

The Dual Identity of "Human Being" and "Teacher" at the Same Time

-- A Qualitative Study of Young And Middle-Aged Early Childhood Teachers turnover

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Abstract: The quality of preschool education is related to the stability of the early childhood teaching force. With the help of qualitative research methods, the study analyzed the data of eight teachers who left the profession and explored the process of teachers leaving the profession, and found that the encounter between "settling down" and "professional feelings", the struggle for transformation between "professional feelings" and "the situation", and the struggle for transformation between "settling down" and "the situation" are all related to the stability of the early childhood education workforce. It was found that the encounter and tug-of-war between "settling down" and "professional feelings", the struggle for transformation between "professional feelings" and "the situation", and the rational weighing between "settling down" and "the situation" are the important factors affecting the departure from the profession. The essence is the tension between "teachers as human beings" and "human beings as teachers". Therefore, it is necessary to pay attention to the unity of "person" and "teacher", and to alleviate the problem of teachers leaving the organization by creating a fair, democratic and professional working atmosphere and strengthening the awareness of professional education.

Keywords: Early Childhood Teachers; Bianzhi; turnover; human being and teachers; Qualitative Research

1. Introduction

Hundred years of planning, education is the basis; education planning, teachers are the basis. ^[1] Kindergarten teachers, as the key element of the high-quality development of preschool education, and the stability of their team, affect the process of reform and development of preschool education. ^[2] Therefore, the issue of their departure has been widely studied in the academic community.

Teacher turnover (TE), generally refers to leaving the education profession or leaving the current workplace to another educational setting. ^[3] Many previous studies have mostly started from the theoretical assumptions of the Price-Muller model, which suggests that early childhood teachers' turnover is related to the teachers' own factors, such as a high level of education and a high intention to leave ^[4].

There are also studies that start from caring for individual teachers, for example, Xu Jian ^[5] and Zhang Xin^[6] present the realities of private kindergarten teachers' struggles, helplessness, and expectations when they leave their jobs in China through interviews and case study analysis, and Jennifer Sumsion conducts a seven-year tracking process based on phenomenology to provide a more in-depth and comprehensive explanation of personal qualities, impact of work environment and relationships at work on early childhood teachers' turnover ^[7].

To summarize, there are relatively more quantitative studies on the departure of kindergarten teachers compared to qualitative studies. In terms of research targets, most of them are groups such as novice teachers, rural teachers, private teachers and non-staff teachers, while the departure of staffed kindergarten teachers has received less attention. According to the official statistics of the

Ministry of Education, the total number of full-time teachers in public kindergartens nationwide is 972,000, and the ratio of the number of actual on-staff to the total number of full-time teachers in public kindergartens is 46%,^[8] so the departure of on-staff kindergarten teachers will adversely affect the stability of the kindergarten teaching force. In addition, there are a total of about 3.19 million full-time early childhood teachers in the country, while young teachers under the age of 35 occupy the main position and have become the main group of early childhood teachers.^[9] Therefore, it is necessary to pay attention to the problem of the departure of young and middle-aged teachers on staff.

Why do these teachers leave their jobs? Bourdieu's theory of social practice suggests that field, habitus, and capital influence human behavior, Goodson also points out that the content of a teacher's past life history develops into a "history of influence" that governs the teacher's later thinking and actions, and has a pervasive influence on the teacher's subsequent choices and reconstruction of experience.^[10] To a certain extent, permanent staff means enjoying a job for life, a stable income, preferential supplies, and preferential treatment for children's education, among other benefits.^[11] Therefore, when confronted with the question of why they leave their jobs, it is not enough to consider only factors such as salary, enthusiasm for work, and the working environment. Therefore, on the basis of previous studies, this study will explore the factors affecting the departure of eight young and middle-aged teachers on staff in Region B by presenting the departure process of these teachers and try to make corresponding suggestions.

2. Theoretical Framework and Methodology

2.1 Theoretical foundation and analytical framework

Pierre Bourdieu, a French thinker, put forward the theory of social practice, which asserts that human action is actually the performance of utilizing capital to compete in a field composed of specific positional relations and pulled by habit.^[12] Bourdieu replaced the traditional notion of object or place in the view of practice with the spatial concept of field, defining field as a network and configuration of objective relations between positions.^[13] Viewing habitus as a generative capacity with a certain creative art that is deeply embedded in the system of dispositional tendencies of the actor, it exists as a skill.^[13] Defines capital as a practical instrument, an accumulated labor (which exists in materialized form or in 'corporealized', bodily form).^[14] And argues that capital exhibits three types, namely economic capital, cultural capital and social capital.^[15] Bourdieu uses this idea to explain how human action is produced. Previous studies have analyzed the mechanisms behind the departure of rural teachers from this theory, concluding that urban-rural differences, personal homeland sentiments, and hierarchical concepts are the main reasons for mobility.^{[16][17]} illustrates the possibility of explaining teacher departures from this framework.

In addition, through the analysis of primary data, it was found that the behavior of leaving the job as an in-service early childhood teacher is not caused by a single factor to appear instantly, which has gone through the stages of entry, survival, and professional attention, accompanied by multiple field changes, the influence of habitus, and the conformity and hold of capital.

Thus, this paper will combine Bourdieu's theories related to field, habitus, capital, and stages of teacher development to explore the factors that contribute to the departure of teachers by presenting the process from entry to departure.

2.2 Methodology

2.2.1 Method

This study aims to explore the mechanism behind the departure of teachers on staff by presenting the departure process. Because qualitative research emphasizes understanding the person's own views from his or her perspective and focusing on his or her psychological state and meaning construction, it helps to achieve the research objectives. Therefore, this research adopts the qualitative research method and collects data through interviews in the natural state, utilizing the NVivo12 tool to carry out three levels of coding according to the idea of rootedness theory: first-level open coding to find the initial concepts from the original data; second-level coding to integrate the initial concepts to form the axial concepts; and in third-level coding to look for the relationship between the concepts.

2.2.2 Sample Selection

It was found that in recent years ,two kindergartens, X Kindergarten and T Early Childhood Education Group, in Area B, had more serious phenomenon of the departure of the supernumerary teachers, which had a negative impact on the quality of education,

and therefore they were selected as the main research sites. Through the preliminary communication with the directors and teachers in the kindergartens, it is understood that the age of the departing teachers is around 30 years old, with a large span of teaching years. In order to ensure the diversity of the sample, the sample was selected without too much restriction, and finally, 8 departing teachers were found by snowballing.

2.2.3 Data Collection

Since interviews are able to understand the past life experiences of the respondents as well as the relevant events that they have heard and witnessed, and to understand their interpretation of the meaning of these events, among other functions [18], three rounds of interviews were conducted to collect information from each of the respondents through semi-structured interviews using telephone, video, and face-to-face formats, respectively. Each interview was ensured to be recorded with the informed consent of the interviewee. The interviews covered the interviewees' personal growth, schooling experiences, work experiences, living conditions, and mobility experiences and processes. The main part is "why I chose the career of kindergarten teacher", "what I learned and difficulties I had at work", and "why I left the profession at last". The interviewees were all around 30 years old, with 3-13 years of teaching experience. The entire text has been anonymized to ensure the privacy of the interviewees. Details of the interviewees are shown in Table 1 below.

Table 1: Basic information about the respondents

Interviewee code name	distinguishing between the sexes	education attainment	age	Years of teaching experience	job title	else
T1	women	undergraduate	29	4.5 years	General Teachers	Getting ready for the wedding.
T2	women	undergraduate	38	13 years	head teacher	Married with two sons
T3	women	postgraduate student	30	2 years	General Teachers	Married, one son
T4	women	postgraduate student	30	5 years	Special Class Teachers Assistant to the	Married, one son
T5	women	postgraduate student	32	3.5 years	Director of Teaching and Learning	unmarried
T6	women	postgraduate student	30	4 years	General Teachers	Married with one daughter
T7	women	postgraduate student	35	3 years	General Teachers	Married, one son
T8	women	postgraduate student	37	8 years	General Teachers	Married with one daughter

2.2.4 Data analysis

In this study, the audio recordings of the interviews of the eight teachers were transcribed into word text format respectively, and after verification by the interviewees, the textual information was imported into the NVivo12 analysis software for qualitative analysis. Based on the idea of rooting theory, memos were used throughout the process, mainly for the questioning and labeling of characteristic

words when organizing the interview data, to complete the first-level coding reflecting the process of teachers' departure, forming 16 initial concepts such as employment pressure, establishment status and intergenerational transfer (as shown in Table 2, only part of which is intercepted), based on which the second-level coding was carried out to form 6 second-level nodes, which were then comparison, clustering, and reintegration, and after further integration, 3 first-level nodes were obtained (as shown in Figure 1) to find the association between them, after which the theory was developed through dialog. In the whole process of data analysis, data collection and data analysis were carried out simultaneously, and the existing results were used to guide the subsequent data collection.

Table 2 Examples of initial concepts for open code formation

Initial concepts	Original proxy statements for interview data
employment pressure	<p>-Because I was facing a job search after graduation and it just so happened that the Department of Education was hiring, I was worried that I wouldn't be able to find a job.</p> <p>-I was looking for a job when I was very stupid, I saw the graduation season, to recruit, and then look at the Board of Education to recruit, and then afraid that I could not find a job to go to the interview.</p> <p>-I was afraid of losing my job. Fear of graduation can not find a job, and then at that time, the other districts seem to have not yet begun to recruit it, the district to come earlier to choose, did not give themselves too much time to choose, so it was recruited back.</p>
what one has learned over the years	<p>-It's because I've studied for so many years in the right field.</p> <p>-After studying for so many years, I want to see what it's like in practice.</p> <p>I majored in this field in college, and I like it, so it's natural for me to do it. Besides, there are not so many possibilities for free teacher trainees.</p>
power relation	<p>·After becoming a classroom teacher there is a certain degree of autonomy, but not much. The teacher can't change the general direction.</p> <p>-He also has a management problem, that is, the installation of surveillance. Every kindergarten has surveillance. In addition to monitoring, he would get the classroom teachers to act as insiders.</p>
preoccupation	<p>-The first time the whole staff cleaned up; it was too tiring!</p> <p>-Frequent and inexplicably time-consuming meetings</p> <p>-Busy as hell every day and don't even know what they're working on.</p>

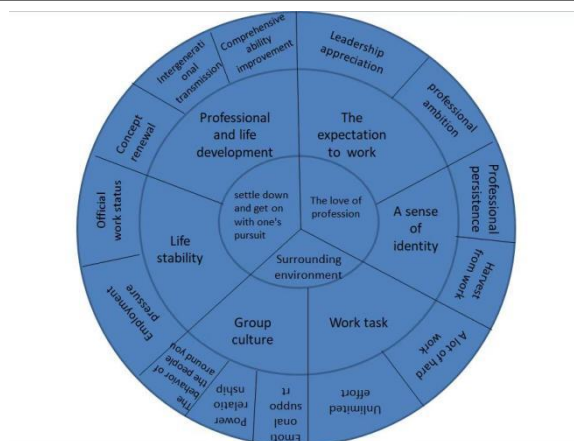


Fig. 1 Hierarchical diagram of factors for early childhood teachers leaving the profession

3. Results and Analysis

No one can make the decision to leave a job easily. Therefore, this study wanted to find out what teachers experienced between induction and final departure? How do they contribute to teachers' eventual departure?

3.1 The encounter between human being and teachers: I need a job

3.1.1 Pressure from reality

The country is based on the people, and the people live by their work. The end of schooling changes the students' relationship with people and things in the world around them. According to Fowler's theory of the stages of a teacher's career, teachers at this stage are in the pre-teaching stage of concern, focusing mainly on themselves. Because they have not yet gone through the teaching role and have no teaching experience, they focus only on themselves.^[16]The content and nature of work is still in a rather vague state.

So the status of kindergarten teacher and the content of their work were not the main reasons for them to choose their jobs. At the end of their student career, all of them were faced with looking for a job.

At that time, when looking for a job is very stupid, just a see the graduation season, to recruit, and then look at the QS District Education Bureau to recruit, and the establishment, and then afraid of their own can not find a job to go to the interview. I'm afraid of losing my job. (T3)

Behind the change in student identity is a shift in identity in relation to others and in relation to the environment in which they live. Bourdieu's concept of field fully embodies the relationality way of thinking, and to think according to the field is to think in terms of relationships.^[14]Coming out of the original more comfortable student-centered relationships and stepping into fierce competition when choosing a job, and due to the pressure to find employment, they tended to choose jobs that were easier to get.

In addition, Economic capital is the root of all other types of capital, and other types of capital, only as they conceal the fact that economic capital is their root, can produce their own peculiar effects. Most recent graduates are relatively weak in terms of economic capital, which makes their "have to" situation even more critical.

3.1.2 Stemming from the persistence of the profession

Although the respondents were pressurized to choose their jobs, the love of the profession, were also an important factor in their choice of a career as an early childhood teacher. After all, teachers' feelings influence teachers' career development and play an important role in the process of choosing, keeping and abandoning a career.^[20]

I studied it in college and enjoyed it, so I did it naturally. (T4)

The interviewees, all of whom had majored in preschool education and had been studying the profession for years ranging from 4 to 7 years, and had a deep attachment to the profession. The habitus mentioned by Bourdieu comes from the long-term practical activities of actors. Once accumulated for a certain period of time, experience will be internalized into people's consciousness to direct and mobilize the behavior of actors, and become a powerful generating mechanism for their social behavior, survival mode, life mode, behavior strategy and other actions and spirits. ^{[28][14]}Therefore, when choosing a career, in addition to considering the pressure of employment, at the same time also considered their emotional tendencies.

From this point of view, for students who have just graduated, on the one hand, it is more important to have a secure job, on the other hand, when they choose a job, they are also influenced by years of professional learning. the role of habit and the relative lack of economic capital, in the beginning of the choice of this career, is mixed with the pressure of employment rationale of submission, by the time to settle down, the situation and the love and pursuit of professionalism of the multiple effects of the influence.

3.2 Human and teacher struggle transformation: I need a valuable job

At this stage, their focus has also changed from only focusing on themselves, to focusing on class management, superior evaluation and other aspects, With the different focus on the object, their understanding and attitude towards work and the pursuit of work have undergone great changes.

3.2.1 From serious commitment to slight disappointment

The teacher who just started work, who are enthusiastic and motivated about education and have a good desire to work.^[21]

There was a lot of enthusiasm in the beginning. No matter what happened, almost never asked for leave and I took every task very

seriously. (T5)

A large part of this is also due to the expectation of the new field. They have a yearning and expectation for the new network relationship, and also hope that the new field will help them realize themselves. Teachers who have worked for 1 to 3 years and have just entered the teaching career are not only energetic, but also full of enthusiasm, dedicated to teaching and developing professional knowledge and abilities. The sense of satisfaction and achievement comes from the teaching activities of the class, while the dissatisfaction comes from the school environment.^[20]After working for a while, they are slightly disappointed to find that the new environment is not what they expected.

He also had a management problem with security surveillance. In addition to security monitoring, he will also find the teacher of the class as an "insider"... (T7)

The objective relations in this field, as well as their positions, are determined by actual and potential situations in different types of power (or capital) distribution structures and their objective relations with other positions^[15]. Newly recruited teachers are clearly in a dominated and submissive position in this relationship, and as a result, they are subject to a lot of negative emotions

3.2.2 From silence to resistance

Career development is an integrated and coherent process of growth or change that occurs throughout an individual's life as he or she interacts with his or her environment in a profession that includes not only the nature of the work, job advancement, but also psychological needs and attitudes toward work.^[22] Interviewees are experiencing what Sykes calls the first stage of stabilization and the second stage of increased commitment and responsibility to their careers, and they are torn between continuing their careers and changing careers.^[20]After a period of time in the workplace, they will think carefully about the identity of the teacher: what exactly does a teacher of young children do, and is it to carry more responsibility than they can handle? In kindergarten work, they feel more often than not that the demands on teachers are far greater than the needs of people.

The teacher is particularly harsh, and then the teacher is required to pay constantly. And you have to meet all kinds of parents' need. (T4)

Positive feelings will play a positive role, negative feelings will weaken the teacher's professional ability and affect whether the teacher will continue to work. The high turnover rate of teachers in many countries is related to the emotional labor of teachers.^[23] This is again due to the role of power relations in the field. However, in the subsequent interviews, the author found that the increasingly strong resistance of the interviewees came more from their love for their profession.

When we analyzed a certain behavior of a child together, I think this is valuable, even if you let me go home later or something. I think I am very happy, as you can feel this sense of achievement, -your education strategy made the child change. (T3)

Inertia helps to construct the field as a world full of meaning, a world endowed with feelings and values, worthy of your best efforts. Teachers are trying to transform the reality of the field in which they live with their ideas and their actual actions. However, between the field and the habitus, it is ultimately the field that constrains the habitus and shapes the structural level of the habitus. Thus in kindergarten, the respondents were constrained by the kindergarten field and had to do things that were prescribed by the kindergarten. Although they were dissatisfied with the current world and tried to change it, the results were minimal. So at this point, they developed more dissatisfaction, entanglement and skepticism.

At the same time, the status of being on the establishment was also the most taken into account by the interviewees, who needed this stability to maintain their lives and a little bit of inner superiority at that time. "If you have an establishment, the salary is still reasonable and you can be financially independent, especially when you have to take out a loan to buy a house a formalized establishment status is very important." (T1) At this stage, they were in the cultural capital stage and existed in three forms: concretization, objectification and institutionalization. Although the teachers had developed feelings of resistance to kindergarten work at this time, they also recognized that they had gained something from their work, especially in terms of professionalism. Therefore, they have been torn and struggling with the idea of leaving their jobs, but have not acted on it.

3.3 The rational trade-off between human being and teachers: I need a job that is valuable and does not lose my ego

Generally speaking, the focus stage is the golden period of teacher career development, professional quality, reputation and other

aspects have reached the ideal level, it is the process of "focusing" on the work. But why do these teachers leave at this stage?

3.3.1 Burnout is on the rise, and negative feelings are getting stronger

With the increase of working years, teachers feel more and more bound to a job that cannot be self-fulfilling, and it is very stressful. Although in the rising period of career development, it is also full of confusion and instability, while the pressure of family, society, and work comes in a flurry of pressure, such as can not be well balanced and regulated, it is very easy to lead to the rise of burnout.^[24]Early childhood teachers can develop a negative work state that includes low achievement, emotional exhaustion, and depersonalization^[25].

After working, I slowly feel that teaching is no longer TOP1, and trivial matters will kill a lot of enthusiasm for professional growth. Work is tedious, not really child-oriented, which would cause me to think and doubt the nature of work. (T4)

In the kindergarten, teachers try to maintain their enthusiasm for work, but they are unable to cope with the necessity of work, so they have negative emotions. This is because the field is also a contested space. The occupiers of various positions in the field use various strategies to secure or improve their positions in the field.^[15]At this time, teachers were in a period of career frustration, and burnout was often mentioned as a feature of this period. The teachers in the burnout period have formed a subculture which is opposed to the value system, code of conduct and mode of behavior in the main culture of kindergarten, and this subculture affects the social mentality of related groups. After many attempts to improve the field and field location failed, teachers gradually produced helplessness and other negative emotions.

I want to make my work more valuable and my life more meaningful. But realistically this is not possible. (T3)

The interrelationship between the actors represented in the field is closely related to the different social status of the actors, and to some extent, is affected by the relationship structure caused by the different status of the different actors. However, the social status of the different actors only depends on the contrast between the different actual forces shown by the different status, and the field exists as a real relationship network. In the field of kindergarten, the objective relationship between the principal, parents and teachers is determined by the capital they hold. In the kindergarten where the power of the principal is respected and the needs of parents are Paramount, the situation of teachers is difficult. They can only choose to sigh silently and walk away.

3.3.2 Work-family conflict highlights the fact that it is more and more difficult to cross the identity.

As a common occupational stressor, work-family conflict will gradually increase the level of job burnout after enduring such stressors, which will promote the resignation intention of preschool teachers.^[26]After working for a period of time, teachers have the need to form a family and give birth to children. At this time, teachers need to assume more roles in work and family. As a result, their pursuit of "capital" is also enriched. They need the material support of economic capital, and they need to obtain a sense of accomplishment in the process of constantly improving their own cultural capital. At the same time, they need to pay attention to the transmission and accumulation of inter-generational cultural capital.

3.3.2.1 Stronger pursuit of material aspects

Compared to before, teachers at this time also place more value on material basis due to the multiplicity of their identities.

Working overtime almost every day. At home, I have to write lesson plans and prepare lessons, and a lot of communication with parents has to be completed by phone at home. There's a big difference between income and effort. (T4)

Although the salary level of teachers is not low in the local wage level, and B city will give 300 yuan to 500 yuan per month talent allowance, but if marriage, family, raising children, these incomes are still a little weak, and too harsh working conditions also make the work balance is not balanced. It can be seen that although there is a certain talent allowance, there is still a gap with the expectations of teachers, and it does not play an incentive role, which is not enough to support teachers to undertake too tedious and heavy work.

3.3.3.2 Pursuing a higher sense of achievement at work

Teachers are more concerned about their professional development than at the previous stage. At this time, they have certain requirements for their own professional level. However, due to the limitations of the regional development level, there was no way to

realize this in the kindergarten at that time.

I need to make a change. My own sense of value and fulfillment has been very low, so I want to make a change and have a breakthrough in my profession. (T5)

Cultural capital exists in three forms: concretized, objectified and institutionalized.^[27]As far as teachers are concerned, objectified cultural capital mainly refers to individual knowledge, cultivation, teaching ability and teaching level; institutionalized cultural capital includes academic diplomas, titles, and certificates of teacher qualification.^[17]Therefore, leaving the original unit in order to enhance one's cultural capital was one of the solutions to the contradictions at that time

The transmission of cultural capital is the best way to conceal the inherited transmission of capital. Seizing the basic period of cultural capital accumulation can realize accumulation quickly and easily. The offspring of families with strong cultural capital will accumulate cultural capital from the beginning stage neither wasting time nor delaying time.^[28]It can be seen that intergenerational transfer of cultural capital is the catalyst for teachers' final decision to leave the profession.

3.3.3.3 The acceptance of Bianzhi identity is more relaxed

Establishment status, for teachers, is a form of social capital, which is "an aggregate of actual or potential resources, a network of institutionalized relationships."^[27] It brings job and income stability, but after a few years on the job, teachers' perceptions of staffing change somewhat; on the other hand, while staffing is still important, professional development and resources are the real guarantors of survival. I have always felt that the identity is more stable, there is no problem to have enough to eat, but then I realized that the establishment is the external security, but the internal ability is the long-term iron rice bowl. (T7)

The amount of an individual's social capital depends on the size of his or her network and the amount of resources that network members appropriate by their own power.^[29]At this stage, teachers are burned out, partly because of the pressures of reality, and partly because of the quest for a higher level of professionalism. In the interviews, the interviewees repeatedly mentioned expressions such as "professionalism", "children" and "continuous learning". It is clear that teachers' feelings and even beliefs about professionalism and education have not been affected by the unsatisfactory situation at work. This is inertia at work. According to Bourdieu, habitus works precisely because it is usually unrecognized and not subject to human will. Habitus has a specific and lasting effect because it takes effect before the consciousness and language of the actor operate, beyond the control of the will.^[21]Although the teachers had been working for several years and some new inertia was in the process of being generated, the inertia from the previous professional learning process was still at work. Therefore, this does not contradict the teachers' focus on professional development at that stage. Going away means being more focused on one's work.

4. Transcendence theory: tension between 'person as teacher' and 'teacher as person'

This study takes early childhood teachers' entry, in-service and exit as clues to show the development of teachers from nothing to something, from weakness to strength, and the iterations of struggle and decision-making, until they finally leave their current positions. The influences of "settling in", "professionalism", and "situation" are always present in the process of entry, mid-service, and final decision to leave, but only change at different stages of the process. They just change at different stages.

Analyzing the phenomenon of teachers leaving the profession from the perspectives of field, habitus and capital, it is found that the expectation of the new field is the driving force of the work when they first join the profession, but they are gradually disappointed after the difficulties brought by the hierarchical principle of the field, and they finally give up after failing to adopt the strategies time and again; the habitus is the major reason for them to choose the work of kindergarten teachers, and the emotions and thoughts produced by their professional learning in the school are the power of their devotion to the work. strength, but ultimately left also due to the difference between their own perceptions and the emotions and realities based on this, as well as their dedication and persistence to the profession; the status of a teacher on the staff was a form of capital for them and one of the reasons for their initial choices, but as they grew older they craved for more forms of capital, especially the transmission of cultural intergenerational capital.

But we need to see that in this process, more importantly, these teachers are torn between their "livelihoods", their "professional passions" and their "circumstances". All of this reflects the dynamic relationship between the "person as teacher" (the identification and acceptance of the teaching profession) and the "teacher as person" (the consideration and respect for individual needs), which can

be seen in the "teacher identity" and the "authentic teacher". It is possible to see a tension between the roles of "teacher identity" and "authentic human being", both of which are present at different stages of the teacher's development.

People usually attach importance to the "teacher as a human being", considering teachers as a special profession and viewing them from the perspective of social needs and professional ethics; they think that teachers should put their career first, do everything for their students, and be portrayed as "saints". However, we should also realize that the role of teachers as "human teachers" should also be valued, and teachers should take the development of their own lives as "human beings" as a prerequisite, which is the intrinsic value and due value of teacher development. [30] Kindergarten teachers are "natural human beings", which means that teachers are not general and abstract beings, but special and concrete, teachers are also human beings, and they also have all kinds of needs of ordinary people, which should be respected and satisfied, and teachers are also "human beings". Teachers are also "mortals".

Therefore, this study shows that the conflict between the two roles deepens as teachers move through different stages of life and professional development, and that the phenomenon of role conflict occurs when faced with stronger boundaries between both personal needs (family, career, etc.) and the work environment (work atmosphere, work requirements). [31] Teachers, as practitioners of teaching and learning, their emotional experiences and emotional practices in the workplace will ultimately be related to many aspects of educational quality and school improvement. However, teachers can only "engage in reasonable risk-taking" if they are emotionally supported, [32] and when the environment does not provide the conditions or resources that individuals need, their needs will not be met, which can lead to tension, negative emotions, and experiences of conflict. [33] Thus, the tension between the two roles throughout the teacher's journey from entry to exit ultimately leads to an exodus.

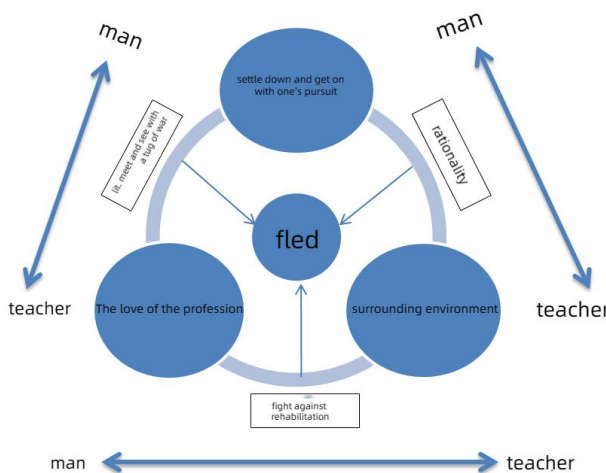


Figure 2 Teacher Exit Model

5. Conclusion

Based on the qualitative research data collected in this study, with the help of Bourdieu's field, habitus and capital theories and the perspective of the stages of teachers' professional development, we have learned about the teachers' experience from the time they joined the profession to the time they left the profession, and the theme words of the experience are "settling down", "professional feelings" and "the situation". Themes in this experience were "settling in," "professionalism," and "where they are," which were interpreted differently at different stages of the process. Behind this is the influence of field, habitus and capital. Changes at the macro level of society (including the field, habitus and capital of the teaching profession) have led to changes in the field, habitus and capital of individual teachers, as well as in their perceptions of them.

However, more importantly, this study expands the theoretical paths of field, habitus, and capital construction by combining the theory of stages of teacher development, and discovers the contradictory contradictions of the dual identities of human being and teacher. No matter which stage of development a teacher is in, he or she will be hovering between the three roles of "settling down", "professional love", and "situation", which reflects the tension between the roles of "teacher's human being" and "human being's teacher", and the final act of "leaving the profession" is but a typical embodiment of the tensions and conflicts between this macroscopic-microcosmic, organization-individual, and society-based-individual based roles.

Therefore, in order to alleviate this tension, firstly to pay attention to the spiritual core of the "person" and the "teacher". Secondly, attention is paid to the nourishment and satisfaction of the dual needs of "people" and "teachers". Finally, the harmonization of professionalism and "personhood" is strengthened. In addition to "being" cared for as a whole person, teachers must also care for themselves, and self-knowledge is the first prerequisite for self-realization^[34].

In conclusion, On the one hand, the "teacher as a human being" is a "living being" that does not end up in a certain state, but is always open to the future and to the generation of new possibilities. Teachers as human beings must enrich their own world, be conscious of their own lives, have clear goals for growth, establish an ideal personality, and pursue them with determination.^[35] At the same time to cultivate their own strong inner and debugging ability, learn to work in the process of the full effort, enrich the spare time life, appropriate to empty themselves, to achieve the harmony of the spirit of professionalism and human spirit. On the other hand, for the construction and cognition of the teacher's identity, which originated from the pre-service learning experience, several years of professional learning, so that teachers have a passion for the profession and perseverance, but from which we also found that the gap between the reality and what they had learned before made teachers produce self-doubt in their work. Therefore, while teaching professional knowledge and ability in school, we also need to strengthen the awareness of vocational education, so that students have a deeper knowledge and understanding of the profession in the pre-service period, which will help them to construct the identity of early childhood teachers before work, and reduce the chances of discrepancies after work.

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