Professional Identity and Occupational Culture among Faculty and Assistant Faculty Staff

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Abstract

Background: The aim of this study was to investigate the relationship between professional identity and occupational culture among faculty staff (87) at the faculty of Nursing -Ain shams university. **A descriptive correlational** design was used in this study, **Data collection tools** 1- Measure the Teacher Identity sheet and 2- Occupational culture scale, **Results** showed a statistically significant difference relating to culture domains of staff regarding their qualification, position and departments. And there is a statistically significant difference between services and their relationship and responsibility; **Conclusion**: The study findings demonstrated linkage between professional identity and occupational culture among study subjects. and There is a statistically significant difference in relation culture domains of staff regarding their qualification, position and departments, on the 0ther hand, there is a statistical significance difference between services of occupational culture domains and desired outcomes of professional identity of studied staff This study **Recommended that** the professional identity is an area that has not been researched in any great depth among the professions let alone in higher education.

Keywords: Professional Identity. Occupational Culture & Higher Education.

Introduction

Identity can generally be defined as who or what someone is, the various meanings people can attach them to, or the meanings attributed by others. Nowadays, identity formation is conceived as a non-going process that involves the interpretation and reinterpretation of experiences as one life through them. Both self-evaluation and identity are part of one self's image. (Self-evaluation, one's identity is continually informed, formed, and reformed as individuals develop over time and through interaction with others. **(Bewizard, Verloop & Vermunt, 2016)**. Professional identities are socially produced and maintained in communities of practice. Becoming a faculty member often requires dual participation in at least two broad communities of practice—vocational and academic. While negotiating membership in higher education, faculty members generally maintain some level of expertise and credibility in their disciplines. **(Shiilley, 2012). Thistlethwaite (2015)** added that   Professional identity can be defined as "the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiencing terms of which people define themselves in a professional role. An individual's professional identity signals to others that the hero she possesses has unique, skilled, or scarce abilities.

The Professional identity can be defined as the perception of oneself as professional and it is closely related to the knowledge and skills one has, the work one does, and the work-related significant to others or the reference group, the skills, qualifications and experience of the nature of their work, and the expectations and perceptions that they and the others have on their role, and have had at different moments in history will be examined, Professional identity can be defined as "the relatively stable and enduring constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role" (An individual's professional identity signals to others that he or she possesses unique, skills, or scarce abilities. "Organizational membership is an indicator of where you work Organization Professionals, by contrast, are often defined by what they emphasis in original) (**Thistlethwaite, 2015**).

An occupational culture is a mean for coping with vicissitudes or uncertainness arising routinely during doing a job. An occupational culture is reduced, selective and task based version of culture that includes history and traditi0ns, routines, rules, principles and practices that serve to buffer practitioners fr0m contacts with the public**. (Springer, 2016)**. Culture can generally be thought of as the values shared by members of a group (be its community, organization or sub-unit) that manifest themselves in the practices of that group **(steven et al., 2009)**

While the occupational culture (of subculture) develops through social interaction, shared experience, common training and affiliation, mutual support, associated values and norms, and similar personal characteristics of members of an Occupational group. Like organizational culture, occupational culture develops distinct jargon and shapes perceptions of reality by developing classification systems to describe experiences and concepts. More generally, all cultures operate from

cognitive models to filter expectations – a kind of meaning-making (**Burk & Davies ,2011**)

Occupational culture arises from the shared educational, personal and w0rk experience of individuals who pursue the same occupati0n and share similar ide0logies and forms 0f expressing those ideologies in speech and behavior. Influence of culture in w0rk place is evident at many levels, including societal, organizational and occupational levels, cultural at any these levels can be viewed as preference, interpretive schema and shared understanding of a given group. S0cietal culture is associated with national culture while occupational culture and organizational culture can be viewed as work culture (**Nichols, 2012**).

Jaks (2012) pointed that occupational culture, unlike organizational culture, is not bounded by a single organization, but rather forms itself around specific expertise, similar tasks, and a sense of itself as a distinct occupational group**. Springer (2016)** summarized seven forces that promote the formati0n of occupational culture and facilitates group identity "among members "(1) esteric knowledge and expertise, (2) extreme and usual demands. (3) consciousness of kind, (4) pervasiveness, (5) favorable self-image and social value in tasks, (6) primary reference group and (7) abundance 0f cultural forms.

occupational culture is operated in three different levels the first level is centered with behavior "may tell us what the occupational group is doing but not necessarily why, the next level is "values may determine behavior but they are less observable and the third level, where underlying assumpti0ns are developed out of values until they become taken for granted, is perhaps the deepest level of occupati0nal culture (**Steven,2009**).

Justification of the study
An individual professional identity as either social or r0le identity is imp0rtant because it is a key way that individuals assign meaning to themselves and it shapes work attitude ,affect and behavior also professional identity also affect individuals behavi0r in work place .as a r0le identity ,one's professional identity provides behavioral guidance in the work place (**cazy & creay, 2016**) Discipline based cultures are the primary source of faculty member's identity and expertise and include assumption about what is to be known and how tasks to be performed ,standards for effective performance ,patterns of publication, professional interaction, social and political status .(**Clark, Hyde & Drennan,2013**)

Hence, the research question raised in the present study was whether there are relati0nship professional identity and occupati0nal culture among faculty staff, Indeed, h0w academicians perceive themselves, their

pr0fessi0n, and others in the profession is reflected in their practice which in turn affects the quality of education being provided.

Aim of the study
This study aimed at assessing professi0nal identity levels among faculty and assistant faculty staff, assessing occupational culture among faculty and assistant faculty staff and finding out the relationship between professional identity and occupational culture among faculty and assistant faculty staff.

Research hyp0theses
There is a strong relationship between professional identity and occupational culture among faculty and assistant faculty staff.

Subjects & Methods
Research design: Descriptive Correlati0nal design was used in this study.

Setting: This study was carried out at faculty of Nursing at Ain Shams University. It inv0lved the different scientific departments such as medical surgical nursing, psychiatric nursing, pediatrics of nursing, obstetrics and gynecological nursing, C0mmunity health Nursing and Nursing Administration department.

Subjects
A convenient sample included two groups of participants namely:

Faculty staff: represented by lecturers and their number was 40 members.

Assistants faculty staff: their number was 47 members.

Data collection tools
Data was collected through two tools namely:

Measure Teacher Identity questionnaire. It was developed by **Starr et al., (2005**) and m0dified by the researcher. It aimed at measuring the Professional Identity among faculty staff and assistant faculty staff. It was composed of 6 domains which divided into following global teacher identity (4 items), Intrinsic satisfaction from teaching (4 items), Having knowledge and skill about teaching (4 items), belonging to a group of teachers (4 items), feeling relation & responsibility to teach (8items), and desired outcomes (3).

Occupati0nal culture scale: It was developed by (**Nich0ls, 2012**) and was modified by the researcher to measure the level of occupational culture among faculty and assistant faculty staff. It composed 0f five dimensions as power (3 items), Environment (5 items) Team (7items) risk (2items), time(5items) and service(5items).

Scoring System
The responses to each statement in both tools were on a 3-point Likert scale ranging from "good" to "poor."

These were scored 3to 1, respectively. The scores of each area of rights were summed up and divided by the total number of items for conversion into a percent score. The percent score above 75% was good and from 60 % to 75 % was average and below 60% was poor..

Pilot testing

A pilot study was conducted on 10% of the sample to measure the feasibility of the study settings, and time required for the completion of study tool. Simple modifications were done as revealed from the pilot results These pilot subjects were included in the main study sample.

Tool Validity

Content validity was ascertained by a jury group of five Nursing experts from different specialties from Ain shams university, Cairo University and Helwan university and their opinions were elicited regarding to the tools format layout, and scoring system. Contents of the tools were tested regarding to the knowledge accuracy, relevance and competence. In addition, validity was done also to test its consistency, accuracy, applicability, relevance and feasibility.

Ethical considerations

official permission was obtained to perform the study after reviewing ethical aspects of the study by Faculty Ethics Committee. Informed consent was obtained from each participant after explaining the purpose of the study, and informing them about the right to refuse or withdraw from the study at any time. Confidentiality of the data was ascertained.

Statistical analysis

Data entry and statistical analysis were done using SPSS 16.0 statistical software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, means and standard deviations for quantitative variables. Qualitative categorical variables were compared using chi-square test, and AN0VA test. Statistical significance was considered at p-value <0.05.

Results
Table (1): Personal characteristics among Study subjects (87).

	N	%
Age groups		
<30 Years	27	31.03
30-36 Years	28	32.18
>36 Years	32	36.78
Range	22-47	
Mean ±SD	32.920±6.669	
Sex		
Male	6	6.90
Female	81	93.10
Qualification		
Doctorate	40	45.98
Master	47	54.02
Position		
Lecturer	40	45.98
Assistant lecturer	47	54.02
Department		
Psychiatry	11	12.64
Community	12	13.79
Administration	11	12.64
Pediatric	17	19.54
Obstetric	12	13.79
Medical surgical 1	6	6.90
Medical surgical 2	18	20.69

Table (2): Professional Identity Levels Among Study Subjects (87).

	Poor		Average		Good	
	N	%	N	%	N	%
Global staff Identity	10	11.49	10	11.49	67	77.01
Feeling intrinsic satisfaction from teaching	2	2.30	9	10.34	76	87.36
Having knowledge and skills about teaching	6	6.90	16	18.39	65	74.71
Belonging to a group of teachers	6	6.90	9	10.34	72	82.76
Relationship and responsibility	2	2.30	37	42.53	48	55.17
Desired out-comes	1	1.15	11	12.64	75	86.21

Table (3): Occupational Culture Levels Among Study Subjects (87)

	Poor		Average		Good	
	N	%	N	%	N	%
Power	5	5.75	32	36.78	50	57.47
Environment	2	2.30	7	8.05	78	89.66
Team	12	13.79	21	24.14	54	62.07
Time	8	9.20	14	16.09	65	74.71
Services	5	5.75	7	8.05	75	86.21
Risk	29	33.33	0	0.00	58	66.67

Table (4): Relationship between demographic data and occupational Culture.

		Occupational culture Domains				ANOVA or T-Test	
		N	**Mean**	**±**	**SD**	**F or T**	**P-value**
Age groups	**<30 Years**	27	90.074	±	11.320	2.474	0.090
	30-36 Years	28	90.857	±	8.200		
	>36 Years	32	95.000	±	8.104		
Sex	**Male**	6	98.500	±	2.510	1.737	0.086
	Female	81	91.667	±	9.562		
Qualification	**Doctorate**	40	94.250	±	7.503	1.964	0.053*
	Master	47	90.340	±	10.509		
Position	**Lecturer**	40	94.250	±	7.503	1.964	0.053*
	Assistant lecturer	47	90.340	±	10.509		
Department	**Psychiatry**	11	92.909	±	7.622	2.372	0.037*
	Community	12	94.917	±	6.788		
	Administration	11	83.091	±	10.672		
	Pediatric	17	91.529	±	8.889		
	Obstetric	12	94.917	±	8.565		
	Medical surgical 1	6	93.500	±	12.062		
	Medical surgical 2	18	93.611	±	9.179		

Table (5): Relationship between demographic data and Professi0nal Identity Among Study Subjects (87).

		Professional identity questionnaire				ANOVA or T-Test	
		N	**Mean**	**±**	**SD**	**F or T**	**P-value**
Age groups	**<30 Years**	27	115.630	±	10.012	1.228	0.298
	30-36 Years	28	117.393	±	7.315		
	>36 Years	32	119.156	±	8.405		
Sex	**Male**	6	121.500	±	3.507	1.179	0.242
	Female	81	117.198	±	8.845		
Qualification	**Doctorate**	40	118.825	±	8.193	1.331	0.187
	Master	47	116.362	±	8.938		
Position	**Lecturer**	40	118.825	±	8.193	1.331	0.187
	Assistant lecturer	47	116.362	±	8.938		
Department	**Psychiatry**	11	119.273	±	7.001	2.401	0.035*
	Community	12	115.167	±	8.043		
	Administration	11	111.455	±	13.538		
	Pediatric	17	115.529	±	10.566		
	Obstetric	12	119.750	±	5.496		
	Medical surgical 1	6	124.000	±	0.000		
	Medical surgical 2	18	119.833	±	4.134		

Table (6): Relationships Among Occupational Identity domains regarding Age group.

| | | Age groups | | | | | | | | Chi-Square | |
| | | <30 Years | | 30-36 Years | | >36 Years | | Total | | | |
		N	%	N	%	N	%	N	%	X^2	P-value
Glopal staff Identity	Poor	4	14.81	3	10.71	3	9.38	10	11.49	5.549	0.235
	Average	3	11.11	6	21.43	1	3.13	10	11.49		
	Good	20	74.07	19	67.86	28	87.50	67	77.01		
Feeling intrinsic satisfaction from teaching	Poor	2	7.41	0	0.00	0	0.00	2	2.30	7.286	0.122
	Average	1	3.70	5	17.86	3	9.38	9	10.34		
	Good	24	88.89	23	82.14	29	90.63	76	87.36		
Having knowledge and skills about teaching	Poor	3	11.11	1	3.57	2	6.25	6	6.90	9.921	0.042*
	Average	4	14.81	10	35.71	2	6.25	16	18.39		
	Good	20	74.07	17	60.71	28	87.50	65	74.71		
Belonging to a group of teachers	Poor	1	3.70	2	7.14	3	9.38	6	6.90	3.392	0.494
	Average	4	14.81	4	14.29	1	3.13	9	10.34		
	Good	22	81.48	22	78.57	28	87.50	72	82.76		
Relationship and responsibility	Poor	2	7.41	0	0.00	0	0.00	2	2.30	4.557	0.336
	Average	11	40.74	12	42.86	14	43.75	37	42.53		
	Good	14	51.85	16	57.14	18	56.25	48	55.17		
Desired out-comes	Poor	1	3.70	0	0.00	0	0.00	1	1.15	4.294	0.368
	Average	4	14.81	5	17.86	2	6.25	11	12.64		
	Good	22	81.48	23	82.14	30	93.75	75	86.21		

Table (7): Relationships Among Occupational culture domains regarding Age group.

| | | Age groups | | | | | | | | Chi-Square | |
| | | <30 Years | | 30-36 Years | | >36 Years | | Total | | | |
		N	%	N	%	N	%	N	%	X^2	P-value
Power	Poor	3	11.11	1	3.57	1	3.13	5	5.75	7.619	0.107
	Average	9	33.33	15	53.57	8	25.00	32	36.78		
	Good	15	55.56	12	42.86	23	71.88	50	57.47		
Environment	Poor	2	7.41	0	0.00	0	0.00	2	2.30	6.670	0.154
	Average	1	3.70	4	14.29	2	6.25	7	8.05		
	Good	24	88.89	24	85.71	30	93.75	78	89.66		
Team	Poor	3	11.11	4	14.29	5	15.63	12	13.79	9.838	0.043*
	Average	6	22.22	12	42.86	3	9.38	21	24.14		
	Good	18	66.67	12	42.86	24	75.00	54	62.07		
Time	Poor	3	11.11	3	10.71	2	6.25	8	9.20	3.158	0.532
	Average	3	11.11	7	25.00	4	12.50	14	16.09		
	Good	21	77.78	18	64.29	26	81.25	65	74.71		
Services	Poor	3	11.11	0	0.00	2	6.25	5	5.75	7.654	0.105
	Average	3	11.11	4	14.29	0	0.00	7	8.05		
	Good	21	77.78	24	85.71	30	93.75	75	86.21		
Risk	Poor	11	40.74	13	46.43	5	15.63	29	33.33	7.343	0.025*
	Good	16	59.26	15	53.57	27	84.38	58	66.67		

Table (8): Correlation between Professional Identity and Occupational Cultures Domains Among Study Subjects (87).

Correlations		Power	Environment	Team	Time	Services	Risk
Global staff Identity	**r**	0.025	0.126	0.082	0.250	-0.030	0.091
	P-value	0.818	0.243	0.453	0.019*	0.783	0.404
Feeling intrinsic satisfaction from teaching	**r**	-0.094	0.016	0.193	0.084	0.445	0.302
	P-value	0.389	0.881	0.073	0.438	<0.001*	0.004*
Having knowledge and skills about teaching	**r**	-0.116	-0.036	0.063	0.169	0.282	0.027
	P-value	0.284	0.741	0.563	0.118	0.008*	0.802
Belonging to a group of teachers	**r**	-0.106	0.059	0.192	0.235	0.212	0.016
	P-value	0.327	0.587	0.075	0.028*	0.049*	0.885
Relationship and responsibility	**r**	-0.142	0.096	0.182	0.082	0.501	0.271
	P-value	0.190	0.376	0.092	0.452	<0.001*	0.011*
Desired out-comes	**r**	-0.088	-0.024	0.203	0.101	0.392	0.207
	P-value	0.420	0.826	0.059	0.351	<0.001*	0.055

Tabe (1): Reveals that ,36,78% of studied subjects in the age group more than 36 years with Mean age 32,920+6.669, the majority are female. About qualificati0n of studied staff, less than half (45,98%)0f them having d0ctorate and more than half (54.02%having master degree considering their distributi0n in departments approximately equal .

Table (2): Clarifies that more than three quarter of studied sample (77.01) (74.71%) respectively have a good level in their global staff identity and having kn0wledge and skills about teachingo while the majority of studied sample (87.36%-82.72-86,21%)respectively have good level in their feeling intrinsic satisfaction from teaching, belonging to a gr0up of teachers and desired outcome respectively.

Table (3): As regard occupational culture levels among study subjects table (6) describes that, most them (89, 66%and 86, 21%) respectively have a good level in their occupational culture domains: envir0nment and services. Nearly to (74.71%) have a good level in time. also, more than two third (62.07%+66.67) of them respectively have a good level in team and risk. while more than half (57.47%) of them have good level in power.

Table (4): Shows that, there is a statistical significant difference in relation culture domains of staff regarding their qualification, position and departments   .

Tables (5): Represents the statistically significant difference (p≤0.035) between professional identity of studied staff and their departments. While no statistically significant difference p 0.035 between professional identity of studied staff and their age, sex, qualification and positi on.

Table (6) Represent the statistically significant differences (0,042) between age group of studied subjects and their knowledge and skills about teaching of professional identity while there was no significant difference between age group of studied subjects and other domains of professional identity domains

Table (7): Displays that, there was statistical significant difference between professional identity domains (team &risk) and age groups of studied staff at p 0,043 and 0,025 respectively while there is no significance difference in other domain of occupational identity in relation to age of the studied sample.

Table (8): Reflects that, there was statistical significant differences between occupational culture domains as services and their feeling intrinsic satisfaction from teaching at =0,445 and p≤0,001.Also ,this table clarify that there was a statistical significant difference between services and their relationship and responsibility with r=0.501 and p≤0,001, on the other hand ,there was statistical significant difference between services of occupational culture domains and desired outcomes of pr0fessional identity of studied staff with r=0,392 and p≤0.001

Discussion

Research in higher education has concentrated on many areas, which include the values and collective identities of academic faculty, their role in higher education governance, faculty norms and socialization processes, and the impact of change in higher education on academic roles **(Rh0ades 2007)** Academic identity generally relates to teaching and research activities that are subject or disciplined based. **(Deem, 2006)** About characteristics of studied staff, the study result revealed that the mean age was 32.92 years and the majority are female. This in dissimilarity with research study about (Initial testing of an instrument to measure teacher Identity in physicians **Steven et al., (2009)**who found that the age of participants in their study. The great majority of them were aged between 36 to 55 years and less than half of them were females.

According to qualification and years of practice the study results illustrated that, less than half of study sample had doctorate (Assistant lecturers) and this supported by research study by **Starr et al., (2005)** who found that, years in practice and years in teaching showed similar ranges that were evenly divided from less than 20 years and forty three percent were graduates of an extensive faculty development program. While the academic department is usually the main one for academic staff, faculty members also operate within research, curriculum development, or teaching program teams, this is in dissimilarities with the current study findings which revealed that there is a statistical significant difference between professional identity and the scientific departments.

The study results revealed that Less than 50% 0f the study subjects having a good and average level of the item relation and responsibility, with my view the rational is that their focus is achieving the task with no consideration to the relation, and many of them have no feelings ab0ut responsibility and the loaded tasks may be the cause, but in the same time few of them have feelings of responsibility especially after achieving re- accreditation

The present results showed that there was statistical significance between occupational culture dimension power, Environment, Team, Services, and risk, this in an agreement with **Nichols, (2012)** who found that, the power occupational culture dimensions deal with the extent to which power differences are accepted and dealt with, there was a relationship between the national culture dimensions of power distance and reward differences based on job level or grade. The risk occupational culture dimension pertains the degree to which risk taking is encouraged and promoted within the occupational group. Also, the study f0und a p0sitive relati0nship

between environment and performance recognition, career development, work hours, so there were statistical significance and empirical support was found, this means that a positive relationship was identified, culture dimension and number of the reward preferences, namely, performance and recognition, career development, work hours and related benefits. With my view, reduced risk and uncertainty would be associated with predictable and routine   jobs.

The study results also revealed a highly significant relationship between professional identity of studied staff and their demographic data this was supported by **Gardner (2007)** who menti0ned that, the highest standards deviations on the item of receiving rewards for teaching and belonging to group teachers that are confirmed by his assumption that teacher identity Scores vary more on those elements that depend on outsides forces rather than attitudes. This could be due to the rewards and professional group membership as imp0rtant sources of professional identity.

The study findings, also proved a statistically significant difference between occupational culture component as feeling intrinsic satisfaction from teaching and services, This finding was in agreement with **Nich0ls (2012**) who reported a statistically significant ab0ut between services and the work h0urs criterion.

Meanwhile there was a highly statistically significant difference between their relationship, responsibility and services. Also, it was cleared a statistically significant difference between desired outcomes of professional identity and services, in my point view the desired outcomes of the staff is sometimes delayed for being achieved because of shortage of resources or the stress as a result of loaded tasks because of strong focus services.

The current study revealed that there is a statistically significant difference p= (0.42) among different age group of the study subjects in having knowledge and skills about teaching it was observed that the age group below 30 years having a good knowledge and skills in teaching and the same in age group ab0ve 36 years. Meanwhile the age group between 30 to 36 years most of them having a good knowledge and skills in teaching. This in similarity with **(Mehaela, 2014)** who stated that the educational system within a society based on knowledge and communication abides by the rules of contemporary society, having a direct impact on the teaching roles, on the competences and on the didactic career in general. In my point view because is the last-mentioned group in the preparatory phase of PhD thesis that promoting the knowledge and skills among them.

The present study findings revealed that there is statistically significant difference between the team in occupati0nal culture and aged group wherever the teamwork is high among age group above 36 years this is in congruence with **Mark et al., (2016),** who inclined to prefer team based approach which may assist the organization in decision making. While the low scores interpreted to prefer individualism as seen among age group less than 36 years.

The current study findings display that there is a p0sitive correlati0nal significant difference between the item feeling intrinsic satisfaction from teaching and services, this means that the level of teacher's satisfaction affected positively and with it, the educational aims comes true, At the same time, there is a positive correlati0nal significance difference between feelings intrinsic satisfaction from teaching and relationship and responsibility this in congruence with **(Zullfu, 2010)** who stated that a high level of teacher's satisfaction gives qualified education and brings up successful students.

Conclusion & Recommendation
The present study findings concluded that: There is a statistical significance difference in relation culture domains of staff regarding their qualification, position and departments. And there is a statistically significant difference between services and their relationship and responsibility; On the other hand, there is a statistical significance difference between services of occupati0nal culture domains and desired outcomes of professional identity of studied staff

The study results rec0mmended that
- Further study are recommended in the area of research
- Workshops for Assistant faculty staff about their role.
- Increase the awareness of assistant faculty staff about their job description

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