ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

The Measurement of Professional Identification for Three Types of Normal Students——Survey from A Province in Central China

Keyan Zheng, Zhaoying He and Han Zhu*

Beijing Normal University, Beijing 100875, China
**Corresponding author: zhuhan@mail.bnu.eu.cn*

Abstract: *Teacher education is an important way of national development. The current teacher education system in China is undergoing a transformation from the "Old three-level" of normal education to the "New three-level" of teacher education. In addition, the cultivation of pre-service teachers is an important topic of research at home and abroad, and the study of professional identity focuses on the normal students' perception and experience of the teachers' profession in the aspects of expectation, volition value and efficacy, it can be regarded as an important reference to predict whether an individual is suitable for teaching and to test the effect of pre-service teacher training. In this study, Professional Identification Scale for Normal Students (PISNS), which can be used as an effective tool to evaluate the professional identity of normal university and college students, was used to investigate three types of normal students in a central province of China, and the level of their professional identity was compared. The main findings of the study are as follows: (1) There is no difference in professional identity between Public-Funded Undergraduate Normal Students and Public-Funded Associate Normal College Students, and their professional identity level is significantly higher than that of normal students who do not receive government subsidies. (2) The difference between Public-Funded Undergraduate Normal Students and Public-Funded Associate Normal College Students is reflected in the two sub-dimensions of professional identity: professional efficacy and professional volition. (3) The grade increase of Non-Public-Funded Undergraduate Normal Students is inversely related to their professional identity. The study discusses the reasons for the above differences, and presents three types of normal students group face.*

Keywords: *Student teacher, Public-funded normal students, Professional Identification, Difference comparison*

1. Preface

Teacher Education is an important approach to the development of the country, which provides strong teachers guarantee and talents support for the development of higher quality and more equitable education. For China, teacher education is the cornerstone of national reconstruction, the engine of economic growth, the equalizer of social harmony and the window to the global agenda [1]. The current teacher education system in China is undergoing a transformation from the "Old three-level" to the "New three-level" of teacher education. Some scholars have pointed out that the opening of teacher education in China has led to the "Old three- track" training from the normal university, the normal college and Secondary normal school, to the comprehensive university, the normal university, the normal college together constitute a "New three-track.". In fact, the "New three-track" is three tracks of normal colleges, comprehensive colleges and vocational colleges, together with the multi-level system of academic qualifications for teacher training, forming a "Three-track and multi-level" construction pattern of teachers [2]. For example, kindergarten teacher training can be expressed as secondary technical school, Junior College, university undergraduate, graduate four levels.

As the starting point of teacher education, teacher pre-service training is an important topic of research at home and abroad. A review of the articles on teacher education by Cochan-Smith and Villegas shows that the research path of teacher education is broadening [3] [4]. And the research in China is also growing, in the curriculum system, teaching capacity training, the quality of personnel evaluation have a lot of research. With the promulgation by the Chinese government in 2007 of the measures for the implementation of free education for normal students directly under the Ministry of Education, the pilot work of training "Normal students with public fees" was launched in six key normal universities directly under the Ministry of Education, as a special group of pre-service teachers, the students of "Public-funded

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

normal school" began to come into the research field of vision of scholars. According to the policy of the Ministry of Education of China, free normal students sign a "Tripartite agreement" with the Provincial Educational Administration Department of the university or the place of origin of the students before they enroll in the school, during their four years of study, they are entitled to tuition and accommodation fee exemption and living allowance, but after graduation, they work for at least 10 years under an agreement with the provincial education administration of the place of origin. Since the implementation of the policy, a large number of scholars have paid attention to the evaluation of the educational policy of free normal students, mainly using the methods of policy discourse analysis [5], historical research [6] [7], policy comparison [8]. In the later period, more research on free education of normal students is carried out in a quantitative way, and more attention is paid to the no-public-funded university normal students. Scholars from all over the world have conducted research on the motivation, policy identification, school attendance and policy implementation of this group [9] [10] [11] [12]

Some provinces in China also introduced a policy for public funded normal students around 2007, called the village-oriented student teacher policy. The policy is formulated by the provincial education department and implemented by the city education department. The aim of the policy is to supplement the rural teaching force. The main contents of the policy are as follows: the provincial education department subsidizes a certain number of junior middle school graduates to study in normal colleges by means of public funds. And normal colleges need to train these junior high school graduates into qualified teachers in the countryside. In return, these village-oriented normal students are required to adhere to agreements signed with provincial education authorities and colleges to work in village primary or rural junior high schools for a certain number of years after graduation. There are also many studies on this group. For example, some scholars are concerned about the professional identity of directional normal students [13]. According to the follow-up investigation, three years after the graduation of a kindergarten teacher in a school, nearly two thirds have left preschool [14], and the latest research points to a lack of professional will in college-bound teachers [15].

Although the training of public-funded normal students has encountered various practical difficulties, it can still be seen that policy supplements have been introduced one after another. For example, the Chinese government improved the public-funded normal education policy in 2018 and adjusted the duration of the agreement, and public-funded university normal students will be allowed to pursue master's degrees in education [16]. Each province has also set up public-funded teacher education programs in its provincial normal university. Some provinces and cities in China draw up policy documents every year for the training of directional normal students. These policies require normal colleges to develop the competence of village-oriented normal students for multi-disciplinary teaching and require local governments and village schools to provide a stable position for village-oriented normal students [17].

In contrast with the policy, research and practice of the public-funded normal students, the historical and non-public-funded normal students seem to be neglected. Then how about the cultivation of non-state-funded normal students? What is the difference between the willingness, the will and the efficiency of the students? Obviously, the current study of non-public-funded normal student's lack of attention, and the evaluation of public-funded normal education lack of a corresponding comparative perspective. In the past few studies focused on the intensity of learning motivation of free normal students and non-free normal students, and pointed out that there was no significant difference between the intensity of learning motivation of free normal students and non-free normal students [18] [19]. However, no significant difference in learning motivation does not mean that non-free normal students have the same intensity of willingness to teach as free normal students. Just as one research found that there are significant differences in the general educational efficacy of normal students of different institute types, which may be related to their school-running orientation, curriculum [20]. The purpose of this study is to examine the professional identity of three different types of normal students, in order to find out their perception and experience of teachers' professional expectation, volition value and efficacy, so as to analyze the effect of pre-service training of teachers, provide reference and reference for relevant policy formulation and practice improvement.

2. Research design

2.1 Subjects

At present, the training of pre service teachers in China mainly relies on normal universities and normal colleges. The candidates of teachers mainly focus on the undergraduate and junior college

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

education, and they can be divided into the normal students of orientation employment and the normal students of self-employment. Among them, the independent choice of undergraduate normal students is also called the general students, which is distinguished from the special public-funded normal students [21]. According to the above criteria, the subjects of this study can be divided into three types (Table 1).

Table 1: Three types of normal students in a province of China

	(1) Public-Funded Undergraduate Normal Students (PFUNS)	(2) Non-Public-Funded Undergraduate Normal Students (NPFUNS)	(3) Public-Funded Associate College Normal Students (PFACNS)
School background	Provincial Normal University	Provincial Normal University	Provincial Normal College
Educational background	Undergrad	Undergrad	Junior College
period of schooling	4 years	4 years	5 years
Admission conditions	High School graduates can apply, but need to achieve high scores in the college entrance examination.	High School graduates can apply, but need to achieve high scores in the college entrance examination.	Junior high school graduates can apply, only need to achieve low scores in the senior high school entrance examination.
Directional Employed	Directional. Normal students must return to the city where they came from to teach for a certain number of years.	Non-directional. Normal students can decide on themselves occupation and place of work.	Directional. Normal students must return to the rural or village where they came from to teach for a certain number of years.

The team chose a normal university and a normal college in a central Chinese province. Among them, the normal university has the PFUNS and the NPFUNS, and the normal college has the PFACNS. It is worth noting that the province's teacher education training model, in other provinces can find the same trace. The valid sample size for this survey was 588. The proportion of male students was 24.3% and that of female students was 75.7%, which roughly corresponds to the proportion of male and female students in normal university. Among them, there are 211 PFUNS, 185 PFACNS and 192 NPFUNS. At the same time, in order to further explain and supplement the results of the quantitative study, some students and some teacher were selected from each of the three groups of normal students (Table 2).

Table 2: Basic information about interviewees

Number	Identity	Gender	Grade	Group
A1	Student	Female	Sophomore year	(1) PFUNS
A2	Teacher	Female		(1) PFUNS
B1	Student	Female	Junior year	(2) NPFUNS
B2	Student	Female	Sophomore year	(2) NPFUNS
B3	Student	Male	Freshman year	(2) NPFUNS
B4	Teacher	Male		(2) NPFUNS
C1	Student	Male	Sophomore year	(3) PFACNS
C2	Student	Female	Sophomore year	(3) PFACNS
C3	Teacher	Female		(3) PFACNS

2.2 Method

In this study, we choose the interpretive sequence design in the mixed study, that is, first we use the quantitative data to present the basic situation, and then we use the qualitative data to mine the quantitative results [22]. The empirical analysis of this study consists of two stages:

In the first stage, we use the maturity questionnaire to describe and compare the professional identity of the three types of normal students. In the questionnaire survey stage, Professional Identification Scale for Normal Students (PISNS)[23], which was developed by Wang Xinqiang and others, was used widely because of its excellent reliability and validity[24][25]. In this study, the Cronbach's Alpha coefficient was 0.903, and the factors of the original variables were analyzed by Kaiser-Meyer-Olkin (KMO) statistics. The results showed that the Bartlett spherical test was significant ($p < 0.001$), and the KMO value was 0.850, which was suitable for factor analysis. Since the self-statement is used to collect data

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

in the questionnaire survey, in order to reduce the common method bias effect, the procedure method and the statistical level are used to control. In order to reduce or avoid the systematic error of measurement, all questionnaires are designed by anonymous investigation. In the design of the questionnaire, some reverse questions are used and lie detection items are set. At the statistical level, the Harman single factor test was used. The results show that the variation level of the first factor is far less than the critical value of 40%, which indicates that there is no obvious common method deviation in this study. SPSS21.0 was used for statistical processing of all data obtained from the survey, mainly using T-test, f-test and non-parametric test.

The second stage is to invite the representatives of the three types of normal students to discuss the training model of teacher education, which is helpful for further analysis and interpretation of the quantitative results. The reason for this is that although quantitative methods are good at reflecting the general conditions and characteristics of groups, they are ineffective in studying the process of meaning construction and in-depth understanding of things. As some scholars emphasized, more attention should be paid to the use of integrated research methods in the future, from a single quantitative or qualitative study to a more comprehensive hybrid design [26]. The design of interview outline involves not only the four stable sub-dimensions of professional identity, but also the training of teacher, such as training objectives, curriculum, extra-curricular activities, teaching practice, etc.

3. Results and Analysis

3.1 Professional identity scores of three types of normal students

Table 3: Professional identity and its four subdimensions scores

Variable	Group	*M*	*SD*	*Min*	*Max*
professional identity	PFUNS	3.82	0.49	1.58	4.92
	PFACNS	3.87	0.38	2.75	4.83
	NPFUNS	3.62	0.52	1.25	4.75
professional expectation	PFUNS	4.46	0.62	1.00	5.00
	PFACNS	4.51	0.46	3.67	5.00
	NPFUNS	4.32	0.66	1.00	5.00
professional volition	PFUNS	3.17	0.66	1.00	5.00
	PFACNS	3.04	0.56	1.00	4.33
	NPFUNS	2.78	0.73	1.00	5.00
professional value	PFUNS	3.64	0.73	1.00	5.00
	PFACNS	3.73	0.75	2.00	5.00
	NPFUNS	3.51	0.74	1.33	5.00
professional efficacy	PFUNS	4.02	0.62	1.33	5.00
	PFACNS	4.20	0.56	3.00	5.00
	NPFUNS	3.88	0.70	1.33	5.00

Table 4: LSD multiple comparison of total professional identity of three types of normal students

(I) Group	(J) Group	*Score (I-J)*	*SE*	*Sig*	*95% confidence interval*	
					LL	*UL*
PFUNS	PFACNS	-.05563	.06159	.367	-.1766	.0653
	NPFUNS	.20212*	.04521	.000	.1133	.2909
PFACNS	PFUNS	.05563	.06159	.367	-.0653	.1766
	NPFUNS	.25775*	.06711	.000	.1259	.3896
NPFUNS	PFUNS	-.20212*	.04521	.000	-.2909	-.1133
	PFACNS	-.25775*	.06711	.000	-.3896	-.1259

The results showed that PFUNS had a mean of 3.82, PFACNS had a mean of 3.87, and their professional identity and four subdimensions were higher than NPFUNS (Table 3). After the homogeneity of variance (P=0.097) and f-test, the results showed that there were significant differences among the three groups (Table 4), among which there were significant differences between PFUNS and PFACNS and NPFUNS' total professional identity ($P < 0.05$), however, there was no significant difference between PFUNS and PFACNS ($P > 0.05$).

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

3.2 Variance analysis of professional identity between PFUNS and PFACNS

This study analyzed the difference of professional identity between PFUNS and PFACNS. There was no significant difference between PFUNS and PFACNS in total professional expectation. However, from the perspective of professional expectation, professional volition, professional value and professional efficacy, there are differences between them, which are reflected in the two sub-dimensions of professional efficacy (P=0.005) and professional volition (P=0.046). In addition, the study finds that the professional volition of PFUNS is better than PFACNS, but the professional efficiency of PFACNS is better than PFUNS.

3.3 The relationship between grade factors and professional identity of PFACNS

In order to test the effect of pre-service education, this study focused on the impact of study time on the professional identity of three types of normal students. In PFUNS and NPFUNS, the senior students have higher vocational identity than the freshman students, although the difference is not statistically significant. However, for NPFUNS, the professional identity of junior grade was significantly lower than that of freshman grade (Figure 1). The study further verified whether there were significant differences among grades of NPFUNS professional identity. First, the normal distribution test was carried out and it was found that the occupational identity of NPFUNS in different grades was in accordance with the normal distribution. The test of homogeneity of variance (P=0.505>0.05) was carried out, and the result showed that the homogeneity of variance could be tested by F test. According to the F test, different grade significantly influenced NPFUNS professional identity (F=10.235, P=0.000).

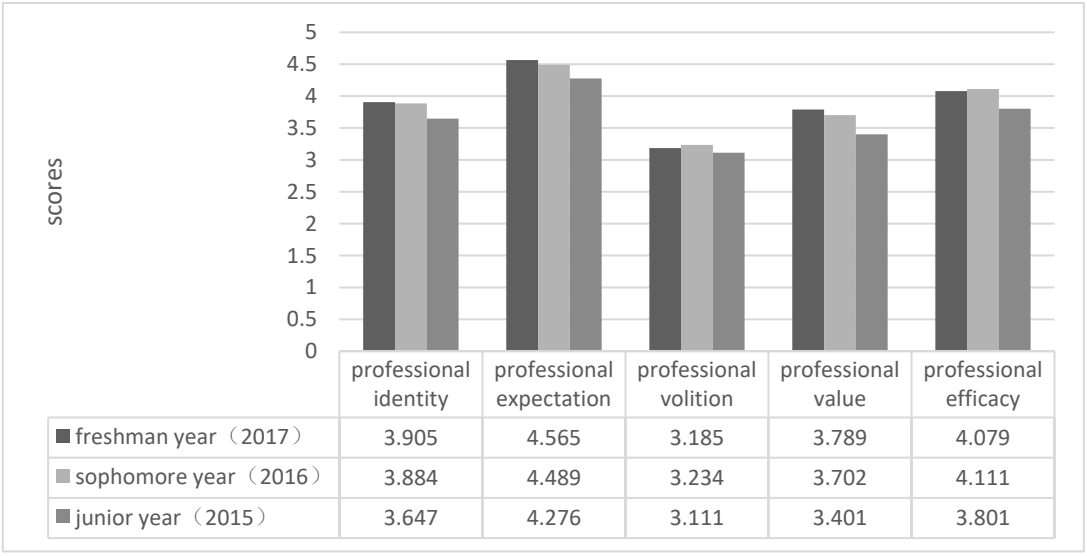

Figure 1: Comparison of professional identity and its four subdimension scores among different grades of NPFUNS

Table 5: Multiple analysis of NPFUNS professional identity in different grades

(I) Group	(J) Grade	*Score (I-J)*	*SE*	*Sig*	*95% confidence interval*	
					LL	*UL*
freshman year	Sophomore year	.02054	.06258	.743	-.1025	.1436
	Sophomore year	.25717*	.05936	.000	.1404	.3739
Sophomore year	freshman year	-.02054	.06258	.743	-.1436	.1025
	Junior year	.23662*	.06919	.001	.1005	.3727
Junior year	freshman year	-.25717*	.05936	.000	-.3739	-.1404
	Sophomore year	-.23662*	.06919	.001	-.3727	-.1005

NPFUNS of different grades were compared one by one. Table 5 shows that there is no significant difference between freshmen and sophomores (P=0.743), but there is significant difference between juniors and other grades (P<0.001). In order to find out which sub-dimension is responsible, this study also analyzed the difference of NPFUNS among different grades in four sub-dimensions. we found that compared with freshmen and sophomores, juniors' professional expectation (P<0.05), professional value (P<0.001) and professional efficacy (P<0.001) were significantly decreased.

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

4. Discussion and Outlook

From the survey data, we find the following results: First, there is no significant difference between PFUNS and PFACNS, but both of them are significantly better than NPFUNS. Second, PFUNS has a higher sense of professional expectation than PFACNS, and PFACNS has a higher sense of professional efficacy than PFUNS. Third, the grade growth of NPFUNS is inversely related to the sense of professional identity, and the scores of junior students are significantly lower than those of freshmen and sophomores.

The results support previous research. For example, Cheng Wei and others pointed out that the professional identity of non-state-funded normal students is not optimistic, among which undergraduate students are more identified with teachers' profession than junior college students [27]. Yang Fuyi investigated the Sense of Teaching effectiveness of 6,624 students from different normal universities and colleges, and found that the overall level of Sense of Teaching effectiveness was not good, and there were significant differences in the Sense of Teaching effectiveness among students from different normal universities and colleges [20]. It can be seen that the educational background and the school-running level are the important factors that affect the professional identity of normal students.

However, the findings of this study also differ from previous studies. For example, Wang Xinqiang and Xiao Mingyu point out that there is no significant difference in the total score of professional identity between public-funded normal students and non-public-funded normal students [28]. Research by Wang Xinqiang and Xiao Mingyu, for example, shows that a group of senior non-state-funded normal students they surveyed had a good job identity (3.72 overall) [29], however, there is a big difference between this study and the results of M = 3.62 and SD = 0.52 of non-public-funded normal students. Of course, because the existing research is a survey of individual regions and schools, these differences are likely to reflect the different training patterns and quality of college teachers. In order to clarify the meaning behind the data, this study combined qualitative data from the personal background, training objectives, curriculum, extra-curricular activities, practical links and other aspects of analysis, trying to outline three types of normal student's group portrait, to understand the reasons for the differences of professional identity among the three groups.

4.1 Public-Funded Undergraduate Normal Students: as the Preeminent

Excellence is a key feature of PFUNS. From the policy objective, the Central Ministry of Education expects PFUNS to become excellent educators and future educators to help build a high-quality teaching force. As a result of this policy bias, PFUNS not only benefit from public funding, but also receive a higher per-student grant than other students. They also have the option of pursuing a Master of teaching. At the same time, Excellence is also reflected to a certain extent as PFUNS need higher access results. Compared with NPFUNS, PFUNS have achieved higher level results in the standardized test of college entrance examination.

Normal university has more elaborate designs for PFUNS than NPFUNS. In this study, for example, the normal university has developed a special program for PFUNS, which is called "University-government-primary and secondary school cooperative cultivation". What's the difference between PFUNS and NPFUNS? "The school is a specialized institution," A2 said. In other words, this is a department responsible for the training of teachers, it is responsible for PFUNS daily management, teaching and curriculum coordination. For example, the department has revised its PFUNS program to include additional teacher education courses. As well, the department will also organize extra-curricular activities to strengthen normal students teaching skills and beliefs. In contrast, the teacher education of NPFUNS depends on their academic colleges, but many colleges do not have enough teacher educators and meticulous programs. PFUNS are considered by the normal school to be true preservice teachers, and they are highly recommended to participate in regional or national teaching competitions. As a matter of fact, the public-funded normal students have not failed in their mission. They have got many good results in all kinds of teaching competitions, and higher than the non-public-funded normal students.

This study also found that PFUNS were significantly higher than PFACNS in professional expectation. Professional expectation refers to the willingness of normal students to engage in the teaching profession and their persistence in the teaching profession. PFUNS in the total score of professional will ($p < 0.05$) and the fourth question "I will work in the profession for a lifetime" ($p < 0.01$) were significantly higher than PFACNS. In interviews with two groups, A1 said: "the government is paying more and more attention to teachers' rights, which can protect our lives, and I have had the

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

privilege of meeting many excellent teachers during my study period, which makes me feel that teachers are a cause, noble and honorable, and also strengthens my idea of lifelong teaching." But C1 showed a desire to leave the teaching profession, he said: "After graduation to become a village teacher, if I want to stay in the countryside for life, I may leave the teaching team." "Because of the distance from home, the poor environment, and the lack of development opportunities." C2 also did not commit to long-term teaching, "I'm not sure, because there is no such long-term plan," she said. PFUNS need to return to county (district-RRB- schools, compared with PFACNS, who regularly teach in rural primary and secondary schools in townships and below after graduation. In the actual situation and students' cognition, PFUNS' working environment, welfare treatment and development opportunities are more excellent, and these factors have been considered by many researches as an important guarantee for teachers' retention, it also explains why PFUNS have higher career aspirations than PFACNS.

4.2 Public-Funded Associate College Normal Students: as the realist

"Realist" refers to do what you can and do not overstepping or overstepping the rules. In this study, we found that PFACNS performed well in professional identity, although they only obtained associate college degree, but the respect and expectation of teachers are enough. Teaching has become a firm employment goal, they are also full of confidence in this, continuously improve teaching ability during the school. In terms of the training goals set by the provinces, it is necessary to select and train a group of local students who are willing to teach in the villages. In other words, PFACNS are an important source of teacher recruitment in rural areas. As with PFUNS' admissions process, PFACNS requires applicants to sign a targeted employment agreement with the education administration and the school. According to the terms of the agreement, PFACNS will be sent by the educational administration department to teach at the township or village level. Rural schools are often isolated, inaccessible and have poor living and teaching conditions, so in order to attract students to take the exam and ensure the effectiveness of the policy, policy makers have taken three main measures: First, lowering the admission criteria, which scores is generally lower than the average high school. Second, preference is given to local students in admissions, especially those from rural families, as there is considerable research and empirical evidence that local teachers are more committed [30]. Third, policy makers promise candidates a long-term and stable job.

In this study, PFACNS received 5 years of training, including the first 3 years of learning content knowledge, followed by 2 years of teaching practice. For example, Hunan province is to recruit junior high school graduates, students for five years of specialized training; Guangxi province is to recruit high school graduates, students for three years of targeted training. Although there are differences in the duration of PFACNS training in different provinces, the training design and course offering are basically the same, and in the early stage they all pay attention to learning the basic knowledge of each subject, such as language and literature, mathematics, history, physics, as well as art, sports, computer science etc. The aim is to prepare for careers, since at a time when the rural teaching force is in short supply, small-scale schools (such as small villages schools and temporary teaching sites) need teachers who are competent in multi-disciplinary teaching. In the later period, it is mainly devoted to the study of general pedagogical knowledge and pedagogical content knowledge, such as teaching simulation and discussion in the classroom, practicing in primary and secondary schools. Take part in a variety of teaching competitions and recreational activities, such as the Competition of present a plan teaching and aerobics training.

"Do what you can" is about professional efficacy. Teachers' professional efficacy is a kind of professional identity, which comes from the individual's cognitive evaluation of whether their abilities match with teachers' profession. PFACNS was significantly higher than PFUNS in the total score of professional efficacy ($P<0.01$), T 3"I can be a qualified teacher" ($P<0.001$) and T 5"I think I can be a good teacher" ($P<0.05$). Compared with PFACNS, PFUNS has more excellent conditions in admission, training and employment. Why is it lower in self-efficacy? "There may be higher external and self-imposed demands," said A2, from the university's public-funded teacher training institute. "These demands are harder to fulfill and affect confidence." "PFACNS are not as good as PFUNS in admission scores and basic knowledge, but they are more determined and confident in their goal of teaching," said C3, a teacher from the college's public-funded teacher training institute, "Because compared to the goal of undergraduate students from public-funded teachers to Urban key schools to teach, the goal of teaching at the grass-roots level in rural areas is always easier and easier to achieve."

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

4.3 Non-Public-Funded Undergraduate Normal Students: as the pessimist

The teacher identity of normal students is an important factor that affects their study and the development of their teaching career. However, not every training unit pays attention to the teacher identity construction of normal students, the normal students who choose their profession freely are faced with the problems of uncertain identity, unbalanced knowledge structure, superficial teaching practice and low teaching efficiency [31]. B4 is a teacher from NPFUNS, "The teacher education of non-public-funded normal students is a difficult problem," he said. "Students are scattered in teaching units of various disciplines. For example, Chinese language and literature teachers are trained in institute of Chinese language and literature. But the institute focus on teaching their subjects, where is a lack of helping students to understand how to learn to teach, and a lack of teacher educators."

The grade variables of NPFUNS were inversely related to their professional identity. Junior Students' professional identity was significantly lower than that of freshmen and sophomores, and all four subdimensions were decreased. This finding echoes the findings of Wang Xinqiang and Xiao Mingyi, who point out that senior students have the weakest professional expectation [29]. In the interview with NPFUNS, both the senior and junior students expressed "Identity loss", but they showed different characteristics in terms of specific orientation, which may be closely related to the training stage they experienced. For the junior students, it is difficult for them to pay attention to the identity of "Normal students", but to engage in the study of subject knowledge. As B2 put it: "Only in some of the pedagogy knowledge courses, only vaguely remember that I am a normal student."

"Teacher education courses are fewer, more fragmented and easier to score high than subject courses. If you want to win scholarships and honors, you have to work on the subject courses," B2 describes how most students feel in the context of college scholarships and exams. This also reflects the room for improvement in the design of teacher training programs. It is necessary to think about what competencies normal students can acquire from the teacher education curriculum. At the same time, the evaluation and motivation of normal students should be diversified, and should not be judged only by narrow declarative knowledge acquisition and examination.

"I don't feel like I belong on either side. See around the students specializing in this subject more proficient, and even published high-level academic papers. Also found around the normal students with full enthusiasm and action in order to become excellent teachers and efforts, such as participation in a variety of teaching competitions." ——says freshman B3. NPFUNS become increasingly crestfallen because of their lost identities. As they grow up, they are required to enter the primary or secondary school for teaching practice, which reveals the complexity of the teacher's work, the heavy work load and the excessive non-teaching load. "The job of a teacher is not as easy as you might think. In addition to teaching, you have to focus on your child's academic performance and take on a lot of administrative paperwork." B1 says. "I talked to a middle school HR teacher. She says teacher recruitment today is not just about choosing teachers from among normal students, it's more about checking the reputation of your graduate school and whether your major is in line with what you're teaching," B1 says. "So why do we want to be normal students? I feel normal students are not so respected."

It is important to note that China's basic education admitted 262946 college graduates in 2012, of whom 196629 were normal university and college graduates, compared with a total of 656560 that year. In other words, only 30% of those who graduated from the basic education entered the teaching profession [32]. However, the number of normal graduates is still increasing year by year, according to the 2016 statistics, there are about 780,000 normal graduates in China [33]. The long-term situation of oversupply reflects the limited labor market and will inevitably lead normal universities to try their best to "De-normalize", or to try their best to improve the subject background and general education of normal students, as a result, the difference between normal college students and normal college students is becoming smaller and smaller, and the teacher training of Institutions of Teachers is at risk of falling into disrepute. Therefore, the cultivation of non-publicly-funded normal students needs urgent attention, not only because non-publicly-funded normal students are also supported by the state and local finance and have a tendency to increase the average allocation per student every year [34], in addition, we should take into account the structure of the existing teachers, and focus on improving the quality and quality of normal students.

5. Outlook

This study adopts a case-oriented mixed research paradigm and focuses on the professional identity

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

of three types of normal students in a central Chinese province. It is found that the public-funded normal education policy is conducive to the selection and training of a number of candidates who love teaching. However, whether the normal students can be successfully employed, whether they can adapt to the local environment and teaching, and whether they have good professional development needs the researchers' further attention. The impact of publicly-funded teacher education policies need to be demonstrated by continuously tracking, multifaceted data. Second, in China, there is a class of public funded normal undergraduate students who are educated at the normal university, which is directly under the Central Ministry of Education. The future comparative study can be included in this type of normal students. Finally, this study finds that the professional identity of non-public-funded undergraduate normal students is much lower than that of public-funded undergraduate normal students. However, this study can not infer the same situation for NPFUNS in other provinces, because there are differences in the level of economic and social development in different provinces, moreover, there are differences in the development orientation of different schools and the training programs for normal students. More detailed data and evidence are also needed for the reform of the cultivation of NPFUNS.

References

[1] Liao, W., & Zhou, Y. Teacher education reform and national development in China (1978-2017): Four metaphors. In J. W., Fraser, & L., Lefty (Eds.). Teaching the world's teachers: A history, 1970-2017. Baltimore, MD: Johns Hopkins University Press. 2020.

[2] Zhu Xudong. On the Three-track Multi-level system of teacher education in China [J]. Teacher Education Research, 2015, 27(06): 1-7.

[3] Cochran-Smith M, Villegas A M. Framing Teacher Preparation Research: An Overview of the Field, Part 1[J]. Journal of Teacher Education, 2015, 66(1):7-20.

[4] Cochran-Smith M, Villegas A M, Abrams L, et al. Critiquing Teacher Preparation Research: An Overview of the Field, Part II [J]. Journal of Teacher Education, 2015, 66(2): 109-121.

[5] Shi Ning Zhong, Liu Hai Min. The State-funded Teacher Education: An Important Proposal and National Design for Making Our Nation Powerful [J]. Teacher Education Research, 2008(05): 3-6.

[6] Hu Yan. Public-funded normal student system in the late Ching Dynasty and the Republic of China [J]. Chinese teacher, 2007(06): 11-15.

[7] Qu Tiehua, Yuan Yuan. A century-long historical survey on the policy of free education for normal school students in China [J]. The Social Sciences Front, 2010(01): 213-219.

[8] Hu Yan. Thoughts on implementing the system of free normal students [J]. Journal of the Shaanxi Normal University (philosophy and Social Sciences), 2007(06): 100-104.

[9] Li Gaofeng. An Investigation on the First Three Motivations of Free Normal Education Candidates——Taking Shaanxi Normal University as a Case [J]. Educational Sciences, 2011, 27(02): 24-29.

[10] Xie Lina. An investigation on the motivation of free normal students to apply for the examination——taking Southwest University as an example [J]. New Curriculum Research (second edition), 2010(01): 9-10.

[11] Wang Zhichao. Investigation and reflection on the implementation of free education policy for normal school students [J]. Modern education management, 2011(01): 58-61.

[12] Yao Yun, Ma long, Li Xiaohong. A Study on Implementations of the Tuition-free Policy for Student Teachers [J]. Teacher Education Research, 2012, 24(02): 63-68.

[13] Hu Weifang, Huang Li. A study on teacher professional identity and its influencing factors of normal university students [J]. Educational Research and experimentation, 2016(01): 82-86.

[14] Guo Fangtao, Sun Kuanning. Influencing Factors of Preschool Education Normal Students' Teaching Career Choice Based on the Empirical Analysis of the FIT-Choice Model [J]. Studies in Preschool Education, 2018(07): 47-60.

[15] Zhou bin. A Survey on the Status of Teachers' Professional Identity in Preschool Education——A Case of Xinjiang Teacher's College [J]. Vocational Education Research in Xinjiang, 2020, 11(03): 18-22 + 27.

[16] Ministry of Education of the People's Republic of China. Plan of action for the revitalization of teacher education (2018-2022) [EB/OL]. http://www.moe.gov.cn/srcsite/a10/s7034/201803/t20180323_331063.html

[17] Jiangxi Provincial Department of Education. Circular on doing well the related work of the 2020 "Directed training program for rural teachers" [EB/OL]. http://jyt.jiangxi.gov.cn/art/2020/ 2/11/art_25822_1635069.html

[18] Zhong zhenmin, Li Dongmei. Comparison of the Degree of Learning Motivation between Students in Free Normal Education and Students in Non-free Normal Education [J]. Psychological Research, 2010, 3(02): 90-92.

ISSN 2522-6398 Vol. 4, Issue 6: 80-89, DOI: 10.25236/FER.2021.040615

[19] Wang Dandan, Gai xiaosong. The Development of the Intensity of Learning Motivation of Students in Free Normal Education and Students in Non-free Normal Education [J]. Psychological Research, 2010, 3(02): 87-89 + 77.
[20] Yang Fuyi. An Investigation and Analysis on Teaching Efficacy of Students in Teacher Education Programs in Colleges [J]. Teacher Education Research, 2017, 29(02): 71-74.
[21] Wang Zepu. A study on the reform and development of normal education in China [M]. Guilin: Guangxi Normal University Press, 2001.
[22] John Johan. Introduction to hybrid methods [M]. Shanghai: Shanghai People's Publishing House, 2015. Kill.
[23] Wang Xinqiang, Zeng Lihong, Zhang Dajun, Li Sen. An Initial Research on the Professional Identification Scale for Normal Students [J]. Journal of Southwest University (Social Sciences Edition), 2010, 36(5): 152-157.
[24] Zhu Juncheng and Wang Xinqiang. The Relationship between Professional Identity and Suicide Ideation among Pre-teachers: The Mediating Role of Depression and Its Gender Difference [J]. Psychological Development and Education, 2017, 33(05): 614-621.
[25] Wang Xinqiang, he xiaoxin, Liu Kai. Teacher engagement and its cross-generational influence on teacher professional identity of normal university students [J]. Journal of Teacher Education, 2017, 4(03): 95-101.
[26] Zhao Ping. Review on Research Methodologies in Free Teacher Education Policy Studies [J]. Teacher Education Research, 2012, 24(03): 41-48.
[27] Cheng Wei, Wang zai Yong, Xia Jia. A Survey of Normal University Education Students' Identity of the Lower School Teacher's Occupation [J]. Teacher Education Research, 2008(05): 45-48.
[28] Wang Xinqiang, Xiao Mingyu. A Comparative Study on Structure and Character of Professional Identity between Tuition-Free Normal University Students and General Normal University Students [J]. Journal of Southwest China Normal University (Natural Science Edition), 2013, 38(10): 100-106.
[29] Wang Xinqiang, Xiao Mingyu. Status Survey and Countermeasures on Normal Senior Students' Teacher's Professional Identity from Education Quality Evaluation and Monitoring Perspective [J]. Contemporary Teacher Education, 2014, 7(03): 48-53.
[30] Li Jingmei. Inherent Logic of "Going and Staying" of the Government-funded Directional Normal Students Teaching in Rural Schools [J]. Journal of the Chinese Society of Education, 2020(12): 70-75.
[31] Hou Xiaobing. Normal Students' Reflection on the Effectiveness of Teachers' Education [J]. Contemporary Teacher Education, 2015, 8(03): 40-46.
[32] Jin Hao Tian. Normal education will control the scale and improve the quality. Guangming daily [EB/OL]. https://epaper.gmw.cn/gmrb/html/2015-11/01/nw.d110000gmrb_20151101_5-04.htm
[33] Division of Ministry of Education of the People's Republic of China. Yearbook of educational statistics in China [M]. 2016: Chinese English. Beijing: China Statistics Publishing House. 2017. 9.
[34] The State Council Information Office of the People's Republic of China. The Ministry of Education held a regular press conference in January [EB/OL]. http://www.scio.gov.cn/xwfbh/gbwxwfbh/xwfbh/jyb/document/1698257/1698257.htm