

The Influence of Professional Identity and Academic Self-efficacy of Normal University Students on Their Employability

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Abstract: Teachers' college students professional identity and academic self-efficacy have a certain impact on their employability. Therefore, a questionnaire survey of 150 college students in a convenient sample survey to analyze the relationship between Teachers' college students professional identity, academic self-efficacy and employment ability, as well as academic self-efficacy played an intermediary role between professional identity and employment ability. The results showed that the professional identity and academic self-efficacy have an impact on employability.

Keywords: Professional identity; Academic self-efficacy; Employment ability; Intermediary role

Preface

As Chinese institutions of higher learning enrollment expanding, the number of graduates, the number has increased from hundreds of thousands of to millions, in 2022 the national normal college graduate total is now more than 60 graduates every year, but the basic education demand for teachers is only 250000, only 30% of normal college graduates into the basic education field. The employment pressure of normal university students is getting bigger and more, and the employment problem is becoming more and more serious. Among the employment problem, the most prominent problem is the employment ability. The employability of normal graduates is one of the most important factors affecting the employment of normal graduates^[1].

The professional identification of teachers' college students is crucial to the employability cultivation of teachers' college students in colleges and universities^[2]. Teachers' college students professional identification will stimulate their learning motivation. They are willing to pay more effort and investment in their study, thus gaining greater learning satisfaction, which further helps to improve their employability. However, due to the lack of a comprehensive understanding of the major, the understanding is not deep enough, many students do not recognize their major, which affects the cultivation of employment ability. Therefore, students with high professional recognition should have clear goals and high learning enthusiasm, and then promote the improvement of students' employability^[3]. On the contrary, Teachers' college students do not recognize their major, which is easy to lead to weariness and neglect, which to a certain extent affects the improvement of students' employment ability. In addition, the academic self-efficacy of teachers' college students has a certain impact on their learning attitude, students tasks and academic performance. There is a positive correlation between professional identity and students' academic self-efficacy, which can significantly affect students learning performance, while students learning performance also has a certain impact on students' employment ability^[4].

It can be seen that professional identity and academic self-efficacy have a certain impact on their employability. However, most of the existing studies have only proposed the impact of professional identity level on the level of employability, or the impact of academic self-efficacy on employment and ability level, and fewer studies combine professional identity, academic self-efficacy and employability. Therefore, on this basis, this study explores the relationship between professional identity, academic self-efficacy and employability, studies the influence of professional identity and academic self-efficacy on employability, and The question of whether academic self-efficacy can mediate between professional identity and employability.

1. Subject investigated

In this study, the influence of professional identity and academic self-efficacy of teachers' college students on employability was analyzed, and 150 teachers' college students from a university in Xinjiang were selected as research subjects by convenient sampling. Research

students professional identity, academic self-efficacy on the influence of employment ability, aims to improve teachers' college students employment ability, improve students' professional identity and academic self-efficacy, excitement, students employment passion, improve the employment rate, but also for the same college students employment ability to improve provide theoretical reference and practical guidance.

2. Research tools and study methods

2.1 Research tools

There are 22 questions in the scale, which are divided into four dimensions: cognition, affective, behavioral, and adaptability dimension; Level 5. The higher the score, the higher the professional identity of the individual. The clone Bach (reliability) coefficient (Cronbach's alpha) of the scale in this study is 0.869.

2.2 The Academic Self-efficacy Scale

The academic self-efficacy scale is divided into two independent dimensions: self-efficacy of learning ability and self-efficacy of learning behavior. Each dimension has 11 questions and 22 questions, which are scored with 5 levels. The Cronba's alpha of the two dimensions is 0.519 and 0.751, respectively, and the Cronba's alpha coefficient of the total scale is 0.816.

2.3 Employment energy strength chart

The employment energy force table is divided into five dimensions: emotional adjustment ability, self-development ability, career adaptability, interpersonal relationship ability, job hunting ability. Each dimension has six elements, one element has 3 questions, a total of 18 questions, using 5 levels of scoring, the higher the employment ability, the higher the score.

3. Research methods

This study adopts the method of questionnaire survey, compared with other methods, questionnaire survey method has high purpose and standardization, which allows for the assessment of a large number of respondents and the collection of substantial research data within a short timeframe.

4. Finding

4.1 The relevant analysis of college students' professional identity, academic self-efficacy and employment ability

In this study, Pearson correlation analysis was used to explore the associations of professional identity, academic self-efficacy and employability, and to analyze the associations among the three. As shown in Table 1, professional identity was significantly associated with academic self-efficacy ($r=0.738$, $p < 0.001$), employability ($r=0.618$, $p < 0.001$), academic self-efficacy was significantly associated with employment ability ($r=0.748$, $p < 0.001$), professional identity, academic self-efficacy variables were significantly correlated with employability, the correlation coefficient not more than 0.8 is no collinearity.

Table 1 Teachers' college students identification, academic self-efficacy and employability Table of correlation analysis

relativity	Teachers' college students professional identification	Academic self-efficacy	Employment ability
Professional recognition of teachers' college students	1	-	-
Academic self-efficacy	0.738**	1	-
Employment ability	0.618**	0.748**	1

indicate: ** $p < 0.01$

4.2 Class regression analysis of the influence of academic self-efficacy and college students' professional identity on employability

According to Baron and Kenny (1986), the mediation effect should meet three conditions:

1. Self-variable X has significant prediction effect on variable Y;
2. Self-variant X has a significant prediction effect on the mediation variant M;

3. At the same time, variant X and mediation variant M are added to the regression model to predict variant Y, mediation variant M has significant prediction effect on variable Y, but with no significant prediction effect on variable Y, it is called "complete mediation" (Complete Mediation); if variant X still has significant prediction effect on variable Y, the prediction effect of variant X on variant Y decreases It is called a "partial intermediary" (Partial Mediation).

In this study, class regression analysis, using professional identity as the self-change, employability as the cause change, and academic self-efficacy as the intermediary change, to further explore the influence of professional identity, academic self-efficacy and employability.

Control variables, professional identity of normal university students, academic self-efficacy, and employability were included in the regression analysis.

The influence of professional identity and academic self-efficacy on employability is shown in Table 2. Table 2 F values are significant in the three models, so R^2 and β values are meaningful, that is, the professional identity and academic self-efficacy of normal students significantly affect employability. Model 1 Professional identity recognition to employability ($\beta = 0.744$, Significant in the positive direction for $p < 0.001$), Model 2 Professional sense of identity to academic self-efficacy ($\beta = 0.608$, Significant in the positive direction for $p < 0.001$), Model 3: Academic self-efficacy and employability ($\beta = 0.756$, The $p < 0.001$) was positive; both professional identity and academic self-efficacy on employability ($\beta = 0.086$, $P < 0.01$; $\beta = 0.691$, $P < 0.001$) showed a positive and significant pattern, Moreover, the β value of professional identity on employability through academic self-efficacy was changed from 0.744 in model 1, Reduced to 0.086, Therefore, it indicates that there is a positive and significant influence of academic self-efficacy between professional identity and employability. Model 1 ($Adj.R^2 = 0.557$) explains the predicted impact of 55.8% of professional identity on employability, model 2 ($Adj.R^2 = 0.36$) explains the 37% prediction influence of professional identity on academic self-efficacy; model 3 ($Adj.R^2 = 0.582$) explains the predicted impact of academic self-efficacy on employability 58.3%; Model 4 ($Adj.R^2 = 0.581$) explains the professional identity and academic self-efficacy on employability 58.1% of predicted effects; VIF(variance inflation factor) values were less than 5, So there is no collinearity problem.

5. Research and the discussion

The study found that the higher the professional identity of Teachers' college students, the stronger the sense of academic self-efficacy, and the higher the level of employment ability. At the same time, professional identity can also indirectly affect the employability through self-efficacy.

5.1 Discussion on the influence of professional identity on employability

Table 2 Influence of Teachers' college students professional identity and academic self-efficacy on employability

	Model 1	Model 2	Model 3	Model 4	
category	Academic self-efficacy	Employment ability	Employment ability	Employment ability	
	β	β	β	β	VIF
sex	-0.03	-0.053	-0.050	-0.51	1.031
Different grades	-0.28	0.047	0.069	0.68	1.025
Choose your own choice	0.34	0.008	-0.023	-0.16	1.03
Professional recognition of college students	0.744***	0.608***	-	0.086*	2.325
Academic self-efficacy	-	-	0.756***	0.691***	2.282
F value	162.081***	75.803***	175.081***	142.269***	
R^2	0.561	0.374	0.574	0.584	
$Adj.R^2$	0.557	0.36	0.582	0.581	
indicate: * $p < 0.001$; ** $p < 0.001$; *** $p < 0.001$					

The results show that the professional identity of teachers' college students has a positive effect on their employability influence. In subdimensions, cognition, emotion, behavior, and adaptive identity significantly positively predicted employability. The higher the sense of professional identity of teachers' college students, the more they will have positive feelings for the major they pay in their major, the easier they will learn, the more systematic they master, and the more skilled they are in using professional knowledge, and their employment ability will be greatly improved. However, the study found that if students only emotionally identify with their professional knowledge and do not take action, it is difficult to complete the task of professional knowledge learning, and cannot get a sense of achievement in professional skills and learning, which leads to the lack of motivation for professional knowledge learning, which leads to the decline of employability. Behavior identification will enable teachers' college students to actively participate in professional learning, such as completing professional homework carefully, spending a lot of time on professional knowledge, often reading professional knowledge, etc. When completing learning tasks, they will also have a sense of achievement, and their employment ability will be further improved.

5.2 Discussion on the influence of teachers and students' academic self-efficacy on employability

Studies show that the academic self-efficacy of teachers' college students has a positive impact on their employability. Academic self-efficacy is the students' ability to judge whether they can solve problems or complete learning tasks when encountering problems or learning tasks. It is a subjective judgment of ability and confidence. Students with high academic self-efficacy and self-efficacy believe that they can complete professional learning tasks above medium difficulties, so that they can finally improve their employment ability in the process of

completing professional learning tasks, so as to gain a sense of achievement. On the contrary, students with low academic self-efficacy are afraid of frustration and choose simple tasks. However, most of the professional learning task are medium difficulty above task, which leads to low academic self-efficacy of students, psychological defense mechanism, choose to avoid difficulties to avoid learning tasks, performance is, unable to timely grasp the content of the classroom teachers teaching, a negative attitude to challenging learning task, unable to take the initiative to test their knowledge degree, and affect the employment ability level.

5.3 Discussion on the intermediary role of Teachers' college students academic self-efficacy in professional identity and employment ability

The results show that both professional identity and academic self-efficacy have a positive impact on employability, and academic self-efficacy plays an intermediary role in professional identity and employability. Students with a strong sense of professional identity develop self-concepts and actively evaluate their learning ability while completing learning tasks Academic self-efficacy is getting stronger and stronger. For professional identity is not strong, if the academic self-efficacy is strong, the students according to the actual situation of professional, adjustment, acquisition scheme, while learning professional knowledge improve the emotional adaptability, self, ability, professional adaptability, interpersonal ability and job ability, and then improve the ability to obtain their employment gain a sense of accomplishment. For students with weak professional identity and low academic self-efficacy, they treat their study negatively, attribute their failure to their lack of ability, and focus on failure, which ultimately affect the level of their employment ability.

In conclusion, the academic self-efficacy of normal university students plays an intermediary role in professional identity and employability.

6. Epilogue

In view of the current severe employment situation, teachers' college students should focus on students professional identity, academic self-efficacy to the influence of employment ability, by guiding students, professional identity, improve academic self-efficacy, so as to enhance employment ability, So that teachers' college students can better find their own suitable employment opportunities in the complex job market.

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