THE RELATIONSHIP BETWEEN PERSONALITY TRAITS, PROFESSIONAL IDENTITY AND JOB INVOLVEMENT OF NOVICE KINDERGARTEN TEACHERS IN ZHEJIANG PROVINCE, CHINA

Wang Yu[1*], Lydia Foong Yoke-Yean[2], Victor Goh Weng Yew[3]

[1,2,3]SEGI University, Selangor, Malaysia

631268760@qq.com[1], lydiafoong@segi.edu.my[2], victorgohwy@segi.edu.my[3]

*Corresponding Author

ABSTRACT

In China, recent social and economic development have resulted in further attention being given to the development of preschool education. Culturally, many Chinese parents have held high expectations of their children's early learning and academic success in later studies. Hence, a high-quality preschool service has become a contentious issue. The recent child abuse incidents involving various kindergarten teachers exposed by the media have increased parents and society's concerns about the personal qualities and mental health of kindergarten teachers. Novice teachers are an important part of the kindergarten workforce as they are at the beginning of their careers. Their professional development level is a fundamentally important matter as it directly affects the reform and development of preschool education. The publication of a relevant preschool policy document not only emphasizes the importance of early childhood education, but also introduces new requirements for kindergarten teachers. Professional identity factors (Motivation, Self-Image, Self-efficacy, Task perception) and personality trait factors (extraversion, neuroticism, openness, conscientiousness, agreeableness) have been found in many research studies to be associated with kindergarten teachers' job involvement. However, research on professional identity, personality traits and job involvement of novice kindergarten teachers is an undeveloped research area in China. This study will explore the relationship between personality traits, professional identity, and job involvement of novice kindergarten teachers in Zhejiang Province, China. A study of this nature will aid policy makers, the Ministry of Education, kindergarten management, and researchers on the implementation and enforcement of policies and practices that could be implemented to improve kindergarten teachers' overall quality and teaching effectiveness in China.

Keywords: professional identity, personality traits, job involvement, preschool teachers, novice teachers

INTRODUCTION

Since the implementation of the country's educational policy, China's economic situation has shifted (Tian & Liu, 2019). Preschool Education is the starting point for most of the public schooling systems (Li et al., 2019). In addition, early childhood institutions are crucial in putting together early education programmes, and these can function as the model for implementing the concept (Li et al., 2019). The establishment of public preschool education institutions has grown exponentially, and at a rate that is much faster than before (Ryan, 2019).

Furthermore, kindergarten teachers are certified professionals who carry out their preschool responsibilities in a creative manner (Xie & Li, 2020). They must undergo rigorous training, learn about the Chinese preschool education system, and comply with a very strict code of ethics (Jiang et al., 2017). In the instructions published by the Central Committee of the Communist Party of China and the People's Republic of China in 2018, they stipulated teacher training policies including general requirements, teacher morality and kindergarten teacher education, advocating style, and training (Minyi, 2020). To meet the country's education needs, China will need to build and train a workforce of kindergarten teachers who are highly qualified and capable. This will enable better early childhood education and raise the standards for the future (Minyi, 2020).

People in China are paying a lot of attention to preschool education, as having only one child entitles the other children to a better future opportunity in life (Xu, 2020). Because of this, many day-care facilities have emerged in the country (Jiang et al., 2017; Xu, 2020). However, child abuse issues associated with preschool teachers and instructional techniques for very young children have cropped up (Jordan, 2019). This received a lot of media attention, which had a chilling effect on both parents and society (Chen & Jordan, 2019; Lei et al., 2019).

Education reform and development plans have defined the social status and treatment of kindergarten teachers and should be implemented in accordance with the law; thus, kindergarten teacher training should be strengthened (Minyi, 2020). In terms of attitude, teachers' behaviour can affect students' psycho-social development, which will have later implications for their performance in primary and secondary education. Excessive teacher pressure may result in a lack of emotional control, resulting in biased behaviour that may harm students psychologically or physically (Skaalvik & Skaalvik, 2017). Teaching is a physically demanding profession, and working with young children can be emotionally draining. During the teacher education stage, most of the teacher education courses focus on professional skills development. However, as contemporary society is undergoing rapid changes, early childhood education is challenged by new values and ideas, placing teachers under unprecedented strains and pressures. Hence, numerous instances of emotional outbursts have occurred (The Ministry of Education People's Republic of China, 2008).

Moreover, the child's social and emotional development during the early childhood stage lays the groundwork for academic and personal achievement, not to mention the development of individual talents (Vandell et al., 2016). This is the most rapid period of brain development and the brain's biggest growth spurt during a child's lifetime (Donoghue, 2017). As suggested by several studies, preschool education is the initial stage of personal and intellectual development, which explains that it must be given special attention.

Problem Statement

In a survey on novice kindergarten teachers' about their job involvement and satisfaction, and the results were found to be unsatisfactory in both areas. The novice kindergarten teachers expressed frequent frustration with the children's performance, and there was no sense of equality between novice kindergarten teachers and children (Li, et al., 2020). There were lofty expectations for new kindergarten teachers, which most of them could not meet: Additionally, some respondents lacked the ability to manage negative emotions and attitudes toward their jobs, which contributed to their lack of job involvement and satisfaction (Li et

al., 2020). Also, recruitment of suitable candidates, a high level of professionalism, and mental preparedness of qualified preschool teachers are critical in early childhood education, as there has been a growing effort in recent years to integrate nurseries and kindergartens and to establish continuous care and education for children from birth to age six (Chen, 2019). With growing recognition of the critical nature of education for infants and toddlers, the education administration is gradually assuming responsibility for nursery management (Donoghue, 2017). The state advocates for the creation of a development index to assist parents and caregivers in "improving scientific care and education for young children" (Widiger, 2017).

According to Li et al. (2020), novice kindergarten teachers' job involvement is directly related to their teaching quality and commitment. Kappeler et al. (2019) proposed three criteria for a qualified kindergarten teacher: "ability to teach," "ability to teach effectively," and "willingness to teach." The latter is considered the determining factor of teacher quality, as a novice kindergarten teacher with a greater willingness to devote themselves to their career is more prepared for their work and actively works to strengthen their knowledge and delivery skills to order to better engage their students. As a result, the issue of increasing novice kindergarten teachers' job involvement has been elevated to the forefront, where it has become a stumbling block to teachers' teaching quality and satisfaction, all of which contribute to a lower level of professional identity. Now, the Chinese government does not require psychological testing for new students entering teacher training programs or for teacher recruitment. Numerous such personality assessment instruments are available. For instance, the widely accepted five-factor model (FFM) of personality (Widiger, 2017). According to Smith et al. (2019), the emergence of the FFM of personality enables researchers to group together disparate personality traits into a meaningful set of constructs to identify consistent relationships. Widiger (2017) made a special point of noting that relatively small sets of variables could serve as FFM adjective markers while developing the model's 100 items. As a result, Saucier (1994) developed the 40-item Mini-Marker subset of variables that is relatively close to the prototypical cores of the FFM. Selden and Goodie (2018) then developed the International English Big-Five Mini-Markers (IEBFMM) and established the FFM structure's invariance across multiple cultures. Extraversion, openness, neuroticism, conscientiousness, and agreeableness are the five dimensions of the FFM structure. Individuals who are assertive, dominant, energetic, active, talkative, gregarious, enthusiastic, ambitious, and sociable are classified as extraverts (Costa & McCrae, 1992; de la Fuente et al., 2020).

In comparison, a person with low agreeableness can be described as manipulative, self-centered, ruthless, egocentric, suspicious of other people's intentions, and competitive rather than cooperative (Rothmann & Coetzer, 2003; Graziano & Tobin, 2017). By examining the work problems of first-year kindergarten teachers early in the study, the kindergarten can better support and guide the first-year teachers' professional development. Research on the development of new teachers in kindergartens that focuses on the professionalism, professional identity, and job involvement of kindergarten teachers is critical for increasing awareness of new teachers' independent professional growth. However, a review of the literature revealed that relatively few studies have been conducted on how preschool teachers' personality traits affect their job involvement, or on the relationship between Chinese preschool teachers' professional identity, personality traits, and job involvement. According to the researcher's review of recent literature, professional identity, personality traits, and job involvement of novice kindergarten teachers in China are underdeveloped research areas (Zhang et al., 2016).

According to the researcher's review of the literature, the relationship between novice kindergarten teachers' professional identity, personality traits, and job involvement is an underdeveloped research area in China (Zhang et al., 2016; Cheung & Mok, 2018; Hui et al., 2019). The instrument developed in terms of professional identity may be a viable approach for assisting prospective kindergarten teachers in preparing for work or assessing their suitability to work as a novice kindergarten teacher based on their self-assessment of the personality traits necessary to be a kindergarten teacher (Zhang et al., 2016). Following that, the study may contribute to the expansion of professional development opportunities for novice kindergarten teachers in kindergartens. Examining the connotations and needs of novice teachers in kindergartens and proposing countermeasures for the development of new teachers in kindergartens on this basis. By gaining an understanding of the perplexing problems and developmental needs encountered by kindergarten teachers during their early years of service, opportunities for reforming the pre-service teacher education curriculum model will emerge. In accordance with the urgent task of developing preschool education in my country, the requirement to develop a high-quality professional kindergarten teacher team, and the pressing need to improve the quality of preschool education as quickly as possible (Li et al., 2019).

Understanding the relationship between personality traits, professional identity, and job involvement under the characteristics of personality, professional identity, and job involvement, as well as various background variables during the internship stage, the study intends to conduct a quantitative analysis of the relationship between the three variables and then make recommendations to improve professional identity. The development of teachers' professional identities, the assessment of teachers' personality traits, and the analysis of teachers' job involvement all contribute to the construction and expansion of the literature on the meaning of overall preschool teacher quality. On this basis, it is beneficial to analyse educational statistics and measurement methods and to investigate the specific relationship between teachers' personality traits, professional identity, and job involvement. It is a continuation and supplement to the study of factors affecting teachers' development; the role of the teacher's personality traits and job involvement is to further understand the complex relationship between the three, to attempt to extend the in-depth study of the teacher as a complex individual, and to pay attention to the teacher as an independent individual of the researcher. This study may provide some theoretical support and guidance for the long-term development of the teaching team, while subsequent researchers may provide empirical support for teacher training by gaining an understanding of teachers' personality traits, professional identities, and job involvement.

Since the nation's long-term education reform and development plans have also indicated that the social status and remuneration of kindergarten teachers should be implemented in accordance with the law, as well as an expectation of a higher standard of professional conduct for kindergarten teachers. Hence, kindergarten teachers' conduct, professionalism, job involvement, as well as their mental health warrant serious attention in research.

Professional Identity

Professional identity is a special form of social identity, which is the perception that an individual is consistent with or subordinate to a profession (Ashforth & Male, 1989). When individuals identify with their profession, they tend to associate themselves with their

profession. The teaching profession has strong self-involvement and studying the psychological characteristics of the teaching profession is necessary to promote the professional development of teachers and improve the quality of education and teaching. In recent years, researchers in teacher psychology and education have begun to pay attention to the influence of professional identity on the professional development of teachers and their personality traits (Schepens et al., 2009).

Personality Trait

Personality is a persistent characteristic that distinguishes individuals' thoughts and behaviours from those of others. Personality traits is defined as an individual's stable psychological characteristics that influence their way of thinking and behaviour (Bastian et al., 2017). Allport (1961) defines personality traits as the dynamic organization of personal psychology and physiology and has a unique ability to adapt to the environment. It is a dynamic synthesis of the psychological system and a distinctive characteristic of an individual's adaptation to the external environment (Allport & Odbert, 1961). A personality trait is a general sum of the individual's thinking patterns, emotional expressions, and behavioral characteristics used to distinguish oneself from others. This study measures the personality traits of novice kindergarten teachers with five facets of "openness", "rigority", "extroversion", "appointability" and "nervity".

Job Involvement

Job involvement in this research is based on the definition of Kanungo (1982), which defines job involvement as an individual's recognition of the work's cognitive state, that is, the individual's beliefs about the current job and the satisfaction and the degree of demand of the job.

Past Research on Professional Identity, Personality Traits and Job Involvement

The relationship between professional identity, personality traits and job involvement of novice kindergarten teachers is an undeveloped research area in China (Zhang et al., 2016). The instrument developed in terms of professional identity could serve as a feasible approach to helping potential kindergarten teachers to prepare for the work or assess their suitability for working as a novice kindergarten teacher based on the self-assessment of personality traits needed for being a kindergarten teacher (Zhang et al., 2016). Therefore, a study such as this could also help to enrich the space for the professional development of novice kindergarten teachers in kindergartens. Studying the connotations and the needs of the novice teachers in kindergartens, and on this basis, putting forward countermeasures in the development of new teachers in kindergartens. By understanding the puzzling problems and development needs faced by kindergarten teachers in the early stage of service, it will give rise to opportunities in the reform of the pre-service teacher education curriculum model. In line with the current urgent task of developing preschool education in my country, and the need to build a high-quality professional kindergarten teacher team, and the urgent demand to improve the quality of preschool education as soon as possible (Li et al., 2019).

The development of teachers' professional identities, the assessment of teachers' personality traits, and the analysis of teachers' job involvement all contribute to the construction and expansion of the literature on the meaning of overall preschool teacher quality. On this basis, it is beneficial to analyse educational statistics and measurement methods and to investigate the specific relationship between teachers' personality traits, professional identity, and job involvement. It is an expansion to the study of factors affecting teachers' development, as well as the study on the teacher as a complex individual, as well as the relationship between the teacher's personality traits and job involvement. These studies may provide some theoretical support and guidance for the long-term development of the teaching team, while subsequent researchers may provide empirical support for teacher training by gaining an understanding of teachers' personality traits, professional identities, and job involvement.

According to social identity theory (SIT), individuals categorise themselves into distinct social types, such as organisational employees, religious affiliations, gender, and age groups (Tajfel et al., 1979), and different individuals may utilise distinct classification profiles. According to social identity theory, self-concept is made up of two components: personal identity and social identity.

Professional identity is a psychological process by which an individual combines a "career" and refers to a consistent assessment of future career goals and self-worth, as well as the profession's evaluations and expectations from others. Individuals will have a strong sense of identity in their profession if their own expectations and values align with those of others. The more invested they are in their future career development process, the more they will strive to make breakthroughs and grow. To summarise, the greater one's personal investment in work, the greater one's ability to work, and the more beneficial it is for preschool teachers to devote themselves to preschool education.

In a survey on preschool teachers' professional identity, the difference in the time that preschool teachers have engaged in teaching will also cause certain differences in their professional role identification and professional emotions, and there is a certain positive relationship with professional identity; besides that, the higher their educational attainment, the lower the kindergarten teachers', and vice versa. In terms of professional background, experience in related majors will also cause significant differences in kindergarten teachers' professional identity. On the contrary, the professional identity of kindergarten teachers who graduated from other majors is higher (Niehoff, 2006). Compared with younger teachers, the older the teacher, the stronger their professional will. Previous research conclusions show that preschool teachers' positive attitude toward their own knowledge can effectively promote their professional emotions and sense of belonging, thereby increasing their work commitment (Lounsbury et al., 2007). As the professional identity of kindergarten teachers refers to the attitudes and emotions of kindergarten teachers themselves toward the profession of kindergarten education, as well as the psychological state that determines their own professional behavior. Occupational identity seems to be the internal motivating factor for career development. Once occupational identity falls into a crisis, the individual's internal work motivation will be seriously affected, and poor job involvement is likely to occur. People can make use of their talents when their personality types match their occupations.

Studies have confirmed that professional identity formation is closely related to personality traits. Besides personality traits, studies have also shown that teachers' work attitudes, such as professional identity, will affect their work status. For example, if teachers

have a positive self-perception of their professional identity, they will ignore the unhappiness caused by poor working conditions. Teachers' professional identity has negative predictive properties for intention to leave. Tang's (2017) research on college physical education teachers also found that core self-evaluation has a direct impact on teachers' professional identity and job satisfaction, and professional identity plays the mediating role between core self-evaluation and job satisfaction. In the current research on teachers' professional identity, many dependent variables are mainly subjective self-evaluation variables such as satisfaction, and objective variables such as job performance and teachers' job involvement are rarely introduced.

In addition, the importance of occupation to individuals, organisations, and society has gradually increased awareness of the value and promotion of professional identity (Bedeian et al., 1991), which can help to increase awareness of the value of professional identity. Occupational identity is a significant factor in organisational behaviour because it is associated with a variety of job-related outcomes (Mobley et al., 1979). For instance, a favourable combination of skill development (Aryee & Tan, 1992) and job performance (Darden et al., 1989) results in actual turnover rates that are negative (Bedeian et al., 1991).

Lawler and Hall (1970) subdivided Lodahl and Kejner's definition into two concepts: job involvement and intrinsic motivation. Intrinsic motivation occurs when an individual perceives work performance to increase his or her self-esteem. When an individual's needs are met and work performance is attainable through personal efforts, the individual will invest in the work. To some extent, personal characteristics can be explained as influencing job involvement.

According to a meta-analysis of personality and job involvement, emotional stability is associated with increased job proficiency across occupations (Clarke & Robertson, 2005), while neuroticism is associated with decreased job efficiency. Varca (2004) predicted that people who are highly extroverted are more likely to provide services in advance. Smithikrai (2007) discovered a positive correlation between extraversion and job success, particularly in jobs requiring interpersonal interaction. Another explanation for the relationship between extraversion and job involvement is that extroverted employees make better use of their competencies than less extroverted employees, which enables them to increase their self-efficacy, which results in increased work efficacy (Van Den Berg & Feij, 2003). Taking these findings and recent research on the efficacy of project work into account, an extroverted disposition appears to be necessary for advancing job involvement.

Neurotic employees are also less likely to devote themselves to work and more likely to be distracted easily, which increases their behavioral risks and suggests a positive relationship between insufficient work efficiency and neuroticism. In addition, when a person possesses high neuroticism, he or she likely considers feedback a type of threat that produces anxiety and overly intense stimuli (Smither et al., 2005).

Smithikrai (2007) indicated that neuroticism has a significant negative correlation with job success; in the future, neurotic employees may be even less productive at work as globalization and technological advances induce changes in organizational life. Niehoff (2006) notes also that neuroticism appears consistently negatively correlated with leadership emergence and effectiveness. Thus, the neuroticism dimension should be able to predict task-based criteria, such as quantity and quality of work. According to deductive reasoning then, neuroticism should correlate negatively with job involvement.

High openness may prompt job efficiency, because work enables these employees to satisfy their curiosity, explore new viewpoints, and develop real interests in their activities. Therefore, they likely distinguish important work activities and combine their observations with appropriate behavior to develop a work method that maximizes productivity, efficiency, and effectiveness. Moreover, as work fields expand and technological changes proliferate, there is likely to be greater demand for productive workers who are aware of new developments and engage in continuing education and professional growth, which may increase the importance of openness for ensuring positive work efficiency (Lounsbury et al., 2007).

Openness to experience also suggests an attraction to new ideas, concepts, actions, or feelings (Niehoff, 2006). Persons with higher levels of openness are likely to achieve greater efficiency at work because they pursue opportunities to learn new perspectives and deal with ambiguous situations. Furthermore, an employee with an open personality tends to be task-based, constantly searching for new methods to complete the work (Stewart & Nandkeolyar, 2006), which again should strengthen working efficiency.

The agreeableness personality dimension suggests a courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted, tolerant person (Cooper & Olson, 2003). Agreeable employees consider personal interaction carefully, such that they offer more constructive responses to customers and to their work. In addition, agreeableness can push staff members to work together, which should result in effective working behaviors (Barrick & Mount, 1991). In turn, a highly agreeable employee is likely to develop positive perceptions of work efficiency.

Competence, order, dutifulness, achievement striving, self-discipline, and deliberation constitute the conscientiousness personality dimension. Although conscientiousness is task-based, it emphasizes goal achievement. The employee recognizes the importance of reaching a goal and expends energetic, long-suffering, and untiring efforts (Burch & Anderson, 2004) to obtain satisfaction from performing the duty effectively. Low conscientiousness instead suggests the employee tries to meet only immediate demands, does not care about prospective results, lacks a sense of goals, mistakenly observes rules (Arthur & Doverspike, 2001) or standards, and performs tasks poorly (Wallace & Vodanovich, 2003). A conscientious employee likely attains greater job efficiency, which should improve job involvement.

CONCLUSIONS

A review on the past research studies on the relationships between professional identity, personality traits and job involvement have indicated the need to develop instruments to used as admission criteria to helping aspiring students to assess their suitability working as a kindergarten teacher, or identify appropriate professional development programmes targeted at improving kindergarten teachers' job related skills according to the professional development gaps identified (Zhang et al., 2016). A study such as this could also give rise to opportunities in the design of pre-service teacher education curriculum that focuses on positive psychosocial development and professional identity, as well as emotional stability towards the development of competent, efficient and committed teachers who enjoys working in the kindergarten setting.

REFERENCES

Allport, G. W., & Odbert, H. S. (1961). Trait- names: A psycholexical study. *Psychological Monographs, 47*, 1-211.

Arthur, Jr. W., & Doverspike, D. (2001). Predicting motor vehicle crash involvement from a personality measure and a driving knowledge test. *Journal of Prevention & Intervention in the Community, 22*(1), 35-42.

Aryee, S., & Tan, K. (1992). Antecedents and outcomes of career commitment. *Journal of Vocational Behavior, 40*(3), 288-305.

Ashforth, B. E., & Mael, F. (1989). Social identity theory and organization. *Academy of Management Review, 14*(1), 20-39.

Barrick, M. R., & Mount M. K. (1991). The Big Five personality dimensions and job performance. *Personnel Psychology*, *44*, 1-26.

Bastian, K. C., McCord, D. M., Marks, J. T., & Carpenter, D. (2017). A temperament for teaching? Associations between personality traits and beginning teacher performance and retention. *AERA Open, 3*(1), 2332858416684764.

Bedeian, A. G., Kemery, E. R., & Pizzolatto, A. B. (1991). Career commitment and expected utility of present job as predictors of turnover intentions and turnover behavior. *Journal of Vocational Behavior, 39*(3), 331-343.

Burch, G. S. J., & Anderson, N. (2004). Measuring person-team fit: Development and validation of the team selection inventory. *Journal of Managerial Psychology*.

Chen, J., & Jordan, L. P. (2019). Psychological well-being of coresiding elderly parents and adult children in China: Do father–child and mother–child relationships make a difference*? Journal of Family Issues, 40*(18), 2728-2750.

Chen, Y. L. (2019). Cultural differences encountered by a novice Chinese immersion teacher in an American kindergarten immersion classroom. *International Journal of Foreign Language Teaching and Research, 7*(25), 39-50.

Clarke, S., & Robertson, I. T. (2005). A meta-analytic review of the Big Five personality factors and accident involvement in occupational and non-occupational settings. *Journal of Occupational and Organizational psychology, 78*(3), 355-376.

Cooper, K., & Olson, M. R. (2003). The multiple 'I's' of teacher identity. In M. Kompf, W. R. Bond, D. Dworet, & R. T. Boak (Eds.), *Changing research and practice: Teachers' professionalism. identities and knowledge* (pp. 78–89). The Falmer Press.

Costa, P. T., Jr., & McCrae, R. R. (1992). Normal personality assessment in clinical practice: The NEO Personality Inventory. *Psychological Assessment, 4*(1), 5-13.

Darden, W. R., Hampton, R., & Howell, R. D. (1989). Career versus organizational commitment: Antecedents and con. *Journal of retailing, 65*(1), 80.

de la Fuente, J., Paoloni, P., Kauffman, D., Yilmaz Soylu, M., Sander, P., & Zapata, L. (2020). Big Five, self-regulation, and coping strategies as predictors of achievement emotions in undergraduate students. *International Journal of Environmental Research and Public Health, 17*(10), 3602.

Donoghue, E. A. (2017). Quality early education and child care from birth to kindergarten. *Pediatrics, 140*(2).

Graziano, W. G., & Tobin, R. M. (2017). Agreeableness and the five factor model. *The Oxford handbook of the five factor model*, 105-132.

Hui, L., Mengqian, C., & Mengxiao, C. (2019). An empirical study on the effects of social identity and perceived organizational support on job involvement. In *Economic Forum* (No. 1, p. 17).

Jiang, Y., Pang, L. J., & Sun, J. (2017). Early childhood teacher education in China. In *Early childhood education in Chinese societies* (pp. 85-100). Springer, Dordrecht.

Kanungo, R. N. (1982). Measurement of job and work involvement. *Journal of Applied Psychology, 67*, 341-349.

Kappeler, G., Clerc-Georgy, A., & Martin, D. (2019). *Construction of collective professional knowledge during lesson study: Analysis of dialogical discussion between novice teachers, expert teachers and facilitators*.

Lawler, E. E., & Hall, D. T. (1970). Relationship of job characteristics to job involvement, satisfaction, and intrinsic motivation. *Journal of Applied psychology, 54*(4), 305.

Lei, J., Cai, T., Brown, L., & Lu, W. (2019). A pilot project using a community approach to support child protection services in China. *Children and Youth Services Review, 104*, 104414.

Li, J. B., Leung, I. T. Y., & Li, Z. (2020). The pathways from self-control at school to performance at work among novice kindergarten teachers: The mediation of work engagement and work stress. *Children and Youth Services Review*, 105881.

Li, K., Zhang, P., Hu, B. Y., Burchinal, M. R., Fan, X., & Qin, J. (2019). Testing the 'thresholds' of preschool education quality on child outcomes in China. *Early Childhood Research Quarterly, 47*, 445-456.

Ministry of Education in People's Republic of China. (2011). *The guideline for kindergarten educa- tion* (trial version). http://www.moe.gov.cn/

Minyi, L. I. (2020). *Early childhood curriculum in chinese societies: Policies, practices, and prospects.* Weipeng Yang and Hui Li, Book review, June 11.

Mobley, W. H., Griffeth, R. W., Hand, H. H., & Meglino, B. M. (1979). Review and conceptual analysis of the employee turnover process. *Psychological bulletin, 86*(3), 493.

Niehoff, B. P. (2006). Personality predictors of participation as a mentor. *Career Development International.*

Ryan, J. (2019). *Education in China: Philosophy, politics and culture.* John Wiley & Sons.

Rothmann, S., & Coetzer, E. P. (2003). The big five personality dimensions and job performance. *SA Journal of Industrial Psychology, 29*(1), 68-74.

Saucier, G. (1994). Separating description and evaluation in the structure of personality attributes. *Journal of Personality and Social Psychology, 66*(1), 141.

Schepens, A., Aelterman, A., & Vlerick, P. (2009). Student teachers' professional identity formation: Between being born as a teacher and becoming one. *Educational Studies, 35*(4), 361-378.

Selden, M., & Goodie, A. S. (2018). Review of the effects of Five Factor Model personality traits on network structures and perceptions of structure. *Social Networks, 52*, 81-99.

Skaalvik, E. M., & Skaalvik, S. (2017). Teacher stress and teacher self-efficacy: Relations and consequences. In *Educator Stress* (pp. 101-125). Springer, Cham.

Smith, M. M., Sherry, S. B., Vidovic, V., Saklofske, D. H., Stoeber, J., & Benoit, A. (2019). Perfectionism and the five-factor model of personality: A meta-analytic review. *Personality and Social Psychology Review, 23*(4), 367-390.

Smithikrai, C. (2007). Personality traits and job success: An investigation in a Thai sample 1. *International Journal of Selection and Assessment, 15*(1), 134-138.

Smithikrai, C. (2007). *Personality traits predicting counterproductive work behavior* (Doctoral dissertation, Chiang Mai: Chiang Mai University, Department of Psychology).

Smither, J. W., London, M., & Reilly, R. R. (2005). Does performance improve following multisource feedback? A theoretical model, meta-analysis, and review of empirical findings. *Personnel psychology, 58*(1), 33-66.

Stewart, G. L., & Nandkeolyar, A. K. (2006). Adaptation and intraindividual variation in sales outcomes: Exploring the interactive effects of personality and environmental opportunity. *Personnel Psychology, 59*(2), 307-332.

Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of intergroup conflict. *Organizational Identity: A reader, 56*(65), 9780203505984-16.

Tang. (2017). Research on the relationship between professional identity and job satisfaction of physical education teachers in ordinary colleges and universities. *Psychological Science, 32*(2): 475-477.

The Ministry of Education People's Republic of China. (2008). *2007 report for national education development, China Education Daily*, May 5, 2008.

Tian, L., & Liu, N. C. (2019). Rethinking higher education in China as a common good. *Higher Education, 77*(4), 623-640.

Van Den Berg, P. T., & Feij, J. A. (2003). Complex relationships among personality traits, job characteristics, and work behaviors. *International Journal of Selection and assessment, 11(4),* 326-339.

Vandell, D. L., Burchinal, M., & Pierce, K. M. (2016). Early child care and adolescent functioning at the end of high school: Results from the NICHD Study of Early Child Care and Youth Development. *Developmental psychology, 52*(10), 1634.

Varca, P. E. (2004). Service skills for service workers: emotional intelligence and beyond. *Managing Service Quality: An International Journal.*

Wallace, J. C., & Vodanovich, S. J. (2003). Workplace safety performance: Conscientiousness, cognitive failure, and their interaction. *Journal of occupational health psychology, 8*(4), 316.

Wang, M., & Xia, J. (2020). A scale for measuring teacher leadership in early childhood education in China: Development and validation. *Educational Management Administration & Leadership*, 1741143220949546.

Wang, P., & Gong, X. (2019). family income and Its Relation to Preschool Education in China: Empirical research based on CFPS Survey Data. *Best Evidence in Chinese Education, 1*(2), 67-86.

Widiger, T. A. (Ed.). (2017). *The Oxford handbook of the five factor model.* Oxford University Press.

Xie, S., & Li, H. (2020). Accessibility, affordability, accountability, sustainability and social justice of early childhood education in China: A case study of Shenzhen. *Children and Youth Services Review, 118*, 105359.

Xu, Y. (2020). Gender-diverse practitioners in early years education and care (EYEC): A cross-cultural study of Scotland, Hong Kong, and Mainland China. *Early Years, 40*(1), 109-124.

Zhang, Y.; Hawk, S.T.; Zhang, X.; Zhao, H.(2016). Chinese preservice teachers' professional identity links with education program performance: The roles of task value belief and learning motivations. Front. Psychol.7, 573.