A SURVEY AND STUDY ON THE CURRENT STATUS OF PROFESSIONAL ROLE IDENTITY AMONG CLINICAL TEACHERS IN COUNTRY A BASED ON THE PROFESSIONAL ROLE NORM INDICATOR SYSTEM

[1]Caiyan Mao and [2]Yingxion Han

Panyapiwat Institute of Management, Thailand

maocaiyan@163.com

Received : February 4, 2023; **Revised** : March 29, 2024; **Accepted** :April 30, 2024

Abstract

Objective: To investigate the current status and characteristics of role identity among clinical teachers in Country A, identify their uniqueness and existing problems, and explore strategies to enhance the professional role identity of clinical teachers. Method: The Delphi research method was used to construct a professional role norms index system for clinical teachers in Country A. A survey questionnaire was designed based on the constructed professional role norms index system for clinical teachers in Country A. The reliability and validity of the questionnaire were improved through pre survey, and formal questionnaires were distributed to specific populations in Country A. Finally, 379 valid questionnaires were collected. SPSS. 25 software was used to statistically analyze the collected questionnaire data. Result data analysis revealed that in the clinical teacher community of Country A, there are different levels of professional role identification among different types of groups; There are differences in the degree of role identification among different groups of clinical teachers in terms of gender, age, professional type, clinical work experience, educational level, professional title type, and teaching workload.Conclusion: The role identity of clinical teachers in Country A is at a relatively high level, with the highest score in role behavior; There are differences in the degree of role identification among different types of clinical teacher groups, including gender, age, professional type, clinical work experience, educational level, professional title type, and teaching workload; The average score of role identification among clinical teachers aged 40 and above and with clinical work experience between 26 and 30 years in the field of public health is high; The average score of role identification among clinical teachers with a doctoral degree, a senior professional title in the hospital, and average teaching workload is high.

Keywords： Clinical teachers in country A; Professional role identification; Current situation investigation

Introduction

Clinical teachers are a special group of university teachers because they are not full-time university teachers and their main identity is still medical workers. However, they are also an indispensable and important group of teachers in medical education. The main

[1] CPh.D.in Education Management, Chinese Graduate School, Panyapiwat Institute of Management, Thailand
[2] CPh.D.in Education Management, Chinese Graduate School, Panyapiwat Institute of Management, Thailand

workplace of clinical teachers is the clinical teaching base of various medical colleges. As the main body and core of teaching tasks in university affiliated hospitals, clinical teachers bear the triple task of medical treatment, scientific research, and teaching. Their quality and teaching ability directly affect the quality of medical student training.Another important role of clinical teachers is clinical doctors. Medical students systematically learn medical professional knowledge in schools, and after graduation, they become clinical doctors through resident physician training. Both school education and continuing education aim to cultivate excellent medical workers. Clinical doctors do not undergo systematic education and theoretical learning before undertaking clinical teaching work, and lack standardized, standardized, and systematic training in basic teaching skills such as teaching literacy, teaching ability, and teaching theoretical knowledge. Insufficient control over teaching methods, classroom norms, teaching syllabus, multimedia courseware production, and teaching assessment often results in teaching work relying solely on intuition or experience, which directly affects the quality of teaching and thus affects the quality of medical talent cultivation.

A country already has a relatively complete national teacher qualification recognition system, but in the implementation of medical education, there is a lack of scientific and unified standards for the selection of clinical teachers. Each medical university sets its own admission threshold based on its own situation, and the comprehensive quality of clinical teachers varies. In reality, there is currently a lack of relevant research results and recognition standards to define whether a qualified clinical doctor is necessarily a qualified clinical teacher.Therefore, this study is based on role theory, professional role norms, role identity, professional identity, classic theories of university teacher development, and literature research foundation, combined with the actual situation of clinical teachers among professional course teachers under the medical professional talent training mode in Country A, by exploring and summarizing the professional role characteristics of clinical teachers; Establish a standardized indicator system for the professional roles of clinical teachers in medical colleges and universities; Based on the standards listed in the index system of clinical teacher professional role norms, a survey questionnaire is designed to conduct a survey on the current status of clinical teacher role identity in Country A. Through the analysis of the survey data, the group characteristics of clinical teacher professional role identity are described, and the current characteristics of clinical teacher professional role identity in Country A are identified. The uniqueness and existing problems are identified, and strategies to enhance clinical teacher professional role identity are explored.

Literature Review

Role is a sociological concept that refers to the behavioral expectations of individuals with a specific identity in a group or society, which require different members of society to play according to certain established norms.

The role identity theory refers to the research conducted by Stryker (2000) and Burke (2000). Some scholars in China also refer to role identity as identity, and scholars who explore identity typically view themselves as a multidimensional complex system composed of different identities. After comparing the relevant research, the definition and content of identity were examined and compared. This paper found that the identity and role identity involved in China are similar in terms of research content. So in order to ensure logical clarity during exploration and also consider the issue of uniformity in writing, this paper will involve literature on identity identification, which is also uniformly referred to as role identification during discussion.

Gao Guijuan and Deng Yuanyuan (2008) believe that when a person lives in the world, their social attributes ultimately determine each person's social role, leading to a feeling of "I am a certain type of person". In social psychology, this feeling is called "role

identification", which means that an individual's attitude and behavior are consistent with the role they played at the time. Burke (2000) proposed that the self meaning in a character is a person's role identity. Initially, role identification was attributed to a specific status and made known and understood through interaction. Subsequently, with the evolution of time, internal identity and external roles gradually became connected, thus gaining self meaning in certain specific social categories such as gender and occupation.Wang Chunyan (1991) proposed that roles belong to the category of social psychology, referring to behavior types related to a certain social status, which defines an individual's status, rights, and obligations in society. Role identification refers to the standardized recognition and acceptance of individual behavior by social roles, and is an important way of social recognition. Zhao Jing and Wang Liping (2009) believe that specific social roles define the self reflected by role identity, placing individuals in a certain social structure position for self definition. This is a sociological perspective of self reflection. Huang Xiting (2004) proposed that role identity is the identity of roles. It refers to the attitude and corresponding behavior that are consistent with a certain role.

To summarize the definition of role identity by the researchers mentioned above, it can be seen that there are generally three ways: first, to view role identity as a perception, that is, how we view ourselves acting in a specific social position; The second is to view role identification as a process of interaction between individuals and roles; The third is to view role identity as an internalized self. Considering that this study aims to explore the role identity and correlation between clinical teachers, good doctors, and good teachers, rather than studying the complex process of role identity formation, this study adopts Darcy and Gao Guijuan's definition of role identity. "Role identity reflects a perception, which is an individual's perception of the self in a specific role position, that is, how people treat the self acting in a specific social position.".

Considering that this study aims to investigate the role identity status of subject professional teachers, rather than the complex process of role identity formation, this study adopts the definition of role identity by Darcy and Gao Guijuan. "Role identity reflects a perception, which is an individual's perception of the self in a specific role position, that is, how people treat the self acting in a specific social position.".

Research Methods

1. Research methods for constructing a standardized indicator system for the professional role of clinical teachers

This section of the study adopts a qualitative research method, specifically the Delphi research method. Based on role identification and its influencing factors, a review of relevant research literature on the indicator system of clinical teacher professional role norms, combined with the interview results of medical education experts and education management experts by researchers, a preliminary indicator system of clinical teacher professional role norms is formed after synthesis. According to the requirements of Delphi technology, an expert consultation questionnaire is designed, and experts who meet the inclusion criteria are invited for questionnaire consultation.The first round of expert consultation mainly involves modifying the indicators and content of the system at all levels based on the opinions provided by experts; The second round of expert consultation mainly aims to improve the indicator system based on the modification opinions of the first round of experts, and to compile the results of the first round of consultation and provide anonymous feedback to the experts. The purpose is to ask the experts to evaluate the revised indicator system again, in order to ultimately determine the standardized indicator system for the professional role of clinical teachers. See Table 1

Table 1: Final Preliminary Construction of Clinical Teacher Professional Role Norm Index System

Primary indicators	Secondary indicators	Third level indicators
Information provider	A1. Speaker	A11. A knowledgeable teacher in the medical field
		A12. People who are good at expressing and communicating
	A2. Clinical Teachers	A21. Clinical physicians
		A22. Medical professional knowledge educators
B. Career demonstrators	B1. Role Models for Physicians	B11. Physician Professional Behavior Demonstrator
		B12. Physician Professional Ethics Demonstrator
	B2. Professional Role Models for Medical Teachers	B21. Medical Professional Teacher Professional Behavior Demonstrator
		B22. Teacher Professional Ethics Demonstrator
C. Facilitator	C1. Mentor	C11. Professional Mentors
		C12. Academic Mentor
	C2. Learning facilitators	C21. Learning guide
		C22. Effective teaching creators
D. Evaluator	D1. Student evaluators	D11. Student learning ability evaluator
		D12. Student learning effectiveness evaluator
	D2. Course evaluators	D21. Monitoring course teaching implementation
		D22. Evaluation of course teaching effectiveness
E. Planner	E1. Course Planner	E11. Professional Course Content Planner
		E12. Creator of course teaching implementation plan
	E2. Course organizer	E21. Single course designer
		E22. Integrated Course Designer
F. Resource developer	F1. Resource Creator	F11. Developers of new learning resource materials
		F12. Optimizer of learning resources
	F2. Study Guide Creator	F21. Student Offline Learning Manager
		F22. A guide for students to find learning resources

2. Research methods on the current status of professional role identification among clinical teachers in Country A

The research methods for investigating the current status of role identity mainly include literature review and questionnaire survey. On the basis of the standardized indicator system for the professional role of clinical teachers constructed in the previous part of this study, and referring to previous research literature, a quantitative study was conducted on the current status of role identity of clinical teachers by compiling a survey questionnaire from three structural dimensions: role cognition, role emotion, and role behavior.

2.1 Preparation of questionnaire

The questionnaire consists of two parts. The first part is basic information, with the main purpose of collecting the basic information of the respondents. The content includes: gender, age, major, clinical work experience, clinical teacher work experience, education, professional title, position, nature of work unit, clinical department, and participation in teaching workload. The second part is a questionnaire on the current status of role identity, which includes three dimensions: role cognition, role emotion, and role behavior. The questionnaire indicators for the role cognition dimension adopted the secondary indicator content of the clinical teacher professional role norms indicator system constructed in the first part of this research project; The questionnaire indicators for the dimension of role emotion refer to the role emotion section in Sun Ruiquan's (2007) Structural Dimensions of the Role Identity Scale; The questionnaire indicators for the dimension of role behavior refer to the indicators in the clinical teacher role behavior section of the Clinical Nursing Teacher Competency Model constructed by scholars such as Bian Lifang and Wang Wei (2012). Based on the actual situation of the research content of this study, a questionnaire titled "Survey Questionnaire on the Status of Professional Role Identity of Clinical Teachers" was designed.

The questionnaire requires the description of the current status of professional role normative identity among different clinical teacher groups through statistical analysis of the questionnaire and analysis of interview content.

2.2 Prediction survey questionnaire

After the questionnaire was designed, four medical education management experts and three clinical teacher experts were consulted on the representativeness and scale of the questionnaire content and items, and their opinions and suggestions were collected and organized. After specific analysis and weighing, the content of each item in the questionnaire was revised and improved. Deleting items from the questionnaire that are difficult to understand and prone to ambiguity can cause displeasure or even resistance among respondents, and may even contain implicit and misleading information.

2.3 Reliability and validity testing of survey questionnaires

The stability measurement of the questionnaire in this study was conducted by randomly sampling 100 survey questionnaires from three affiliated hospitals of medical universities for two pre surveys, testing, and analysis. The results obtained from the two pre surveys were highly similar. Cronbach, s of this questionnaire α The coefficient value is 0.995, indicating that the reliability of the questionnaire is very good.

The content of the items in the questionnaire and the items in the role cognition section are taken from the secondary indicators in the clinical teacher professional role norms index system constructed in the first part of this study. Role emotions and behavior are based on the teacher role identity and clinical teacher job competency measurement scales constructed by predecessors and scholars. Through theoretical analysis and repeated review of relevant research field references, experts and clinical teachers in medical education and medical education management related fields are invited to read and consider the questionnaire. Therefore, it can be considered to have good content validity.

2.4 Selection of distribution targets for questionnaires

Medical higher education institutions and affiliated hospitals, teaching and internship hospitals involved in clinical knowledge education and training of medical talents are both large and complex physical units with intricate functional departments and departments. Clinical teachers are just a special group among these units, mainly concentrated in some departments and departments responsible for medical talent training and education.In order to identify the population concentration points of the survey subjects, make the questionnaire distribution targeted and effective as questionnaire collection, the research group first conducted a questionnaire object screening study before distributing the questionnaire. This study selected a group of clinical teachers recommended to participate in the school level teaching competition by 10 affiliated hospitals of Grade III, Grade B and above in 14 school level teaching competitions organized by D University from 2014 to 2022 through the preliminary selection of the school level competition as the statistical analysis objects. Because clinical teachers who can be recommended to participate in school level teaching competitions to a certain extent represent the educational and teaching abilities and levels of clinical teachers in the hospital, describing the group characteristics of these participating clinical teachers is of certain significance for understanding the special group of clinical teachers. The data analysis results show that clinical teachers with undergraduate degrees, clinical departments, ages 31-40, intermediate professional titles, and deputy senior professional titles are the most common. The above analysis results have pointed out to me that the survey on the current status of professional role identity of clinical teachers should mainly be distributed to clinical department physicians, caregivers, and technicians from some clinical examination auxiliary departments in hospitals.

2.5 Questionnaire distribution method

The questionnaire was distributed to multiple schools and hospitals in the central, eastern, western, and northern provinces of Country A through convenient sampling. The specific process of data collection is to first establish contact persons for each region, describe

in detail the purpose and significance of the research, the target audience for distributing questionnaires, and the specific implementation process to the contact persons, in order to obtain their consent and support. The questionnaire was mainly distributed to clinical teachers in the clinical department through convenient sampling by the contact person. The respondents answered 1 (completely disagree), 2 (slightly disagree), 3 (generally agree), 4 (slightly agree), and 5 (completely agree) in the questionnaire, with a score of 1-5 points assigned to each. The questionnaire was filled out and collected using the online platform Wenjuanxing, and 379 valid questionnaires were collected.

2.6 Statistical analysis

After the survey questionnaire is completed and collected, the questionnaire is first organized, and the unqualified waste papers are deleted. After encoding the valid questionnaire, the data is input into the statistical analysis tool SPSS 25.0. The software is used to analyze the overall status and group differences of clinical teacher role identity using descriptive analysis, factor analysis, t-test, analysis of variance and other analysis functions.

Research result

This study analyzed the overall status of role identification among clinical teachers using the Structural Equation Modeling (SEM) method. Based on literature and rough estimation methods, the sample size of the survey data is generally required to be 5-10 times the number of observed variables in the model. Some scholars also believe that the sample size required by the Structural Equation Modeling is generally between 200-500. Therefore, the effective sample size obtained in this study survey of 379 meets the requirements. Use SPSS 25.0 to conduct descriptive statistical analysis on the data obtained from the Clinical Teacher Professional Role Identity Survey questionnaire.

name	option	frequency	Percentage (%)	Accumulated percentage (%)
Gender	male	130	34.301	34.301
	female	249	65.699	100
Age	Below 30	96	25.33	25.33
	30-39	163	43.008	68.338
	40-49	80	21.108	89.446
	50-59	39	10.29	99.736
	Over 60	1	0.264	100
Professional classification	clinical medicine	247	65.172	65.172
	Nursing	89	23.483	88.654
	public health	7	1.847	90.501
	Traditional Chinese Medicine	12	3.166	93.668
	Medical laboratory technology	12	3.166	96.834
	clinical pharmacy	12	3.166	100
Clinical work experience	0-5 years	109	28.76	28.76
	6-10 years	50	13.193	41.953
	11-15 years	113	29.815	71.768
	116-20 years	42	11.082	82.85
	21-25 years	16	4.222	87.071
	26-30 years	39	10.29	97.361
	Over 30 years	10	2.639	100
Years of experience as a clinical teacher	0-5 years	188	49.604	49.604
	6-10 years	75	19.789	69.393
	11-15 years	50	13.193	82.586
	16-20 years	23	6.069	88.654
	21-25 years	21	5.541	94.195
	26-30 years	14	3.694	97.889
	Over 30 years	8	2.111	100

educational background	Specialist	35	9.235	9.235
	undergraduate course	247	65.172	74.406
	master	77	20.317	94.723
	doctor	20	5.277	100
marital status	married	282	74.406	74.406
	unmarried	97	25.594	100
Job establishment type	hospital	337	88.918	88.918
	school	42	11.082	100
Hospital title	primary	122	32.19	32.19
	intermediate	163	43.008	75.198
	deputy senior ranks	64	16.887	92.084
	Positive height	30	7.916	100
School title	nothing	287	75.726	75.726
	Teaching assistant	8	2.111	77.836
	lecturer	40	10.554	88.391
	associate professor	31	8.179	96.57
	professor	13	3.43	100
The type of school teaching	Comprehensive University	181	47.757	47.757
	Independent medical colleges	198	52.243	100
The level of the hospital it is located in	Third level special grade	5	1.319	1.319
	Level III Grade A	224	59.103	60.422
	Grade III Grade B	28	7.388	67.81
	Second level Grade A	67	17.678	85.488
	other	55	14.512	100
Hospital type	Affiliated Hospital of the School	65	17.15	17.15
	Affiliated Hospital	100	26.385	43.536
	Teaching Hospital	93	24.538	68.074
	Internship Hospital	50	13.193	81.266
	Other types	71	18.734	100
Clinical department	internal medicine	101	26.649	26.649
	surgery	61	16.095	42.744
	Obstetrics and Gynecology	39	10.29	53.034
	Pediatrics	28	7.388	60.422
	other	150	39.578	100
post	Department leaders (director, head nurse)	78	20.58	20.58
	Department Teaching Management	51	13.456	34.037
	Institute level leaders	7	1.847	35.884
	other	243	64.116	100
Undertaken teaching workload	Very few	78	20.58	20.58
	little	59	15.567	36.148
	commonly	179	47.23	83.377
	Many	51	13.456	96.834
	A lot	12	3.166	100
total		379	100.000	100.000

Descriptive statistics on the current status of role identification among clinical teachers

The average, standard deviation, median, variance, kurtosis, skewness, and coefficient of variation scores of various dimensions of clinical teacher role identification. From the above table, it can be seen that the median scores of the three dimensions of role cognition, role emotion, and role behavior all exceed 80% of the total score, indicating that the clinical teacher group participating in the survey has varying degrees of identification with the three dimensions of role identity and is still at a relatively high level. Among them, the role behavior score is the highest, and the degree of role cognition and role emotion is the same. Please refer to Table 3 for details.

Table 3 Descriptive statistics on various factors of role identity

dimension	sample size	Maximum value	minimum value	average value	standard deviation	median	variance	kurtosis	skewness	Coefficient of variation (CV)
Role cognition	379	60	12	48.799	10.251	48	105.087	2.524	-1.298	0.21
Character Emotions	379	25	5	20.583	4.25	20	18.064	2.433	-1.256	0.206
Role behavior	379	180	36	148.897	29.301	146	858.569	3	-1.397	0.197

3. Comparison of differences in personal attribute variables

Clinical teachers have different genders, ages, educational backgrounds, medical majors, and years of work experience. Through comparison, it was found that personal attributes and academic experience have a significant impact on role identification, while others are not significant. Through comparison, it was found that there are significant differences in role identification among individual attribute variables. Please refer to Table 4 for details.

Table 4 Comparison of Differences in Personal Attribute Variables

Attribute variables	Group variables	Number of cases	Rank mean	Significance
Gender	male	130	188.85	0.882
	female	249	190.60	
Age	Below 30	96	166.36	0.18
	30-39	163	197.80	
	40-49	80	200.59	
	50-59	39	194.82	
	Over 60	1	152.50	
Professional classification	clinical medicine	247	194.29	0.598
	Nursing	89	186.62	
	public health	7	211.93	
	Traditional Chinese Medicine	12	149.29	
	Medical laboratory technology	12	154.63	
	clinical pharmacy	12	190.08	
Clinical work experience	6-10 years	50	179.80	0.246
	11-15 years	113	202.67	
	16-20 years	42	200.68	
	21-25 years	16	205.94	
	26-30 years	39	208.00	
	Over 30 years	10	189.60	
Years of experience as a clinical teacher	0-5 years	186	175.15	0.141
	6-10 years	75	196.31	
	11-15 years	50	191.30	
	16-20 years	23	223.76	
	21-25 years	21	190.36	
	26-30 years	14	244.86	
	Over 30 years	7	205.50	
educational background	Specialist	35	153.14	0.059*
	undergraduate course	247	200.18	
	Master's degree students	77	176.73	
	Doctoral students	20	179.80	
marital status	married	282	193.90	0.236
	unmarried	97	178.66	

4. Comparison of differences in organizational attribute variables

Clinical teachers may have different professional title backgrounds, work schools, hospitals, and department backgrounds, and there may also be differences in the degree of role identity of clinical teachers. Through comparison, it was found that organizational attributes of traditional Chinese medicine hospital professional titles have a significant impact on role identity, and the level of hospital affiliation has a significant impact on role identity. Please refer to Table 5 for details.

Table 5 Comparison of Differences in Organizational Attribute Variables

Attribute variables	Group variables	Number of cases	Rank mean	Significance
Job establishment type	hospital	337	190.47	0.813
	school	42	186.24	
Hospital title	primary	122	161.61	0.005***
	intermediate	163	202.57	
	deputy senior ranks	64	198.72	
	Positive height	30	218.57	
School title	nothing	287	182.52	0.103
	Teaching assistant	8	180.00	
	lecturer	40	223.58	
	associate professor	31	220.90	
	professor	13	184.19	
The type of school teaching	Comprehensive University	181	187.78	0.705
	Independent medical colleges	198	192.03	
Hospital level	Third level special grade	5	93.40	0.047**
	Level III Grade A	224	196.44	
	Grade III Grade B	28	221.00	
	Second level Grade A	67	169.13	
	other	55	182.22	
Hospital type	Affiliated Hospital of the School	65	167.05	0.239
	Affiliated Hospital	100	206.39	
	Teaching Hospital	93	193.82	
	Internship Hospital	50	189.62	
	Other types	71	183.20	
Clinical department	internal medicine	101	207.24	0.17
	surgery	61	188.25	
	Obstetrics and Gynecology	39	209.01	
	Pediatrics	28	181.11	
	other	150	175.82	
post	Department leaders (director, head nurse)	78	207.34	0.154
	Department Teaching Management	51	208.69	
	Institute level leaders	7	175.50	
	other	243	180.93	
Current teaching workload undertaken	Very few	78	183.60	0.221
	little	59	167.38	
	commonly	179	202.09	
	Many	51	189.88	
	A lot	12	162.96	

Further analysis of the impact of hospital titles on role identity reveals that hospital titles have a significant impact on the identification of clinical teacher role behavior. Through comparison, it was found that there are significant differences in role identification among organizational attribute variables. Please refer to Table 6 for details.

Table 6 Comparison of Differences in Role Identity among Different Factors of Hospital Professional Titles

Test variables	Group variables	Number of cases	Rank mean	Significance
Role cognition	primary	122	169.29	0.076
	intermediate	163	198.55	
	deputy senior ranks	64	198.17	
	Positive height	30	210.33	
Character Emotions	primary	122	172.11	0.165
	intermediate	163	199.37	
	deputy senior ranks	64	196.34	
	Positive height	30	198.35	
Role behavior	primary	122	157.57	0.001**
	intermediate	163	204.53	
	deputy senior ranks	64	197.41	
	Positive height	30	227.13	
	other	55	182.22	

5. Comparison of differences in average scores of role identification among different group types

By comparing the average scores of group role identification based on different types of majors, age, clinical work experience, educational background, hospital titles, and teaching workload, it was found that the top three majors with high role identification were public health, clinical pharmacy, and clinical medicine. Clinical teachers over 40 years old and with clinical work experience between 26 and 30 years had higher average scores of group role identification, while clinical teachers with doctoral degrees, hospital titles, and average teaching workload had higher average scores of group role identification. Please refer to Figure 1 for details.

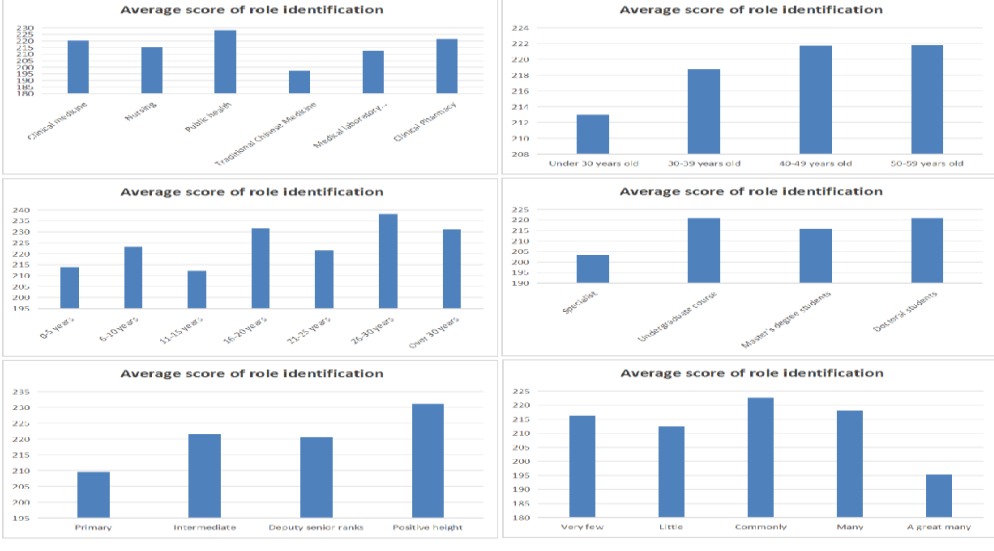


Figure 1 Differences in average scores of role identification among different group types

Discuss

1. Discussion on group differences in role identification

Through quantitative research, we have found that there are certain differences in the role identity of different clinical teacher groups, and these differences and the reasons behind these differences have also been reflected in qualitative research. Although some factors did not show significant differences in quantitative research, subtle differences can still be captured in communication with interviewees, helping us to have a deeper understanding of the true feelings from clinical teachers.

2. Differences between different professional types

Due to differences in professional types, clinical teachers may have different clinical work nature and tasks in their respective departments, and their roles in undertaking clinical teaching work may also show differences. Through survey data analysis, it was found that clinical teachers in public health have a higher sense of professional role identification, which may be due to the relatively light diagnostic and treatment tasks of public health physicians, Health education is one of the responsibilities of a public health clinical physician, which strengthens the role of clinical teachers in the field of public health. Therefore, clinical teachers in this field have a relatively high sense of identity.

3. Group differences among teachers with different seniority

Doctors of different ages, years of clinical work, clinical titles, and educational backgrounds may have different roles as clinical teachers due to the different tasks and nature of their work. In hospitals that participate in the training of medical students, there are generally requirements for the professional titles and years of work of clinical doctors participating in teaching. Clinical teachers who have worked for 0-5 years are more responsible for student clinical internships and internship teaching. Clinical teachers who have worked for 6-10 years not only undertake a large number of frontline clinical internships and internship teaching work, but also face the situation of teaching theoretical courses in clinical medicine courses at the beginning.These two groups of clinical teachers are often the backbone of the clinical department who undertake course teaching tasks and participate in teaching management. At the same time, they also have to engage in a large amount of clinical diagnosis and treatment work, and have less personal disposable time. Due to the heavy workload and pressure of this group, their sense of identity as clinical teachers is not as strong as that of those who have worked for 26 to 30 years, and those with senior professional titles have a strong sense of identity. The promotion of clinical teacher titles is closely related to their years of work, and the years of work are closely related to the clinical experience of doctors. Therefore, clinical teachers with higher professional titles should play their clinical teacher roles more fully and have a stronger sense of professional identity when dealing with teaching tasks.

Summary and Suggestion

This study focuses on the special group of clinical teachers in Country A. By combining the national conditions and previous research foundations of Country A, a qualitative research method is used. Specifically, the Delphi research method is used to construct a standardized indicator system for the professional role of clinical teachers in Country A. Based on the indicator system, a survey questionnaire is designed to conduct a survey on the current status of professional role identification among clinical teachers in Country A. The study found that the role identity of clinical teachers in Country A is at a relatively high level, and the degree of role identity varies among different types of groups. Effective measures need to be formulated to promote the improvement of clinical professional role identity. Research has found that factors affecting group professional role identity are distributed at three levels: organizational environment, interpersonal environment, and

individual characteristics, involving multiple factors. Therefore, countermeasures and suggestions for the management of clinical teacher role identity will also be proposed around the influencing factors in the above three levels.

1. Strengthen institutional construction and teaching promotion at the organizational environment level. Specifically: (1) Strengthen the construction of teaching systems in hospital organizations; (2) Enhancing the role identity and teacher beliefs of clinical teachers; (3) Promote the teaching development and academic achievements of clinical teachers; (4) Ensure the normal teaching investment of clinical teachers.

2. Promote leadership support and colleague support in interpersonal interaction. Specifically: (1) Leaders recognize and support the teaching work of clinical teachers; (2) Play the role of colleague support in promoting role identification.

3. Enhance individual teacher beliefs and teaching development. Specifically: (1) Face up to role identity and establish role beliefs; (2) Strengthen role learning and enhance role skills; (3) Seeking mitigation strategies to cope with role pressure.

Previous studies have focused on clinical teachers in medical colleges, with a focus on organizational management from a macro perspective. This study focuses on the role identity of individual clinical teachers from a micro perspective, using both theoretical and empirical perspectives. By exploring and analyzing the structural dimensions of role identity, we have gained a deeper understanding of the connotation of clinical teacher role identity. However, this study mainly focuses on the role identity of clinical teachers in medical colleges in Country A, Further understanding of the role identity and teaching development issues of clinical teachers in medical clinical education in countries outside of country A. In subsequent research, international comparative education research can be conducted to understand the development status of medical clinical teaching and clinical teacher professional role identity in different countries and regions, in order to gain a deeper understanding of the causes and solutions of problems in the context of country A.

References

Bian,L.F.&.Wang,W. etc (2012). Research on the Competency Model of Clinical Nursing Teachers. Nursing Education, 10:912-914

Huang,X.T. et al. (2004). A Concise Dictionary of Psychology. Anhui People's Publishing House, The province of Hefei

Stryker S, Burke P J. (2000).The past, present, and future of an identity theory. Social psychology quarterly.

[2] Gao, G.J. & Deng,Y.Y.(2008). Role Identity and Professional Ethics: Reflection and Construction of University Teacher Culture in China. Educational Theory and Practice, (7): 32-34

Sun,R.Q. (2007) A Study on the Professional Role Identity of Preschool Teachers. Liaoning Normal University, Dalian

Wang,C.Y.(1991). The interactive mechanism between individual value realization and role identification. Social Sciences, (9): 23-26

Zhao,J.& Wang,L.P. (2009) .Overview of Three Theoretical Orientations of Identity. Journal of Mudanjiang University.18 (2): 98-100