

### A-A dialogue research group C:



Teacher Professional Identity, the represents of the member universities gathered at University Science Malaysia (USM) for three days from 1st to 3rd November for the 2nd research workshop for sharing the current research progress and the future research policies etc. of “Professional Identity of Novice Teachers: An International Comparison.” The research project was initiated in June 2014

by the research group C members including USM, Pretoria University, Hiroshima University, Vietnam National University Hanoi, Dhaka University, and Chiang Mai University. Each of the universities first collected quantitative and qualitative data of 10 novice teachers as a trial and then the data of 100-300 teachers of his/her own country by using the unified questionnaire form by their self-reliance.

As we all know that the self-reliance is one of the pillar of A-A dialogue; therefore, to organize and make the workshop more useful, each university made efforts to secure a budget for the research work and trip cost for Malaysia, which resulted in success. Above all, Prof. Mohd Ali Samsudin of USM has played a role of the heart of the group C members in this project. He and his staff members and Ph.D students of USM have dedicated to this research project for a long period.

These precious efforts of all members produced fruitful professional discussions and output, and expected research outcome for a future after the three-day workshop as below:

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#### Outline of the 2nd research workshop of “Professional Identity of Novice Teachers”

1. Date: 1<sup>st</sup> – 3<sup>rd</sup> November 2016
2. Venue: School of Educational Studies, University Science Malaysia
3. Participants: 13 members of AAD dialogue group C representing 5 countries including USM, Pretoria University, Hiroshima University, Vietnam National University Hanoi, and Chiang Mai University
4. Highlights:  
Day 1 – Overview of the questionnaire data
  - All questionnaire data, submitted by each of the member countries, was inputted by the USM staff member and shared by the participants of the workshop.

- Using the histogram tool of SPSS, the participants shared the general overview of the frequency distribution by country of the major likert-scale questions.
- Among the questions, “Question No.13: Why did you decide on teaching as a career?” was chosen as the first target of the comparative analysis, because the histogram shapes of Question No.13 vary by country. It was agreed that the background of the answers needed be explained by each country and discussed by the participants.

Day 2: more detailed discussion

- Based on the discussion of Day-1 meeting, the answers of the 8 sub-questions under Question No.13 were checked one by one.
- For example, to the 1st sub-question “I decide on teaching as a career because with a teaching qualification I am assured of a job,” most of the Japanese teachers answered “disagree” or “strongly disagree,” while most of the other country teachers answered “agree” or “strongly agree.” This might be explained by the fact that in Japan it is required to pass the public-school teacher employment examination after getting a bachelor degree and a teaching qualification.
- In this way, all the country distribution shapes were compared and analyzed for each of the sub-questions.

Day 3: discussion of the next step

- The participants agreed that the comparative analysis of the answers of Question No13 is worth doing.
- The steps and schedule were agreed after deciding to prepare articles for the international journals and to create a book with chapters at the end of the workshop.