The History and Identity of Professional and Psychological Disclosure of Teachers in Higher Education Context

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ABSTRACT

The researcher investigated the history of the identity of teachers and the factors that create their professional and technical skills in a second-language environment in English. It also highlights the key challenges and provides the literature used in this study with a vivid picture. The researcher sampled 20 informants at Thai University, both Native (n=7) and Non-Native English Professors (n=13). The researcher used a research design of mixed methods. The quantitative data and factual scenarios of the informants' teachings were examined. At the same time, the researcher was able to look into the life of participants involved in the study through detailed personal stories. The findings have shown that the primary focal areas of the teachers are achievement of students, the institutional assessment, and other areas, like the choice of approach to teaching, job satisfaction, socio-economic concerns and concerns of native and non-native speakers that influence the identity of teachers in the 21st century, either directly or indirectly. The majority of the informants were concerned about this issue.

1. Introduction

A growing body of research has been dedicated to investigating teacher identity formation from various perspectives, using various instruments and methodologies, and examining various identity dimensions. Regardless of the attention, understanding and explaining a complicated problem like a professional identity is difficult (Erickson, 1958, 1963, 1964, & 1968) Most scholars, according to Freese (2006), identify subject matter knowledge and academic knowledge as the professional knowledge teachers must possess and act on (Beijaard, Verloop,& Vermunt, 2000). Identity formation can be better

understood if it is examined through the lens of the self and the career. As a result, a mash-up of identities is needed.

Most professions today have both a symbolic and a thematic perspective. It's easier to figure out what connotations are associated with doctors or journalists; it's almost the same with teachers. Teachers who teach English as a second language in today's complex educational environment are concerned. Apart from their different socioeconomic and professional pictures, our attention is on their self-image.

In other words, one might argue that teaching is a marginalized occupation with little political clout. Teachers work in a vacuum; in the classroom, they are alone with the pupils, and they are not often well known by management or coworkers. In reality, a variety of factors influence how teachers of a second language define themselves, especially when it comes to respect their current occupations. This study used quantitative and qualitative assessments, as well as narratives written by teachers currently working in the field from two Thai universities, including Walailak University, to explore important aspects of teacher identity. It may not paint a vibrant picture, but it does touch on some important aspects that demonstrate teacher identity to some degree and expand our understanding of how English teachers view their success and seek to balance themselves with the context in which they operate.

2.   Literature Review

The fact of life in the twenty-first century is that a fair proportion of a nation's citizenry's English language skills are considered vital if a nation is to participate consistently in the global economy and to have access to information and knowledge that provides the foundation for both social and economic growth fundamental to this enterprise or English teaching and English language teachers. As the English language has become a means of communication in post-colonialstates in particular and the rest of the world (Anne Burns & Richards, 2009), English teaching is moving into a significant corporate sector, encouraging the more significant more global industrial development. Both teachers and students are confronted with an identity crisis in today's global economy's multiple scenarios. Hundreds of thousands of teachers are willing to introduce millions of students to the English language. This teaching climate differs by ethnicity, including ethnic groups, a wide range of languages, and a wide range of cultural norms, beliefs, motivations, and ambitions. The heart of English language teaching and learning is diversity. Teachers and students in both the EFL and ESL contexts must develop personal identities. Identity negotiation appears to be necessary when an instructor comes into contact with their students.

Working conditions, personal biography, community, and the school and classroom climate are only a few of the factors that contribute to one's identity. The definition of identity refers to how people portray themselves and carry out their positions in various situations. Anne Burns and Richards (Anne Burns&

Richards, 2009) A teacher is equal in flesh and blood; otherwise, it is in the classroom that they negotiate their identity with their pupils. "In a classroom, teachers and students negotiate their identities through the evolving social interaction of a particular situated community's specific activities and relationships," says the author. (Richards & Singh, 2006).

The importance of the context in which the identity negotiation process takes place: adjusting to the school working environment, the students, their neighborhoods, the resources, the possibilities of the classroom space, the resources, the curriculum or policy, the supervising teacher – these are all important factors that influence what teachers can do and how they negotiate and create. Miller et al., 2004. As a result, forming an identity is a multi-faceted, dynamic, and evolutionary process. The teacher was confronted with many difficulties. Academics detailed these challenges in different categories in the SLE literature; one of the discourses is what they call "vision"

The past is measurable, generalizable, and positivistic, while the present is complex, uncertain, and context-dependent (Freeman, 1996). Furthermore, teachers identify themselves as "student rationalities," "methodological rationalities," "sociocultural rationalities," "institutional and hire rationalities" (Tudor, 2001) in the face of centrifugal powers. Among everything else, ""The rationalities of the instructor." Teachers must develop their identity in this dynamic and "messy" scenario of teaching and learning. It depends on who you are and what you are doing when you say it, not just what you said or even how he said it " (Gee, 1996). Every word a teacher says, in our opinion, is important.

It implies that teachers must examine themselves through the eyes of their students. Teachers are largely judged by their pupils in today's business world. For specific corporate demands, the student body is considered the most appropriate to comment on a teacher's results. So, what exactly is the teacher's identity, and how does it develop? It's difficult to come to a conclusion on the concept of identity. It has been observed in relation to time and space. (2016, Susan, Maree, McNaughtona, Jennie, & Billotb). "It is widely acknowledged that institutional structures and standards have a major impact on academic identity in higher education." Identity c formation is used in this case.

As previously mentioned, identity is a socially constructed construct. "In our mutual experiences and negotiated relationships, it is relational, built, and altered by how we recognize others and how others see us" (Johnson,2003). As a great performer, you should be aware of your time and be able to control your success. To see where one is and how one is progressing, one must revisit one's position on a regular basis. Similarly, developing one's identity as an instructor necessitates practice. Identity is discussed (here) in terms of instructor factors, how people see themselves, and how they behave their occupation in their setting (Varghese, 2006). Teaching subjects such as law and medicine is a career in which each new day, each new teaching background, brings new experiences. The teacher's identity must be redefined as the context shifts.

"Identity is instantiations of discourses, structures of control, or information that govern and ascribe social values to all types of human activity," says the author on a larger scale (Morgan, 2004). As a result, there is a conflict between teachers' personal well-being, their actual likes and dislikes on the one side, and several external factors such as the company they work for, the student population, their cultural expectations and values, and their teaching resources on the other. Teacher identity is negotiated, built, relational, changing, and transitional, to say the least. To dispel doubt, it is necessary and inevitable to mention at least one additional factor that has a significant impact on teachers' identities. The growing controversy about non-native English-speaking teachers' recognition, legitimacy, and acceptance as equally qualified and skilled is a critical problem. There are many misconceptions regarding native teachers' originality and teaching capacity. While colonialism is no longer practiced, its ramifications remain.

The preference for native speakers in the job market is clearly visible on popular recruiter websites around the world (see www.tefl.com). Non-native English teachers continue to struggle to find work and define their identity in the marketplace. This research has shed light on a number of important issues. While teacher identity is a relatively recent topic in the teaching-learning literature, it deserves more coverage. Identity is described as being known as a specific type of person; identity is linked to social performances rather than internal states. It can also be used as a method for analyzing schools and culture (Gee, 2000-200).

This research was undertaken in order to respond the following research questions:

1. *Range of challenge, importance, and satisfaction concerning various factors:*

2. *Diversity in the classroom, Skillful use of varied teaching strategies, and Dealing with institutional pressure"*

3. *To what extent are the following important to you when you measure your success as a teacher?*

4. *"Parents' feedback, Colleagues' appraisal, Students' achievement, Institutional Evaluation, and Job Satisfaction"*

3. The Study Methodology

The study's sample population consists of 20 English Language teachers, seven male and thirteen female (non-native) instructors (7 native English speakers or near-native, being born and brought up in the USA, UK, and South Africa). All of the informants worked at two Thai universities during the analysis, including Walailak University. They spoke Afrikaans, Iranians, Spanish, and Polish as their first language. Their average age is 37-43, and they have 3-5 years of experience teaching English as a second language in

Thailand. The survey questionnaire consisted of a series of standardized questions addressing different issues that decide whether or not teachers' identities are influenced directly or indirectly in the twenty-first century.

All of the informants were asked to write a short narrative of 3-5 lines describing a particular moment of pride in their teaching career. It was made a conscious effort to avoid excessive digression and length. The quantitative portion of the survey provided data for the factual teaching scenario posed to the informants, while the short narratives enabled the researcher to peek into the lives of working second language teachers.

4.   Quantitative Analysis

Humans have no say over their ancestors, skin color, height, or place of birth. Nonetheless, they have enough maturity to make thoughtful decisions about their careers and future plans. It is self-evident that poets are born, not made, but it is difficult to pass judgment on teachers. When asked about their first days on the job, teachers had a wide range of responses. The informants were asked to reflect on the conditions, motives, and significant factors that led them to become ESL teachers in the first part of the formal interview. Approximately 35% of the teachers claimed that they were destined to be educators. About 35% of people said this.

As a result, we can estimate that about one-third of them chose to be teachers; overall, if we consider intimate, inspirational, and right choices, we can estimate that three-fourths of them chose to be teachers for the right reasons. As a result, we should expect good and fruitful results from them, taking into account the other success factors. In any case, the teaching situation does not seem to be doom and gloom.

Extrinsic and altruistic motives are the most important factors affecting teachers' career decisions, according to Brookhart and Freeman (1992, p. 46).

The timing of the decision to become a teacher, as well as the final decision, elicited a wide range of responses. For 40% of the respondents, the university was the catalyst for their decision to become teachers, while 15% decided after they had graduated. About 25% of those surveyed chose to teach as a first or second career, while 20% had already chosen to teach as soon as they graduated from high school. Also, the vast majority of teachers are devising a sound strategy, and we must assume that they are excited about passing on their experience.

In their responses to the most influential factors that led them to teach, 45 percent mentioned personal preferences, 25 percent mentioned teachers who influenced their personalities, 15 percent were motivated by their parents, and the social image of a teacher drew about 10 percent. Furthermore, it is a relatively large picture. Only 5% of them had their expressions. One informant,

for example, added, "My experiences with children, such as being a camp facilitator and gymnastic instructor, were the most influential."

To summarize, almost none of the informants in the study felt compelled to report. In contrast, there were sources of inspiration and motivation, as well as the right decision to enter the profession. Job satisfaction was the most important factor in shaping their personal, social, and professional identities. This variable can have an impact on every aspect of one's personal, social, and professional life. The level of satisfaction among teachers in the field was measured using the following scale: (Fig.1.1))

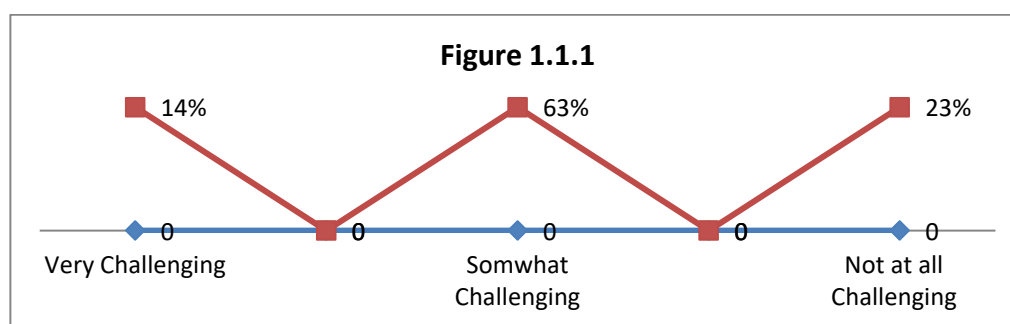**Level of challenge, importance, and satisfaction with respect to various factors: Diversity in the classroom:**

Figure 1.1.1
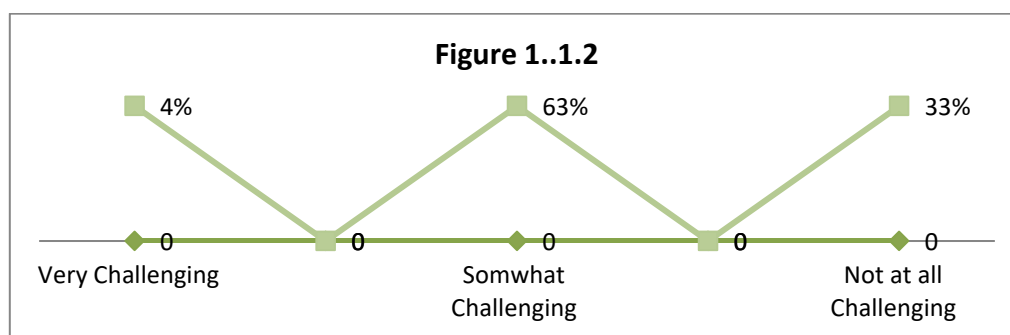
Skillful use of varied teaching strategies:

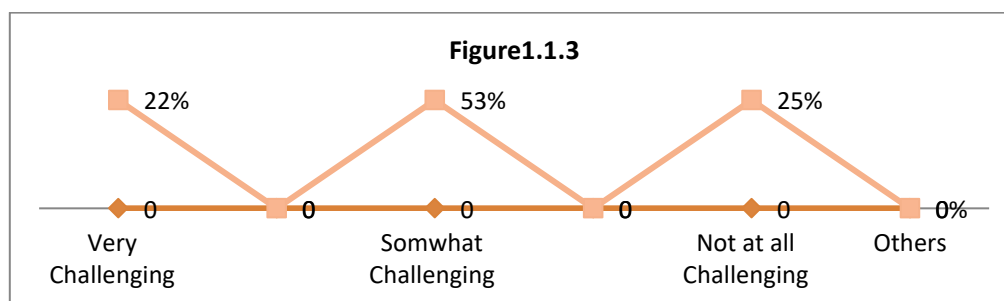Figure 1.1.2

Dealing with institutional pressure:

Figure 1.1.3

To what degree are the following important to you when you measure your own success as a teacher?

Parents' feedback:

Figure1.1.4

25%   34%   41%

0   0   0   0   0

Not at all Important   Somewhat Important   Very Important
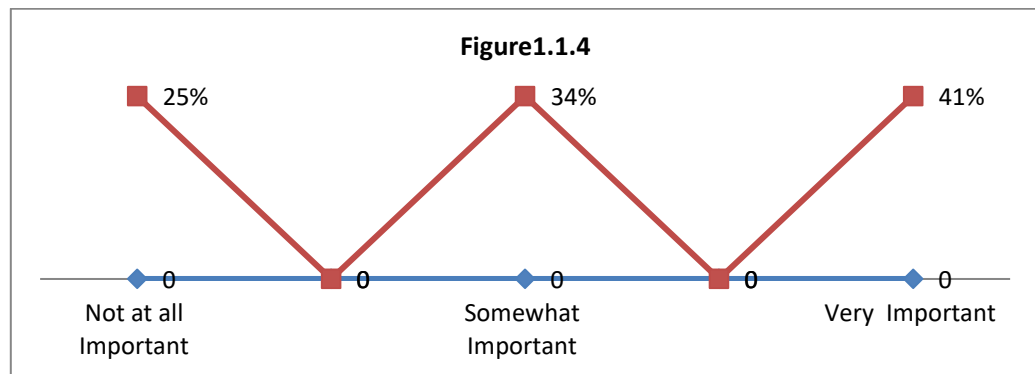
Figure 1.1.4

Colleagues' appraisal:

Figure1.1.5

7%   66%   27%

0   0   0   0   0

Not at all Important   Somewhat Important   Very Important
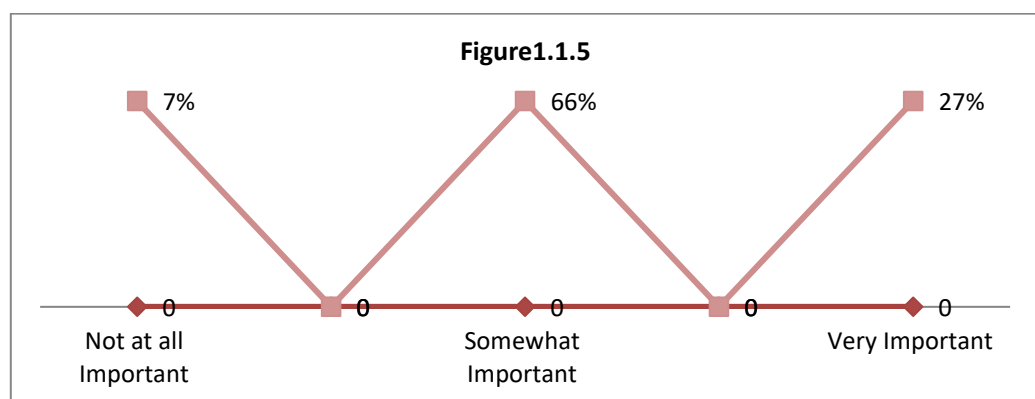
Figure 1.1.5

Students' achievement:

Figure1.1.6

7%   93%

0%   0   0   0   0

Not at all Important   Somewhat Important   Very Important
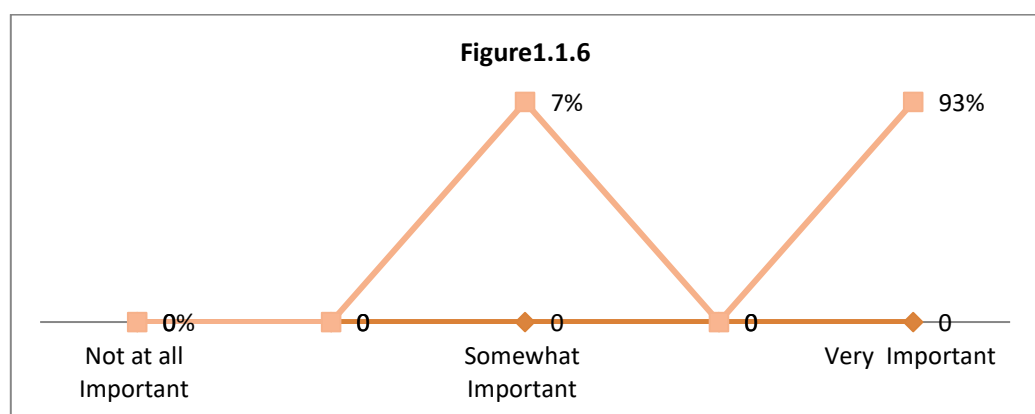
Figure 1.1.6

Institutional Evaluation:

Figure 1.1.7

6%	42%	52%

Not at all Important | Somewhat Important | Very Important

0 0 0 0 0 0
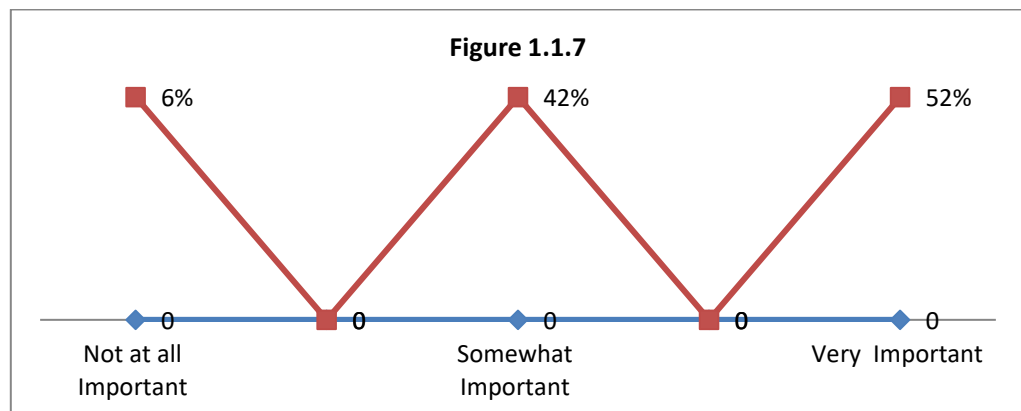
Figure 1.1.7

Job Satisfaction:

Figure1.1.8

40%	60%

Not at all Satisfied | Somewhat Satisfied | Very Satisfied

0% 0 0 0
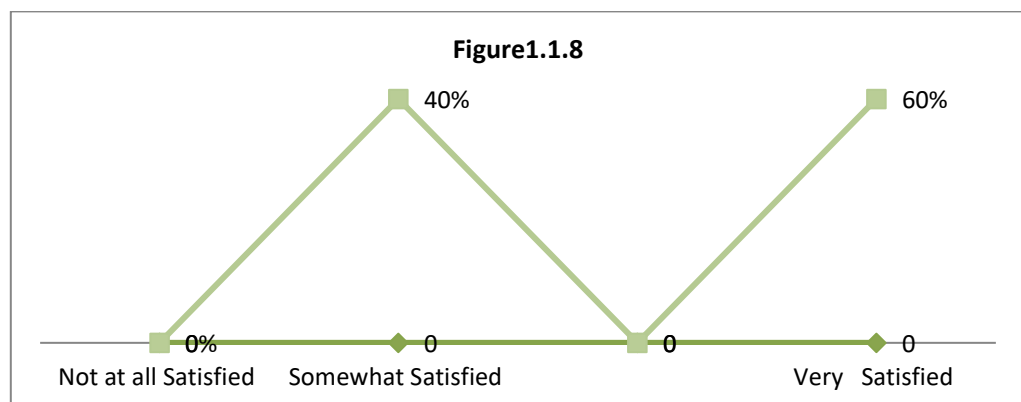
Figure 1.1.8

Based on the findings, the researcher concludes that it is less difficult to determine how much weight-age the sample population of teachers was a major contributing factor that helped or hindered identity formation. The author identifies two key issues: institutional evaluation and student achievement. On the internal front, the most important concern of a teacher is classroom security. A language class is analogous to "a horse and a rider."

The beauty of the horse lies in its ability to show its speed, softness, and pride in exerting its original art, but its survival is endangered if the rider does not strike a correct balance in granting freedom and control." A horse can never ride an inappropriate rider. In the previous section the author referred, thus, with the exception of a range of rationality (Tudor, 2001), which influences teachers; the rationality of most students and the second most important of them can fundamentally be institutional. All pre-conditions; in a sense, in the absence of either, no teacher can survive. It is subjective why no teacher (0 percent) can dare to ignore this.
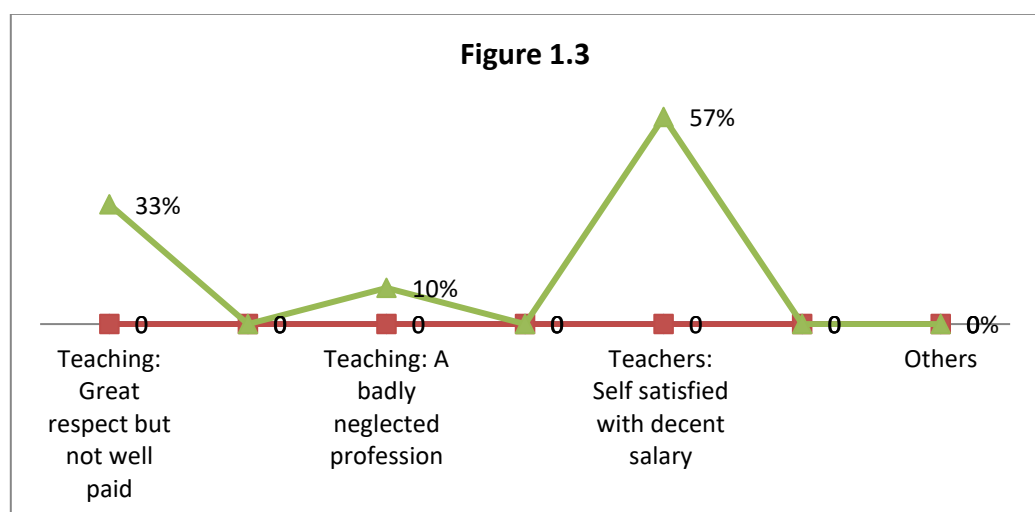
What then is the role of a teacher? Fig 1.2 pointed it out the teacher's role, as seen in this study.

Role of a teacher (Fig.1.2)

Figure 1.2

A father/mother figure 0%

38%

30%

21%

11%

0   0   0   0   0   0   0

A role modle   A service provider   A detached and neutral agent for change   Others
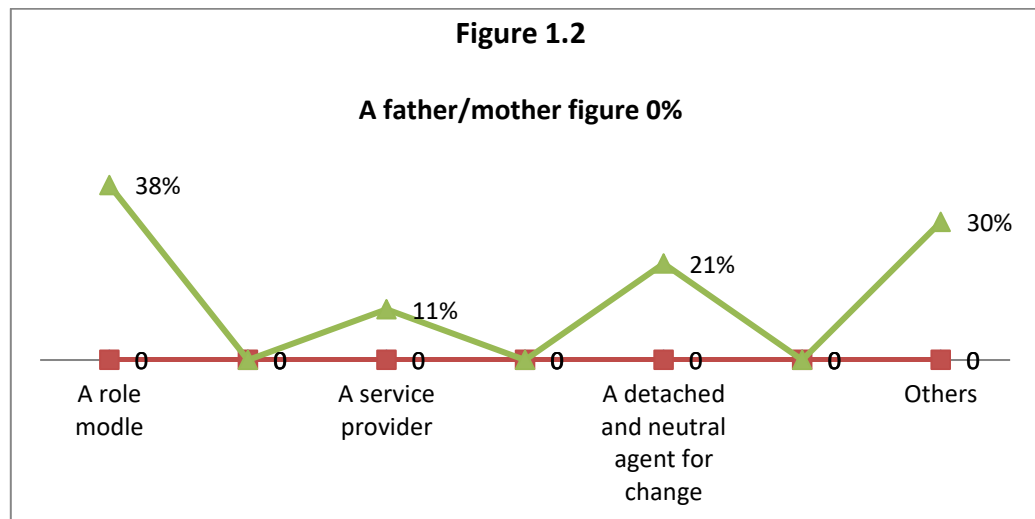
It should be noted that in this scenario, second-language teachers no longer identify with the traditional role of mother or father. Nevertheless, a visible majority sees itself as a role model for the students. Teachers are increasingly being seen as service providers and neutrals. Around 1/3 of teachers (30%) had their own unique teaching roles, including: "friend," "facilitator," "leader," "motivator," "mentor," "educator" and "colleague." A woman disagrees with any role in this study, rather than the combination of the above (Fig.1.2).There was an effort to find out about nature

## Socio-economic realities and the image of teaching (Fig 1.3)

Figure 1.3

57%

33%

10%

0   0   0   0   0   0   0%

Teaching: Great respect but not well paid   Teaching: A badly neglected profession   Teachers: Self satisfied with decent salary   Others

These facts are so obvious that the teaching of education is not isolated; they are greatly influenced in every nation by socio-economic factors and other factors.

The final, but not the least, is the growing divide, which had previously been detailed, among ESL teachers in the history of imperialism. The continuous concern is becoming more and more feasible in literature. One can certainly see in Figure 1.4 below the existing reality:

Feelings towards the native-non- native divide: (Fig 1.4)
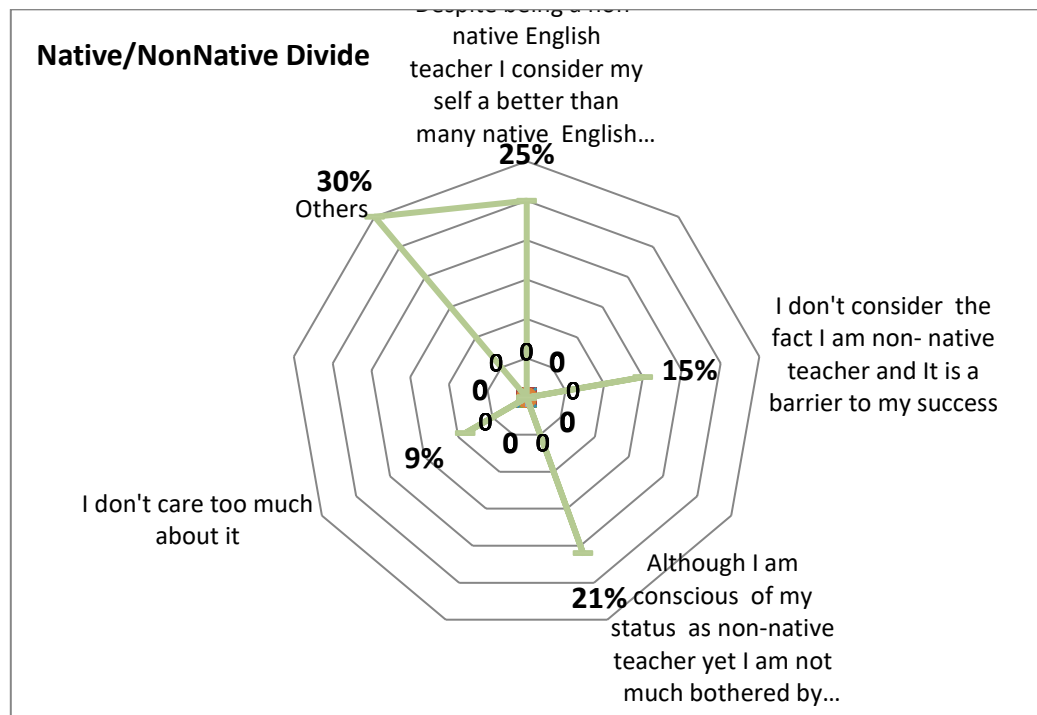
The vast majority of the teachers have concerns about the indigenous and non-indigenous divides.

30 per cent were teachers born and raised in English and white skin and blue or green eyes. The students were native speakers. It is reassuring that 80% of non-native English teachers are not entirely concerned or concerned about the split but approximately 20% have expressed clear concerns about it.

5. Qualitative Analysis

There is an idea that "people see us, but we see ourselves, what we can do." The study showed the teachers' visible affirmation of their roles as people who can influence positive changes in their students' lives. In this research, student achievements represented a significant moment of pride. About 34 of the teachers gave the student's achievement their moment of pride. About a fifth shared his pride with regard to the awards and privileges they received; the fundamental reason behind this course was the student accomplishment.

The scientist sought to detail some stories of how teachers identify with the achievement of their students. Fox, Peck, and Morston (1977), "Teachers with highly positive teaching attitudes had students with a high self-esteem. Students identified the efficacy of teachers who were satisfied with their performance in teaching." This association exists (Rothman 1981), and it serves more than just teachers; they are role models. [Chris, J., 3312]. Teacher satisfaction is good for teachers and students indicates how important it is to study how teachers feel about working." In the study, an informant stated: "......When I was student, I was happy

Tania, a less experienced teacher, remarked: "We had evaluation forms to be completed in China while we are teaching, and I read them at the end of this term. The comments of my students were very personal and detailed and encouraging at the same time. It helped me to notice and pay off my efforts. It was my best recompense." Sarah another ESL teacher from a thickly populated nation gave expression to her feelings: "When I was teaching some 80 college students, I was the most extraordinary moment of pride of my career as an ESL teacher. I always took a recorder and a microphone to make sure everyone could hear me after careful observation and teaching material preparation.

"I worked in an international school, Margret expressed her experience. A group of teenage girls belonged to the high classes of society; the teachers were extremely select. I was sent to the class as the substitute for a teacher knocked out by these girls. It was a case of testing on both sides. The team initially was very critical, but they opened up to me and asked me to be their future teacher in the second half of class." A similar narration was made by another teacher, Mr. Mary, who handled a challenging class that only relieved her, added to her confidence and even gave them a sense of pride. I remember a recent exhibition. However, in my favor, there were 23 students, which gave me encouragement to meet each girl and helped to develop their best performance potential while combating their respective weaknesses. Their performance showed a marked change in their second terminals with me.

We were motivated by their comments and they joyfully said, "Teacher, because of you we began to understand language...." Their remarks and performance during examinations and their remarks both encouraged me to work hard and proved my humble satisfaction.... "By these points of view, the overall picture shows that teachers are more concerned to provide students with the best possible education. Student achievement is at the core of the basics of the teaching." It is the responsibility of the learner to remain at the core of the process, because regardless of how we tried it and the learner must do the learning" (Nunan, 1995).

6.   Conclusion

Miller Marsh (2002) reports that the study of teacher-discourses (Cohen 2008) highlights both an explicit and implicit understanding of teacher roles as means of appreciating teacher identities. It argues that knowledge of oneself is the best

knowledge. It is time to evaluate, evaluate, value itself and improve their own identity, especially for English Language teachers and other teachers, in order to live in a dignified manner in today's world. Such ongoing self-study will, on the one hand, give them their proper social status and, on the other, polish, grow and develop their professional skills.

All of the teachers needed an idea of it all and of anything. They are therefore an endless journey into the knowledge ocean. Self-exploration and self-knowledge should be the most essential part of this trip, thus placing its identity in a correct perspective. In addition to our understanding of how valuable English teachers provide services, this study showed that English teachers struggle to change their students' lives.

Students are apparently at the forefront of their agenda to empower them. In addition to the flourishing countries of China, Russian states and many other countries, including Thailand, English language learning has become an instrument of empowerment in many post-colonial states. Language teachers not only teach language to express meanings and ideas as a neutral vehicle. However, they must reflect on ideological forces in their classrooms, schools and communities and empower their students to exhibit acceptable morals throughout their different societies by using language knowledge a Students are apparently at the forefront of their agenda to empower them. In addition to the flourishing countries of China, Russian states and many other countries, including Thailand, English language learning has become an instrument of empowerment in many post-colonial states. Language teachers not only teach language to express meanings and ideas as a neutral vehicle. However, they must reflect on ideological forces in their classrooms, schools and communities and empower their students to exhibit acceptable morals throughout their different societies by using language knowledge and skills (Richards,2009).

7.   Implications and suggestions

The study investigated the high standing of professional ESL students for L2, including South East Asian countries by teacher identity in countries in which English is spoken. Those graduates who currently study English and literature as teachers of the ESL should therefore note that being a teacher requires more intrinsic or altruistic reason than mastery of the subject. Studies show that future teachers are idealistic regarding their future careers before they go to work (Martin, Chiodo,& Chang,2001). In addition, the indigenous and non-indigenous teachers seeking ESL jobs should know that ESL teacher in Thailand.

(Thai Department of Tourism, 2013), noted that "foreign relations are crucial to the country's economy. For instance, foreign direct investment inflow between 2008 and 2011 was more than 30.3 billion USD. (World Bank, 2013) about 22.3 million foreign tourists visited the Kingdom of Thailand in 2012. (Thai Department of Tourism, 2013)" The English language was the medium of communication among many participants across various industries. Therefore,

English skills translate directly to economic and social opportunities within the country."

However, teacher identity is at the cost of professional or academic growth, which will lead to lower job opportunities when they repatriate after a certain period.

8. Declarations

❖ **Conflict of interest statement:** The corresponding author clearly states that there is no conflict of interest

Availability of data and material: On request

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Appendix

Figure1.1.1	
Level of challenge, importance, and satisfaction with respect to various factors: Diversity in the classroom:	
	Very Challenging
	Somewhat Challenging
	Not at all Challenging
Figure1.1.2	
Skillful use of varied teaching strategies:	
	Very Challenging
	Somewhat Challenging
	Not at all Challenging
Figure1.1.3	
Dealing with institutional pressure:	
	Very Challenging
	Somewhat Challenging
	Not at all Challenging
Figure1.1.4	
To what degree are the following important to you when you measure your own success as a teacher? Parents' feedback:	
	Not at all Important
	Somewhat Important
	Very Important
Figure1.1.5	
Colleagues' appraisal:	
	Not at all Important
	Somewhat Important
	Very Important
Figure1.1.6	
Students' achievement:	
	Not at all Important
	Somewhat Important
	Very Important

Figure1.1.7	
Institutional Evaluation:	
	Not at all Important
	Somewhat Important
	Very Important
Figure1.1.8	
Job Satisfaction:	
	Not at all Satisfied
	Somewhat Satisfied
	Very Satisfied
Figure1.2	
Role of a teacher:	
	A role model
	A service provider
	A detached and neutral agent for change
	Others
Figure1.3	
Socio-economic realities and the image of teaching:	
	Teaching: Great respect but not well paid
	Teaching: A badly neglected profession
	Teachers: Self- satisfied with decent salary
	Others
Figure1.4	
Feelings towards the native-non- native divide:	
	Despite being a non- native English teacher I consider myself a better than many native English teachers
	I don't consider the fact I am non- native teacher and It is a barrier to my success
	Although I am conscious of my status as non-native teacher yet I am not much bothered by this
	I don't care too much about it
	Others