

Relationship between Cultural Dimensions and Professional Identity among Prospective Teachers at University of Education Lahore

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Abstract

The intent of the study was to explore the correlation between cultural dimension and professional identity of prospective teachers. The researchers have the expectation that study might help for prospective teacher to develop their professional identity. The population of the study were the prospective teachers' enrolled in University of Education. Total 400 students enrolled in different campuses of University of Education participated in the research selected through random sampling. A detailed questionnaire was adapted for cultural dimensions and professional identity and it was comprised of 57 items. The validity of the instrument was ensured with the opinion of expert and necessary changes were made. Pilot testing was conducted to ensure the reliability of the cultural dimension scale and professional identity scale. The research correlational research and cross-sectional survey was employed. The data of this study was analyzed through SPSS and different necessary techniques of statistics were used. Pearson correlation coefficient (Pearson r) was applied to find the correlation among prospective teachers' cultural dimension and professional identity and t-test was applied to find the difference among prospective teachers' cultural dimension and professional identity on the basis of gender. Positive correlation between prospective teacher's cultural orientation and professional identity was found and findings of this research were confirmed through regression analysis.

Keywords: Cultural dimensions, professional identity, individualism, prospective teachers

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Introduction

Culture is important in our daily lives as its reflections and influences can be observed in our actions, activities, and how we interact and communicate with others (Eagleton, 2016; Endrass et al., 2011) and it also has an impact on information processing (Keller et al., 2006). Researches on culture show different views of culture (Hofstede, 2001). Hofstede's cultural dimensions provided an extensive foundation for understanding intercultural differences when studying the relationships between numerous cultural dimensions (Beugelsdijk et al., 2015).

Development of identity is a complex process of discovering and comprehending who you are in today's world (Beijaard et al., 2004). The formation of a professional identity is an essential part of becoming a teacher because it guides how teachers plan, develop, execute and assess educational activities (Burn, 2007). Teachers' perceptions of their own consciences may influence how they perceive their own personalities (Singh and Richards, 2006). According to Friesen & Besley (2013), enhancement of teacher identity is the essential in becoming a popular teacher and it also effects on teachers' effectiveness, decision making and educational views (Mockler, 2011)

According to Endrass et al., (2011), culture has an impact on people's behaviors', daily activities, and how they communicate with one another. In order to prevent misunderstandings when forming their professional identity, aspiring teachers must have an understanding of other cultures. Therefore it is important to find the correlation among prospective teachers' cultural dimensions and professional identity. The research study reveals the extent to which the researchers utilized the conceptual framework provided by Hofstede's cultural dimensions (Kirkman et al., 2006). His contribution in the field of management and social sciences research is the most noteworthy to date. The Hofstede categories were employed in a variety of empirical studies and were frequently used in cross-cultural study. Four cultural characteristics identified by Hofstede in his original research can be regarded as universal; as a result, they are frequently used in diverse sociological, psychological, and business concepts, entities, and strategies on a global level. Four cultural characteristics identified by Hofstede in his original research can be regarded as universal; as a result, they are frequently used in diverse sociological, psychological, and business concepts, entities, and strategies on a global level (Stankov & Lee, 2009).

Individualism can be seen as weak links between people in the society and everyone is only capable of caring for their family. In a collectivist culture, individuals are assimilated into a powerful and

cohesive collective from birth (Hofstede, 2001). An important cultural characteristic of a person's attitude toward risk and ambiguity is their avoidance of uncertainty (Wennekers et al., 2007). Power of distance is a dimension of culture and it is the degree to which people are aware of injustice and oppression is known as power distance (Hofstede et al., 2010). Mucularity are seen as self-assured, strong, and success-oriented in a society where gender norms are markedly different (Hofstede, 2001). Teacher professional identity strives to recognise and clarify particular elements pertinent to professional identity and the educator identity narratives, as well as to explain professional identity progression (Timošćuk et al., 2012). The four indicators or dimensions that these researchers gave prospective instructors were professional and task orientation, teaching commitment and self-efficacy (Nikel & Zimmer, 2019; Tsemach & Shapira-Lishchinsky, 2021).

Research Objectives

Research was based on the following objectives:

1. To explore the state of prospective teachers' cultural dimension and professional identity.
2. To explore the relationship among prospective teachers' cultural dimensions and the professional identities.
3. To find out the difference in the perceptions of cultural dimension and professional identity on the basis of gender.

Research Methodology

The research was correlational research as the intent of this research was to explore the correlation between the variables. The study was quantitative and variables were measured through cross-sectional survey. The population of this study was the prospective teachers' enrolled in University of Education. Total 400 prospective teachers' enrolled in different campuses of University of Education participated in the research selected through random sampling. 23.1% males and 64.8% females participated in this study. Data was collected by taking prior permission to the respondents.

A detailed questionnaire was developed by taking different items according to our context from different studies (Fisherman, 1994; Lamote & Engles, 2010; Singelis, 1994; Yoo, et al., 2011). The final questionnaire was comprised of 57 item on a five-point Likert scale items including four subscales of cultural dimension and four subscales of professional identity.

Prior to final data collection the research collected the data of 90 prospective teachers to ensure the reliability of research tool. Reliability was measured through Cronbach Alpha and it was 0.88 for cultural dimension and 0.85 for professional identity. Researcher personally visited the universities and distribute the questionnaires among the prospective teachers by explain the objectives of the study. 495 questionnaires were distributed among the prospective teachers. A total of 400 questionnaires were received. The data was analyzes through different statistical techniques.

Data Analysis

Table 1

Descriptive statistics regarding cultural dimensions

Statements	SD	D	UD	A	SA	M	SD
CD1	49	46	12	153	140	3.72	1.37
CD2	35	137	68	111	48	3.01	1.22
CD3	24	24	67	192	93	3.76	1.06
CD4	29	70	48	165	88	3.53	1.22
CD5	31	75	31	117	146	3.68	1.34
CD6	34	140	19	114	93	3.23	1.36
CD7	66	74	53	113	94	3.24	1.42
CD8	13	45	21	173	148	4.00	1.08
CD9	38	45	34	202	81	3.61	1.20
CD10	22	91	28	154	104	3.57	1.25
CD11	23	44	63	168	102	3.70	1.13
CD12	30	33	47	166	124	3.80	1.18
CD13	29	21	37	184	129	3.91	1.13
CD14	34	39	18	140	169	3.93	1.27
CD15	42	31	17	151	159	3.88	1.30
CD16	137	59	55	72	70	2.73	1.55
CD17	60	83	59	121	77	3.18	1.36
CD18	130	77	40	97	56	2.68	1.48
CD19	85	98	44	104	69	2.94	1.43
CD20	140	87	56	59	59	2.53	1.46
CD21	17	55	65	124	135	4.26	5.04
CD22	8	53	52	163	120	4.25	4.14
CD23	11	10	44	174	161	4.16	.91
CD24	23	32	36	177	126	4.31	3.60
CD25	21	10	21	191	157	4.13	1.00

Table 1 represents the descriptive statistics of cultural dimension scale. It shows the frequency, mean value and SD of cultural dimension scale. CD 21 has the highest mean value 4.26 and SD 5.04.

Figure 1
Modes of responses of each statement on the CD

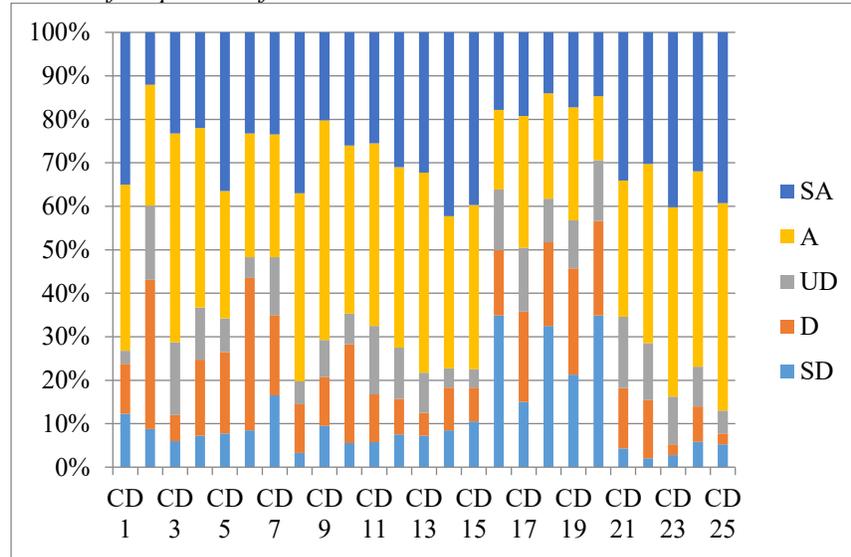


Table 2
Psychometric properties of cultural dimensions

Variable:	N	M	SD	MPI	Range		Skewness	Kurtosis
					Potential	Actual		
I	400	28.17	6.00	3.52	8-40	8-40	-.39	.28
C	400	26.41	5.85	3.77	7-35	7-35	-.89	.19
HPD	400	14.05	5.52	2.01	5-25	5-25	.21	.34
UA	400	21.11	7.84	4.22	5-25	5-25	.83	.06
CD	400	88.75	15.29	3.59	25-125	35-120	.39	.73

Table 2 represents the description of the variable cultural dimension and its subscales on the basis of individual response. The answers of cultural dimension ranged from 35 to 120 with an average of 88.75 (SD=15.29). Table represents the highest mean score 28.17 on individualism. Participants overall mean score of collectivism is 26.41. Table also shows that power of distance has lowest mean score 14.05 and means value of uncertainty avoidance is 21.11. Skewness and Kurtosis were also calculated for the variable cultural dimension.

Table 3*Descriptive statistics regarding professional identity*

Item No	SD	D	UD	A	SA	M	SD
PI1	32	43	21	145	153	4.59	5.99
PI2	7	28	37	167	161	4.12	.96
PI3	18	34	33	148	167	4.03	1.12
PI4	17	25	46	163	149	4.00	1.06
PI5	12	45	70	123	150	3.88	1.12
PI6	12	31	75	125	157	3.96	1.08
PI7	14	39	24	160	163	4.05	1.08
PI8	17	24	35	146	178	4.11	1.07
PI9	10	57	46	155	132	3.86	1.11
PI10	21	41	55	157	126	3.81	1.14
PI11	24	55	22	131	168	3.91	1.25
PI12	31	36	71	104	158	3.80	1.26
PI13	18	31	32	201	118	3.93	1.04
PI14	18	26	51	165	140	3.96	1.07
PI15	10	49	30	173	138	3.95	1.07
PI16	29	33	56	147	129	4.42	5.15
PI17	10	43	49	137	160	4.01	1.20
PI18	6	47	64	154	124	4.38	4.69
PI19	24	27	47	163	139	3.92	1.13
PI20	26	24	58	157	135	3.88	1.14
PI21	26	28	35	127	184	4.04	1.19
PI22	18	31	42	164	145	3.97	1.09
PI23	12	30	50	150	158	4.03	1.05
PI24	16	20	23	199	142	4.08	.98
PI25	23	34	46	163	124	4.97	7.12
PI26	22	34	22	188	130	4.44	5.11
PI27	27	16	52	168	137	3.93	1.11
PI28	26	42	47	114	167	4.51	5.15
PI29	9	22	34	141	194	4.22	.97
PI30	22	20	30	169	159	4.06	1.08
PI31	14	50	33	134	169	3.98	1.15
PI32	7	31	51	145	166	4.08	1.00

Figure 2

Modes of responses for each statement on the PA tool

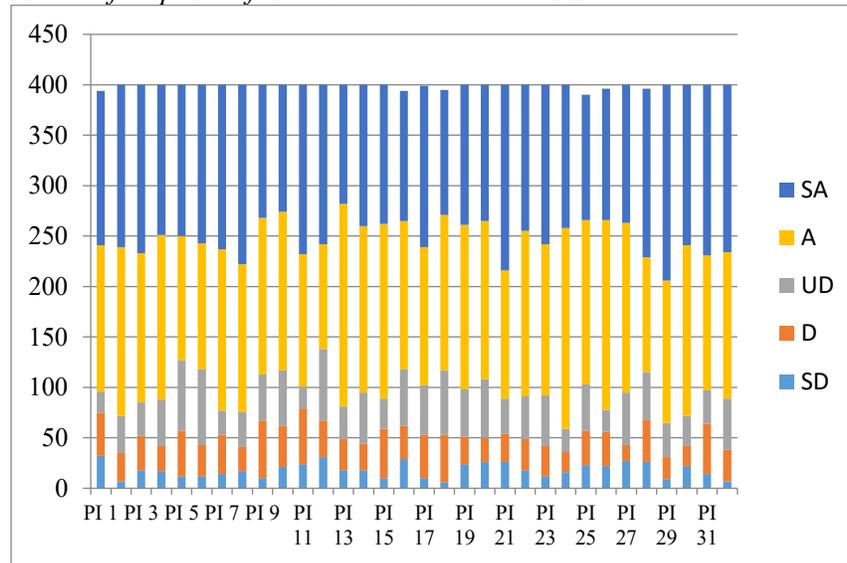


Table 4s

Psychometric properties of professional identity

Variable	N	M	SD	MPI	Range		Skewness	Kurtosis
					Potential	Actual		
TO	400	32.75	7.86	4.09	8-40	8-40	.98	.64
PO	400	31.63	7.86	3.95	8-40	8-40	.26	.13
CT	400	37.27	11.52	4.14	9-45	9-45	.97	.60
SE	400	29.22	8.87	4.17	7-35	7-35	.99	.91
PI	400	100.30	27.22	4.09	32-160	32-160	.23	.64

Table 4 shows the description of the variable professional identity according to individual responses of the participants of the study. The responses of professional identity ranged from 32 to 160 with an average of 100.30(SD=27.22). Table represents that commitment has highest mean score (M= 37.27, SD=11.52) while self-efficacy has lowest mean score (M=29.22, SD=8.87). Table also shows that task orientation has the mean score (M=32.75, SD=7.86) and professional orientation has the mean score (M=31.63, SD=7.86) with the range of 8 to 40.

Table 5

Relationship between cultural dimension and professional identity

Scale	<i>M</i>	<i>SD</i>	<i>I</i>	<i>C</i>	<i>HPD</i>	<i>UA</i>	<i>CD</i>	<i>TO</i>	<i>PO</i>	<i>CT</i>	<i>SE</i>
I	28.17	6.00	--								
C	26.41	5.85	.33**	--							
HPD	14.05	5.52	.11**	.11*	--						
UA	21.11	7.84	.10*	.25**	.03	--					
CD	88.75	15.29	.61**	.68**	.46**	.66**	--				
TO	32.75	7.86	.21**	.33**	.01	.12*	.28**	--			
PO	31.63	7.86	.32**	.43**	.11*	.12*	.31**	.38**	--		
CT	37.27	11.52	.12*	.37**	.22**	.08	.15**	.30**	.47**	--	
SE	29.22	8.87	.01	.04	.26**	.08	.04	.17**	.39**	.57**	--
PI	100.30	27.22	.21**	.40**	.21**	.13**	.23**	.59**	.75**	.84**	.74**

Table 5 shows the correlation between cultural dimensions and professional identity. Table shows that there is a strong positive association .84 between professional identity and self-efficacy at ($p < .05$). The strong relationship shows that higher scores professional identity tend to have higher scores of self-efficacy. Table also depicts that professional orientation and individualism had moderate correlation 0.32 at ($p < .05$). Table also depicts the weak correlation .21 at ($p < .05$). Correlation analysis reveal that there is a weak positive correlation $r = .23$ among cultural dimensions and professional identity at ($p < .05$) as per guidelines set by Cohen (1988).

Regression Analysis**Table 6**

Model Summary (N=400)

Model	R	R ²	Adj R ²	Std. Err.	F	P
1	.23	.05	.05	26.53	22.10	.00

- a. Predictors: (Constant) Cultural Dimension
- b. Dependent variable: Professional Identity

Table shows the regression analysis with cultural dimension as predictor of professional identity. Model summary represents extent of variance in professional identity is explained by cultural dimension. Table shows that regression model was statistically significant $R^2 = .05$ Adjusted $R^2 = .05$, $F = 22.10$, $p = .00$ was significant ($\beta = .23$, $p < .05$). It can be inferred that cultural dimension is directly associated with professional identity.

Regression Equation

Table 7

Regression coefficients (N=400)

Model	Unstandardized Coefficients		Standardized Coefficients		t	P
	Beta	Std. Err.	Beta			
1 (Constant)	94.23	7.91			11.92	.00
CDS	.41	.09	.23		4.70	.00

a. Dependent Variable: Professional Identity

Table shows the data required to predict professional identity from cultural dimension professional significantly contributes to the model. It shows that cultural dimension is associated with professional identity. The regression equation is:

$$\text{Identity} = 94.23 + (.41) \text{ Cultural Identity}$$

Table 8

Comparison of PI and CO scores on gender basis

Scale	Gender	M	SD	Df	T	p	Effect Size r/ Cohen's d
PO	M	29.14	7.18	398	3.54	.00	.35/.17
	F	32.52	8.79	2			
TO	M	31.29	5.80	398	2.23	.03	.22/.11
	F	33.27	8.43	2			
CT	M	34.65	8.78	398	2.73	.00	.27/.14
	F	38.20	12.23	2			
SE	M	27.08	6.39	398	2.90	.00	.29/.14
	F	29.98	9.49	2			
PI	M	122.15	23.75	398	3.88	.00	.39/.19
	F	133.97	27.73	2			
I	M	28.85	5.82	398	.134	.18	.13/.06
	F	27.93	6.06	2			
C	M	26.64	5.33	398	.46	.64	.05/.02
	F	26.33	6.03	2			
PD	M	14.14	5.64	398	.19	.84	.02/.01
	F	14.02	5.49	2			
UA	M	21.32	10.69	398	.32	.74	.03/.01
	F	21.04	6.55	2			
CO	M	90.96	16.30	398	.94	.35	.09/.05
	F	89.32	14.92	2			

Note: M=Male, F=Female

To compare the cultural dimensions and professional identity

subscales independent samples t-test was applied. It is revealed from the table that mean score of females ($M=32.52$, $SD=8.79$) is higher as compare to males ($M=29.14$, $SD=7.18$) for the subscale profession orientation of professional identity. The results indicated that there is a noteworthy difference in mean scores of professional identity and subscales of professional identity for males and females. Regarding the perceptions of cultural orientation, it was found that there is no statistically significant difference exists in the perceptions of male ($M=90.96$, $SD=16.30$) and females ($M=89.32$, $SD=14.92$) for cultural dimension and subscales of cultural dimension with the small effect size.

Discussion

This study explored the relationship of prospective teacher's cultural manifestation and professional identity. There are number of researches covers prospective teachers' cultural dimensions and professional identity but there are very less number of researches regarding the relationship among prospective teachers' cultural dimensions and professional identity. This shows a research gap of relationship among prospective teachers' culture dimensions and professional identity. The results of this research will help to motivate researchers to explore different challenges of prospective teachers' belonging to different cultures in developing their professional identities. It was found a weak association between cultural dimension and professional identity during the development of professional identity of prospective teachers. The results of the study will expand knowledge in the area of teacher education in the context of the nation. It was found correlation exists among cultural dimensions and professional identity. The finding of research is align with the finding of the previous research as it was found that educational skills of students and their cultural beliefs are related (Jorgensen & Yamashita, 2016). Hofstede's Cultural dimensions demonstrate to the significance of culture in the development of prospective teachers' professional identities as it shows culture has an important function in decision making of students (Troelsen & Laursen, 2014). Previous researches shows that cultural beliefs of a students' influence their achievements (Morrow et al., 2013). The research was conducted to contribute in literature between students' cultural dimensions and professional identity. The current study found that cultural dimension is associated with professional identity (Zhang et al., 2018). The study of Lamote and Engels (2010) also found that the students' cultural dimension and professional identity are related with each other.

The outcomes of the study are consistent with the conceptual and theoretical framework of the study. The characteristics of Hofstede were

examined in relation to culture and teacher education., has shown the importance of considering culture into account, especially when it pertains to education. The findings of this research may be beneficial for the administrators, curriculum developers, as well as teachers may use the findings for the better understanding of prospective teachers' culture dimensions and professional identities. The research's findings can help higher education administrators consider prospective teachers' varied cultural backgrounds into account when incorporating curriculum and instructional strategies.

Conclusion

Culture is important in our daily lives as its reflections and influences can be observed in our actions, activities, and how we interact and communicate with others. The intent of the study was to explore the correlation between cultural dimension and professional identity of prospective teachers. It was concluded on the basis of findings of the study that there was found a weak association between cultural dimension and professional identity during the development of professional identity of prospective teachers. The results of the study will expand knowledge in the area of teacher education in the context of the nation. As it was found that the correlation exists among cultural dimensions and professional identity. These research findings may helpful for teacher education administrators and policy makers to consider prospective teachers' varied cultural backgrounds into account when designing curriculum, incorporating instructional strategies and teaching practices.

Recommendations

It is recommended on the basis of findings of this study that the teacher education administrators and policy makers must consider prospective teachers' varied cultural backgrounds into account when designing curriculum, developing content and instructional material for teacher education and training, incorporating instructional strategies and teaching practices. Further recommended that the management of educational institutions must take necessary steps for the proper identity of teachers like some other profession for example police, judiciary and medical profession etc. Further studies can be conducted in different context, level, geographical location with different dimensions of culture and professional identity through different methodologies and analysis techniques.

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