

The Influence of Social Support for Secondary Vocational Teachers on Their Vocational Identity

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Abstract

In order to explore the influence of social support for secondary vocational teachers on their professional identity and clarify the relationship between the two, this study uses questionnaire method, using secondary vocational teachers' professional identity questionnaire and social support scale to investigate 310 secondary vocational teachers, and data collection and analysis. The results show that the two variables have significant differences in demographic variables such as educational background, professional title and teaching age, and the social support is positively correlated with the professional identity as a whole, and the social support of secondary vocational teachers is 16% predictive of their professional identity. The relationship between the two is further clarified through the study.

Keywords

Secondary vocational teachers; Professional identity; Social support.

1. Introduction

The professional identity of secondary vocational teachers is the combination of cognition, emotion and behavioral satisfaction and achievement of secondary vocational teachers in the process of teaching activities, as well as the combination of feedback to students. In this regard, it contains three dimensions, namely, professional cognition, professional emotion, and professional behavior. With the rapid development of vocational education, the professional identity of secondary vocational teachers is particularly important. The level of professional identity of secondary vocational teachers is related to their love and affirmation of their profession. It is not only the premise and guarantee of doing their own job well, but also the key factor of the success or failure of vocational education. It has an important impact on accelerating the reform of vocational education and the growth of secondary vocational students. Research shows that teachers' professional identity affects teachers' self-efficacy, job burnout, and their teaching methods and attitudes towards educational reform, which is the basis for teachers to make various decisions in the teaching process [1]. At the same time, it is closely related to the students' academic performance and the quality of school education [2]. Social support refers to the material and spiritual support that a teacher receives from the social relations that he has. It can meet the needs of individuals and achieve the purpose of relieving all kinds of tension [3]. From the content, it can be divided into instrumental support, emotional support, information support and peer support. Some studies have shown that a supportive work environment helps to improve teachers' health status, job satisfaction and professional identity, and reduce job burnout feeling [4]. Both the psychological and professional support between colleagues, as well as the practical support of the organization and leaders, have a significant impact on teachers' professional identity [5]. In addition, Yu Songhua (2008) found that teachers' professional identity and social support were significantly associated with the happiness index. Hu Fangfang (2011) found that the professional identity, social support and job satisfaction of preschool teachers were significantly positive. Geng Jiaxian (2017) found that

social support and its dimensions can directly affect the professional identity of campus football teachers [6]. Geng Jiaxian (2018) found that social support not only directly affects the professional identity of campus football teachers, but also indirectly affects the professional identity of campus football teachers through teaching efficiency [7]. Jia Cuixia (2018) concluded that there was a significant correlation between kindergarten teachers' professional identity and social support [8].

To sum up, we can see that social support affects teachers' professional identity to some extent, but it is currently aimed at it, There are few studies of vocational teachers. From this study, in order to make relevant supplements, this study conducts an investigation. The hypothesis of this study is that:

H1 social support and occupational identity varied significantly in different demographic variables.

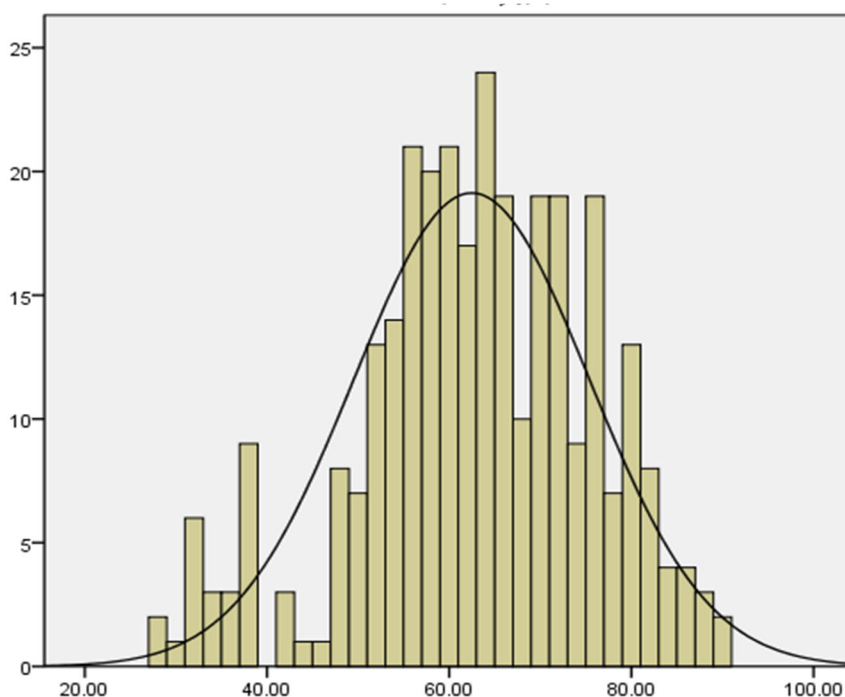
H2 social support is positively correlated with the professional identity of secondary vocational teachers.

H3 social support has a certain positive prediction effect on the professional identity of secondary vocational teachers.

2. Study Design

2.1. Study subjects

Secondary vocational teachers refer to the personnel engaged in education and teaching, educational research and reform, guidance and management in secondary vocational schools (including practical training and employment, technical schools and adult technical secondary schools). In this study, a number of secondary vocational teachers from secondary vocational schools in Zigong city were studied, and a sample size of about 300 students was selected. Using random sampling method, issuing questionnaires, 320 were recovered, 310 valid questionnaires, with an effective rate of 97%.



Graph 1 career identity

2.2. Study Methods

This study adopts the combination of quantitative research and qualitative research, quantitative research reflected in this research using Chen Yuelin secondary vocational teachers professional identity questionnaire and XiaoShuYuan social support scale of Zigong secondary vocational teachers group data collection and statistical analysis, and put forward the hypothesis in advance, to verify the hypothesis proposed. Qualitative research is reflected in the systematic literature sorting of relevant variables before the start of the study, to determine the core concepts and operational definitions. After data collection, spss22 t-test to the collected data to clarify the differences in demographic variables, professional identity and social support; conduct correlation analysis to explore the relationship between social support and professional identity

and conduct regression analysis to explore the influence of social support on professional identity.

3. Study Results and Analysis

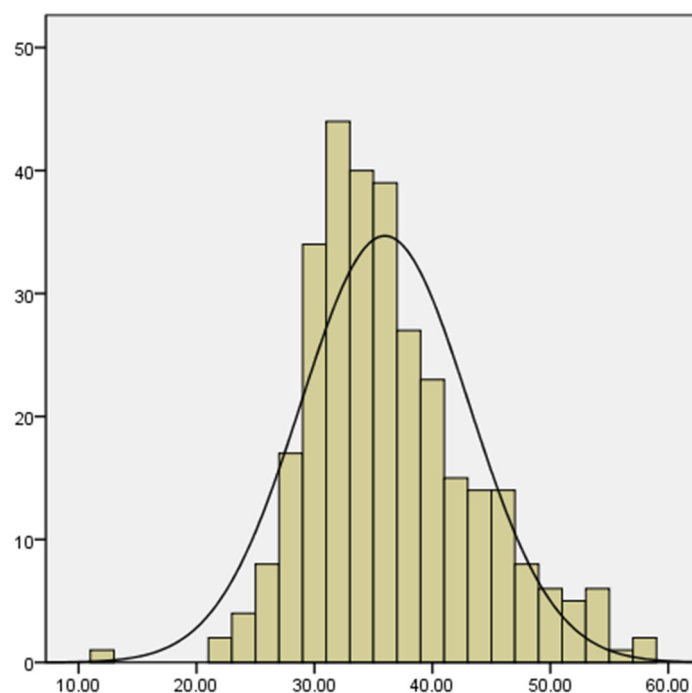
3.1. General situation of professional identity and social support of secondary vocational teachers

Table 1-1. Career identity overall score

Dimension		N	Career cognition	Professional emotion	professional behavior	career identity
gender	Male	143	23.45±5.79	24.53±5.66	13.99±3.68	61.97±12.93
	Famale	167	24.14±5.23	24.68±5.79	14.05±3.62	62.87±12.95
Educati- onal backgro- und	junior college education	62	21.39±6.23	22.15±6.38	12.97±4.22	56.50±14.30
	undergraduate course	209	23.80±5.08	24.76±5.45	13.90±3.47	62.46±12.01
	Master	39	27.82±4.04	27.74±4.27	16.33±2.39	71.89±9.61
professiona l ranks	Undetermined level	60	24.52±5.05	24.30±5.76	14.08±3.36	62.90±12.50
	primary	126	23.20±5.62	23.24±6.05	13.01±3.93	59.44±13.50
	intermediate	69	23.69±6.28	25.79±5.31	14.84±3.57	64.33±13.02
Head teacheror not	Deputy senior	55	24.65±4.47	26.62±4.52	15.25±2.62	66.53±10.37
	Yes	97	24.09±4.83	24.78±5.45	14.16±3.44	63.04±11.84
school age	Not	213	23.70±5.78	24.53±5.85	13.96±3.73	62.19±13.41
	<5	58	25.14±4.65	25.83±5.46	14.47±3.39	65.43±12.29
	5-10	51	24.37±5.13	24.42±5.15	13.61±3.58	62.45±12.09
	10-15	78	21.91±6.07	22.22±5.48	13.08±3.97	57.21±12.77
	16-20	59	22.92±5.77	23.37±6.25	13.59±3.63	59.88±13.20
	21-25	19	24.53±5.67	27.58±4.72	15.63±4.04	67.74±12.71
	25-30	14	25.79±3.68	27.57±4.86	15.21±2.67	68.57±10.25
subject	>30	31	25.68±4.63	27.81±4.37	15.55±2.46	69.03±10.56
	Culture course	110	24.09±5.47	25.65±5.32	14.30±3.46	64.05±12.82
	Profession course	140	23.50±5.34	24.24±5.93	13.95±3.66	61.69±12.71
	Exercitationcourse mangement	28	23.28±6.55	23.21±5.88	13.68±4.33	60.18±14.59
		32	24.81±5.37	23.87±5.67	13.69±3.58	62.38±12.71

Table 1-2. Overall scores for social support

Dimension		N	Subjective support	Objective support	Support utilization	social support
gender	Male	143	20.68±4.91	7.54±2.72	7.37±1.87	35.58±7.50
	Famale	167	20.77±4.48	7.60±2.32	7.93±1.76	36.30±6.80
Educati- onal backgro- und	junior college education	62	20.10±4.37	6.72±1.63	7.56±1.83	34.39±5.45
	undergraduate course	209	21.08±4.80	7.86±2.73	7.64±1.85	36.58±7.62
	Master	39	19.85±4.32	7.36±2.15	8.06±1.74	35.23±6.39
professional ranks	Undetermined level	60	20.40±4.39	7.20±2.78	7.78±1.90	35.38±6.72
	primary	126	19.48±3.97	6.82±1.64	7.41±1.67	33.71±5.33
	intermediate	69	20.71±5.33	7.52±2.36	7.68±1.94	35.91±7.99
Head teacher or not	Deputy senior	55	23.95±4.16	9.76±2.82	8.15±1.91	41.85±6.91
	Yes	97	21.01±4.72	7.98±2.39	7.90±2.01	36.90±7.48
school age	No	213	20.60±4.66	7.38±2.54	7.57±1.74	35.55±6.94
	<5	58	20.79±4.68	7.62±2.79	7.91±1.77	36.33±6.98
	5-10	51	19.92±4.39	7.04±2.04	7.45±2.01	34.41±6.45
	10-15	78	19.63±3.74	6.92±1.82	7.26±1.54	33.81±4.93
	16-20	59	19.39±4.10	6.98±2.06	7.42±1.73	33.80±6.28
	21-25	19	22.26±6.14	8.58±2.46	8.30±1.90	39.05±9.13
	25-30	14	25.50±5.93	8.86±3.11	8.14±2.38	42.50±9.32
	>30	31	24.13±3.58	9.90±3.05	8.58±1.86	42.61±6.17
subject	Culture course	110	20.65±4.69	7.52±2.37	7.84±1.59	35.98±6.83
	Profession course	140	21.20±4.87	7.75±2.75	7.80±2.08	36.75±7.82
	Exercitationcourse	28	20.04±3.93	6.41±1.42	7.00±1.52	33.64±4.98
	mangement	32	19.53±4.23	7.57±2.51	7.16±1.53	34.53±6.12



Graph 2. Social support

Overall (pictured), Zigong city secondary vocational teachers' professional identity total score higher than the theoretical median (45), 62.46 points, reflect its professional identity in a level, and combined with the chart, the overall situation is normal distribution, on the demographic variables, female teachers score higher than male teachers, and the score will grow as the title, education, teaching age, increasing, teaching subjects, management and cultural post score higher than professional courses and practice. In whether the head teacher, the score of professional identity is higher than the non-class teacher.

At the same time, the score of social support of secondary vocational teachers is at the upper middle level, at 35.97, female teachers score higher than male teachers, the highest; higher than non-class teachers; in professional title, the score above and junior title is lower; in terms of teaching age, the longer teaching age, the social support score is higher; in subjects, the score is higher in cultural courses and specialized courses, and the lowest is lowest.

4. Differences in The Professional Identity of Secondary Vocational Teachers in Demographic Variables

Table 2-1. Differences in occupational identity by gender

Dimension	Male (n=143)	Famale (n=167)	F	P
Career cognition	23.45	24.14	3.669	0.056
Professional emotion	24.53	24.68	0.006	0.940
professional behavior	13.99	14.05	1.201	0.274
career identity	61.97	62.87	0.236	0.627

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

As can be seen from the above table, there is no significant difference in the vocational identity of secondary vocational teachers. However, female teachers generally score higher than men in all dimensions of professional identity, which is in line with the expectation of social role for women.

Table 2-2. Career identity Differences in academic qualifications

dimension	junior college education (n=62)	undergraduate course (n=209)	Master (n=39)	F	P
Career cognition	21.39	23.80	27.82	18.24	0.000**
Professional emotion	22.15	24.76	27.74	12.55	0.000**
professional behavior	12.97	13.90	16.33	11.29	0.000**
career identity	56.50	62.46	71.90	18.95	0.000**

According to the data, among the three dimensions of professional identity, occupational cognition, occupational emotion and occupational behavior were significantly different ($P < 0.05$). The score of master's degree identity is generally higher than that of junior college and bachelor's degree, which reflects that teachers with master's degree have obvious advantages

over other academic qualifications. Despite the advantages, they will still choose secondary vocational teachers, which reflects their love for this industry, and will have a higher professional identity.

Table 2-3. Career identity Differences in professional titles

Dimension	Undetermined level (n=60)	primary (n=126)	intermediate (n=69)	Deputy senior (n=55)	F	P
Career cognition	24.52	23.20	23.70	24.65	1.297	0.276
Professional emotion	24.30	23.24	25.80	26.62	6.001	0.001**
professional behavior	14.08	13.01	14.84	15.25	6.915	0.000**
career identity	62.90	59.44	64.33	66.53	4.774	0.003**

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, there are significant differences in different professional titles in all dimensions of professional identity except for professional cognition ($P < 0.05$), and the overall trend shows that the higher the professional title, the higher the degree of identity.

The highest score of the professional identity is 66.53 points for the deputy senior title, and the lowest is 59.44 points for the junior title. It can be seen that with the increase of the rank and the improvement of the corresponding treatment, the professional identity of teachers will also be improved accordingly, and the undetermined professional identity is higher than the junior title, which is also consistent with previous studies.

Table 2-4. Career identity on head teacher or not

Dimension	Head teacher (n=97)	Not head teacher (n=213)	F	P
Career cognition	24.09	23.70	8.848	0.002**
Professional emotion	24.78	24.54	1.278	0.259
professional behavior	14.16	13.96	0.951	0.330
career identity	63.04	62.19	3.177	0.076

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, in professional identity, only the dimension of professional cognition has significant differences in whether a head teacher, but not in other dimensions, which shows that as a head teacher, they have more care and responsibilities for students than teachers, so they can be more clear about their own tasks, so the total score of professional identity is high.

Table 2-5. Differences in teaching age

Dimension	<5	5-10	11-15	16-20	21-25	26-30	>30	F	P
Career cognition	25.14	24.37	21.91	22.92	24.53	25.79	25.68	3.590	0.049*
Professional emotion	25.83	24.47	22.22	23.37	27.58	27.57	27.81	6.996	0.000**
professional behavior	14.47	13.61	13.08	13.60	15.63	15.21	15.55	5.957	0.005**
career identity	65.43	62.45	57.21	59.88	67.74	68.57	69.03	5.957	0.000**

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, the dimensions of professional emotion and professional behavior of professional identity were significantly different in different stages of teaching age ($P < 0.05$), among which teachers with 30 years or above had the highest score of 69.03, while teachers with 11-15 years had the lowest score of 57.21. This shows that teachers in 11-20 years have more job burnout and heavier tasks, while teachers with longer teaching age, approaching retirement, have relatively easy teaching tasks and have more sense of professional identity.

Table 2-6. Differences in professional identity in teaching subjects

Dimension	cultural course (n=110)	Professional course (n=140)	practice supervision (n=28)	Management (n=32)	F	P
Career cognition	24.09	23.50	23.29	24.81	0.688	0.560
Professional emotion	25.65	24.24	23.21	23.88	2.170	0.092
professional behavior	14.30	13.95	13.68	13.69	0.403	0.751
career identity	64.05	61.69	60.18	62.38	1.010	0.389

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

There are no significant differences in different dimensions in the professional identity of secondary vocational teachers in different subjects, but relatively speaking, the cultural teachers had the highest score of 64.05, followed by the management post of 62.38, and the lowest score was the internship guidance post of 60.18. This is reflected in the school practice instructors in schools are usually difficult to effectively carry out the work, superficial, so it is difficult to have a high professional identity.

5. Social Support Was Analyzed on Demographic Variables

Table 3-1. Sex differences in social support

Dimension	Male (n=143)	Famale (n=167)	F	P
Subjective support	20.68	20.77	1.129	0.289
Objective support	7.54	7.60	3.233	0.073
Support utilization	7.37	7.93	0.047	0.828
social support	35.59	36.30	0.525	0.469

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

As can be seen from the table, there is no significant difference in the gender of teachers in the various dimensions of social support, and the social support score of female teachers is higher than that of male teachers, which is in line with the previous expectations for the role of female teachers.

Table 3-2. Academic degree differences in social support

Dimension	junior college education62	undergraduate course209	Master39	T	P
Subjective support	20.10	21.08	19.85	1.852	0.159
Objective support	6.73	7.86	7.36	5.191	0.006**
Support utilization	7.56	7.64	8.03	0.861	0.424
social support	34.39	36.58	35.23	2.524	0.082

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

In terms of social support variables, there were significant differences only in the objective support dimension, with the highest score of bachelor degree being 36.58, and the lowest score of junior college degree being 34.39. Reflected in the junior college graduate degree, undergraduate degree selection of secondary vocational teachers is more supported.

Table 3-3. Social support varies in professional titles

Dimension	Undetermined level (n=60)	primary (n=125)	intermediate (n=70)	Deputy senior (n=55)	T	P
Subjective support	20.40	19.48	20.71	23.95	13.158	0.000**
Objective support	7.20	6.82	7.52	9.76	21.934	0.000**
Support utilization	7.78	7.41	7.68	8.15	2.162	0.092
social support	35.38	33.71	35.91	41.85	19.919	0.000**

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, in the social support variables, different titles had significant differences in subjective support and objective support dimensions ($P < 0.05$), but no significant difference in the utilization of support. Teachers with associate senior titles received the highest social support score of 41.85, while junior titles received the least support score of 33.71. This shows that the social support increases with the increase of the professional title. Most of those who have not been graded have not been working for long and have not yet been evaluated, so they focus more on the work itself and can get better social support.

Table 3-4. Social support differs between the head teacher or not

Dimension	Head teacher(n=97)	Not head teacher (n=213)	F	P
Subjective support	21.01	20.60	0.079	0.778
Objective support	7.97	7.39	0.004	0.948
Support utilization	7.90	7.57	2.328	0.128
social support	36.89	35.55	1.018	0.314

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

As can be seen from the table, there is no significant difference in the dimensions of social support on whether they is a head teacher. Generally speaking, the score of social support is high, with 36.89.

Table 3-5. Differences in social support in teaching age

Dimension	5(n=58)	5-10 (n=51)	11-15 (n=78)	16-20 (n=59)	21-25 (n=19)	26-30 (n=14)	30 (n=31)	F	P
Subjective support	20.79	19.92	19.63	19.39	22.26	25.50	24.13	8.334	0.000**
Objective support	7.62	7.04	6.92	6.98	8.58	8.85	9.90	8.445	0.000**
Support utilization	7.91	7.50	7.26	7.42	8.21	8.14	8.58	2.945	0.008**
social support 总)	36.33	34.41	33.80	33.80	39.05	42.50	42.61	11.513	0.000**

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, secondary vocational teachers of different teaching ages also have significantly different dimensions of social support, and the social support scores of 26-30 and 30 years were higher, at 42.50,42.61 respectively, while the scores of 11-15,16-20 years were low. It was 33.80 and 33.80 points. This reflects that teachers who work between 11 to 20 years may have higher burnout and thus a lower sense of identity.

Table 3-6. Differences in social support in teaching subjects

Dimension	Culture course (n=110)	Profession course (n=140)	Exercitation course (n=28)	Management (n=32)	F	P
Subjective support	20.65	21.20	20.04	19.53	1.398	0.244
Objective support	7.50	7.75	6.60	7.84	1.803	0.147
Support utilization	7.84	7.80	7.00	7.16	2.664	0.048*
social support	35.98	36.75	33.64	35.97	2.017	0.112

(Significant at $P < 0.05$ and extremely significant at $P < 0.01$)

According to the data, in terms of social support variables, different teaching subjects had significant differences in the utilization of support ($P < 0.05$), while there were no significant differences in other dimensions. Moreover, the total social support score of professional course

teachers was the highest, reaching 36.75, and the practice instructors had the lowest score of 33.64. This is reflected in the secondary vocational colleges, professional teachers teach professional courses and play the main teaching role, which is more in line with people's expectations for the role of teaching and teaching of teachers, so it has the highest social support, and it is difficult for internship instructors to effectively play their role in the closely arranged secondary vocational campus.

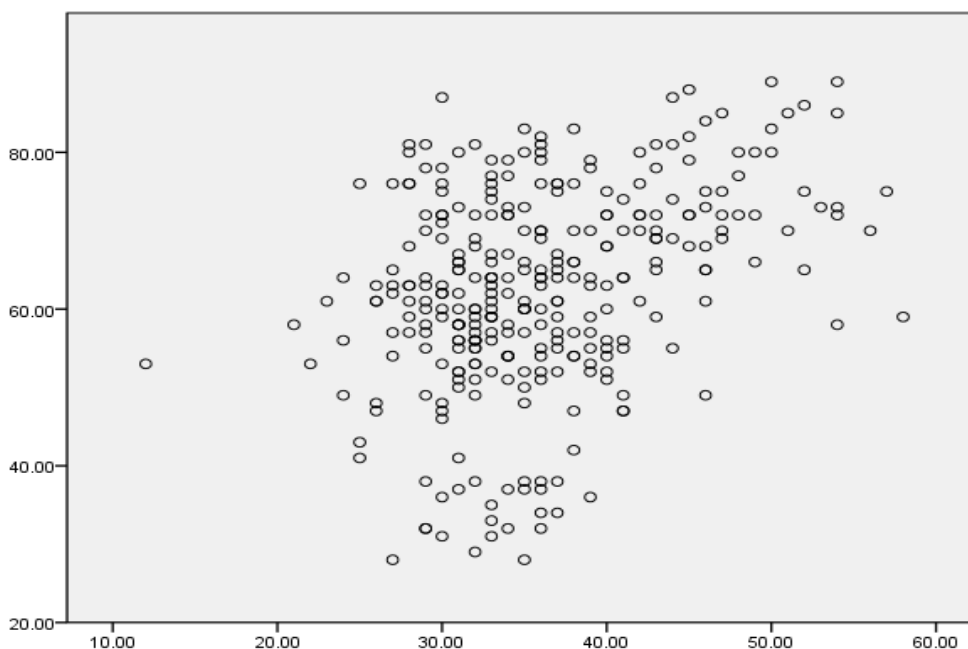
6. Professional Identity and Social Support for Secondary Vocational Teachers

Table 4-1. Professional identity was associated with social support

Dimension	Subjective support	Objective support	Support utilization	social support
Career cognition	0.131**	0.172**	0.074	0.157**
Professional emotion	0.203**	0.221**	0.137**	0.498**
professional behavior	0.198**	0.219**	0.106*	0.338**
career identity	0.204**	0.222**	0.09**	0.225**

(* For significant correlation, ** extremely significant correlation)

career identity



Graph 3. Social support is related to professional identity

Through related analysis, you can know that professional identity three dimensions and social support three dimensions, in addition to the professional cognition and utilization of support there is no significant correlation, other dimensions are relatively significant correlation between two, and professional identity total score and social support total score related to

0.225**, which reflects the secondary vocational teachers perception of social support and their professional identity between a significant correlation.

In addition, it can be seen from Figure 3 that social support and professional identity are positively correlated on the whole and can interact to a certain extent.

Table 4-2. Regression analysis

predictive variable	outcome variable	B	Beta	t	p	r ²
Subjective support	career identity	0.326	0.118	1.483	0.139	0.160
Objective support		1.202	0.160	1.833	0.068	
Support utilization		-0.672	-0.096	-1.139	0.255	
social support		0.558	0.224	1.545	0.123	

As can be seen from the above table, social support is predictive of professional identity in terms of subjective support and objective support dimensions, and can predict 16% change of professional identity in terms of support utilization. This shows that the social support variable has a certain predictivity of the professional identity of secondary vocational teachers, and can be used as an influencing factor for the professional identity of secondary vocational teachers.

7. Discussion

Through the statistics and analysis of data, Zigong secondary vocational teachers' vocational identity in the level, the Lv Xiaoxiao (2016) in the study of a municipality directly under the central government secondary vocational teachers fit, and Lv Hongmei (2016) on the study of frontier secondary vocational teachers, and liu (2019) for the study of secondary vocational teachers in Zhejiang province. It can be seen that with the country's attention to secondary vocational education, the treatment of teachers will be at the average level or above, and with the economic downturn and the impact of the epidemic, relatively stable work will make people have a certain sense of identity.

On demographic variables, different education, title, teaching age of secondary vocational teachers in professional identity and social support dimensions are significant differences, on gender, female teachers score higher than male teachers, but overall there is no significant difference, on the title, deputy senior title teacher professional identity higher than junior title and intermediate title of teachers, in taught subjects, professional teachers professional identity, in this consistent with Lv Xiaoxiao (2016), but the difference is the research practice instructor teachers lowest, low literacy, and Lv Xiaoxiao research shows the lowest literacy teachers' professional identity. At the same time, through the data of secondary vocational teachers' professional identity in teaching age, title and degree there are significant differences, consistent with li (2017) in Zhejiang research, different is that this study that graduate degree teachers professional identity score, and li research that specialized subject degree teachers professional identity is the highest score. In addition, they emphasizes the influence of the professional title promotion system on teachers' professional identity, and in terms of gender, female teachers score higher than male teachers, but the difference in scores is not significant enough.

On social support variables, Zigong secondary vocational teachers' social support level in medium level, consistent with past research, and on demographic variables, teaching subjects, only the objective support and social support variables to support utilization dimension significant difference, on whether the teacher in charge, only the professional identity of professional cognitive dimension has significant differences. In gender, although male and female teachers had not significant differences in professional identity and social support, female teachers' professional identity scores and social support scores were higher than male teachers, which reflects the convergence of individual and social perspectives on female professional roles and is consistent with previous studies. In terms of income level, there are significant differences in the professional behavior dimensions of professional identity, which shows that different income levels have no great influence on teachers' professional emotions and professional behaviors, while the differences are only reflected in their behaviors in teaching.

In professional identity and social support, in addition to the professional identity of social cognitive dimension and social support to support dimension there is no significant correlation, other dimensions are correlation between two, and social support and professional identity overall related to positive 0.225, this reflects the secondary vocational teachers' level of social support and has a certain relationship between their professional identity, social support is an important factor. Through the regression analysis, social support was 16% predictive of professional identity. At the same time in the education, professional title, teaching age, post and other demographic changes.

8. Conclusion

To sum up, By exploring the relationship between social support and vocational identity of secondary vocational teachers, It can be learned that the overall social support and professional identity of secondary vocational teachers are above the average level, The social support score was 62.46 points, Professional identity was 35.97 points; On the demographic variables, There are significant differences in professional identity and social support among different professional qualifications and teaching ages, In terms of gender, Female teachers scored higher than male teachers, But no significant difference existed overall, In the professional title, Teachers with associate senior titles who are higher than junior and intermediate titles, In the subjects being taught, Professional course teachers have the highest professional identity; In the relevance of professional identity to social support, Except that there was no significant correlation between the social cognitive dimension of professional identity and the pair-support utilization dimension of social support, There are correlation between the other dimensions. The overall correlation between social support and professional identity is positive to 0.225, which reflects that there is a certain relationship between the social support level of secondary vocational teachers and their professional identity, and social support is an important influencing factor. Through the regression analysis, social support was 16% predictive of professional identity.

9. Fund Projects

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