



## **Narrative Perspectives on the Construction of English Language Teacher Identity**

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**To Cite this article:** Bohara, N. (2025). Narrative perspectives on the construction of English language teacher identity. *International Research Journal of MMC*, 6(5), 45–62. <https://doi.org/10.3126/irjmmc.v6i5.89038>

**Submitted:** 14 November 2025    **Accepted:** 15 December 2025    **Published:** 31 December 2025

### **Abstract**

The research objective of this research is to explore English language teachers' identities in view of cultural backgrounds, enthusiasm, and institutional conditions. It manifests lived experiences and sense of professionalism of resources, administrative support, and resilient identities through teachers' narratives. I employed a qualitative research design in narrative inquiry grounded on identity theory to capture teachers' experiences, emotions, motivation factors in shaping their professional career trajectories. I explored English language teachers' identities construction in the spectrum of personal agency, organizational atmosphere, and socio-political scenario. I applied narrative inquiry to extract the individual's lived experiences, context-specific, and sense of their professional paths in their teaching journey. I used narrative identity theory of Clandinin and Connelly as a research methodology, conducted semi-structured interviews with five English language teachers and interaction in different classroom contexts of respondents. The primary sources of data collection were casual conversations, note-taking, and audio recordings using a cell phone. On the other hand, secondary sources were journal articles, books, and existing literature. Data collection was conducted in July 2024. Thematic analysis Braun and Clarke helped me to identify major findings such as the formation of teacher identity, English teachers' professional experiences, and environmental aspects influencing teacher identity. Findings indicate motivation, social recognition, and financial stability in formulating teachers' identity. Furthermore, this study highlights supportive administration, sufficient resources, and collaborative cultures that enhance teachers' professional development. Narratives contributed to deciphering teachers' economic hardship, burnout, and negotiate challenges in teaching domains.

**Keywords:** English language teacher identity, narrative inquiry, professional development, teacher burnout, teacher support systems

### **1. Introduction**

I explored the interplay of identity construction of English language teachers concerning agency and teaching context. Educators are equipped with morals, reasoning, teaching practice, and inclusive phenomena in the educational hemisphere (Beauchamp &

Thomas, 2009). Many problems have been concerned in the research paradigm, and teachers' identity is one of them. Similarly, Mockler (2011) states personal experience, teaching context, political environment furnishes teachers' identity. The external political environment directly reciprocated to teachers' personas to influence significant facets of teaching occupation (Flores & Day, 2006). Moreover, a conducive environment of academic tasks and learning dimensions provides students with a learning situation. Equal opportunity, marketization, and control over instruction are all propelled by education policy (Ball, 2003). Environmental political factors such as public affairs, law, and economic policies are considered while defining a teacher's identity in a classroom setting. Markus and Nurius (1986) represent 'individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming' (p. 954). This line explores their anticipation, anger, unease, and excitement as well as their hopes and goals for the future. The entanglement of success and failure in formulating identity can be the utmost priority in teaching (Beijaard et al., 2004). Likewise, mission and potentialities driven by educators could be the victory, failure vice versa.

On the other hand, condition being ideal and proof of teachers' ambitions might be an intrinsic potential niche in society (Wong & Liu, 2004). Solidarity in diversity is a broad aspect of teachers' identity, and it views dialects across various geographical landscapes. There are several places where Freeman (1998) describes how teachers fight against dominant hegemonic discourses in the classroom. This is a perfect example of dominant discourse on the views of educators that are suppressed in learning environments. Furthermore, the research process in evaluating societal norms and power relations at the macro, grassroots, and micro levels (Kaul, 2024). Lesson manual reflections from students also deviate from the mandated comments. The relationship between reflective thinking and teacher identity and the context-specific roles of future-oriented discourse (e.g., planning, prediction) is examined (Urzúa & Vásquez, 2008). In fact, educators throw light to recognize in their duties and responsibilities in the educational sector. Discourse lays the foundation of understanding teachers' identities and personality traits (Hanna, 2023). This integrates social, psychological, and political approaches in maintaining the identity of a teacher. They are confused by the choices made about the syllabus, managerial procedures, analysis-based teaching methods, and evaluation (Rushton, 2023). In the grand scheme of things, English language teachers adhere to interpersonal, cultural, and affective changes. From the viewpoints of parents, teachers, other stakeholders, and students, the personal agency reveals the end aim, the foreground, merchandise, and the macro, meso, and micro levels (Zhang et. 2023). Teachers' identity creation is intertwined with their environment and personal agency. Personal agency posits potency and action within the co-construction of education (Sögüt, 2024). Agency examines intervention of teacher identity and surrounding of particular service in business or organization (Weng, 2025). In Indonesia, forty students per class and develop strong relationship with students confessed great challenge for teacher identity formation (Chik et al., 2018). This shows it becomes impossible for a teacher to devote all students at once. This situation makes teacher identity dull and secluded. Private tutors make their identity as economic feasibility to sustain their lifespan (Bray, 2022). Disruptive notions are the domains of teacher identity, and they raise questions in a difficult environment. Determining the elements that influence and are connected to the formation of a positive identity perception in teachers and teacher candidates is crucial (Büşra GÖRKAS KAYABAŞI & Gürcü KOÇ, 2024). It means that maintaining teachers' linked career paths is the extent of oversight. By using stories and lived experience of participants as study subjects or as a tool for data analysis and findings presentation, narrative inquiry combines the fields of storytelling and research (Barkhuizen et al., 2013). This illustrates how telling stories has greater importance when it comes to the need for events or ideas to be connected

consequently. Hence, human experiences, narratives, attitudes, and the temperament of educators are all studied through the lens of narrative inquiry (Rabelo, 2024).

### **1.1 Research Objectives**

The main purpose of this research is to explore how English language teachers construct their professional identity in terms of cultural, social, psychological, and professional experiences. The study is significant because it contributes to a deeper understanding of cultural, psychological, institutional dimensions of professional identities of English language teachers in Nepal educational settings. It produces thought-provoking insights from teachers' voices and helps educators, researchers, teachers, and policy makers to recognize the need for resources, support, and professional autonomy in diverse educational environments.

### **1.2 Research Questions**

1. How do personal enthusiasm and passion influence the formation of teachers' professional identity?
2. Why does access to learning resources and administrative support affect the development of teacher identity?

### **1.3 Delimitation of the Study**

This study is delimited to English language teachers working in a private school with a minimum of five years of experience in the field of teaching. The study focused on identity construction, lived experiences, and findings relied on lived experiences and subjective reflections of English language teachers. The practical importance of this research is to provide administrative support, resilience, collaboration, and reduce burnout among English language teachers. It also highlights teacher-friendly policies and curriculum to foster professional development. In addition, academic importance contributes to pedagogical knowledge, classroom management skills, and coping with emotional, socio-cultural, and institutional factors that shape the identity of an English language teacher.

### **1.4 Literature Review**

#### **1.4.1 Components and Challenges of Teacher Identity**

Educators linger around the heavy schedule; poor remuneration and lack of supervision from mentors highlight the challenges of teacher identity. It examines the dual nature of the professional image and clarifies the uniformity of entitled inquiry (García Martínez & José, 2018). Investigating how teachers' identities are shaped within their organizations and the limitations that have an impact on their identities. English language teachers' identities are strengthened by the environment in which they teach and learn. The study (Hanna et., 2019) presented the six essential components of educator identity, which include task vision, self-reliance, inspiration, devotion, and duty satisfaction. Findings about one's physical attributes, personality, and abilities make up a good self-image. Thus, the identity of an English instructor is shaped at the micro, meso, and macro levels (Zhang, 2023). However, identity opens the door to self-reliance and the ability to make decisions for oneself. Likewise, teachers deal with a variety of obstacles, such as heavy workloads, modified classroom environments, our personal lives, and inadequate pay (Rabelo, 2024). The need to feel a part of a group or organization and to feel connected is then included in relatedness. The teacher's identity and persona are assessed by self-control. However, the most important aspect of teacher construction is self-regulation. In the context of teaching, it emphasizes composure, self-assurance, and willpower (Xu, 2023). It is a difficult and

intimidating undertaking to produce identity formation for teachers. Moreover, the conventional method was the teaching and learning environment in which teachers previously worked.

#### **1.4.2 Identity and Culture Capital in Education**

Partisan families do not spend money on education, which reflects the loss of cultural capital, while capitalist families send their kids to prestigious schools. The duality of cultural capital between home and school is the main emphasis of Bourdieu's thesis (McDonough, 2023). Greater financial support for the kids indicates greater parental concern. The realization of this kind of thinking opens the door to psychological, social, and cultural aspects (Zhao & Xiao). Along the same lines, it illustrates the idea of identity capital in parental involvement at school, which separates the wealthy from the underprivileged. Motivation to fulfill duties is one aspect influencing the success of instructors in providing education to pupils at special needs schools (Upa & Mbato, 2020). This is watching over, encouraging, and showing love to students. Instructors take pride in fulfilling this timeless responsibility. This line focuses on the way of creating a better learning environment and effective teaching with the help of teachers (Lawrent, 2024). Likewise, the supervisor deals with consequences related to active teaching and learning environments in the organization. The educators must assess, plan, deliver, and evaluate students' progress in the educational setting (Wong & Liu, 2024). Teachers' identity is equipped with zeal, admiration, dedication, and commitment towards their occupations. Over time, identity will shift to reflect evolving understandings of children's and adults' mental capacities. Teacher fosters scrupulous discernment in handling disparate teaching obstacles like workload, anxiety, and out-of-date material (Ferreire, 2024). Teachers' identities are entwined with many activities and intellectual stimulation, as well as modification, guidance, reward, honor, and merit (Zhang et al., 2025). The researcher delved into the accurate and real-life stories of teachers by applying the narrative inquiry method. It reveals the complex ways in which teachers' identities are formed in the classroom.

#### **1.4.3 Theoretical Lens**

I employed narrative identity theory (Clandinin & Connelly, 2000) to gain insight into the challenges of the identity, experiences, and distinct aspects of English teachers. I used this theory to view educational institutions under a structure of livelihoods, circumstances, societal requirements, and parameters. The drive for imagination in the interpersonal traits and building of identities of English teachers is generated by this theory (Ayiewbey & Sarkhosh, 2024). The art of narrative and lifelong exposure is crucial to qualitative studies. In addition, narrative identity theory aspires to study an entity, and narrative study imposes an object of research. Narrative identity theory makes it more straightforward for researchers to look at data and people's lives (McAdams & Mclean, 2024). The research techniques include appraisal, surveillance, inspection, evaluation of information constitute a part of narrative inquiry studies. As the narrative identity theory is concerned, it explores experiences, hindrances, sharing, and real-life events of teachers' identity in the context of educational settings (Ferreira, 2024). Similarly, the qualitative method manifests the identity formation of teachers in the educational sphere. To extract the information on teacher identity formation, narrative identity theory is appropriate because it seeks the grassroots level of teachers' emotions, sense of humor, competency, and skills over to the linguistic paradigm, and people are not reluctant to share their stories (Kamali, 2025).

## 2. Method and Procedure

I used narrative inquiry as a research methodology. I took interviews with five different English language teachers who have been teaching more than 5 years of experience. I chose five interviewees because they had gone through burnout, lack of institutional support, resilience, and a good amount of teaching experience. Their lived experiences made my research more rigorous, thematic interpretation, teaching challenges, and ensured contextual factors. The data collection was held in the Kathmandu meeting in their respective places. Moreover, I chose one participant from Bangladesh to create diversity, inclusivity, and meticulous analysis in research. I took his interview by using the Zoom app. The year of data collection was in 2024 A.D. in the month of July. Their names were hidden due to ethical considerations and privacy matters.

Likewise, their names were named as T1, T2, T3, T4 and T5. The purposeful sampling method is used for sampling. Participant's names and other things had not been hidden due to ethical consideration and privacy matters. Similarly, data collection started with an informal conversation in the beginning. It was assimilated via interviews, class observations, note-taking, document analysis, etc. Moreover, two rounds were conducted to know the robust and detailed accumulation for extracting in-depth narratives. As a result, data was being recorded by using cell phone. Transcription and translation were done through software and speaker's accuracy, tone, intonation, laughter, elocution, emotions, sighs, minimal pauses, articulation, expression, words, gesture, and presentation. I used thematic analysis of Braun and Clarke (2006) to identify, analyze, and evaluate the themes, content, and context. This thematic analysis examines the nuances of the teachers' emotion, excessive workload, burnout issues, psychological, and political challenges in educational sectors. It aids in reinforcing the teachers' shaping identity of educators in research.

## 3. Result and Discussion

### 3.1 Summary of Key Findings

There are different types of key findings found from the research such as passion, instability, constraints, inclusion, burnout, expectation, support, culture, and tools. Several important aspects related to teachers' identity building came out by the five experienced English teachers (T1, T2, T3, T4, T5). Below, table 1 emphasized the key findings from the investigation of research.

**Table 1:** *Highlighted the key findings of establishing teachers' identity construction*

Themes	Key Findings	Supporting Declarations
Construction of Teacher Identity	<b>Zeal and Zest:</b> Strong passion and interest in teaching are the crucial factors for teachers.	<b>T1:</b> <i>I would say interest, economic condition, and friends' circle.</i> <b>T2:</b> <i>Teacher identity has to be very honest, has to be loyal to his duty.</i>
	<b>Financial Instability:</b> Not having extra facilities, low salary, and not paying salary on time impacted on teachers' identity formation.	<b>T1:</b> <i>Few schools can provide you with a government-level salary or they can understand your desires or needs.</i>
	<b>Social Constraints:</b> Best teacher has got decent, loyal, dutiful towards his/her duty. Student temperament affected the identity formation of	<b>T2:</b> <i>Teacher identity formation is associated with being democratic or being more studious because it is a never-ending process.</i>

	teachers.	
<b>Consequences of English Teachers</b>	<b>Inclusive Approach:</b> Teaching in diverse groups of students is very tough.	<b>T5:</b> <i>Diversified students will come here to study at our school.</i>
	<b>Occupational Overload:</b> Teachers are assigned a heavy load of tasks, which leads to burnout issues for teachers' identity.	<b>T1:</b> <i>In government schools, there is not much of a burden on work and other preparation, but in private schools, there is much burden about a load or work.</i>
	<b>Expectation From Society:</b> Teachers are not respected by society, which affects their professional career.	<b>T4:</b> <i>some teachers are being criticized and bullied by the students in my country.</i>
<b>Environmental Factors</b>	<b>Lack of Organizational Support:</b> Sufficient resources are still lacking in the field of teaching, which hindrances the maintenance of the image of English teachers.	<b>T2:</b> <i>In my previous workplace, all of my friends were jolly, friendly, helpful, and so on. But at this organization, "A honey tongue, a heart of gall" type of people are here.</i>
	<b>School Culture:</b> Support from the organization is much needed to polish the identity of the teacher.	<b>T2:</b> <i>I faced a lot of discrimination in terms of gender. Backbiters and critics are everywhere. You cannot exclude them from any organization.</i>
	<b>Instructional Tools:</b> Modern technology enhances the quality of teachers' identity. Therefore, it's an obligatory factor to foster the identity of a teacher in the educational sphere.	<b>T2:</b> <i>Students like the things that we search on YouTube and then we use ICT and we use those lecture methods, and student-centered method because I work in a community school and here, I have to follow more CLT (Communicative Language Teaching) methods.</i>

The findings are categorized into different themes such as motivating entities for teacher identity construction, hindrances faced by English teachers in the educational domain, and the effect of school atmosphere on teacher identity creation. All themes have been justified due to pertinent issues, experiences, sharing, and geographical locations related to teachers' identity construction. Some of the theories are added to a clear-cut view of the consequences of different participants in educational sectors.

Below are the introductory descriptions of all teachers from different topographical places:

**T1:** *Good afternoon! Myself T1 originally from address 1 and recently I've been working as a Secondary level English teacher at address 2. I passed my M.A. from University A in literature majoring in English. I passed my +2 and it was quite early. I began my teaching career at address 3 where I studied +2 and Bachelor. Since then, I have been teaching in different schools such as private schools and government schools as an English teacher. It is almost 10 years that I have been teaching English. There are a lot of factors behind it. I would say interest, economic condition, and friends' circle. Because of my interest, I jumped into the teaching field and I chose this English language teaching as my profession.*

**T2:** *I am T2 and I have been working as a secondary language teacher at address 1 since 2071 B.S., I live at address 2 and am currently pursuing a Degree A in English Language Education from University 5. I have been working since 2064 and I started as a primary English language teacher then after low secondary. I started teaching at the secondary level. I got recruited as a permanent English language teacher and I started teaching as a secondary English language teacher. Teachers' identity refers to dignity and a prestigious position in society.*

**T3:** *My name is T3 from address 5. Currently, I'm teaching at organization 1 as an English teacher. I have been teaching English for 15 years. I didn't have a plan to teach at first but since I got into teaching, I felt like um actually it was not a you know plan, but I jumped into teaching because I had spare time at that time. Then I continued into the institution and the environment where I worked made me feel like okay, I am a teacher and I have some ideologies.*

**T4:** *Thanks for giving me a chance to say something about myself. You know this is T4 from country 6 and I have already completed my graduation and postgraduation from the Department of English Literature at the University 8. I'm doing the job and you know at a high school level and I jumped into High level school 5. According to my point of view, teachers are highly professional in my country, but you know, as most of the people follow teachers in my country worshiping as an idol in our country. The teacher should be very loyal and the teachers should be very polite.*

**T5:** *It's me T5 from province 1. I am a teacher of secondary level. I have been teaching since 2073 B.S. It's been very challenging, uh, so because I am from the province 2, sir. Most students are from a unique cultural background, so even if I speak English, they do not understand directly. Besides, if I speak Nepali, even Nepali, they don't understand, so I have to translate in the language 1 so that they will be able to understand. I passed SLC (School Leaving Certificate) in Year Y., and I found that there is not any sort of what you call provision to study other faculty. My family background is poor, so there is a +2 that I have after passing SLC. I just joined +2 without any consultation from the parents because they didn't know about that because they were farmers.*

The findings are categorized into 3 themes, which are as follows:

1. Formation of teacher identity construction
2. Consequences of English Teachers
3. Environmental factors on teacher identity creation

Respectively, themes elucidated on the basis of interview data and theories, as well as reliable literature, examined the nuances of teachers' identity construction issues from social, political, ideological, and psychological lens.

### **3.2 Theme 1: Formation of teacher identity construction (RQ-1)**

Educators' identity is formed by various factors such as enthusiasm, experiences, social, and psychological, etc. The interview examined that intuition, interest, and encouragement play a significant role in society and nation. In addition, teachers play the role of motivator, inspirer, and mentor in the educational domains.

### 3.2.1 Individual's Zeal and Zest

Most of the educators highlighted that they have a strong passion for teaching pedagogy. If teachers' students have progressive outcomes in learning, then they will be contented and satisfied. T1 statement presented here:

*Teachers should go with a lot of ideas; first of all, having a sound knowledge of the content, and then, uh, carrying the teaching-learning materials, like the extra supporting materials, newspapers, videos, and audio nowadays. Teacher identity should have a genuine inspirational role model for everyone. When the teacher is satisfied with his work and his income, then the teacher effectively performs their duties.*

From this paragraph, we came to know that teacher identity creation is directly interlinked with his personality, integrity, and interest. Educators should be loyal to their profession and they should use ICT technology as much as possible. Before going into the class, the teacher should know the content of the subject matter. Therefore, T1 emphasized teachers' motivation and personal interest in shaping teachers' identity. This resembles the findings of Bandhu et al. (2024), motivation makes learners acquire knowledge in any discipline.

### 3.2.2 Financial Instability

Salary is part and parcel in running the family smoothly. Due to low salaries, teachers are migrated from one institution to another. Not staying in one place for the longer course of time showed the instability in place. T1 and T3 escalated the amount that we got from the organization directly connected to our living expenses. T3 expressed her thoughts:

*Our expenditure and income are in an equilibrium state and in this case, we could not save money due to costly living expenses. The salary is decent in comparison to other schools. I taught with the things which strike in my mind are some students and those when I see them progressing in their life and wish me my birthday you know that's what makes me feel happy. Some students still remember my birthday and it feels cherished to me. I teach students according to their capabilities and abilities. The teachers should understand the students' abilities and the student's preferences if they will be the ideal teachers in the long run.*

From this statement, we clearly witnessed some private institutions have paying salaries on a government scale and some of them do not provide handsome salaries (Bhandari & Bhandari, 2024; Poudel & Shrestha, 2024). In addition, teachers have to work from morning to evening, but they are not paid like government-scale salaries. Living expenses are skyrocketing, and it's subtle to save money. Think multiple times while spending time on something. Despite this, T3 was euphoric and happy because students wished her birthday, and she taught them as per their abilities and qualities (Hargreaves, 2000). This paragraph stated economic crisis at the same time happiness on other sides of the coin.

Likewise, T1 expressed his sympathy related to the money matter:

*Salary acts as a positive indicator for a teacher or as a positive factor to enhance his or her performance. Government schools and private schools have lots of variations. In government schools, there is not much of a burden on work and other preparation, but in private schools, there is much burden about a load or work. On the other hand, few schools can provide you with a government-level salary or they can understand your desires or needs. The rest of the day, they only exploit by giving you so much work and not paying you extra money for extra classes. There are lots of hindrances in the teaching field. Some kinds of consequences are related to our subject, our*

*profession, economic crisis, family problems, and classroom environment. Therefore, teachers' identity construction is related to teachers' psychology as well.*

According to this statement, a teacher's income is a reliable predictor of who they are. Due to excessive paperwork and lack of administrative support, the teacher's outcome hindered (Bhattarai, 2022; Mainali, 2024). Salary is directly connected to the familial needs and economic realities of teacher identity. T1's life was filled with a variety of challenges, among them those related to his family, the economy, the classroom, and his career as a teacher. A tremendous workload inside the organization demonstrated prejudice against workers and a failure to compensate for overtime (Katel, 2024). On the other hand, T4 exhibited concern regarding the economic crisis in his interview:

*For primary teachers, they pay 10 to 15 Bangladeshi Taka, and for secondary-level teachers, they just pay 16 to 22 Bangladeshi Taka. The government sector has more facilities as compared to the private sector. Due to this reason, teachers cannot perform well and not sticking in one place for longer periods will damage their identities so far. If we want a great nation, of course, uh teachers should be very good and they should be paid high remuneration because you know in this section all teachers are working 24/7 hours to create a luminous future for students. Nowadays, the teaching field is becoming low-interest because of low salary payments, and most of the teachers settle their own institutions to mint the penny for raising their own living standards.*

The source of this assertion is that there were pay disparities between private and public schools. People started their own businesses and consulting firms in an attempt to improve their standard of living as a result of the low wages. It's circumstances such as these that deter people from pursuing teaching jobs. This demonstrates a lack of enthusiasm for their work and a sense of identity loss among teachers. This aids the findings of Subedi (2023); the educators' physical and mental well-being is an important consideration in the construction of their identity as educators.

### **3.2.3 Social Constraints in Education**

Societal prospects and teaching experiences hinder the role of shaping teacher identity establishment. T2 highlighted educators should have these attributes to create an astonishing identity of educators. She shared her perception regarding the qualities of educators in the modern era:

*Teacher identity has to be very honest, has to be loyal to his duty. Most importantly, if we do our duty honestly, everything will become very easy. Moreover, teacher identity is related to responsibility. Being responsible and accountable for your duties, everything will just come on the right track. The teacher has to be very sympathetic to the student. Teachers should care about everything, all required things, and teachers should have empathy. Teacher identity formation is associated with being democratic or being more studious because it is a never-ending process. Therefore, we learn every day and we are learning from children and others. I'm learning so many things from working in a community school and I told you that teachers should be an idol. In addition, they should create their identity in such a way that others will get inspired by them.*

T2 exhibited the qualities of dutifulness, honesty, and sincerity aspect of teacher identity. Trainers need to understand the psychology of their students. Everybody is capable of different things. A teacher ought to be knowledgeable, democratic, and compassionate

towards the pupils they teach (Zhang et al., 2024). The procedure of learning never comes to an end. All are gaining knowledge from one another. Learners can provide unique insights to teachers as well. Tailored care and a supportive environment are offered with the aim of learning. While they do obey the teacher, other pupils are extremely obstinate. Teachers significantly impact students and crucial role in guiding students in navigating influence of strong resistance (Khanolainen et al., 2024). As a result, social variables including age, gender, language barriers, and academic achievement are connected to how teachers form their identities. Therefore, a teacher's identity should consist of their devotion to the teaching profession, their sense of decency, their honesty, and their understanding of students' psychology.

T5 shared his challenges working as a government teacher:

*I used the GT (Grammar Translation) method in the classroom. If I use the communicative method, students do not understand. I have been teaching for so long. Moreover, working in government schools and working in private schools, there is a vast difference between working in government and private schools. While teaching in a private school, I have lots of exposure and even my language is highly improved. Later on, when I just shifted to a government school, I became a lazy student being weak and having no need to prepare before going to the class that's in the government school. The thing is you don't have to prepare for your content. No student will ask any question; no discussion at all. Whatever the teacher says, the student will follow, and there is a one-way process; only there is no interactive way while teaching in the classroom, so it is not like two-way communication.*

We learn from this paragraph that he continues to use the grammar translation method. He underscores that there are more benefits to working in the social sector than in the private one. There's no dialog, no questions from the pupils. Hence, working in the public sector erodes the identity of the teacher. According to McAdams and McLean (2013), narrative identity looks for people's experiences of struggles, adversity, and prosperity. According to the narrative identity, a teacher's identity is created via their own initiative, fortunate circumstances, and satisfying resolution.

### **3.3 Theme 2: Consequences of English Teachers (RQ-2)**

English teachers have tons of challenges in their line of work. The experiences and obstacles affected the way their professional identities were formed. Here, we confront a variety of challenges faced by English teachers.

#### **3.3.1 Inclusive Approach in Teaching**

For teachers, working with diverse groups of pupils can be an extremely challenging and stringent responsibility. According to T5, the majority of the kids have diverse languages and district origins. The collaborative technique is ineffective when dealing with diverse kids since they possess proficiency in the English language. T5 shared his experience about inclusive learning in teaching in the context of diverse students:

*If I speak English, they do not understand, Sir, because their background is poor and they came from different parts of 9 Districts. Diversified students will come here to study at our school. A teacher should have the identity of a professional; he or she should just engage in the particular field of teaching.*

According to this passage, students had a variety of backgrounds; therefore, when the teacher spoke in English, they did not understand. The teacher felt obliged to deliver his lesson in the native tongue. Likewise, differentiated instruction describes the skills and

information that students should have together with the significance of the material, student participation, processing, and learner-made artifacts. Students undergo assessment of identifying and learning needs in the first step in DI (Differentiated Instruction). In this case, the teacher tries to maintain flexibility and adapts methods that are suitable for different students employing auditory, visual, and various learning techniques. This technique is linked with multicultural modality method as per the needs of student's learning differences (Karousiou et al., 2018).

### **3.3.2 Occupational overload and Burnout in the Profession**

Each educator discussed the challenges of burnout in the teaching profession and job stress. T1 indicated that the boarding school's substantial workload was a difficult undertaking. T3 also related her experience of being fatigued and drained from working long hours. For teachers, the lack of therapeutic refreshments led to harm and discouragement from their work. Findings reveal that teacher burnout is a result of the enormous workload.

### **3.3.3 Expectation from Society**

Expectations from society to teachers are also a challenging phenomenon. T4 shared the deep connotation of teachers' expectations from society and the nation:

*According to my perspective, teachers are the inspirational figures for me because they are the pillars of the nation. But the saddest thing is that they don't consider uh teacher uh like you know Idols and some teachers are being criticized and bullied by the students in my country; you know it depends on their animosity and hatred feeling towards the teacher.*

Teacher identity lies in community respect, ethics, and societal perception in viewing teachers' image (Baraily & Sherpa, 2022; Shanker, 2023). In addition, evidence of disrespect for teachers has been observed. Teachers are not idolized by pupils. T4 claims that he is so enthusiastic about teaching that the profession should be honored no matter what. Therefore, expectation is another important element of creating teacher identity construction.

## **3.4 Theme 3: Environmental factors on Teacher Identity Creation (RQ-2)**

If students have failed, the tradition is to blame teachers directly. In every organization we come across critics, backbiters, and gossipers. Teacher will not get support from the administrative department as well. So, the school ambience plays a vital role in polishing teacher identity construction.

### **3.4.1 Lack of organizational support and resources**

Teachers T2 and T3 talked about the need for institutional resources to develop a teacher's identity. They underlined instructional materials such as workbooks, textbooks, slides, posters, charts, and maps. Above all, they stressed how crucial it is to have tools in order to implement good teaching strategies and preserve teachers' constructive identities. T2 shared her anecdotes regarding ICT (Information and Communications Technology) tools used in classroom settings:

*Students like the things that we search on YouTube and then we use ICT and we use those lecture methods, and student-centered method because I work in a community school and here, I have to follow more CLT (Communicative Language Teaching) methods. But it depends upon the nature of the course. I am not good at content but neither bad either. I already mentioned to you that teaching in a community school and teaching in a private school is quite different, but I have felt it because the school*

*that I taught before had a sound academic background and they were supported by a huge number of resources.*

This passage accentuates how crucial it is to have superior instructional materials and an educational structure in order to develop a teacher's identity. Her previous experiences were very dissimilar to her current ones. When she was instructing students, she had access to a wealth of educational resources. On top of that, in addition to the student-driven strategy, she also employs the interpersonal language approach. Dhakal (2021) argues that nowadays students have various expectations; thus, in order to more effectively teach their students, teachers need to employ a variety of tools to support the learning objectives of their students.

### **3.4.2 School Culture and Cordial Relationships**

T2 shared her experience from a previous school where she worked. Previous school was good enough to work, but when she entered a new school, she was quite shocked to observe the people around her. They were acting good in front of her but backbiting behind her back. Similarly, she portrayed her feelings:

*When I joined this school 9 years back that time, it took me 1 hour to get adjusted to the workspace. I thought that I had come to a different place because, in my previous workplace, all of my friends were jolly, friendly, helpful, and so on. But at this organization, "A honey tongue, a heart of gall" type of people are here. For this reason, I could not trust anyone blindly. I succeeded in passing all the students with good grades in the English subject. One of my senior teachers gazed at me and evaluated my achievement.*

It suggests that the working environment of a school should be good enough to enhance the quality. Teachers should be motivated by a positive attitude and should not develop the habit of listening to others (Khanal & Phyak, 2021; Lama & Shrestha, 2020). She illustrates that she went through a lot of prejudice about her gender. First, people talk sweetly but then slowly reveal their true selves. So, she revealed the shocking truths going on inside the company.

### **3.4.3 Learning Aids for Educators**

Modern teaching methodologies incorporate ICT-enabled approaches involving e-books, YouTube, Web 2.0, television, radio, cell phones, and other such resources. Teaching has become more convenient and pertinent to the modern world thanks to technology like CALL (Computer Assisted Language Learning). Whatever visible when using a language can act as a visual aid, which is why visual aids are so important to language learning? Both living and inanimate items are included in the wide concept of representations. Thus, teachers should use numerous digital resources as they can in order to create an independent awareness of self (Bhandari & Bhandari, 2024; Joshi & Ayer, 2024; Saud & Laudari, 2023).

## **3.5 Conceptual Framework**

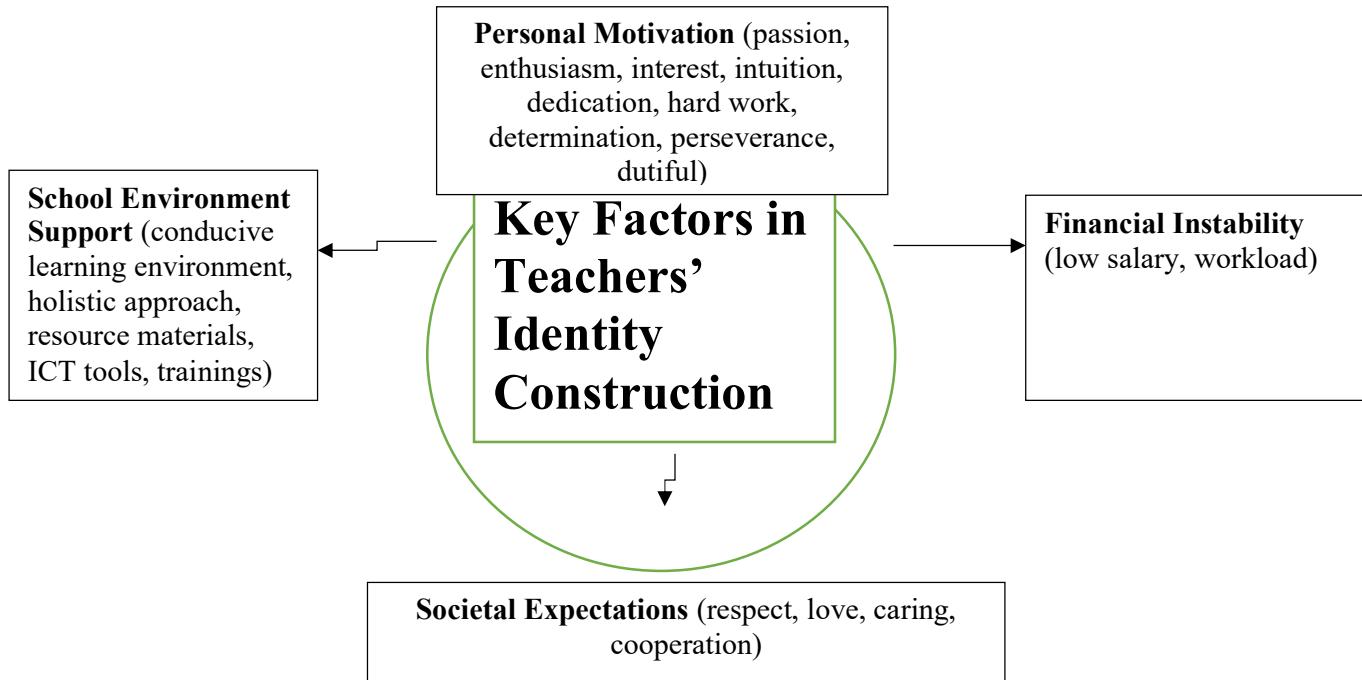
### **3.5.1 Figure Representing Key Findings**

The framework illustrates four key variables concerning teacher identity construction such as personal motivation, school environment support, financial instability, and societal expectations. Personal motivation is explicitly connected with intrinsic commitment needed to sustain in the profession for a longer period of time. It signifies the internal qualities, passion, dedication, and identity formation. In addition, the school environment associates with competence, resources, ICT tools, and reinforces professional growth of English language teachers. Moreover, financial instability shows low salary and workload in

hindering teachers' identity. Societal expectation is a social perception and view about teacher identity. It embodies love, care, cooperation from society to upward the teacher's status. Overall, all factors help English language teachers to strengthen their identities and influencing the roles of dynamic educators in teaching field. The conceptual framework constructs motivation, reliance, stability, cultural norms, and the sense of identity of English language teachers.

Here is the conceptual framework figure representing the key findings of the research:

**Figure 1: Conceptual framework for English Language Teacher Identity Construction**



#### 4. Conclusion

The issue of educators in private sectors receiving inadequate salaries should be addressed through educational initiatives, mechanisms, and plans. There were mainly three findings from this research such as the construction of teacher identity, the consequences of English teachers, and environmental factors. Under construction of teacher identity, I formulated certain sub-themes like zeal and zest, financial instability, and social constraints. As research is concerned, participants revealed deep passion and interest in teaching. Teacher's genuine passion leads to identity formation. Passion aligns with their classroom performance, pedagogical practices, training, and becoming a role model in the teaching profession. Moreover, financial instability is a major concern in private schools as compared to community schools. Financial instability is an economic issue with professional challenges. Salary is not paid on time, which is difficult for the family and a hindrance to professional growth. Perception towards English language teachers has low images which hamper the dignity and prestige of teachers. Another finding is the consequences of English teachers where teaching diverse students is very difficult and teachers are assigned a heavy workload without extra compensation. The dominant image of a teacher affected their teaching profession. The last finding articulated environmental factors. Inside the environmental factors, there were different sub-themes which were lack of organizational

support, school culture, and instructional tools. There is a lack of resources and administrative support in educational sectors which impacted the construction of identity among English language teachers. As we know, administrative support and assistance can further shed light on the identity of the teacher. Furthermore, for educators to grow as individuals and confront societal issues, they need to feel inspired and supported. Therefore, support from intuitions is highly needed for the enhancement of teachers' identity. In this contemporary era, ICT plays a major and vital role in fostering teaching practices. So, it is compulsory to use tools to improve teaching and learning. Effective policies and tactics for preserving teachers' identities can be gained via evaluation and assessment that aims to nurture teachers' enthusiasm, unpredictability, limitations, diversity, exhaustion, anticipation, aid, culture, and resources. To provide a thorough grasp of the constituents of teachers' identities, future research should examine the expanded information on teacher identity building from a broad sample of instructors from various places. My impressive remarks from this research are: inclusive classroom cater to learning, burnout damages the psychological core of teacher identity. Last but not least, social recognition, genuine passion, culture of respect, and strong administrative empower English language teacher identity.

## 5. Acknowledgements

My appreciation goes to all participants for giving their precious time. I would also like to acknowledge my own hard work, perseverance, dedication throughout this research journey. Completing this work required patient, time, effort and commitment. I am grateful to myself for staying motivated and focused.

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## Annex I

### Teacher narrative directions

These are the interview questions that were embedded in the interview sessions of the participants. In between interviews, open-ended questions and unstructured interviews were asked of the participants to extract insight into teachers' identity construction of teachers.

1. How do you think your autonomy and the environment interact?
2. In what ways does identification as an educator get influenced by personal agency?
3. In which ways, in your opinion, can narrative assist English language teachers' identity construction?
4. Are you enthusiastic about working as a teacher?
5. How do you manage to have a work-life balance?
6. How do you see the potential use of methodologies for narrative inquiry?
7. How essential do you think small-scale elements are in a teacher's identity formation?
8. What kinds of training help teachers become more capable?
9. How does the instructor manage several portfolios at once?
10. What should be done about pupils that behave horribly?