The Levels of Negative Emotion, Academic Motivation, Teachers' Professional Identity and Career Adaptability among Public-Funded Undergraduate Students in Teacher-Training Program in China

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Abstract
Negative emotion, academic motivation, teacher's professional identity, career adaptability are the fundamental aspects in the educational field, impacting college students' academic outcome and career development, specially, undergraduate students in teacher-training program. This research utilized a quantitative approach with a survey method. The sample was randomly selected and consisted of 349 public-funded undergraduate students from teacher-training programs.The findings revealed that academic motivation had the highest mean score of 5.2138, followed by career adaptability at 4.0019, professional identity at 3.6238, and negative emotion at 2.816. The study suggests that college students need to be mentally and physically prepared to tackle new challenges. The results can serve as a resource for the Ministry of Education in China (MOE) to improve educational quality and enhance existing programs.
Keywords: Negative Emotion, Academic Motivation, Teachers' Professional Identity and Career Adaptability.

Introduction
Negative emotions among college students have been a significant concern, especially during challenging times such as the COVID-19 pandemic. Various factors have been identified as influencing the levels of negative emotions in college students. For instance, studies have shown that the COVID-19 pandemic has resulted in a rise in negative emotions among college students (Zeng et al., 2022; Xu & Huang, 2022). Factors such as boredom proneness, mobile phone addiction, stress response, social anxiety, and fear of negative evaluation have also been linked to higher levels of negative emotions in college students (Zhu, 2023; Xiao & Huang, 2022; Wan, 2024; Xu, 2023).Research has shown that negative academic emotions can significantly affect students' academic motivation and performance (Wang, 2024).

Academic motivation, characterized by the desire to engage in academic activities due to enjoyment and interest, plays a fundamental role in determining academic success (Işıkgöz, 2024). Studies have shown that motivation influences students' learning behaviors, academic achievements, and even their career choices (Wang, 2024). Furthermore, academic motivation is considered a key determinant of academic performance and is essential for students' academic development (Odedokun, 2022; Pânişoară et al., 2015).

Additionally, teacher professional identity is associated with work engagement, burnout, and career satisfaction among educators (Xing, 2022; Sun et al., 2022). Studies indicate that a strong professional identity leads to increased work engagement, subsequently enhancing career satisfaction (Sun et al., 2022). Furthermore, professional identity directly influences career adaptability, with learning engagement playing a mediating role in this relationship (Liu et al., 2023).

Career adaptability, which encompasses various dimensions such as adjusting to new environments, coping with transitions, and preparing for future challenges, is vital for students in navigating their career paths successfully (Ameliah, 2024; Rudolph & Zacher, 2021). Career adaptability is a psychosocial resource that aids individuals in coping with different career changes and challenges they may face throughout their professional lives (Rudolph & Zacher, 2021). It has been highlighted that career adaptability is crucial not only during times of stability but also in unstable working environments, emphasizing the importance of continuous learning and skill development (Woo, 2018).

Problem Statement

Career adaptability is essential for pre-service teachers in China's teacher-training programs, especially since they are often required to work in remote areas. The lack of adequate political and financial support from the government has significantly decreased the number of rural teachers, especially in poor areas. For example, the number of full-time teachers in rural China fell from 3.23 million in 2012 to 2.81 million in 2017, reflecting an average annual decline of 2.754%. Poor working and living conditions are driving many rural teachers to leave their positions (Li et al., 2020).

One key objective of public-funded undergraduate teacher-training programs is to alleviate the shortage of qualified teachers in these underserved areas. However, some graduates assigned to these locations may depart after completing their service, exacerbating the teacher shortage issue. It is crucial to understand the negative emotions experienced by pre-service teachers, especially those with high job turnover rates, and how these emotions influence their career adaptability.

Negative emotions play a significant role in the experiences of pre-service teachers during their practicum and education. Research indicates that pre-service teachers often encounter feelings of inadequacy, cynicism, stress, anxiety, and depression (Anttila et al., 2016; Burak et al., 2022). These emotions can be particularly severe in challenging situations, especially when emotional support is lacking (García-Martínez et al., 2021). Additionally, a lack of confidence can exacerbate negative emotions and affect teaching performance (López, 2020).

Furthermore, variables such as academic motivation and professional identity can influence career adaptability. There is a relationship between negative emotions, academic motivation, and professional identity (Okan, 2023; Raharjo & Iswandari, 2019; Ortiz et al., 2019). In essence, emotional states impact career adaptability.

Academic motivation plays a crucial role; individuals with high professional flexibility are more apt to establish and accomplish ambitious academic goals, thereby boosting their overall motivation to succeed. Those with strong academic motivation are more likely to explore and implement self-regulation strategies, recognize their interests, work hard toward their objectives, and attain greater success. (Rogers & Creed, 2011). Research showed that intrinsic motivations are often more prominent than extrinsic ones among pre-service teachers (Yüce et al., 2013). Moreover, a teacher's motivation significantly influences the benefits they gain from their training, underscoring the importance of fostering autonomous motivation in pre-service teachers (UYSAL, 2022)

Within the realm of teaching, professional identity encompasses teachers' cognition and attitude towards their roles, influenced by their experiences and interactions within the profession (Wang, 2023). Professional identity has been identified as a predictor of career satisfaction and burnout among teachers (Xu et al., 2022). Moreover, the development of professional identity in pre-service teachers has been linked to career adaptability through factors such as teacher efficacy (Qiao et al., 2022).

Research Objective
In general, the purpose of this study was to identify the levels of negative emotion, academic motivation, teacher's professional identity, and career adaptability that exists among public-funded undergraduate students in teacher-training program in China.The specific research objective of this study is:
• Identify the levels of negative emotion, academic motivation, teachers' professional identity and career adaptability among public-funded undergraduate students in teacher-training program in China.

Research Question
•What are the levels of negative emotion, academic motivation, teachers' professional identity, and career adaptability among public-funded undergraduate students in teacher-training program in China?

Methods
This research utilized a quantitative approach with a survey method. The sample was randomly selected and consisted of 349 publicly funded undergraduate students from teacher-training universities in Shanxi province, China. This study employs a descriptive analysis, utilizing data gathered from the provided instruments. Surveys are an appropriate research method for collecting information on the variables under investigation. According to Creswell (2012), survey studies are a quantitative research approach where researchers administer surveys to samples and populations. Descriptive and correlational designs are ideal for examining the relationships between variables. The instrument for evaluating career adaptability through Career Adapt-Abilities Scale short form(CAAS-SF), negative emotion through The Achievement Emotions Questionnaire for Teachers (AEQ-S), academic

motivation through Motivated Strategies for Learning Questionnaire (MSLQ), and teacher's professional identity through The Early Teacher Identity Measure (ETIM). Questionnaires, as data collection tools, are frequently used by researchers due to their ease of administration and accuracy in data collection (Ary et al., 2009).

Findings

Levels of negative emotion, academic motivation, teachers' professional identity and career adaptability among public-funded undergraduate students in teacher-training program in China

The findings in this section address the research questions formulated to assess the levels of negative emotion, academic motivation, teachers' professional identity, and career adaptability among public-funded undergraduate students in teacher-training program in China. Descriptive analysis was employed, categorizing the results into three levels: high, medium, and low. Each variable was evaluated based on its mean value to provide a detailed explanation. Table 1 illustrates that academic motivation had the highest level (M = 5.2138, SD = 1.26053), while negative emotion had the lowest level (M = 2.86, SD = 1.19112). Career adaptability was ranked second-highest (M = 4.0019, SD = 0.712) compared to teachers' professional identity (M = 3.6238, SD = 0.8635). This suggests that the levels of the three variables examined are generally high, although one of the variables falls into the medium range.

Table 1
Levels of of negative emotion, academic motivation, teachers' professional identity and career adaptability

Variable	Mean	*Std. Deviation*	Level
CA	4.0019	0.712	high
NE	2.816	1.19112	medium
AM	5.2138	1.26052	high
TPI	3.6238	0.8635	high

Note:CA=career adaptability, NE=negative emotions, TPI=teacher's professional identity, AM=academic motivation

Discussion and Recommendations

The results showed that the students had a high degree of career adaptation to their careers,a high degree of academic motivation to their academics, as well as a high degree of teacher's professional identity; However, their negative emotions still exist, although the level of negative emotions is lower than during the pandemic era, it still needs to be taken seriously.

Lifestyle factors like physical exercise and health-promoting behaviors have been found to play a crucial role in mitigating negative emotions among college students. Engaging in physical exercise has been associated with lower levels of negative emotions, with exercise positively influencing psychological resilience and ego effect while reducing negative emotion levels (Mu, 2024; Li et al., 2021). Additionally, health-promoting behaviors have been shown to have a positive impact on reducing negative emotions among college students (Tao, 2024).

Furthermore, studies have highlighted the importance of emotion regulation and mindfulness in managing negative emotions among college students. Emotion regulation

strategies, such as music intervention and mindfulness training, have been found to help control and reduce negative emotions, thereby improving mental health outcomes (Xu, 2021; Li-sen, 2024). Additionally, trait mindfulness has been linked to lower negative emotions and reduced interpersonal sensitivity in college students (Ding et al., 2020).

Although career adaptability, academic motivation, and teacher's professional identity are at a high level, the universities still need to be maintained and enhanced. To enhance career adaptability among university students, various strategies can be implemented based on research findings. Interventions focused on enhancing career adaptability have shown promising potential in boosting college students' career decision self-efficacy, which is linked to greater academic and career goals (Wetstone, 2023). This indicates that targeted training programs can positively impact students' confidence in making career decisions and subsequently enhance their academic motivation. Enhancing career decision self-efficacy through problem-solving and future planning is crucial for improving students' career adaptation and achieving high-quality employment (Du, 2024). These interventions can help individuals develop a future orientation, curiosity, confidence, and effective decision-making skills, which are essential for career adaptability.

To enhance academic motivation among graduate students, various strategies and factors have been identified in the literature. Amida et al (2020), suggest that intrinsic motivation, time management, autonomy, and reducing amotivation can directly increase academic success. Mahardika & Kuswandono (2022), found that motivation-regulation strategies such as interest enhancement, goal-oriented self-talk, and environmental control can boost and maintain motivation in academic reading. Anh (2021), emphasizes the importance of a cohesive classroom climate in improving student academic motivation. Additionally, Yao (2024) discusses how ESP teaching strategies can enhance academic self-efficacy, reflective thinking, and achievement motivation.

Moreover, Awan et al (2011), highlight the relationship between achievement motivation, academic self-concept, and academic performance, suggesting that engaging programs to motivate students can improve their academic achievements. Elsayed et al. (2021) mention that increasing students' extrinsic motivation can help those with low academic performance become more interested and satisfied with their learning experience. Furthermore, Lohbeck & Moschner (2021), explore the interaction of academic self-concept with motivational regulation strategies, indicating that a higher academic self-concept can lead to more frequent use of certain strategies.

Professional identity is a dynamic construct shaped by various factors like social contexts, personal experiences, and interactions within the profession (Rachmajanti et al., 2021). Teachers with a professional identity are more likely to demonstrate high teaching quality and commitment to their roles (Rachmajanti et al., 2021). Therefore, understanding and promoting the development of professional identity among educators are crucial for enhancing their resilience, well-being, and effectiveness in the classroom (McIntyre & Hobson, 2015).

Conclusions

Negative emotion, academic motivation, teacher's professional identity, and career adaptability are multifaceted concept that significantly influences academic outcome, and career development in the educational domain. They are crucial factors that significantly impact students' educational and professional journeys. However, the relationship between four variables are intricate and interconnected. Negative emotion, academic motivation, teacher's professional identity, and career adaptability are significant aspects of pre-service teachers' experiences during practicum and teacher education; such as, academic motivation serves as a foundation for students to engage in learning activities, which in turn can enhance their career adaptability by fostering a proactive attitude towards skill development and readiness for future career transitions (Taibolatov, 2024). Next, correlation analysis should be conducted to explore the relationship between two variables(Fraenkel & Wallen, 2015), correlation studies specifically focus on assessing the strength and nature of the relationships between the variables .

Moreover, studies have explored the mediating role of career adaptability in the relationship between career commitment and motivation, indicating the importance of adaptability in shaping individuals' career paths (Najib & Aljanabi, 2020). Next, further exploration of the relationship between negative emotion and career adaptability through mediating variables(academic motivation and teacher's professional identity) should be carried out.

Significance of the Study

This study enhances existing knowledge by integrating and exploring the interplay between negative emotion, academic motivation, teachers' professional identity, and career adaptability in the context of public-funded undergraduate students in teacher-training programs in China.Career adaptability theory emphasizes the importance of adapting to career-related challenges. By exploring how career adaptability interacts with negative emotions, academic motivation and professional identity, this study extends the theory to a specific educational setting. It provides insights into how career adaptability can be influenced by and, in turn, influence other psychological and motivational factors, thus enriching the theoretical framework with an overall understanding of career development within teacher-training programs.

In addition, public-funded undergraduate students in teacher-training programs in China face distinct challenges, such as high academic pressure, the need to build a professional identity, and preparation for a demanding career. Investigating the levels of negative emotion, academic motivation, teachers' professional identity, and career adaptability within this context provides valuable insights into the specific difficulties and strengths of these students. Recognizing the importance of career adaptability and its interplay with factors such as negative emotion, academic motivation, teacher's professional identity can aid stakeholders in education in better supporting teachers and students to achieve their academic and professional objectives.

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