

Level of Professional Identity Development among teachers in two Selected Secondary Schools

Ambissa Kenea* and Begna Ordofa**

Abstract

The purpose of this study was to understand the level of professional identity development among teachers in Burayu and Dalo secondary schools found in Burayu and Nekemte Towns respectively. Data were collected from teachers who were available at the time of the school visits. Sixty-two (62) teachers filled the questionnaire. Out of those who filled-in the questionnaire six teachers participated in the interview. Both qualitative and quantitative data analysis techniques were used. Thematic descriptions, frequency, mean scores, t-test, and one-way ANOVA were used to analyze the collected data. The result indicated that the teachers' professional identity as measured along four indicators (namely, job-satisfaction, occupational commitment, self-efficacy and work motivation) seemed to be in crisis. Among the four indicators only one (i.e. self-efficacy) was positively rated. The cumulative result indicated that the teachers' professional identity development was below the expected level. While teaching beliefs, professional socialization and career progression were important correlates of professional identification, professional socialization was found to be the most important one followed by opportunities for career progression. The result also indicated that teaching was not the respondents' choice and they came to teaching due to lack of any better option in life. It was learned that after joining the profession the teachers are struggling with many contextual as well as personal factors affecting the strength of their professional identity. The implications of these and other findings of the study were identified and suggestions for further research were also forwarded.

Keywords: Teachers' Professional Identity (TPI), job-satisfaction, self-efficacy, occupational commitment, and work motivation.

* PhD, Associate Professor, College of Education and Behavioral Studies, AAU

**PhD Candidate in Curriculum Studies, Addis Ababa University

Introduction

Since recent times, there has been a growing shift in the role of teachers and the goal of teaching from transferring knowledge and wisdom to teaching how to think creatively and critically. The shift also encompasses supporting students to develop not only knowledge but also the attitudes and skills necessary for this uncertain future including the twenty-first century skills. Regarding this, Schleicher (2018) indicates that preparing students for rapid changes is very crucial. Schools need to train students for jobs that have not yet been created, to tackle societal challenges that have not yet emerged and to use technologies that have not yet been invented. Schleicher added that educational success is no longer primarily be about reproducing content knowledge, but rather about inferring from what we know and applying that knowledge creatively in novel situations. However, this cannot be achieved without teachers having a strong professional identity which is directly related to the success in their job. Teachers' professional identity (TPI) is often interpreted in terms of individuals' perceptions of themselves as teachers and as the kind of teacher they wish to become. Literature shows that teachers' professional identity is related to teacher's retention in the profession and their on-the-job success (Turner, 2014). If a teacher has a strong sense of professional identity it will help him/her stay in the profession for a long period of time, to develop professionally and to become effective on-the-job.

Teachers' professional identity can be reflected through four indicators: teachers' job satisfaction, occupational commitment, self-efficacy and work motivation (Carrinus, Lorenza, Beijaardb, Buitinka & Hofmana, 2011). These constructs play important roles in teachers' work and lives and represent the result of the interaction between the teachers and their specific context. They are also described as important antecedents of teacher behavior. Similarly, these concepts operate as personal lenses through which teachers reflect on their practices and how they generally consider themselves at work. Moreover, these four indicators measure distinct behaviors of teachers related to their work. Teachers may feel that they differ from other teachers in terms of level of motivation, job satisfaction, commitment and/or feelings of self-efficacy. Therefore, to investigate teacher professional identity, it is necessary to consider these four indicators in combination (Karaolis & Philippou, 2019; Watt & Richardson, 2008; Kelchtermans, 2009). In this study, we took them as aspects or major indicators of the level of professional identity development: the higher they are the higher the teachers' level of identity development. There are other factors which act upon these major indicators as discussed in the ensuing paragraph.

According to Durmaz and Yiğitoğlu (2017), teachers' professional identity is acted upon or affected by a combination of external and internal factors. The external factors include institutional or workplace factors (e.g. administration; colleagues; teacher development unit and in-service training); contextual factors (e.g. student profile; classroom dynamics; program / curriculum); professional events (e.g. availability and access to workshops and conferences) and other factors (e.g. presence of role models, opportunity for research studies). The internal factors on the other hand include teacher's personality, teaching experience and motivation. For Day (2012), the biography of the teacher, including one's prior experiences, family life and dramatic occurrences in one's private life often exerts a great influence on one's belief on the teaching career. Career choice is another factor. In other words, how teachers come to the profession can influence their identity. Supporting this, Luyckx, Goossens, Soenens, Beyers, & Vansteenkiste (2005) using Marca's (1966) identity framework indicated that the reasons behind why individuals joined a career might affect their commitment to the profession. From what has been said so far one can deduce that while teachers' professional identity, as a construct, can be measured by itself, it is meaningless unless factors that are associated with it are considered. The present study was planned bearing this in mind.

Statement of the problem

While teachers' professional identity (TPI) is one of the emerging areas of research in the field of teacher education (Beijaard, Meijer, & Verloop, 2004), many of the researches conducted so far focused more on how teachers' professional identity is constructed or developed in pre-service training (Lerseth, 2013; Dickinson, 2012). Others of such researches emphasized on the profiling of teachers' sense of their professional identity. In addition, others focused on the backgrounds or experiences that affect the development of teachers' professional identity (Canrinusa et al. 2011; Durmaz & Yiğitoğlu, 2017; Sardabi, Biria & Golestan, 2018; Turner, 2014). While very relevant studies focused on the strength of the professional identity of in-service teachers based on the indicators identified above, job satisfaction, occupational commitment, self-efficacy and work motivation are missing. Methodologically, both qualitative and quantitative approaches were used in the studies of TPI reported in the literature (Canrinus et al. 2011; Hsieh, 2010). The settings where such studies conducted consisted of schools (primary, secondary or both) as well as universities, and emphasis was given to all types of teachers like novice teachers, experienced teachers, and student teachers at pre-service training.

When it comes to Ethiopia, studies on teachers' professional identity are awfully scarce (Ambissa, 2019). However, a few studies conducted in different parts of the country showed that some of the indicators of teachers' professional identity like teacher's job satisfaction and their commitment to their work are very low (e.g. Gamachis, 2018; Berhanu, 2018; Gedefaw, 2012; Anwar, Sisay, & Tmirat, 2016). Unfortunately, local studies followed the piecemeal approach and did not comprehensively examine the professional identity of serving teachers based on the four key indicators identified here (namely, career motivation, job satisfaction, commitment and teachers' self-efficacy). Therefore, the present study was planned with the objectives to: understand the level of professional identity development among teachers selected from the two schools and to sort out factors that impinge upon TPI development. In so doing, the study attempted to find answers to the following research questions:

- What is the level of TPI development in the schools?
- Is there any significant difference in TPI development based on the teachers' gender and teaching experience?
- What other factors (other than gender and teaching experience) are associated with TPI?

Definitions of Keywords/Phrases

The following keywords/phrases are used in this study in the context defined here:

Job-satisfaction: refers to “an attitude based on an evaluation of relevant aspects of the work and work situation” (Van der Ploeg and Scholte, 2003: 277). Thus, teachers' job satisfaction indicates how well the teachers are happy doing the job.

Occupational commitment: refers to decisions to continue in or leave teaching as one's occupation considering emotional attachment to an occupation, a sense of obligation to remain in the occupation and cost to oneself as a result of leaving the occupation.

Self-efficacy: refers to a teacher's perception of his/her ability to perform required professional tasks.

Teachers' professional identity: refers to teachers' understanding of themselves in relation to their profession along four indicators [i.e. job satisfaction, occupational commitment, self-efficacy and work motivation] in combination

Work motivation: refers to “a set of energetic forces that originate both within as well as beyond an individual’s being, to initiate work-related behavior and to determine its form, direction, intensity, and duration” (Karaolis and Philippou, 2019: 486). Teachers may be motivated to do teaching duties because of the satisfaction they derive from serving others or due to other external incentives (e.g. to win recognition).

Review of Related Literature

Teachers Professional Identity

Professional identity is an individual’s understanding of himself/herself in relation to a given profession (Collin, 2009). Thus, professional identity in teaching profession refers to how teachers see themselves as teachers, based on their interpretations of their continuing interaction with their context (Beijaard et al. 2004). Teachers’ professional identity (TPI) is a construct of professional self that evolves over career stages and can be shaped by institutions, reforms, and political contexts (Stronach, Corbin, McNamara, Stark, & Warne, 2002). It is also conceptualized as a mechanism through which a teacher acts as an agent and achieves his/her goals (Beijaard et al 2004; Hong, 2010).

Using the socio-cultural point of view, we can argue that professional identity is constructed in both social and personal realm (Beijaard et al. 2004). Teachers develop an interpretative framework during their career and that this framework is shaped and re-shaped through interaction between individual teachers and the social, cultural and structural working context (Kelchtermans, 2009). According to Day, Stobart, Sammons, and Kington (2006), teachers balance three relevant dimensions in their work: life outside school (personal dimension); their own educational ideal and the social and policy expectation which is related to what a good teacher mean (professional dimension) and their immediate working environment (a situational dimension). It is believed that professional identity is associated with teachers’ intentions to leave (or stay on in) the profession and is highly related to the working conditions. Besides, emotion, teacher commitment, values, knowledge, beliefs, and micro politics are considered to be important components of teacher professional identity (Hong, 2010).

Indicators of Professional Identity

According to Van der Ploeg and Scholte (2003), job satisfaction is “an attitude based on an evaluation of relevant aspects of the work and work situation” (p. 277). It focuses on the evaluation of aspects of the work itself as well as on aspects of the context in

which one works. Self-efficacy is a teacher's perception of his or her ability to perform required professional tasks. It also refers to one's ability to succeed in a certain task (Bandura, 1993). On the other hand, Latham and Pinder, in Karaolis and Philippou (2019) define work motivation as "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration" (p. 486). Occupational commitment can be described in three ways, namely affective commitment, normative commitment, and continuance commitment. Affective commitment is one's emotional attachment to his or her occupation, normative commitment is a person's sense of obligation to remain in the occupation, and continuance commitment involves the individual's assessment of the costs associated with leaving one's occupation (Blau, Paul, & St. John, 1993).

The concept of TPI includes strong affective factors such as beliefs, emotions, orientation, motivations and attitudes (Frade & Gómez-Chacón, 2009). Besides, self-image, self-esteem, job motivation, task perception, and future perspective are interrelated factors of TPI (Kelchtermans, 2009). In the same sense, Canrinus et al. (2011) and Day (2002) indicated that job satisfaction, professional commitment, self-efficacy, and work motivation are very important indicators for a sense of TPI. In addition, these indicators are considered as important antecedents of teacher behavior (Watt & Richardson, 2008) and perceived as important in a teacher's life (Kelchtermans, 2009). On the basis of these, job- satisfaction, self-efficacy, professional commitment and work motivation are used as indicators of TPI in this study. These four constructs tend to embrace aspects of many of the other factors mentioned above and seem to be comprehensive. Hence, to investigate teacher professional identity, it is necessary to consider these four indicators in combination (Day, 2002; Canrinus et al. 2011; Karaolis & Philippou, 2019).

Factors Associated with Teachers' Professional Identity

The factors or influencers to be considered in this part of the paper are those factors that have direct bearing on the four indicators discussed above (job- satisfaction, occupational commitment, self- efficacy and work motivation) and thereby influence the development of teachers' strong professional identity. Such factors can be categorized into contextual and personal factors as described below.

Contextual Factors

Professional development opportunities and level of autonomy are aspects of the context in which a teacher works. For instance, teachers who experience more autonomy feel

more satisfied in their work, are more motivated and feel more competent (Bogler & Somech, 2002). In addition, support such as mentoring by experienced teachers, salary, other incentive system and collaboration among professionals have important contribution to both teacher identity and to early career teacher attrition (Schaefer, Long & Clandinin, 2012). Similarly, professional socialization, where teachers participate and interact in communities of practice or professional learning community contributes much to the process of identity development. Career progression might be considered as the level and type of positions which teachers should pass through in their professional life is associated with an increase in salary; improved responsibility, and career promotions or increased professional status. This is another essential element in affecting the teachers' professional identity of teachers (Beijaard et al; de Vries, van de Grift, & Jansen; Seibert, Maria & Michael, cited in Noi, Kwok & Goh, 2016).

Personal Factors

Although teachers share a common profession, they do differ in their more personal attributes, possibly acting upon the four indicators of teachers' sense of professional identity described above. The personal attributes discussed here are teachers' primary reasons for becoming a teacher, their total amount of experience in education, and educational beliefs.

The primary reasons for choosing the teaching profession are viewed here as push and pull factors for a teacher's level of motivation. These reasons have generally been divided into intrinsic, extrinsic and altruistic reasons (Bastick, 2000). Similarly, the total amount of experience that teachers have in education may have a bearing over the strength of their professional identity. The extent to which individuals know who they are and what they want professionally and in terms of their career increases with experience (Dobrow & Higgins, 2005). In addition, teacher beliefs have been studied extensively and are seen as a lens through which teachers filter information from external sources (Fairbanks, Duffy, Faircloth, Levin, Rohr, & Stein, in Vokatis & Zhang, 2016). Educational beliefs guide a teacher's actions and their perceptions of themselves in their work as teachers (Akkerman & Meijer, 2011). Finally, professional identity is influenced by biography and experience (life outside the school); workplace conditions and relationships, and the educational ideals of the teacher (Day, 2012).

on this brief review of the related literature, the following conceptual framework is developed to guide the present study.



Figure 1: A conceptual framework for Teachers' professional Identity Development

The central message of this diagram is that teachers' strong professional identity development is a function of four interacting variables: occupational commitment, motivation, job satisfaction, and self-efficacy. That means when teachers are satisfied with what they do, motivated to do whatever they have to do as teachers, they feel that they can do it well and determined to continue as teachers. It means the teachers have strong professional identification. Contextual factors (including teaching beliefs, professional socialization and career progression) and personal factors (including reasons for becoming a teacher, work experience, and educational beliefs.) act up on teachers' professional identity through the four variables.

Methods of the Study

The Research Design:

This study employed a mixed research approach, particularly the concurrent mixed methods design (Cresswell, 2012), which allowed the simultaneous collection of both quantitative and qualitative data. In the study both quantitative and qualitative data were given equal priority.

Participants: The target population comprised teachers currently teaching in two secondary schools. The first school is called Burayu secondary school (from Burayu town) and the second one is Dalo secondary school (from Nekemte town). Availability sampling method was used to get the sources of data. The total number of teachers

found in each school was manageable (i.e., Burayu secondary school 60 teachers; Dalo secondary school 39 teachers). As a result, the researchers decided to use every teacher teaching in each school as a source of data. Then, the questionnaire was distributed to the total number of teachers found in the schools through the researchers and the school principals. Out of which, 62 (50 male and 12 female teachers) were available and filled-in successfully and returned the questionnaire. The two schools were selected because they are easily accessible to the researchers. The purpose of the study was not to generalize the findings of this study to the rest of schools in the country. It was rather to understand the situation in the schools regarding the issue under investigation and to initiate other researchers to conduct further research in the area. We have also conducted interviews with six teachers (two females and four males) considered as competent enough to provide the necessary information related to their experiences. The major target of the interview was to explore the feelings of the interviewee about the profession and identifying the vital influencers behind their professional identity development.

Instruments: Both questionnaire and interview guides were used to collect data. The questionnaire contains 34 items and yields a Cronbach's Alpha of 0.855 for the participants of 62. The questionnaire had two parts. The first part constituted four indicators to teachers' professional identity development. The first indicator related to teachers' job satisfaction containing 10 items. The second indicator contains 10 items describing teachers' occupational commitment. The third one contains 3 key items associated with teachers' self-efficacy. And, the fourth indicator describes teachers' work motivation with four items. The second part is prepared to assess the influencers using three indicators. Indicator 1 was about teaching beliefs (has 4-items); indicator 2 was related to professional socialization (has 4-items); and the last indicator was associated with career progression (has 3-items). The necessary items in each indicator were noted in the result part. The Likert Scale used for all of the scales were designated as 1= Strongly Disagree; 2= Disagree; 3= Undecided; 4 = Agree and 5= Strongly Agree. Besides, a semi structured interview guide was developed to collect necessary data through discussion with selected teachers. The items in the interview guide were prepared by interfacing with the questionnaire items. These tools were prepared by the researchers based on the review of related literature.

Analysis: The data collected from these sources were sorted out and tallied. Statistical tools like percentages, frequency, mean, standard deviation, t- test (one sample t-test

and independent t-test) and one-way ANOVA were applied using SPSS (version 24). The qualitative data were analyzed thematically. The themes were identified based on the objectives of the study and from reading and re-reading of the result of the semi-structured interview held with the teachers. The data from the interviews and the questionnaire were integrated under the identified themes (as found appropriate) for the purpose of the analysis.

Results

Strength of Teachers' Professional Identity:

As repeatedly mentioned, teachers' job satisfaction, occupational commitment, self-efficacy and work motivation were used as major indicators to examine the strength of teachers' professional identity development. Under this first part of the chapter the results of the analysis of data on the extent or the prevalence of each of these indicators are presented using Table 1.

Table 1

One Sample t-test Result on the Strength or Extent of the Four Indicators

Variable	N	Mean	SD	T	Test-value	P-value
Job-satisfaction	62	31.13	5.27	13.24*	40	0.000
Occupational Commitment	62	18.74	3.00	13.79*	24	0.000
Self-Efficacy	62	11.47	2.14	1.96	12	0.060
Work Motivation	62	12.47	3.06	9.09*	16	0.000

*P<0.01

Teachers' Job Satisfaction: Teachers evaluate the relevant aspect of their job and work situation. This evaluation determines their job satisfaction which is one of the indicators of the strength of the teacher's professional identity. Job satisfaction refers to the positive or negative judgments teachers make about the value of their work (Weiss, in Karaolis & Philippou, 2019). Among the issues included into the rating were the respondents' feelings about meaningfulness of their work, satisfaction with the decisions they make about their daily tasks, relationship with colleagues, concordance of their work with their experience/qualification and level of challenge they experience from the job. The assessment was based on a list of ten indicators which were to be rated along a five-point Likert-type scale. The result has been organized as in Table-1 with the comparison of the mean value of Teachers' Job Satisfaction with the test value

= 40 (here it is assumed that in the Likert-type scale, the desired minimum positive response expected is 'agree' (agree = 4; number of items = 10, then the cut-off point will be $10 \times 4 = 40$) using one sample t-test. The same assumption will be applied to the rest of similar tests. The result of the statistical test using the one-sample t-test identified that teachers' job satisfaction (mean = 31.13) was below the minimum mean value (test value = 40), and the test has indicated that, the difference is statistically significant ($t = 13.24$, $p < 0.01$). This indicates that the respondent teachers couldn't agree that they are satisfied with their job. Based on this result, it is possible to infer that teachers' job satisfaction in the school is not to the required level.

Teachers' Occupational Commitment: Occupational commitment, as an aspect or indicator of TPI, is understood as the psychological bonds of the teacher with his/her job (Lee, Carswell, & Allen, in Karaolis & Philippou, 2019). Some of the issues included in the rating were the respondents' feeling about their emotional attachment to their profession, whether they feel obliged to remain in the profession and their feeling about the costs associated with leaving the profession. The assessment was based on a list of six indicators which were to be rated along a five-point Likert-type scale. The result has been organized as in Table-1 and it shows the comparison of the mean value of teachers' occupational commitment with the test value = 24 (Agree = 4; number of items = 6) using one sample t-test. Then, it was identified that the mean value of teachers' occupational commitment (mean = 18.74) was below the test value (Mean = 24), and that the observed difference was statistically significant ($t = 13.79$, $p < 0.01$). This also indicated that teacher respondents couldn't assure their agreement that they are committed to their profession. Based on this result one can conclude that teachers' occupational commitment is below the expected level.

Teachers' Self-Efficacy: This is the other important indicator of teachers' professional identity. It is simply the teachers' beliefs about their ability to succeed in their task. It can also be understood as how teachers perceive their ability to perform important professional tasks, and to regulate relations involved in the process of teaching and educating students. Self-efficacy is positively related to motivation (Bandura, 1993) and especially to intrinsic motivation (Ryan & Deci, 2000). Respondent teachers were asked to indicate their level of agreement on their professional self-efficacy along such issues as whether they can be very creative in their work, think that they are good at their subject matter knowledge and they have the ability to raise the awareness of the community. The assessment was based on a list of three key indicators which were to be rated along a five-point Likert-type scale. Accordingly, using a one sample t-test

the researcher identified that there is no statistically significant difference between the test value and the mean value of self-efficacy ($t=1.96$, $p>0.05$). This result shows that teacher respondents agreed that they are competent in accomplishing their task. From this result, it can be deduced that teachers perceived that they are efficacious.

Teachers' Work Motivation: This is the other indicator of teachers' professional identity. It can be described as the forces that drive an individual to spend time, energy and resources to initiate behaviors related to his work (Latham & Pinder, in Karaolis & Philippou, 2019). The issues included in the rating were related to their reasons to decide to enter the teaching profession (e.g. because they like to work with young people; they love their subject matter; to get good salary; to get a job). The assessment was based on a list of four key indicators which were to be rated along a five-point Likert-type scale. The result of the statistical test identified that the mean value of teachers' work motivation was less than the test value. The test has indicated that, the difference is statistically significant ($t=9.09$, $p<0.01$). This shows that the teacher respondents couldn't show their agreement that they are motivated in their work. From this result, it might be concluded that teachers' motivation to their job is below the expected level.

Related to this, how the teachers opted for teaching was one of the important variables investigated during the interview with the teachers. It is known that many reasons might be behind choosing a teaching career. However, different studies revealed that the career choice of teachers is a result of personal devotion rather than rational decision (Jamil, Petras, & Mohamed, 2013). From the interviews it was found out that, except one all the five interviewees reported that they joined the profession because they couldn't have any better alternative. They came to teaching just to get a job. Only one said that he joined the profession with interest because by the time he chose the job (i.e about 40 years ago) teaching was a highly respected career in the society - a result consistent with Eyasu et al's. (2017) finding which showed that the status of teaching continuously declined in Ethiopia.

Another test was also conducted using a one sample t-test to see the cumulative form of all of the four indicators together to determine the level of strength of teachers' professional identity.

Table 2

Cumulative Result of the level of strength of TPI from one-sample t-test

Variable	N	Mean	SD	<i>t</i>	Test-value	P
Teachers Professional Identity	62	73.81	9.98	14.35*	92	0.000

P* < 0.01

Table 2 indicates that the mean value for the cumulative result of teachers' professional identity was less than the cut-off point (the test value, i.e. 92). The t-test result indicated that the difference was statistically significant ($t=14.35$, $p<0.01$). This implies that the level of strength of the respondents' professional identity was below the expected as measured along the four major indicators together (i.e. teachers' job satisfaction, occupational commitment, self-efficacy and work motivation).

Association of Selected Personal Factors with TPI

As discussed earlier in the review of related literature, teachers' personal attributes are thought to be important associates of TPI development. This sub-section is devoted to examining to what extent the teachers' gender, their job experience and teaching beliefs related to their professional identity.

(a) Gender and TPI: because female and male teachers personal experiences of reality can differ (Genet, 1991), gender is expected to be among the important personal variables that can somehow associated with their professional identity. Table 3 presents the four indicators of TPI based on teachers' gender.

Table 3

The Four Indicators (or aspects) of TPI vis-à-vis Gender

Variables	Gender	N	Mean	SD	<i>t</i>	p
Job Satisfaction	Male	50	30.88	5.53	0.576	0.452
	Female	12	32.17	4.06		
Occupational Commitment	Male	50	18.96	3.00	1.171	0.246
	Female	12	17.83	2.95		
Self-Efficacy	Male	50	11.90	2.02	3.54**	0.001
	Female	12	9.67	1.67		
Work Motivation	Male	50	12.48	3.25	0.080	0.937
	Female	12	12.42	2.23		

P** < 0.01

The independent t-test result (Table 3) showed that there is no statistically significant

difference in job satisfaction, occupational commitment and motivation of the teachers due to gender. A statistically significant difference was observed between male (mean=11.90) and female (mean= 9.67) teachers on self-efficacy ($t=3.54$, $p<0.01$). This implicates that male teachers rated their ability to perform the required professional tasks better than their female counterparts.

(b) Teaching experience and TPI: it is generally expected that the more experienced a teacher the more he/she identify with teaching. One-way ANOVA test was used to see if this holds true in the present case. For convenience to statistically handle the matter, teaching experience has been categorized as less than 5 years (beginners), from 5 to 10 years (mid-career) and above 10 years of teaching (senior). Table 4 presents the one-way ANOVA result on the same.

Table 4

One-Way ANOVA Result based on Teachers' Teaching Experience

Variable	Teaching experience	Mean	<i>F</i>	p
Job satisfaction	Less than 5 years	30.08	0.896	0.414
	From 5 to 10 years	33		
	Above 10 years	31		
Occupational commitment	Less than 5 years	16.92	3.39*	0.04
	From 5 to 10 years	18.8		
	Above 10 years	19.33		
Self-efficacy	Less than 5 years	10.54	2.35	0.104
	From 5 to 10 years	11		
	Above 10 years	11.90		
Work motivation	Less than 5 years	11	1.953	0.151
	From 5 to 10 years	12.8		
	Above 10 years	12.87		

$P^*<0.05$

According to the result, there was no statistically significant difference among the teachers in their perception of the four indicators except on occupational commitment. Due to their teaching experience a significant difference was noticed on teachers' occupational commitment based on the teaching experiences ($f(2, 59) = 3.39$, $P=0.04$). Post hoc comparisons using the Tukey test indicated that the difference lies between those with less than five years of experience and those above ten years of teaching experience. Taken together, these results suggest that more experienced teachers tended

to be better committed to their occupation. The fact that teachers with ‘medium’ (five to ten years) teaching experience do not as such differ from the beginning teachers (less than five years) shows that the impact of teaching experience on occupational commitment while positive is a slow one.

(c) Teaching Belief and TPI: teaching belief is a lens through which teachers filter information about teaching and related decisions from external sources (Fairbanks et al, in Vokatis & Zhang, 2016). Teaching beliefs are assumed to be the core beliefs that one has about teaching profession and being a teacher, as well as towards teaching and learning. These are continuously formed and reformed through experience. Literature showed that teachers’ professional identity is believed to be shaped by teachers’ beliefs towards teaching and learning which is considered as one of the crucial factors (de Vries, van de Grift, & Jansen, in Noi, Kwok & Goh 2016). The result on this has been organized as in Table 5:

Table 5

One Sample t-test Result on Teaching Beliefs and TPI

Variable	N	Mean	SD	T	Test-value	P-value
Teaching Beliefs	62	17.15	3.34	2.697*	16	0.009

***P<0.05**

Teachers were asked to indicate their level of agreement on their teaching beliefs. Among the issues contained in the rating were the respondents’ feeling about teaching in terms of his/her activity on creating conducive environment, recognizing students’ needs, encouraging active participation and motivating students to learn. The assessment was based on a list of four indicators which were to be rated along a five-point Likert-type scale. Accordingly, using a one sample t-test, the researchers identified that teachers’ teaching beliefs was above the minimum or test value, and the test has indicated that, the difference is statistically significant ($t=2.697$, $p<0.05$). The teachers positively rate the identified attributes of a good teacher. This implicate that as far as the identified attributes go, the teachers hold a positive view of the idea of a good teacher and what teaching can do.

Several opinions were collected from the interviews regarding teaching beliefs of the teachers. One of the interviewees stated the following in connection with the teaching profession and a good teacher:

Teaching changes human being; good teacher is a teacher who has a good preparation; he/she manages his/her time well and finishes curriculum portion allotted for the year. He or she is one who has good approach; who is ethical; who provides handout for his or her students; who loves his/her profession and who helps his/her students to score good results in examinations (Teacher A from Burayu secondary school).

In addition, another person said:

A good teacher is a teacher who is well planned, who can accomplish all his/her tasks, who completes curriculum portion for the semester, and who reads different reading material. The teaching profession is the father of other professions, and it brings people from darkness to light (Teacher B from Burayu secondary school).

While both the respondents hold a very desirable belief about teaching, they saw it in terms of its contribution to the society, i.e. a society-centered view dominates the teachers’ discourses about teaching. Contemporary reality of teaching which focuses on learner engagement and thereby empowerment through agency building seem missing from the teachers’ discourses. Lack of such proper understanding might have its own impact on teachers’ motivation for their work.

Association of Selected Contextual Factors with TPI

As discussed above, two contextual factors were identified to examine their association with TPI. These were Professional socialization and opportunities for career progression. By professional socialization it is to mean teachers’ participation and interaction in communities of practice or professional learning community, whereas opportunity for career progression refers to the provisions available for teachers to pass through the various levels and/or positions in their professional life cycle (Noi, Kwok & Goh, 2016). The prevalence and or levels of these two contextual factors were tested using one-sample t-test and the results have been organized as in Table 6.

Table 6

One Sample t-test Result on Professional Socialization & career progression and TPI

Variable	N	Mean	SD	t	Test-value	P-value
Professional Socialization	62	15.47	3.12	1.344	16	0.184
Career Progression	62	9.68	3.20	5.711	12	0.000

Teachers were asked to indicate their level of agreement on their professional socialization. The rating was based on four items along the five point Likert-type scales which focused on the relationship they have with their colleagues. These were sharing new ideas, working collaboratively, positive relationships and the value of membership in a teaching team. Accordingly, using the same t-test it was identified that mean for teachers' profession socialization was slightly below the minimum or test value, and the test has indicated that, the difference is not statistically significant ($t=1.344$, $p>0.05$). Therefore, it is possible to state that the obtained score is on the marginal value and hence it might be deduced that teachers agreed that the professional socialization in their schools is more or less to the required level.

Teachers were also asked to indicate the availability and level of opportunity for career progression. The issues included availability of career track in their school, clarity of the career track for them and if they do have a clear vision of how to become a better teacher. The assessment was based on a list of three indicators which were to be rated along a five-point Likert-type scale. Accordingly, using a one sample t-test the researchers identified that teachers' career progression was below the minimum mean or test value, and the test has indicated that, the difference is statistically significant ($t=5.711$, $p<0.01$). The result indicated that opportunity for teachers' career progression is below the expected level. Table 7 clearly presents how the selected factors and the indicators of TPI.

Table 7

Correlation among Selected Factors and the Indicators (or aspects of TPI)

Pearson Correlation	Teaching Beliefs	Professional Socialization	Career Progression	Cumulative (Factors)
Job Satisfaction	0.084	0.32*	.609**	0.541**
Occupational Commitment	0.162	0.15	0.111	
Self-Efficacy	.581**	.544**	0.187	
Work Motivation	0.142	.420**	.541**	
Cumulative (TPI)				

** $p<0.01$ and * $p<0.05$

The result in Table 7 indicates that among the indicators of teachers' professional identity, occupational commitment did not have a statistically significant relationship with any of the three identified factors (i.e. teaching beliefs, professional socialization and career progression). The remaining three aspects or indicators of teachers' professional identity (job satisfaction, self-efficacy and work motivation) each had positive correlation with two of the selected factors. Job satisfaction had positive correlation with opportunity for career progression and professional socialization; self-efficacy with teaching beliefs and professional socialization; and work motivation with professional socialization and career progression. In general, it is also indicated that the cumulative result of sense of TPI and the factors have a strong positive correlation.

From the interview made with the teachers, four related factors emerged as important variables in teachers' professional identity development. These were professional development/upgrading, work environment, student discipline and teacher autonomy. Each of these is briefly presented here:

Upgrading/Professional Development: Improving the educational level (e.g. from diploma to first degree to master's degree) is one of the important opportunities available for the teachers as they work in schools. Teachers in Ethiopia try to upgrade their educational level through what is called summer (Kiremt) program, mostly sponsored by either the Ministry of Education or Regional Education Bureaus. Almost all of the interviewees said that upgrading was important to improve their profession as well as their salary. They reported that, "*they are there (at school) because they hope that one day they would get an opportunity to improve their educational status.*" Therefore, from this interview one can see that opportunity for upgrading which is assumed to be part of teachers' professional development seem to have contributed towards making teachers stay at school. Yet, given the results reported above, it is very difficult to believe that this is meant to improve the quality of one's teaching. Result of a study by Tirusew, *et al.* (2018) came up with a suggestion that there is a need to reverse the current summer course-based teachers upgrading system to a scheme wherein the focus is on improving teacher competence in identified areas.

Working Environment: this refers to the conditions in which the teachers work, including but not limited to such things as facilities, physical environment, stress and noise levels, degree of safety or danger, and the like. Robbins (1998) and Yitbarek (2007) indicated that the environment within which employees work were related

to high job satisfaction. Accordingly, the research interviewees revealed that in their schools:

No material incentives (e.g. tissue paper, soap, etc.); no good salary; students do not love, respect, and listen to teachers; students' discipline is worse; parents do not follow their children, and the school has become a place where students spend time without purpose. (Teacher C from Dalo secondary school).

Besides, another interviewee said:

The local governors have provided us a place for building a house, but we don't have the capacity to build the house. We are simply looking at the land. (Teacher A from Burayu secondary school).

Still another respondent remarked:

Other sectors do not see us as government employees. Besides, lack of attention from the government (since we are assumed to be large in number) and other issues have made us to disrespect our profession (Teacher D from Dalo secondary school).

From these one might understand that teachers are assuming that the profession is not rewarding. They are worried about their lives as well as their work which is an obstacle to their success on their job. In addition, low status of the profession in the society is another headache for the teachers and they don't see that the situation would be improved in the feasible future.

Student Discipline: in this study, student discipline is considered as the tendency of students to respect the code of conduct showing important behaviors such as purposefulness, cooperation, integrity, truthfulness, sympathy, etc. in the schools. In relation to this, teachers who are involved in the interview revealed that student discipline is a challenge for the success of their job. One of them said:

There were incidences of students insulting and beating their teachers in our school. I remember that our school director was also been beaten bitten by students last year. Students are not interested in their learning. When we teach they want us to leave the class as early as possible. There are students who come only during exam periods in a semester. So, they are disobey and disrespect us, the school and their learning (Teacher E from Burayu secondary school).

Almost all the respondents expressed the same opinions. In other words, the participants revealed that students' misbehavior in school is affecting teachers' perceptions of their career negatively - a point already underscored in the preceding section. But, the main

question is that why they are misbehaving in school needs further research.

Autonomy: Teacher autonomy refers to the empowerment or freedom teachers have to innovate, to devise appropriate methods of communication and activities relevant to the need and capabilities of the concerns of the community (Sehrawat, 2014). The level of perceived autonomy the teachers enjoy was an issue for discussion with the interviewees. From the interviews it was learned that the school leaders want from the teachers to promote all the students to the next grade level. And the leaders make every kind of indirect influence over the teachers, including using efficiency assessment. Besides, one of the respondents said:

When students cheat during examination, no one dares to stop them because if you try to stop them you will be attacked by the students. When disagreement happens, the school administration takes side with the students. This encourages the students to continue in the cheating activity and makes the teachers' lose their professional confidence (Teacher C from Dalo secondary school).

Another interviewee added to this when he said:

Whether you teach well or not students score 3.6/3.7 points through cheating. Therefore, so long as I could not see my contribution my presence there is simply useless.

He continued:

There are interferences by local 'politicians'; politics has entered between the teacher and the students. As a result, we (teachers) are already divorced from students. This is done for the sake of political gain. Due to this reason, we are not empowered enough to punish or to take some measures when we want students to learn from their mistakes. Obviously, this has compromised our professional autonomy. We are influenced directly or indirectly to make all students pass to the next grade level. To do this, we evaluate their exercise books out of 20% in the name of continuous assessment simply to maximize their marks. Quizzes are also used to increase marks. If we don't do that, our teaching efficiency would be compromised (Teacher D from Dalo secondary school).

These citations indicate that teachers in the schools were deprived of their autonomy to independently assess their students, to discipline them and to promote or withhold them. The overarching purpose of schools (i.e. ensuring learning) is compromised for passing from grade to grade. Such academic dishonesty as cheating is increasingly used by students and teachers are not empowered to stop that. The school leadership, often a political mediator (if not a political appointee) is reported to be not on behalf of the

teachers. Hence, teachers' autonomy in the schools is under question which can have a negative impact on their success as teachers and can have a detrimental effect on their professional identity.

Discussion

Four generic indicators or aspects of teachers' professional identity, namely, Job satisfaction, occupational commitment, self-efficacy and work motivation were considered to assess the strength of the participant teachers' professional identity. This part of the paper discusses the results presented earlier on the four indicators on the one hand and the personal and contextual factors on the other.

The results indicated that teachers' job satisfaction in the schools was below the expected level. This finding is consistent with results of researches conducted in Ethiopia in few schools (eg. Gamachis, 2018; Berhanu, 2018; Gedefaw, 2012). The result also disclosed that teachers were not satisfied because of insufficient salary and lack of other incentives, low economic status, poor attention by the government to improve the teachers' situation and poor working environment. Similarly, it was learned that teachers' occupational commitment and their work motivation were below the expected level. The qualitative result also indicated that teachers decided to become teachers because they did not have better options. Similar finding was reported in Charalambos (2017). A model developed by Marcia on professional identity described that the reasons behind why individuals joined a career might affect their commitment to the profession (Luyckx et al. 2005). Similarly, many researchers have identified that teachers have lower level of motivation when compared to other professional groups. For instance, studies indicated that in many European countries lack of motivation contributed much to teachers' attrition (Watt & Richardson, 2008).

On the other hand, the result on teachers' self-efficacy indicated that they felt that they were competent enough. For instance, teachers perceived as if they were very creative in their work with students and think that they are good at their subject matter knowledge. While this is a positive trend, self-efficacy alone is not enough to explain the sense of teachers' professional identity for its only one of the several factors; and in fact only one of the four aspects of professional identity identified for this study. Looking at the result on the four indicators as well as the cumulative result, it might be deduced that the strength of teachers' professional identity was below the expected level. This finding is different from a study conducted in China by Wang (2014) which showed

that the overall level of professional identity of senior high school English teachers in Henna province of China was average. This difference could possibly be due to differences in the contexts of the schools concerned. From the in-depth interview with the teachers it was learned that teachers in the two schools feel kind of alienation: undesirable attitude towards the teachers; low social status; and government not paying the necessary attention commensurate to the service teachers provide. This situation in turn badly affects the strength of the teachers' sense of professional identity.

Selected personal factor, namely, gender, teaching experience and teaching beliefs were examined for their association with strength of teachers professional identity. It was noted that out of the four indicators of teachers professional identity, gender tended to be significantly associated with teachers' self-efficacy. Accordingly, male teachers rated their ability to perform the required professional tasks better than their female counterparts. One possible explanation for this particular result might be the impact of gender biases constructed and available in the Ethiopian society (Genet, 1991) which might still be there to influence the teachers resulting in differential perception of their own competencies. It was also identified that teachers' work experience was significantly associated with teachers' occupational commitment, out of the four indicators of teachers' professional identity. This means, teachers with more years of teaching experience (i.e. those with 10 years and above in teaching) are more committed to their work than those teachers with less than 5 years of experience (beginners). It can be concluded that while teacher commitment increases with increase in years of teaching experience, the increase is very slow. One possible explanation for such positive relation could be that these teachers might see the positive result of their effort on their students at different levels in the world of work, as they stay in the profession for a relatively long period of time. This finding is different from result of a study reported by Beijaard, Verloop, and Vermunt (1999) which indicated that teachers perception of their professional identity was not related to their teaching experience. Of course, within the Ethiopian context, this calls for further research. The other personal variable examined was teaching beliefs. As argued by Akkerman and Meijer (2011), teachers' beliefs about teaching and learning tend to directly affect the teachers' actions and their perception of themselves in their function as teachers. The results (both quantitative and qualitative) indicated that the teachers hold a positive view of the idea of a good teacher and what teaching profession can do. However, the interviewed teachers hold a very traditional view of the role of a good teacher wherein they overlooked the role of

teaching as a process of empowerment of the learner. Apart from that, the teachers had no confusion over what their profession is and the value it has. In other words, this may mean the problem is not as such on the value the teachers attach to their profession.

Selected contextual factors, namely, professional socialization and opportunity for career progression were also examined for their association with the teachers professional identity. The result indicated that where professional socialization happened to be in a better situation, opportunity for career progression was not to the expected level in the schools where the teachers serve. The teachers believed that there was a good level of collaboration in their schools in terms of sharing new ideas, working collaboratively, positively relating to one another and the like. It is very unfortunate that the teachers could not see good opportunity for career progression in their schools as assessed in terms of availability of career track in their school, clarity of the career track for them and if they do have any clear vision of how to become a better teacher. These are very essential elements of professionalism which might impinge upon teachers' professional identification.

Attempts were made to assess whether the three continuous variables-teaching belief from personal factors and professional socialization and career progression from contextual factors- had any significant relation with the four indicators of teachers professional identity. The result from the Pearson's Correlation showed that among the major indicators of teachers' professional identity, occupational commitment did not have any statistically significant relationship with the three factors or influencers identified (teaching beliefs, professional socialization and career progression). This may implicate that there might be other factors which should be considered to improve occupational commitment of the teachers other than the ones identified here - one such variable, as already identified, is teaching experience. On the other hand, job satisfaction had positive correlation with opportunity for career progression and professional socialization while it had no statistically significant correlation with teaching beliefs. Teachers' self-efficacy was positively associated with teaching beliefs and professional socialization; and not so with opportunity for career progression. Teachers' work motivation was found to have positively associated with professional socialization and career progression. The result reported here indicates that in order to improve the level of teachers professional identity, while all the three factors (teaching beliefs, professional socialization and career progression) are important, professional socialization is the most important one followed by career progression. In relation to

this, a study conducted in Tanzania by Nyamubi (2017) revealed that both professional socialization and opportunity for career progression in school enhance teachers' job-satisfaction. Similarly, Toropova, Myrberg and Johanson (2020) and Wang, Li, Luo, and Zhang (2019) indicated that teachers' professional socialization is most closely related to their job-satisfaction. In addition, UNESCO (2016) reported that lack of career opportunities in schools affects teacher moral and impacts on their retention. Besides, Asthon and webb, in Canrinus *et al.* (2011) showed that strengthening relationships among teachers will increase teachers' self-efficacy. It is learned that if we can work more on the three factors (teaching beliefs, professional socialization and career progression), the cumulative effect on the development of teachers' sense of professional identity might be improved. The result has also indicated that these are not the only factors to be considered as far as the development of professional identity is concerned and more research needs to be done.

Adverse situations were reported in terms of teachers' autonomy, work environment, and student discipline. Unnecessary interference into teachers work from the school administration as well as abuse from misbehaving students has compromised teachers' capacity to decide on important professional matters such as student assessment and decision on students' performances. It is known that teacher autonomy is a key to teaching success (Sehrawat, 2014). In addition, literature showed that teachers who experience more autonomy feel more satisfied in their work, are more motivated and feel more competent (Bogler & Somech, 2002). Related to this is the erroneous conception of the outcome of schooling: as the result indicated, there is a tendency to equate passing students from one grade level to the other with an outcome of schooling. This meant teachers who are more concerned with what goes on in their classroom as they interact with their students are highly challenged for the focus of both the students and the school administration tended to be more on marks and grades. It was reported that the school administration colludes with students and work against the autonomy and safety of the teachers. Thus, teachers are worried both about their lives as well as their work which is an obstacle to their success on their job. Besides the low status the profession accorded by the community, the work environment is reported to be unsuitable for the teachers. Work environment means the conditions in which the teacher works, including but not limited to such things as facilities, physical environment, stress and noise levels, degree of safety or danger, the leadership situation and the overall school climate. Robbins (1998) and Yitbarek (2007) indicated that the environment

within which employees work were related to high job satisfaction. In supporting this, Wang (2014) based on his research, indicated that among the obstacles to the professional development of school teachers the unsatisfying working conditions, low pay level and social benefits are crucial. Then, would it be surprising if teachers do not identify well with their profession? One pending question would be, while effort should be exerted to improve the situation reported (as will be recommended below), how can resilience be inculcated to make sure that teachers can still commit themselves to their profession irrespective of all the odds they confront in life and career to the very benefit of their students and their high mission?

Conclusions and Implications

The principal purpose of this research was to investigate the strength of teacher's professional identity and associated variables in Burayu and Dalo secondary schools. The result of the study indicated that the professional identity of the teachers was weak or below the expected level. The study identified several personal and contextual factors which could have detrimental impact upon the various aspects of teachers' professional identity. Therefore, it is very essential to act upon those factors to improve teachers' professional identity. As described in the theoretical framework, given the situation reported here, it might be difficult to expect from the teachers to effectively accomplish their role of creating citizens for this unpredictable future world. Obviously, this situation has much to do with teacher utilization. Therefore, in order to improve teachers' effectiveness it is necessary to support them by enhancing their professional identity. Based on this study, their good perception about their ability to impact the students' outcome is an opportunity to do this.

Actions that should be taken to improve the observed situation could include introducing a clear career track in school and making it clear about the steps for the teachers to benefit from such career progression opportunities. Helping teachers to have clear vision on their teaching profession may be equally important to develop the teachers' professional identity. One can also use their good feeling about their professional socialization to enhance the strength of professional identity by making them to work collaboratively. Close attention also should be given to female teachers in the secondary schools to enhance their self-efficacy. It is wise to use experienced teachers to support the beginners, but such support needs to be institutionalized and carefully guided. Finally, much effort needs to be done in order to enhance the

economic situation of school teachers, not necessarily by increasing their salary, but rather through devising various incentive mechanisms. We think that it is possible to create other means to incentivize teachers (example: providing important materials for personal consumption such as sanitary materials, tutorial [and other overtime] fees/payments, health and housing services, and creating attractive work environment). Moreover, different professional development workshops which could serve to fill gaps in teachers' professional practices need to be arranged frequently. It should be made sure that qualified and confident experts (who are familiar with the curriculum of the country and the teaching profession) are assigned at each level of educational offices so that teachers can get necessary professional supports when in need. In general, teachers need to be supported professionally, economically, as well as morally in order to commit themselves to the profession, take the profession as their life career, and feel that they are doing a job that would save the next generation. It is also very essential to look into the efforts pre-service teacher education programs make to instill a sense of professional identity among the novice. Finally, we recommend that more rigorous researches need to be conducted in this area including large scale research on factors that affect teachers' professional identity and how the dynamics in the broader community associates or conditions teachers professional identification.

References

- Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*, 308-319. doi: 10.1016/j.tate.2010.08.013
- Ambissa (May 2019). The development of teachers' professional identity: analytic framework and opportunities in Ethiopian Teacher Education. Paper presented at the 8th National Conference of the College of Education and Behavioral Studies, Adama.
- Anwar Ahmed, Sisay Awgichew, and Tamirat Zelalem, (2016). Teachers Professional Commitment towards students learning, their profession and the community in Eastern Ethiopian secondary schools. *Journal of Teacher Education and Educators, 5*(3), 289-314.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist, 28* (2), 117–148.
- Bastick, T. (2000). Why teacher trainees choose the teaching profession: Comparing trainees in metropolitan and developing countries. *International Review of Education 46*: 343–9.

- Beijaard D., Verloop N., Vermunt J.D. (1999). Teachers' perceptions of professional identity: an exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16, 749-764.
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128. doi:10.1016/j.tate.2003.07.001
- Berhanu Shanko, (2018). Teachers' job satisfaction and professional commitment in government secondary schools in Hadiya Zone. A Thesis Presented to the Faculty of the Graduate School, University of Addis Ababa, in Partial Fulfillment of the Requirements for the Degree Masters of Art (MA).
- Blau, G., Paul, A. and St. John, N. (1993). "On Developing a General Index of Work Commitment." *Journal of Vocational Behavior*, 42, 298-314.
- Bogler, R., & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and Teacher Education*, 20(3), 277-289.
- Canrinus E.T., Lorenza M.H., Beijaard D., Buitinka J. & Hofmana A., (2011). Profiling teachers' sense of professional identity. *Educational Studies*, 37(5), 593–608.
- Charalambos A. (2017). Choosing the teaching profession: teachers' perceptions and factors influencing their choice to join teaching as profession. *Journal of Education and Practice*, 8 (10), 219-233.
- Collin, K. (2009). Work-related identity in individual and social learning at work. *Journal of Workplace Learning*, 21 (1), 23-35.
- Day, C. (2012). New lives of teachers. *Teacher Education Quarterly* (Winter), 7–26.
- Day, C.W., Stobart, G., Sammons, P., & Kington, A. (2006). Variations in the work and lives of teachers: relative and relational effectiveness. *Teachers and Teaching: Theory and Practice*, 12 (2), 169-192.
- Dickinson, Sara J. (2012). A narrative inquiry about teacher identity construction: preservice teachers share their stories. A Dissertation Presented to the Faculty of the Graduate School, University of Missouri-Columbia, in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy.
- Dobrow, S. R., & Higgins, M. C. (2005). Developmental networks and professional identity: A longitudinal study. *Career Development International*, 10(6/7), 567-583.
- Durmaz, M., & Yiğitoğlu, N. (2017). Factors in the professional identity development of alternatively certified English languages teachers (ACELTs). *International Online Journal of Education and Teaching (IOJET)*, 4(4), 398-416. Retrieved

- Eyasu Gemechu, Aweke Shishigu, Kassa Michael, Mulugeta Atnafu and Yenealem Ayalew (2017). Reform of teacher education in Ethiopia: a historical analysis. *Research Journal of Educational Sciences*. 5(2), 1-6.
- Frade, C., & Gómez-Chacón, I. M. (2009). Researching identity and affect in mathematics education. In M. Tzekaki, M. Kaldrimidou & C. Sakonidis (Ed.), *Proceedings of the 33rd Conference of the IGPME (Vol. 1, p. 376)*. Thessaloniki, Greece: PME.
- Gamachis Fikadu (2018). Teachers' Job Satisfaction in Kellem Wollaga Zone, Dale Sadi Wereda. A Thesis Presented to the Faculty of the Graduate School, University of Addis Ababa, in Partial Fulfillment of the Requirements for the Degree Masters of Art (MA).
- Gedefaw, K. M. (2012). Job satisfaction of secondary school teachers in Ethiopia. University of South Africa Doctor of Education, Psychology of Education, 158
- Genet Zewdie (1991). Women in Education: a study of the academic performance and participation of female students in the high schools of Addis Ababa Region. A summary of Research Report Presented to OSSEREA. www.ejol.aau.edu.et.
- Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26(8), 1530-1543.
- Hsieh, B. (2010). Exploring the complexity of teacher professional identity. A Dissertation Presented to the Faculty of the Graduate School, University of California-Berkeley, in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy. Retrieved from <https://escholarship.org/uc/item/9406p4sb>.
- Jamil, H., Petras, Y., & Mohamed, A. R. (2013). Investigating teachers' professional identity and development in Malaysia preliminary findings. *Africa-Asia University Dialogue for Educational Development: Final Report of the Phase II Research Results*, 5(3), 41–50.
- Karaolis A. & Philippou G. N., (2019). Teachers' professional identity, in Hannula M.S., Leder G.C., Morselli F., Vollstedt M. and Zhang Q. (Ed.), *Affect and mathematics education: fresh perspectives on motivation, engagement, and identity*, ICME-13 Monographs, https://doi.org/10.1007/978-3-030-13761-8_18.
- Kelchtermans (2009). Work-related identity in individual and social learning at work. *Journal of Workplace Learning*, 21(1), 23-35.
- Lens, W., & de Jesus, S. N. (1999). A psychosocial interpretation of teacher stress and burnout. In R. Vandenberghe & A. M. Huberman (Ed.), *Understanding and Preventing Teacher Burnout* (pp. 192–201). Cambridge: Cambridge University Press. <http://dx.doi.org/>

- Lerseth, Kathryn Ann, (2013). “Identity development among pre-service teacher candidates”. Graduate Theses and Dissertations. 13200. <https://lib.dr.iastate.edu/etd/13200>
- Luyckx K., Goossens L., Soenens B., Beyers W., & Vansteenkiste M., (2005). Identity statuses based on 4 rather than 2 identity dimensions: Extending and refining Marcia’s paradigm. *Journal of Youth and Adolescence*, 34 (6), 605–618. DOI: 10.1007/s10964-005-8949-x
- Marcia, J. E. (1966). Development and validation of ego-identity status. *J. Personal. Soc. Psychol.* 3: 551–558.
- Noi A.L., Kwok D. & Goh K. (2016). Assessing teachers’ professional identity in a postsecondary institution in Singapore. *The Online Journal of New Horizons in Education*, 6(4). WWW.tojned.net
- Nyamubi, G.J., (2017). Determinants of secondary school teachers’ job satisfaction in Tanzania. *Education Research International*. <https://doi.org/10.1155/2017/7282614>.
- Robbins, S.P. (1998). *Organizational behavior*. (8th ed.). New Jersey: Prentice Hall.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, *Psychologist*, 28(2), 117–148.
- Sardabi, N., Biria, R., & Golestan, A. A. (2018). Reshaping teacher professional identity through critical pedagogy-informed teacher education. *International Journal of Instruction*, 11(3), 617-634.
- Schaefer L., Long J.S. & Clandinin D.J. (2012). Questioning the research on early career teacher attrition and retention. *Alberta Journal of Educational Research*, 58, (1), 106-121.
- Schleicher A. (2018). Valuing our teachers and raising their status: How communities can help, *International Summit on the Teaching Profession*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264292697-en>
- Sehrawat, J. (2014). Teacher autonomy: Key to teaching success. *Bhartiyam International Journal of Research and Education*, 4(1), 1–8
- Stronach, I., Corbin, B., McNamara, O., Stark, S., & Warne, T. (2002). Towards an uncertain politics of professionalism: teacher and nurse identities in flux. *Journal of Education Policy*, 17(1), 109-138.
- Tirusew T., Amare A., Jeilu O., Tassew W., Aklilu D., & Berhanu D., (2018). Ethiopian education development roadmap (2018-30): An integrated executive summary. Ministry of Education, Education Strategy Center (ESC): Addis Ababa.
- Toropova, A., Myrberg, E. & Johansson, S. (2020): Teacher job satisfaction: the importance of school working conditions and teacher characteristics, *Educational*

- Turner, W. D. (2014). Examining the construction of the perceived teacher identity of secondary family and consumer sciences teachers in career and technical education classrooms. A Dissertation Presented to the Faculty of Virginia Polytechnic Institute and State University, in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy
- UNESCO, (2016). Teacher status & career paths in Asia pacific: Promoting teacher growth in education policies and practice. www.unesco.org/open-access/terms-use-ccbysa-en.
- Van der Ploeg, J.D., & Scholte E.M. (2003). Arbeidssatisfactie onder leraren [Job satisfaction among teachers]. *Pedagogiek* 23: 276-90.
- Vokatis B., Zhang J., (2016). The professional identity of three innovative teachers engaging in sustained knowledge building using technology. *Frontline Learning Research*, 4(1), 58-77.
- Wang X. (2014). Investigation on the professional identity of senior high school English teachers. *Journal of Language Teaching and Research*, 5(4), 769-774.
- Wang, K., Li, Y., Luo, W. & Zhang, S. (2019). Selected factors contributing to teacher job satisfaction: A quantitative investigation using 2013 TALIS Data, Leadership and Policy in Schools, DOI: 10.1080/15700763.2019.1586963.
- Watt, H. M. G., & Richardson, P. W. (2008). Motivation for teaching. *Learning and Instruction*, 18, 405–407. <http://dx.doi.org/10.1016/j.learninstruc.2008.06.009>
- Yitbarek Melles (2007). Job stress and satisfaction of TVET teachers in Tigray Region, Ethiopia. A Thesis Presented to the Faculty of the Graduate School, University of Addis Ababa, in Partial Fulfillment of the Requirements for the Degree Masters of Art (MA).