time, however, it was given the lowest assessment of 3.47 interpreted as moderately manifested. A composite mean value of 3.61 shows that teacher respondents' professional identity in terms of professional behavior tendency are highly manifested based on their own assessment.



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Table 6 presents the summary of the self-assessment of the university teacher respondents at Guangdong Business and Technology University on their professional identity.

**Table 6**  
**Summary of the Respondents' Self- Assessment on their Professional Identity**

Professional Identity Indicators	Mean	SD	QD	Int.	Rank
1. Professional Values	3.54	0.32	SA	HM	2.5
2. Role Values	3.40	0.23	A	MM	4
3. Professional Belonging	3.54	0.23	SA	HM	2.5
4. Professional Behavior Tendency	3.61	0.21	SA	HM	1
<b>Over-all Mean</b>	<b>3.52</b>	<b>0.13</b>	<b>SA</b>	<b>HM</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Highly Manifested(HM); 2.51-3.50 Agree(A)/Moderately Manifested(MM); 1.51-2.50 Disagree(D)/Slightly Manifested(SM); 1.00-1.50 Strongly Disagree(SD)/Not Manifested(NM)

As shown in Table 6, the result indicates that the highest manifestation of teachers' professional identity was found to be on their professional behavior tendency which was ranked first among the four indicators. It was followed by professional values and professional belonging, while role values tend to be the least manifested professional identity based on the self-assessment of the teachers. The over-all mean value of 3.52 reveals that professional identity was highly manifested among the teachers of Guangdong Business and Technology University.

Table 7 presents the differences in the self-assessment of the teacher respondents on their professional identity when they are grouped according to gender.

**Table 7**  
**Differences in the Self-Assessment of the Employee Respondents on their Professional Identity when they are Grouped According to Gender**

Professional Identity Indicators	Gender	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Professional Values	Male	3.51	0.33	-0.72	0.48	Accepted	Not Significant
	Female	3.55	0.32				
2. Role Values	Male	3.38	0.22	-0.55	0.58	Accepted	Not Significant
	Female	3.40	0.24				
3. Professional Belonging	Male	3.52	0.21	-0.57	0.57	Accepted	Not Significant
	Female	3.54	0.23				
4. Professional Behavior Tendency	Male	3.60	0.21	-0.27	0.79	Accepted	Not Significant
	Female	3.61	0.21				
Over-all	Male	3.51	0.13	-1.03	0.30	Accepted	Not Significant
	Female	3.53	0.13				

As shown in Table 7, teacher respondents have obtained a computed t-value of -0.72 in terms of professional values with a significance value of 0.48. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This could mean that male and female teachers have relatively the same assessment as regards their professional identity in terms of professional values.



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In terms of role values, teacher respondents have obtained a computed t- value of -0.55 with a significance value of 0.58. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. The result shows that male and female teachers have relatively the same assessment as regards their professional identity in terms of role values.

In terms of professional belonging, teacher respondents have obtained a computed t -value of -0.57 with a significance value of 0.57. Since the significance value is higher than the set 0 .05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This indicates that male and female teachers have relatively the same assessment as regards their professional identity in terms of professional belonging.

In terms of professional behavior tendency, teacher respondents have obtained a computed t-value of -0.27 with a significance value of 0.79. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This is taken to mean that male and female teachers have relatively the same assessment as regards their professional identity in terms of professional behavior tendency.

Generally, teacher respondents have obtained an over-all computed t- value of -1.03 with a significance value of 0.30. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. The result reveals that male and female teachers have relatively the same assessment as regards their professional identity based on their own assessment.

Table 8 presents the differences in the self-assessment of the teacher respondents on their professional identity when they are grouped according to age.



**Table 8**  
**Differences in the Self-Assessment of the Employee Respondents on their Professional Identity when they are Grouped According to Age**

Professional Identity Indicators	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Professional Values	25 y/o & below	3.41	0.35	3.88	0.44	Accepted	Not Significant
	26-35 y/o	3.56	0.30				
	36-45 y/o	3.47	0.30				
	46-55 y/o	3.62	0.32				
	>55 y/o	3.60	0.32				
2. Role Values	25 y/o & below	3.39	0.25	1.04	0.39	Accepted	Not Significant
	26-35 y/o	3.38	0.23				
	36-45 y/o	3.37	0.25				
	46-55 y/o	3.44	0.23				
	>55 y/o	3.44	0.20				
3. Professional Belonging	25 y/o & below	3.61	0.25	1.82	0.12	Accepted	Not Significant
	26-35 y/o	3.50	0.25				
	36-45 y/o	3.55	0.20				
	46-55 y/o	3.55	0.22				
	>55 y/o	3.50	0.22				
4. Professional Behavior Tendency	25 y/o & below	3.60	0.24	0.46	0.77	Accepted	Not Significant
	26-35 y/o	3.59	0.19				
	36-45 y/o	3.61	0.23				
	46-55 y/o	3.63	0.19				
	>55 y/o	3.58	0.19				
Over-all	25 y/o & below	3.50	0.15	2.25	0.64	Accepted	Not Significant
	26-35 y/o	3.51	0.14				
	36-45 y/o	3.50	0.10				
	46-55 y/o	3.56	0.13				
	>55 y/o	3.53	0.15				

As shown in Table 8, teacher respondents have obtained a computed F-value of 3.88 in terms of professional values with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This could mean that teachers have relatively the same assessment as regards their professional identity in terms of professional values regardless of their age.

In terms of role values, teacher respondents have obtained a computed F-value of 1.04 with a significance value of 0.39. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This goes to show that teachers have relatively the same assessment as regards their professional identity in terms of role values regardless of their age.

In terms of professional belonging, teacher respondents have obtained a computed F-value of 1.82 with a significance value of 0.12. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This could mean that teachers have relatively the same assessment as regards their professional identity in terms of professional belonging regardless of their age.

In terms of professional behavior tendency, teacher respondents have obtained a computed F-value of 0.46 with a significance value of 0.77. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. The result indicates that teachers have relatively the same assessment as regards their professional identity in terms of professional behavior tendency regardless of their age.



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Generally, teacher respondents have obtained an over-all computed F-value of 2.25 with a significance value of 0.64. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. The result reveals that teachers have relatively the same assessment as regards their professional identity regardless of their age.

Table 9 presents the differences in the self-assessment of the teacher respondents on their professional identity when they are grouped according to educational attainment.

**Table 9**  
**Differences in the Self-Assessment of the Employee Respondents on their Professional Identity when they are Grouped According to Educational Attainment**

Professional Identity Indicators	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
Professional Values	Junior College	3.53	0.29	1.84	0.12	Accepted	Not Significant
	Bachelor's degree	3.56	0.30				
	Master's degree	3.57	0.36				
	Doctoral degree	3.46	0.31				
	Others	3.62	0.27				
Role Values	Junior College	3.36	0.29	0.75	0.56	Accepted	Not Significant
	Bachelor's degree	3.38	0.25				
	Master's degree	3.44	0.20				
	Doctoral degree	3.39	0.22				
	Others	3.39	0.28				
Professional Belonging	Junior College	3.49	0.25	0.62	0.65	Accepted	Not Significant
	Bachelor's degree	3.52	0.20				
	Master's degree	3.56	0.24				
	Doctoral degree	3.55	0.22				
	Others	3.55	0.27				
Professional Behavior Tendency	Junior College	3.58	0.17	0.46	0.77	Accepted	Not Significant
	Bachelor's degree	3.63	0.20				
	Master's degree	3.61	0.19				
	Doctoral degree	3.61	0.25				
	Others	3.58	0.21				
Over-all	Junior College	3.49	0.13	1.41	0.23	Accepted	Not Significant
	Bachelor's degree	3.52	0.13				
	Master's degree	3.54	0.14				
	Doctoral degree	3.50	0.12				
	Others	3.53	0.13				

As shown in Table 9, teacher respondents have obtained a computed F-value of 1.84 in terms of professional values with a significance value of 0.12. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. This could mean that teachers have relatively the same assessment as regards their professional identity in terms of professional values regardless of the educational level they have attained.

In terms of role values, teacher respondents have obtained a computed F-value of 0.75 with a significance value of 0.56. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. This goes to show that teachers have relatively the same assessment as regards their professional identity in terms of role values regardless of the educational level they have attained.

In terms of professional belonging, teacher respondents have obtained a computed F-value of 0.62 with a significance value of 0.65. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. The result indicates that teachers have relatively the same assessment as regards their professional identity in terms of professional belonging regardless of the educational level they have attained.

In terms of professional behavior tendency, teacher respondents have obtained a computed F-value of 1.41 with a significance value of 0.23. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of



teacher respondents when they are grouped according to educational attainment. This is taken to mean that teachers have relatively the same assessment as regards their professional identity in terms of professional behavior tendency regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over -all computed F-value of 1.41 with a significance value of 0.23. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. The result reveals that teachers have relatively the same assessment as regards their professional identity regardless of the educational level they have attained.

Table 10 presents the differences in the self-assessment of the teacher respondents on their professional identity when they are grouped according to monthly income.

**Table 10**  
**Differences in the Self-Assessment of the Employee Respondents on their Professional Identity when they are Grouped According to Monthly Income**

Professional Identity Indicators	Monthly Income	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Professional Values	2000 yuan & below	3.54	0.32	1.20	0.31	Accepted	Not Significant
	2001-3000 yuan	3.60	0.32				
	3001-4000 yuan	3.50	0.30				
	4001-5000 yuan	3.51	0.33				
	>5000 yuan	3.57	0.33				
2. Role Values	2000 yuan & below	3.37	0.25	1.04	0.39	Accepted	Not Significant
	2001-3000 yuan	3.38	0.24				
	3001-4000 yuan	3.41	0.22				
	4001-5000 yuan	3.44	0.25				
	>5000 yuan	3.38	0.23				
3. Professional Belonging	2000 yuan & below	3.50	0.20	1.10	0.36	Accepted	Not Significant
	2001-3000 yuan	3.56	0.20				
	3001-4000 yuan	3.50	0.21				
	4001-5000 yuan	3.56	0.24				
	>5000 yuan	3.55	0.30				
4. Professional Behavior Tendency	2000 yuan & below	3.62	0.20	0.22	0.93	Accepted	Not Significant
	2001-3000 yuan	3.60	0.22				
	3001-4000 yuan	3.59	0.20				
	4001-5000 yuan	3.62	0.19				
	>5000 yuan	3.62	0.22				
Over-all	2000 yuan & below	3.51	0.13	0.95	0.44	Accepted	Not Significant
	2001-3000 yuan	3.53	0.14				
	3001-4000 yuan	3.50	0.12				
	4001-5000 yuan	3.53	0.13				

As shown in Table 10, teacher respondents have obtained a computed F-value of 1.20 in terms of professional values with a significance value of 0.31. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. This could mean that teachers have relatively the same assessment as regards their professional identity in terms of professional values regardless of their monthly income.

In terms of role values, teacher respondents have obtained a computed F-value of 1.04 with a significance value of 0.39. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is



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accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result shows that teachers have relatively the same assessment as regards their professional identity in terms of roles values regardless of their monthly income.

In terms of professional belonging, teacher respondents have obtained a computed F-value of 1.10 with a significance value of 0.36. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. This is taken to mean that teachers have relatively the same assessment as regards their professional identity in terms of professional belonging regardless of their monthly income.

In terms of professional behavior tendency, teacher respondents have obtained a computed F-value of 0.95 with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result indicates that teachers have relatively the same assessment as regards their professional identity in terms of professional behavior tendency regardless of their monthly income.

Generally, teacher respondents have obtained an over-all computed F-value of 0.95 with a significance value of 0.44. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result reveals that teachers have relatively the same assessment as regards their professional identity regardless of their monthly income.

Table 11 presents the self-assessment of the university teacher respondents from Guangdong Business and Technology University on their work performance in terms of work attitude.

**Table 11**  
**Respondents' Self-Assessment on their Work Performance in Terms of Work Attitude**

Work Attitude	Mean	SD	QD	Int.	Rank
1. I love university education and have a high degree of enthusiasm and professionalism.	3.65	0.53	SA	O	1
2. I respect and care for every student in my teaching work.	3.64	0.58	SA	O	2
3. I work seriously and responsibly, regardless of remuneration.	3.59	0.69	SA	O	3
<b>Composite Mean</b>	<b>3.63</b>	<b>0.32</b>	<b>SA</b>	<b>O</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Outstanding(O); 2.51-3.50 Agree(A)/Very Satisfactory(VS); 1.51-2.50 Disagree(D)/Satisfactory(S); 1.00-1.50 Strongly Disagree(SD)/Poor(P)

As shown in Table 11, teacher respondents strongly agree that they love the university education and have a high degree of enthusiasm and professionalism with the highest assessment of 3.65 interpreted to have an outstanding work performance. Similarly, they strongly agree that they respect and care for every student in their teaching work with the mean value of 3.64 also interpreted as outstanding. Though they strongly agree that they work seriously and responsibly regardless of remuneration, however it was given the lowest assessment of 3.59 but still interpreted as outstanding. A composite mean value of 3.63 indicates that teachers manifested an outstanding work performance in terms of their work attitude based on their own assessment.

Table 12 presents the self-assessment of the university teacher respondents from Guangdong Business and Technology University on their work performance in terms of interpersonal promotion.



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**Table 12**  
**Respondents' Self-Assessment on their Work Performance in**  
**Terms of Interpersonal Promotion**

Interpersonal Promotion	Mean	SD	QD	Int.	Rank
1. In the workplace, I can often achieve self-control and observe work discipline.	3.60	0.61	SA	O	3
2. I usually do my best to complete every task.	3.61	0.53	SA	O	2
3. I usually provide support and encouragement to my colleagues so that they can accomplish work tasks that are not related to me.	3.68	0.56	SA	O	1
4. I will take the initiative to undertake unplanned work tasks to improve the work performance of others or the team.	3.58	0.56	SA	O	4
<b>Composite Mean</b>	<b>3.62</b>	<b>0.29</b>	<b>SA</b>	<b>O</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Outstanding(O); 2.51-3.50 Agree(A)/Very Satisfactory(VS); 1.51-2.50 Disagree(D)/Satisfactory(S); 1.00-1.50 Strongly Disagree(SD)/Poor(P)

As shown in Table 12, teacher respondents strongly agree that they usually provide support and encouragement to their colleagues so that they can accomplish work tasks that are not related to them with the highest assessment of 3.68 interpreted to have an outstanding work performance. Similarly, they strongly agree that they usually do their best to complete every task, and that in the workplace, they can often achieve self-control and observe work discipline with the mean values of 3.61 and 3.60 respectively interpreted as outstanding performance. Though teachers strongly agree that they take the initiative to undertake unplanned work tasks to improve the work performance of others or the team, however, it was given the lowest assessment of 3.58 but still interpreted as outstanding performance. A composite mean value of 3.62 shows that teachers manifested an outstanding work performance in terms of interpersonal promotion based on their own assessment.

Table 13 presents the self-assessment of the university teacher respondents from Guangdong Business and Technology University on their work performance in terms of completion of teaching activities.



**Table 13**  
**Respondents' Self-Assessment on their Work Performance in Terms of Completion of Teaching Activities**

Completion of Teaching Activities	Mean	SD	QD	Int.	Rank
1. In the most recent performance appraisal, my job performance was excellent.	3.56	0.65	SA	O	1
2. I can always complete my tasks within the time set by the organization.	3.46	0.70	A	VS	3
3. I am usually familiar with teaching and research work and feel handy.	3.52	0.63	SA	O	2
<b>Composite Mean</b>	<b>3.51</b>	<b>0.38</b>	<b>SA</b>	<b>O</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Outstanding(O); 2.51-3.50 Agree(A)/Very Satisfactory(VS); 1.51-2.50 Disagree(D)/Satisfactory(S); 1.00-1.50 Strongly Disagree(SD)/Poor(P)

As shown in Table 13, teacher respondents strongly agree that in the most recent performance appraisal, their job performance was excellent with the highest assessment of 3.56 interpreted as outstanding performance. Similarly, they strongly agree that they are usually familiar with the teaching and research work and feel handy with the mean value of 3.52 also interpreted as outstanding. On the other hand, teachers agree that they can always complete their tasks within the time set by the organization but this was given the lowest assessment of 3.46 interpreted as very satisfactory. A composite mean value of 3.51 indicates that teachers manifested an outstanding work performance in terms of completion of teaching activities based on their own assessment.

Table 14 presents the self-assessment of the university teacher respondents from Guangdong Business and Technology University on their work performance in terms of student achievement.

**Table 14**  
**Respondents' Self-Assessment on their Work Performance in Terms of Student Achievement**

Student Achievement	Mean	SD	QD	Int.	Rank
1. The quality of my work has maintained a high standard.	3.50	0.66	A	VS	1
2. I actively use different teaching methods to help students master knowledge points and improve their corresponding abilities.	3.44	0.64	A	VS	3
3. My teaching effect is good, and the students have excellent grades.	3.46	0.63	A	VS	2
<b>Composite Mean</b>	<b>3.46</b>	<b>0.38</b>	<b>A</b>	<b>VS</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Outstanding(O); 2.51-3.50 Agree(A)/Very Satisfactory(VS); 1.51-2.50 Disagree(D)/Satisfactory(S); 1.00-1.50 Strongly Disagree(SD)/Poor(P)

As shown in Table 14, teacher respondents agree that the quality of their work has maintained a high standard with the highest assessment of 3.50 interpreted as very satisfactory performance. Similarly, they agree that their teaching effect is good, and the students have excellent grades with the mean value of 3.46 also interpreted as very satisfactory. Though they also agree that they actively use different teaching methods to help students master



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knowledge points and improve their corresponding abilities, however it was given the lowest assessment of 3.44 but still interpreted as very satisfactory. A composite mean value of 3.46 shows that teachers manifested a very satisfactory work performance in terms of student achievement based on their own assessment.

Table 15 presents the summary of the self-assessment of the university teacher respondents from Guangdong Business and Technology University on their work performance .

**Table 15**  
**Summary of the Respondents' Self-Assessment on their Work Performance**

Work Performance Indicators	Mean	SD	QD	Int.	Rank
1. Work Attitude	3.63	0.32	SA	O	1
2. Interpersonal Promotion	3.62	0.29	SA	O	2
3. Completion of Teaching Activities	3.51	0.38	SA	O	3
4. Student Achievement	3.46	0.38	A	VS	4
<b>Over-all Mean</b>	<b>3.56</b>	<b>0.17</b>	<b>SA</b>	<b>O</b>	

Legend: 3.51-4.00 Strongly Agree(SA)/Outstanding(O); 2.51-3.50 Agree(A)/Very Satisfactory(VS);1.51-2.50 Disagree(D)/Satisfactory(S);1.00-1.50 Strongly Disagree(SD)/Poor(P)

As shown in Table 15, teacher respondents have manifested an outstanding work performance particularly on work attitude as this was given the highest rating by the teachers themselves. Second in rank was the interpersonal promotion, followed by completion of teaching activities which also shows an outstanding work performance. On the other hand, teachers' work performance on student achievement was given the lowest assessment by the teachers showing a very satisfactory performance. Generally, the result reveals that teachers exhibited an outstanding work performance as perceived by themselves.

Table 16 presents the differences in the self-assessment of the teacher respondents on their work performance when they are grouped according to gender .



**Table 16**  
**Differences in the Self-Assessment of the Employee Respondents on their Work Performance when they are Grouped According to Gender**

Work Performance Indicators	Gender	Mean	SD	Computed t-value	Sig	Decision on Ho	Interpretation
1. Work Attitude	Male	3.60	0.36	-0.82	0.41	Accepted	Not Significant
	Female	3.64	0.31				
2. Interpersonal Promotion	Male	3.60	0.34	-0.43	0.67	Accepted	Not Significant
	Female	3.62	0.28				
3. Completion of Teaching Activities	Male	3.56	0.38	1.08	0.28	Accepted	Not Significant
	Female	3.50	0.38				
4. Student Achievement	Male	3.45	0.35	-0.40	0.69	Accepted	Not Significant
	Female	3.47	0.39				
Over-all	Male	3.55	0.18	-0.23	0.82	Accepted	Not Significant
	Female	3.56	0.16				

As shown in Table 16, teacher respondents have obtained a computed t-value of -0.82 in terms of work attitude with a significance value of 0.41. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This could mean that male and female teachers have relatively the same assessment as regards their work performance in terms of work attitude.

In terms of interpersonal promotion, teacher respondents have obtained a computed t-value of -0.43 with a significance value of 0.67. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. The result shows that male and female teachers have relatively the same assessment as regards their work performance in terms of interpersonal promotion.

In terms of completion of teaching activities, teacher respondents have obtained a computed t-value of 1.08 with a significance value of 0.28. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This is taken to mean that male and female teachers have relatively the same assessment as regards their work performance in terms of completion of teaching activities.

In terms of student achievement, teacher respondents have obtained a computed t-value of -0.40 with a significance value of 0.69. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. This goes to show that male and female teachers have relatively the same assessment as regards their work performance in terms of student achievement.

Generally, teacher respondents have obtained an over-all computed t-value of -0.23 with a significance value of 0.82. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to gender. The result reveals that male and female teachers have relatively the same assessment as regards their work performance.

Table 17 presents the differences in the self-assessment of the teacher respondents on their work performance when they are grouped according to age.



**Table 17**  
**Differences in the Self-Assessment of the Employee Respondents on their Work Performance when they are Grouped According to Age**

Work Performance Indicators	Age	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Work Attitude	25 y/o & below	3.55	0.34	0.77	0.55	Accepted	Not Significant
	28-35 y/o	3.63	0.31				
	38-45 y/o	3.65	0.30				
	48-55 y/o	3.65	0.33				
	>55 y/o	3.59	0.37				
2. Interpersonal Promotion	25 y/o & below	3.74	0.23	2.75	0.09	Accepted	Not Significant
	28-35 y/o	3.62	0.30				
	38-45 y/o	3.54	0.34				
	48-55 y/o	3.63	0.25				
	>55 y/o	3.61	0.28				
3. Completion of Teaching Activities	25 y/o & below	3.52	0.35	0.77	0.55	Accepted	Not Significant
	28-35 y/o	3.55	0.39				
	38-45 y/o	3.53	0.40				
	48-55 y/o	3.45	0.37				
	>55 y/o	3.53	0.39				
4. Student Achievement	25 y/o & below	3.44	0.43	0.11	0.98	Accepted	Not Significant
	28-35 y/o	3.46	0.35				
	38-45 y/o	3.48	0.37				
	48-55 y/o	3.46	0.40				
	>55 y/o	3.49	0.38				
Over-all	25 y/o & below	3.56	0.15	0.13	0.97	Accepted	Not Significant
	28-35 y/o	3.56	0.18				
	38-45 y/o	3.55	0.17				
	48-55 y/o	3.55	0.16				
	>55 y/o	3.56	0.16				

As shown in Table 17, teacher respondents have obtained a computed F-value of 0.77 in terms of work attitude with a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This could mean that teacher respondents have relatively the same assessment as regards their work performance in terms of work attitude regardless of their age.

In terms of interpersonal promotion, teacher respondents have obtained a computed F-value of 2.75 with a significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. The result shows that teacher respondents have relatively the same assessment as regards their work performance in terms of interpersonal promotion regardless of their age.

In terms of completion of teaching activities, teacher respondents have obtained a computed F-value of 0.77 with a significance value of 0.55. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This is taken to mean that teacher respondents have relatively the same assessment as regards their work performance in terms of completion of teaching activities regardless of their age.



In terms of student achievement, teacher respondents have obtained a computed F-value of 0.11 with a significance value of 0.98. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. This indicates that teacher respondents have relatively the same assessment as regards their work performance in terms of student achievement regardless of their age.

Generally, teacher respondents have obtained an over-all computed F-value of 0.13 with a significance value of 0.97. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to age. The result reveals that teacher respondents have relatively the same assessment as regards their work performance regardless of their age.

Table 18 presents the differences in the self-assessment of the teacher respondents on their work performance when they are grouped according to educational attainment.

**Table 18**  
**Differences in the Self-Assessment of the Employee Respondents on their Work Performance when they are Grouped According to Educational Attainment**

Work Performance Indicators	Educational Attainment	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Work Attitude	Junior College	3.56	0.30	0.80	0.53	Accepted	Not Significant
	Bachelor's degree	3.65	0.34				
	Master's degree	3.59	0.38				
	Doctoral degree	3.65	0.29				
	Others	3.67	0.28				
2. Interpersonal Promotion	Junior College	3.67	0.28	0.93	0.45	Accepted	Not Significant
	Bachelor's degree	3.58	0.30				
	Master's degree	3.62	0.30				
	Doctoral degree	3.60	0.29				
	Others	3.67	0.29				
3. Completion of Teaching Activities	Junior College	3.55	0.36	0.47	0.76	Accepted	Not Significant
	Bachelor's degree	3.52	0.39				
	Master's degree	3.51	0.39				
	Doctoral degree	3.46	0.38				
	Others	3.56	0.40				
4. Student Achievement	Junior College	3.49	0.37	0.45	0.78	Accepted	Not Significant
	Bachelor's degree	3.48	0.39				
	Master's degree	3.47	0.37				
	Doctoral degree	3.47	0.37				
	Others	3.38	0.43				
Over-all	Junior College	3.57	0.15	0.18	0.95	Accepted	Not Significant
	Bachelor's degree	3.56	0.18				
	Master's degree	3.55	0.15				
	Doctoral degree	3.55	0.16				
	Others	3.57	0.18				

As shown in Table 18, teacher respondents have obtained a computed F-value of 0.80 in terms of work attitude with a significance value of 0.53. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. This could mean that teacher respondents have relatively the same assessment as regards their work performance in terms of work attitude regardless of the educational level they have attained.

In terms of interpersonal promotion, teacher respondents have obtained a computed F-value of 0.93 with a significance value of 0.45. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. This goes to show that teacher respondents have relatively the same assessment as regards their work performance in terms of interpersonal promotion regardless of the educational level they have attained.



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In terms of completion of teaching activities, teacher respondents have obtained a computed F-value of 0.47 with a significance value of 0.76. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. The result indicates that teacher respondents have relatively the same assessment as regards their work performance in terms of completion of teaching activities regardless of the educational level they have attained.

In terms of student achievement, teacher respondents have obtained a computed F-value of 0.45 with a significance value of 0.78. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. This is taken to mean that teacher respondents have relatively the same assessment as regards their work performance in terms of student achievement regardless of the educational level they have attained.

Generally, teacher respondents have obtained an over-all computed F-value of 0.18 with a significance value of 0.95. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to educational attainment. The result reveals that teacher respondents have relatively the same assessment as regards their work performance regardless of the educational level they have attained.

Table 19 presents the differences in the self-assessment of the teacher respondents on their work performance when they are grouped according to monthly income.

**Table 19**  
**Differences in the Self-Assessment of the Employee Respondents on their Work Performance when they are Grouped According to Monthly Income**

Work Performance Indicators	Monthly Income	Mean	SD	Computed F-value	Sig	Decision on Ho	Interpretation
1. Work Attitude	2000 yuan & below	3.55	0.30	0.98	0.42	Accepted	Not Significant
	2001-3000 yuan	3.67	0.30				
	3001-4000 yuan	3.60	0.35				
	4001-5000 yuan	3.68	0.32				
	>5000 yuan	3.61	0.31				
2. Interpersonal Promotion	2000 yuan & below	3.68	0.29	2.02	0.09	Accepted	Not Significant
	2001-3000 yuan	3.68	0.27				
	3001-4000 yuan	3.57	0.31				
	4001-5000 yuan	3.57	0.29				
	>5000 yuan	3.63	0.28				
3. Completion of Teaching Activities	2000 yuan & below	3.55	0.45	0.25	0.91	Accepted	Not Significant
	2001-3000 yuan	3.53	0.38				
	3001-4000 yuan	3.49	0.37				
	4001-5000 yuan	3.49	0.38				
	>5000 yuan	3.52	0.41				
4. Student Achievement	2000 yuan & below	3.50	0.32	0.21	0.93	Accepted	Not Significant
	2001-3000 yuan	3.46	0.38				
	3001-4000 yuan	3.49	0.40				
	4001-5000 yuan	3.45	0.39				
	>5000 yuan	3.43	0.38				
Over-all	2000 yuan & below	3.57	0.15	0.99	0.41	Accepted	Not Significant
	2001-3000 yuan	3.59	0.17				
	3001-4000 yuan	3.54	0.17				
	4001-5000 yuan	3.54	0.18				
	>5000 yuan	3.55	0.18				

As shown in Table 19, teacher respondents have obtained a computed F-value of 0.98 in terms of work attitude with a significance value of 0.42. Since the significance value is higher than the set 0.05 level of



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significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. This could mean that teacher respondents have relatively the same assessment as regards their work performance in terms of work attitude regardless of their monthly income.

In terms of interpersonal promotion, teacher respondents have obtained a computed F- value of 2.02 with a significance value of 0.09. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. This goes to show that teacher respondents have relatively the same assessment as regards their work performance in terms of interpersonal promotion regardless of their monthly income.

In terms of completion of teaching activities, teacher respondents have obtained a computed F-value of 0.25 with a significance value of 0.91. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result indicates that teacher respondents have relatively the same assessment as regards their work performance in terms of completion of teaching activities regardless of their monthly income.

In terms of student achievement, teacher respondents have obtained a computed F-value of 0.21 with a significance value of 0.93. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result shows that teacher respondents have relatively the same assessment as regards their work performance in terms of student achievement regardless of their monthly income.

Generally, teacher respondents have obtained an over-all computed F- value of 0.99 with a significance value of 0.41. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of teacher respondents when they are grouped according to monthly income. The result reveals that teacher respondents have relatively the same assessment as regards their work performance regardless of their monthly income.

Table 20 presents the relationship between the assessed professional identity of teachers from Guangdong Business and Technology University and their work performance based on their own assessment.



**Table 20**  
**Relationship Between the Teachers' Professional Identity and their Work Performance**

Professional Identity	Work Performance	Com put ed r	Sig	Decision on Ho	Interpre ta tion
1. Professional Values	Work Attitude	0.20	0.00	Rejected	Significant
	Interpersonal Promotion	0.08	0.17	Accepted	Not Significant
	Completion of Teaching Activities	0.25	0.01	Rejected	Significant
	Student Achievement	0.17	0.01	Rejected	Significant
	Average	<b>0.24</b>	<b>0.00</b>	Rejected	Significant
2. Role Values	Work Attitude	0.09	0.12	Accepted	Not Significant
	Interpersonal Promotion	0.06	0.30	Accepted	Not Significant
	Completion of Teaching Activities	0.03	0.59	Accepted	Not Significant
	Student Achievement	0.01	0.87	Accepted	Not Significant
	Average	<b>0.10</b>	<b>0.11</b>	Accepted	Not Significant
3. Professional Belonging	Work Attitude	0.25	0.00	Rejected	Significant
	Interpersonal Promotion	0.09	0.16	Accepted	Not Significant
	Completion of Teaching Activities	0.19	0.01	Rejected	Significant
	Student Achievement	0.04	0.55	Accepted	Not Significant
	Average	<b>0.22</b>	<b>0.00</b>	Rejected	Significant
4. Professional Behavior Tendency	Work Attitude	0.01	0.86	Accepted	Not Significant
	Interpersonal Promotion	0.08	0.18	Accepted	Not Significant
	Completion of Teaching Activities	0.10	0.09	Accepted	Not Significant
	Student Achievement	0.01	0.91	Accepted	Not Significant
	Average	<b>0.11</b>	<b>0.08</b>	Accepted	Not Significant
<b>Over- all Professional Identity</b>	<b>Over- all Work Performance</b>	<b>0.16</b>	<b>0.01</b>	Rejected	Significant

As shown in Table 20, in terms of professional values, teacher respondents have obtained a computed r value s of 0.20, 0.25, and 0.17 on work performance in terms of work attitude, completion of teaching activities, and student achievement respectively with significance values of 0.00, 0.01, and 0.01 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the professional identity of teachers in terms of professional values and their work performance in terms of work attitude, completion of teaching activities, and student achievement. However, no significant relationship was found in terms of interpersonal promotion.

In terms of role values, teacher respondents have obtained a computed r values of 0.09, 0 .06, 0.03, and 0.01 on work performance in terms of work attitude, interpersonal promotion, completion of teaching activities, and student achievement respectively with significance values of 0.12, 0.30, 0.59, and 0.87 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the professional identity of teachers in terms of role values and their work performance in terms of work attitude, interpersonal promotion, completion of teaching activities, and student achievement. This goes to show that teachers' professional identity in terms of role values do not give significant impact on their work performance.

In terms of professional belonging, teacher respondents have obtained a computed r values of 0.25 and 0.19 in terms of work attitude, and completion of teaching activities respectively with significance values of 0.00, and 0.01 respectively. Since the significance values are less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the professional identity of teachers in terms of professional belonging and their work performance in terms of work attitude, and completion of teaching activities. This is taken to mean that teachers' professional belonging could somehow affect their work performance specifically in terms of work attitude, and completion of teaching activities.



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In terms of professional behavior tendency, teacher respondents have obtained a computed r values of 0.01, 0.08, 0.10, and 0.01 on work performance in terms of work attitude, interpersonal promotion, completion of teaching activities, and student achievement respectively with significance values of 0.86, 0.18, 0.09, and 0.91 respectively. Since the significance values are higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant relationship between the professional identity of teachers in terms of professional behavior tendency and their work performance in terms of work attitude, interpersonal promotion, completion of teaching activities, and student achievement. The result indicates that teachers' professional identity in terms of professional behavior tendency do not give significant impact on their work performance.

Generally, teacher respondents have obtained an over-all computed r value of 0.16 with a significance value of 0.01. Since the significance value is less than the set 0.05 level of significance, null hypothesis is rejected which means that there is a significant relationship between the teachers' professional identity and their work performance. The result reveals that professional identity of teachers has positive impact on their work performance.

### Conclusion

Based on the findings, the following have been concluded:

1. Respondents are dominated by female teachers who are mostly in their middle age. A good number of teachers who have earned master's and doctoral degrees are also evident.
2. Teachers perceived themselves to have a high level of professional identity specifically on professional behavior tendency, professional values, and professional belonging.
3. Teachers have relatively the same assessments on their professional identity regardless of their gender, age, educational attainment, and monthly income.
4. Teachers exhibit an outstanding work performance particularly on work attitude, interpersonal promotion, and completion of teaching activities. However, they feel that they had less contribution to student achievement.
5. Teachers have relatively the same assessments on their work performance regardless of their gender, age, educational attainment, and monthly income.
6. Professional identity of teachers can somehow influence their work performance in general. Specifically, professional values and professional belonging give positive effect to work attitude of teachers, and to their completion of teaching activities.

### Recommendations

In view of the summary of findings and the conclusions, the researcher highly recommends the following:

1. Teachers should actively use different teaching methods to help students master knowledge points and improve their corresponding abilities thereby increasing teachers' contribution to a better student performance.
2. It is necessary for the students to see that the teacher is a real person, who has of positive and negative experience, who learn permanently, and who collaborates with students or colleagues.
3. As teachers gain professional experience, they can be provided an ongoing opportunities to reflect on their development toward teaching and learning to understand their own personal and professional identities.
4. The present study could be replicated focusing on the influence of teachers' professional identity on students' learning.

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