

# The Influence of Teachers' Social Emotions on Professional Identity Is Mediated by Self-Efficacy

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**Abstract:** *Teachers play a crucial role in the process of education and teaching. Teachers' psychological and physical health are the keys to the quality of education. However, with the acceleration of the informatization process, people's opportunities for face-to-face communication are gradually lacking, and virtual expressions on social media have become the main way for people to convey their emotions. As an important educational resource, teachers' social-emotional ability itself should not be used. Ignore. At the same time, with the development of education reform in our country, people gradually realize that teachers' identification with their profession is related to teachers' work attitude and cognition of their profession. Therefore, it is urgent to study the relationship between teachers' social-emotional competence and professional identity. Based on this, this paper uses the mediating variable of self-efficacy to study the influence of teachers' social-emotional ability on professional identity to provide an empirical basis for further improving teachers' overall teaching ability and professional quality.*

**Keywords:** *social emotion; professional identity; self-efficacy*

## 1. Introduction

### 1.1 Research background

#### 1.1.1 The significance of instructors in the lives of students

As we all know, instructors' everyday words and actions have a subtle effect on kids. Students will also have an emotional response to this, providing a strong foundation for teachers to educate with a humanitarian attitude. Via study that instructors who have a strong personality, pleasant emotions, and the ability to manage interpersonal interactions successfully may have a favorable effect on students (Koçoğlu, 2011). Because students are "growing individuals," the role of instructors as role models is critical. Teachers teach students not only basic social-emotional knowledge and skills, but also by their words and deeds and by leading by example; when creating a campus atmosphere, to increase students' sense of security in the class and school, and to allow students to interact freely. Teachers must foster an environment that is pleasant, harmonic, and friendly in order to give emotional support for kids' continued progress. These are reflections of teachers' efficacy as educators. As a result, it is clear that instructors play a critical role in this environment, and teachers' social-emotional competency, professional identity, and instructional efficacy all have a subtle effect on students' learning and character formation. However, teachers' professional teaching abilities are critical, and emotional ability cannot be overlooked. A person's success is determined by his or her abilities, knowledge, and attitude. Instructors with strong social-emotional qualities can connect successfully with students, manage classrooms efficiently, and foster a positive classroom environment, hence assisting kids in improving their academic performance (Zins, 2007).

Teachers are also continually improving as a result of their own experience. According to education academics, practitioners, and policymakers, teachers' self-efficacy is a fundamental attribute of instructors and is intimately tied to their teaching practice and quality of instruction. These pedagogical methods are inextricably linked to student accomplishment and motivation, two critical educational outcomes. Additionally, instructors with a stronger sense of self-efficacy reported greater work satisfaction and organizational commitment, as well as being less prone to burnout, which is crucial for sustaining and increasing their well-being.

### ***1.1.2 The development of teachers is highlighted***

While teacher self-efficacy varies significantly across schools, the primary reasons for these differences are personal teachers; teachers' teaching age, teaching practice, professional development, teacher-student relationship harmony, social value orientation, job satisfaction, and team innovation factors (Skaalvik, 2007). It has a substantial positive predictive impact on teachers' self-efficacy, a significant negative predictive effect on teachers' self-efficacy, and no significant predictive effect on teachers' self-efficacy on personal value orientation. The type of school has a substantial effect on instructors' self-efficacy. Teachers at private schools had a higher sense of self-efficacy than teachers in public schools, and instructors in urban schools have a higher sense of self-efficacy than teachers in rural schools. To increase teachers' self-efficacy, it is recommended to investigate the creation and improvement of educational policies tailored to unique cultural settings, to prioritize the growth of teacher education, and to establish a positive working environment and atmosphere for teachers.

### ***1.2 Research aims***

Theoretical significance: As a new area of emotional research, "social-emotional competence" has developed gradually in my country, and related research is still in its infancy. In terms of study subjects, more research is being conducted on kids' "social-emotional capacity" and less on instructors. In-service teachers were chosen as research subjects in this study to supplement the findings of previous research on "social, emotional capacity" and to contribute to theoretical research on the development of social, emotional ability in primary school in-service teachers. From a correlational standpoint, contemporary research on social emotions is largely focused on student development, with very little study on instructors themselves. Professional identity and self-efficacy are significant topics of professional psychology study. Examining their interaction enables us to have a better understanding of people's professional psychology.

Practical significance: On the one hand, by examining teachers' social-emotional ability, professional identity, and self-efficacy, we can gain a better understanding of their work status, enhance teachers' sense of belonging, loyalty, and professional responsibility, and work to prevent the emergence of teachers' negative psychology. On the other hand, by examining the relationship between teachers' social-emotional ability, professional identity, and self-efficacy, we can see a sense of responsibility, in order to plan their careers. Additionally, it assists schools in identifying teachers' psychological difficulties, providing focused counseling to instructors who are psychologically confused, and developing scientifically sound management practices to increase teachers' happiness index. Only in this manner can teachers' enthusiasm and ingenuity be harnessed to increase educational quality.

### ***1.3 Concept definition***

#### ***1.3.1 Socio-emotional competencies***

Researchers at the Organization for Academic, Social, and Emotional Learning (CASEL) define "social-emotional learning" as the process of making responsible decisions using the knowledge, attitudes, and skills necessary to care for others and to recognize and manage emotions. Social and emotional competence is the result of social, emotional learning (Schonert-Reichl, 2017). In the latest research report, CASEL researchers define "social-emotional competence" as "the knowledge, skills, attitudes, and mentality necessary for an individual to be successful in life." Saarni was the first to put forward the concept of social, emotional competence, which is a manifestation of self-efficacy. This self-efficacy reflects a person's ability to achieve desired goals regulate his relationship with his surroundings and others and apply knowledge to that relationship (Saarni, 1999). "Socio-emotional competence" consists of two parts, social competence, and emotional competence. "Socio-emotional competence" includes the correct expression and control of emotions and the ability to solve different problems in social situations. Meanwhile, "socio-emotional competence" development refers to how individuals use different skills to effectively interact with the social environment (Denham, 1998).

#### ***1.3.2 Teachers' professional identity***

The formation of professional identity is relatively complex. It is closely related to roles, self-image, professional self (Hoeve, 2014). It is a process in which self-image follows a dynamic balance between roles. As teachers' professional identity in teacher education, different scholars have different understandings. As individuals and professionals, teachers' life and work are significantly affected by

various factors inside and outside the school. Teachers' professional identity is not static and is triggered by the interpretation and attribution of the relationship between teachers' behavior, language, daily practice, and social situation (Sachs, 2005). Teachers' professional identity is not single or fixed but a process of mutual recognition between self and others or the environment. It can be seen from the literature review that although researchers focus on different researches on professional identity, they generally agree that teachers' professional identity is both a state and a process. The "status" here refers to the degree of recognition of the practitioner's profession. "Process" refers to how teachers gradually establish their professional roles and display their talents in teaching.

### 1.3.3 Self-efficacy

Define teacher self-efficacy as the belief that teachers can influence students' learning outcomes through their teaching behaviors. Teacher self-efficacy is multi-dimensional and consists of three core components: classroom management, teaching, and student participation (Kim, 2010). Teachers' self-efficacy in classroom management refers to teachers' beliefs in creating an orderly learning environment; teachers' self-efficacy in teaching refers to teachers' belief in their ability to selectively practice, evaluate, and interpret teaching. Teacher self-efficacy in student engagement emphasizes teachers' beliefs that they can provide emotional and cognitive support to students and stimulate student learning (Xu, 2012).

## 2. Experiment Procedure

### 2.1 Research objects and methods

This experiment takes the front-line teachers of each subject in an 8 school as the object. Questionnaire survey method was used to distribute questionnaires to teachers and explain the questionnaires before distribution. The questionnaire mainly deals with the data of teachers' social-emotional competence, professional identity and self-efficacy. Teachers' social-emotional competence mainly includes five dimensions, with a total of 25 questions. Each item is scored on a 1-5 scale from "Very Disagreeable" to "Very Agreed" on a Likert scale. When calculating the relationship between dimensions, the method of accumulative addition of questions is used to obtain the average of the questions of each dimension, and the score of each dimension is also between 1-5. Teachers' professional identity mainly includes four dimensions, with a total of 16 questions, and the score and the average value of the dimensions are the same as teachers' social-emotional ability. Teacher self-efficacy mainly includes three dimensions, a total of 15 questions, and the average score and dimension are the same as teachers' social-emotional ability. A total of 300 questionnaires were distributed and all were recovered. Some of the questionnaires were regarded as invalid due to the time of answering the questions and the lack of careful reading. There were 30 questionnaires in total. There were 270 valid questionnaires, with an effective rate of 90%.

### 2.2 Result analysis

From the data in Table 1, it can be concluded that among the five dimensions of teachers' social-emotional ability, the level of teachers' social-emotional ability is relatively high. Among the five dimensions, the relatively high score is 3.82 in Recognizing Others, which indicates that teachers have strong empathy and can better understand the emotions and behaviors of others.

*Table 1: Description of Primary School Teachers' Social Emotional Competence*

dimension	mean	standard deviation
self-identification	3.76	0.74
self-management	3.78	0.73
identify others	3.82	0.74
interpersonal communication	3.77	0.73
responsible decision making	3.79	0.69
general socio-emotional competence	3.78	0.68

As shown in Table 2, the overall mean of teachers' professional identity is 3.90, which is higher than the critical value of 3, indicating that teachers' professional identity is relatively high. Among the four dimensions of professional identity, professional values have the highest score, which indicates that

teachers themselves have a clearer understanding and evaluation of the profession they are engaged in. The score of occupational belonging is low, indicating that teachers do not have strong emotional support and good emotional feelings for their occupations.

*Table 2: Description of teachers' professional identity*

dimension	mean	standard deviation
professional values	3.96	0.74
role values	3.87	0.76
professional belonging	3.82	0.74
professional behavior	3.85	0.73
Overall professional identity	3.90	0.69

It can be seen from Table 3 that among the three dimensions of teachers' self-efficacy, it shows that teachers have a higher level of social-emotional ability. The relatively high score in the three dimensions is the self-efficacy of classroom management of 3.94, which indicates that teachers have strong classroom management ability.

*Table 3: Description of teachers' self-efficacy*

dimension	mean	standard deviation
classroom management self-efficacy	3.94	0.76
teaching self-efficacy	3.86	0.74
self-efficacy of student engagement	3.89	0.73
overall self-efficacy	3.90	0.7

Through this study, it can be seen that there is a significant positive correlation among teachers' social-emotional ability, professional identity and self-efficacy. Teachers' social-emotional ability can directly affect teachers' professional identity, and can also affect teachers' professional identity through the mediating variable of self-efficacy. That is to say, the higher the level of teachers' social-emotional ability, the higher the level of self-efficacy, and the greater the degree of teachers' professional identity, and there is a correlation between the three variables.

### 3. Conclusion

#### *3.1 There are significant differences in teachers' social-emotional abilities*

There are significant differences in teachers' social-emotional ability regarding teaching age, educational background, and professional title. Teachers with different teaching ages, educational backgrounds, and professional titles have different levels of social and emotional ability. In terms of teaching age, with the growth of teaching age, teachers' social competence shows a trend of high-low-high. With the increase of academic qualifications and professional titles, teachers' social-emotional abilities show a trend of first increasing and then decreasing.

#### *3.2 There are significant differences in the level of teachers' professional identity*

This paper investigates teachers' professional identity, and there are significant differences in teachers' professional identity in terms of age, teaching experience, educational background, and monthly income. In terms of age and teaching age, with the increase of teachers' age and teaching age, teachers' professional identity shows a trend of high-low-high. In terms of academic qualifications, with the increase of academic qualifications, teachers' degree of professional identity gradually increases; in terms of monthly income, as the level of monthly income increases, the degree of professional identity of teachers will also increase.

#### *3.3 Influencing factors of teachers' self-efficacy*

There is a close relationship between teachers' self-efficacy and their teaching behavior. This is also consistent with the positive prediction mechanism of teaching age on teachers' self-efficacy. Teachers with a higher teaching age have richer teaching experience, stronger teaching practice ability than novice teachers, and higher efficacy. At the same time, teachers with higher professional development

levels, more harmonious relationships with students, and higher job satisfaction have higher self-efficacy. In addition, teachers who attach more importance to teachers' social values have higher self-efficacy.

In contrast, self-worth orientation (thinking that teachers are a safe and stable job, can provide a reliable salary, etc.) has no significant predictive effect on teachers' self-efficacy. Team innovation has a significant positive predictive effect on teachers' self-efficacy. If most teachers in schools are willing to accept changes or find new teaching methods, teachers' self-efficacy will also increase. Teachers' self-efficacy is also related to classroom discipline. If classroom discipline is poor, teachers may not be able to complete teaching tasks as planned, making teachers feel frustrated in class management, thereby affecting teachers' self-efficacy.

#### 4. Recommendations

##### *4.1 The school provides a communication platform to improve teachers' social-emotional ability*

Schools should actively build a communication platform to guide teachers to release negative emotions in life and teach reasonably. For example, psychological salons can be held regularly. When faced with the common psychological problems of teachers in the activities, teachers can self-resolve through internal discussions and exchanges. At the same time, teachers' interpersonal and communication skills have also been strengthened. For emotional problems that are difficult to solve, schools can use psychological counseling or training courses to improve teachers' emotions (Ross, 2002). Through courses and training, such as video lectures, teachers of all ages and ages can find reasonable ways to express their emotions. At the same time, schools should also encourage teachers to participate in the formulation of school rules, especially the formulation of emotional expression rules, which can not only improve teachers' decision-making ability but also allow teachers to have correct emotional expressions in the process of formulating emotional rules—awareness, thereby subtly affecting their behavior.

##### *4.2 Establish a scientific training mechanism to improve teachers' professional identity*

Schools should establish a scientific teacher training mechanism. During the training, in addition to the theoretical training of teachers' teaching skills and knowledge, effective training should also be carried out on the psychological level of teachers. Investigate motivations and ideas, guide incorrect ideas, find hidden dangers that affect teachers' professional identity at the source, and intervene (Wlodkowski, 2017). When some teachers may have low professional identity due to lack of educational experience, schools should carry out corresponding courses to help teachers improve themselves faster. Through regular visits to excellent schools and other activities, teachers can learn more excellent and advanced learning concepts and constantly update their knowledge base. In addition, schools should also encourage teachers to participate in the teaching and management of the school, allowing teachers to brainstorm ideas and provide more creative suggestions for the construction of the school to improve teachers' sense of belonging and enhance teachers' professional identity.

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