

Qualitative Analysis of University Professors' Experiences of Professional Identity

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Introduction

The purpose of this study was to find out the perceptions and experiences of faculty members about the concept of professional identity. Professional identity provides an understanding of how and why particular teaching and learning approaches are used and shapes one's self-image as a faculty member and provides a framework for them on how to act and how perceive their work and role in society.

Methodology

The Approach of study was qualitative and research method was phenomenography and it was conducted in Kurdistan University. The sampling method was purposive with maximum diversity and according to the theoretical saturation, by using semi-structured interview sample size arrived 14 peoples. The Sjostrom and Dahlgren (2002) seven-stage method used to coding and analyzing data.

Results

The result of data analyze was elicitation five classes of description categories include: professional identity as (professional independence), (being ethical), (acting beyond boundaries), (creation) and (professional interaction).

Discussion

The diversity of the classes reflected the qualitative differences in the

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perceptions of the professors about the concept of professional identity and how they played multiple professional roles. They held or thought about themselves, but what matters most to the individual in a particular time frame or position or context is his or her dominant professional identity. It should be noted that each professor possessed all or some of these professional identities, but what was more important to them in a particular time or position or context shape their dominant professional identity.

Keywords: Professional Identity, Faculty Members, Phenomenography, Professors

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