



# Comparison of Chinese and Western Teachers' Professional Identity Research Method

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**Abstract:** The purpose of this paper is to compare the differences between Chinese and western teachers' professional identity research method. This article mainly used the literature method and comparison method. It is found that western researchers mainly used qualitative research method, while Chinese researchers mainly used quantitative research method.

**Keywords:** Research Method; Chinese; Western; Teachers' Professional Identity Research

There is no doubt about the importance of research method. By comparing different research methods adopted by Chinese and western scholars in the same research field, it is helpful to understand the differences of research purpose, orientation, process and results under different research backgrounds. In the field of teachers' professional identity research, Chinese and western researchers showed obvious differences in research methods.

## 1. Research method of teachers' professional identity research of western scholars

Through the analysis of research method of teachers' professional identity, it is found that Western research is mainly based on qualitative research and supplemented by quantitative research. Specifically to the research methods, qualitative research is mainly based on small sample case studies and interviews, including on-site observation, work analysis, etc. usually mixed with several methods. In the quantitative research, the questionnaire survey method is mainly used.

Samuel and Stephens (2000) conducted a case study of two pre-service teachers in South Africa to explore factors that influenced their professional identity. Jarvis-Selinger, Pratt, and Collins (2010), tracked the developmental changes of 23 teachers' professional identity by a semi-structured interview. Smit, Fritz, and Mabalane (2010) conducted a teachers' identity portrait of three teachers by interviewing participants, collecting photos and school artifacts. Nghia & Tai (2017) analyzed the narratives of two pre-service teachers to understand the process of their teachers' identity development during the teaching internship.

Quantitative research is mainly to study the relationship between professional identity and other variables, where the questionnaire survey method is mainly used. Low, Ng, Hui, and Cai (2017) used a questionnaire survey to compare the changes in teachers' professional identity of 105 teachers at the time of entry and when they left. Alaei (2015) used a professional identity and multiple intelligence questionnaire to understand the extent to which teachers' multiple intelligence could predict their identity.

## 2. Research method of teachers' professional identity research of Chinese scholars

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Unlike the West, quantitative research methods has an absolute advantage in Chinese research. Feng, Jiang, Du, and Gao (2010) carried out analysis of the teachers' professional identity and its influence factors by the self-made questionnaire. Liu (2011) used the self-made "Public-refunded normal policy cognitive questionnaire" to explore the correlation between public policy cognition and professional identity. Zeng (2011) used the self-made "professional identity questionnaire" to understand the status of professional identity of free-tuition normal university students and the differences in different demographic variables. Zhao and Zhang (2015) used the self-compiled "policy satisfaction degree questionnaire, teachers' professional identity questionnaire, and the "teaching motivation questionnaire" to examine the relationship among policy satisfaction degree, teaching motivation, and professional identity.

In terms of qualitative research, Yang (2016) used narrative research method to analyze the construction process of Chinese non-native Japanese teachers' professional identity. Zhou and Song (2018), basing on Nvivo qualitative analysis software, investigated the interdisciplinary identity of eight teachers. Liu (2019), through in-depth interviews and analysis of 10 teachers in a special school in a county of Inner Mongolia Autonomous Region.

In summary, in recent years, Chinese and western teachers' professional identity research methods have made great progress, but there are still some problems. First, the research method writing was not standardized. Second, the research method is not detailed enough. This suggests the research direction for future related studies.

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