



Narrative Perspectives on the Construction of English Language Teacher Identity

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Abstract

The objective of this study is to explore English language teachers' identities in relation to 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 grounded in narrative inquiry and identity theory to capture teachers' experiences, emotions, and motivational factors shaping their professional career trajectories. I explored English language teachers' identity 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 Clandinin and Connelly's narrative identity theory as a research methodology, conducting semi-structured interviews with five English language teachers and analyzing interactions in different classroom contexts. The primary data collection methods were informal conversations, note-taking, and audio recordings made on 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 that motivation, social recognition, and financial stability shape 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 negotiating 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 among English language teachers in relation to agency and teaching context. Educators are equipped with morals, reasoning,

teaching practices, and inclusive phenomena within the educational sphere (Beauchamp & Thomas, 2009). Many issues have been addressed within the research paradigm, and teachers' identity is one of them. Similarly, Mockler (2011) states that personal experience, teaching context, and political environment shape teachers' identity. The external political environment directly influences teachers' personas, affecting key aspects of their professional lives (Flores & Day, 2006). Furthermore, a supportive environment of academic tasks and learning dimensions offers students an effective learning situation. Equal opportunity, marketisation, and control over instruction are all driven by education policy (Ball, 2003). Political factors such as public affairs, law, and economic policies are considered when defining a teacher's identity in a classroom setting. Markus and Nurius (1986) describe 'individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming' (p. 954). This concept explores their hopes, fears, unease, and excitement as well as their aspirations for the future. The interplay of success and failure in shaping identity can be of utmost importance in teaching (Beijaard et al., 2004). Similarly, the mission and potential of educators may determine their sense of victory or failure.

On the other hand, the 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, encompassing dialects across various geographical landscapes. Freeman (1998) describes several instances in which teachers resist dominant hegemonic discourses in the classroom. This is a perfect example of the 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). Students' reflections on the lesson manual 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 on 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 to maintaining a teacher's identity. 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 al., 2023). Teachers' identity creation is intertwined with their environment and personal agency. Personal agency posits the potency and action of individuals within the co-construction of education (Sögüt, 2024). The agency examines the intervention of teacher identity and the surrounding of a particular service in a business or organisation (Weng, 2025). In Indonesia, forty students per class and developing strong relationships with students are considered a great challenge for teacher identity formation (Chik et al., 2018). This shows it becomes impossible for a teacher to devote to all students at once. This situation dulls and isolates teacher identity. Private tutors make their identity as economic feasibility to sustain their lifespan (Bray, 2022). Disruptive notions are central to teacher identity and raise questions in challenging environments. Determining the factors that influence and are associated with the formation of a positive identity perception among teachers and teacher candidates is crucial (Görkaş Kayabaşı & Koç, 2024). It means that maintaining teachers' linked career paths is the extent of oversight. By using stories and the 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. Hence, human experiences,

narratives, attitudes, and educators' temperament are studied through the lens of narrative inquiry (Rabelo, 2024).

1.1 Research Objectives

The primary aim of this research is to investigate how English language teachers shape their professional identity through cultural, social, psychological, and professional experiences. The study is important because it offers a deeper understanding of the cultural, psychological, and institutional aspects of the professional identities of English language teachers within Nepalese educational settings. It provides insightful perspectives from teachers' voices and assists educators, researchers, teachers, and policymakers in recognising the need for resources, support, and professional autonomy across diverse educational contexts.

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 limited to English language teachers working in private schools with at least five years of teaching experience. The research concentrates on identity construction, lived experiences, and relies on the subjective reflections of English language teachers. Its practical significance lies in providing administrative support, fostering resilience, encouraging collaboration, and reducing burnout among teachers. It also emphasises teacher-friendly policies and curricula to promote professional development. Additionally, the academic importance enhances pedagogical knowledge, classroom management skills, and strategies for coping with emotional, socio-cultural, and institutional factors that influence an English language teacher's identity.

1.4 Literature Review

1.4.1 Components and Challenges of Teacher Identity

Educators face heavy schedules, poor remuneration, and a lack of mentor supervision, which 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 organisations 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 facilitates self-reliance and the capacity to make decisions for oneself. Likewise, teachers deal with a variety of obstacles, such as heavy workloads, modified classroom environments, their 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 Cultural Capital in Education

Partisan families do not invest in education, reflecting a loss of cultural capital, whereas capitalist families send their children 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, 2025). Along the same lines, it illustrates the concept of identity capital in school-based parental involvement, which separates the wealthy from the underprivileged. Motivation to fulfil 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' identities are characterized by zeal, admiration, dedication, and commitment to their profession. 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 examining the authentic, real-life stories of teachers using 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 identity, experiences, and distinct aspects of English teachers. I used this theory to examine educational institutions through the lens of livelihoods, circumstances, societal requirements, and parameters. The drive for imagination in the interpersonal traits and 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, and evaluation of information, which constitute a part of narrative inquiry studies. Narrative identity theory, which examines experiences, hindrances, sharing, and real-life events related to teachers' identities in educational settings (Ferreira, 2024). Similarly, the qualitative method elucidates teachers' identity formation 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 humour, competency, and skills over to the linguistic paradigm, and people are not reluctant to share their stories (Kamali, 2025).

2. Materials and Method

I used narrative inquiry as a research methodology. I took interviews with five different English language teachers who have been teaching for more than 5 years. I selected

five interviewees because they had experienced burnout, lacked institutional support, demonstrated resilience, and had substantial teaching experience. Their lived experiences made my research more rigorous, thematic interpretation, teaching challenges, and ensured contextual factors. The data collection was held in Kathmandu in their respective places. Moreover, I selected one participant from Bangladesh to enhance diversity and inclusivity and to support meticulous analysis in the research. I took his interview using the Zoom app. The year of data collection was in 2024 A.D. in the month of July. Their names were withheld for ethical and privacy reasons.

Likewise, their names were named as T1, T2, T3, T4 and T5. Purposeful sampling is used. Participants' names and other things had been hidden due to ethical considerations and privacy matters. Similarly, data collection began with an informal conversation. It was obtained through interviews, class observations, note-taking, and document analysis. Moreover, two rounds were conducted to ensure robust, detailed accumulation for extracting in-depth narratives. As a result, data was being recorded a cell phone. Transcription and translation were done through software, and the 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, analyse, and evaluate the themes, content, and context. This thematic analysis examines the nuances of the teachers' emotions, excessive workload, burnout issues, psychological, and political challenges in the educational sector. It aids in reinforcing the teachers' shaping identity of educators in research.

3. Result and Discussion

3.1 Summary of Key Findings

Key findings from the research include passion, instability, constraints, inclusion, burnout, expectations, 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). Table 1 below emphasizes 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	Zeal and Zest: Strong passion and interest in teaching are the crucial factors for teachers.	T1: <i>I would say interest, economic condition, and friends' circle.</i> T2: <i>Teacher identity has to be very honest, has to be loyal to his duty.</i>
	Financial Instability: Not having extra facilities, low salary, and not paying salary on time impacted on teachers' identity formation.	T1: <i>Few schools can provide you with a government-level salary or they can understand your desires or needs.</i>
	Social Constraints: Best teacher has got decent, loyal, dutiful towards his/her duty. Student temperament affected the identity formation of teachers.	T2: <i>Teacher identity formation is associated with being democratic or being more studious because it is a never-ending process.</i>
Consequences of English	Inclusive Approach:	T5: <i>Diversified students will</i>

Teachers	Teaching in diverse groups of students is very tough.	<i>come here to study at our school.</i>
	Occupational Overload: Teachers are assigned a heavy load of tasks, which leads to burnout issues for teachers' identity.	<i>T1: 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>
	Expectation From Society: Teachers are not respected by society, which affects their professional career.	<i>T4: some teachers are being criticized and bullied by the students in my country.</i>
Environmental Factors	Lack of Organizational Support: Sufficient resources are still lacking in the field of teaching, which hindrances the maintenance of the image of English teachers.	<i>T2: 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>
	School Culture: Support from the organization is much needed to polish the identity of the teacher.	<i>T2: I faced a lot of discrimination in terms of gender. Backbiters and critics are everywhere. You cannot exclude them from any organization.</i>
	Instructional Tools: 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.	<i>T2: 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 categorised 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 the educational sector.

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 I 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 categorised 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 a 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 factors. The interview examined that intuition, interest, and encouragement play a significant role in society and the nation. In addition, teachers serve as motivators, inspirers, and mentors in educational settings.

3.2.1 Individual's Zeal and Zest

Most educators highlighted a strong passion for pedagogy. If teachers' students have progressive outcomes in learning, then they will be content 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 their personality, integrity, and interests. Educators should be loyal to their profession, and they should use ICT as much as possible. Before the class that begins, and the teacher should be familiar with the subject matter. Therefore, T1 emphasized teachers' motivation and personal interest in shaping teachers' identity. This aligns with the findings of Bandhu et al. (2024): motivation enables learners to 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 migrating from one institution to another. Not staying in one place for a long time showed the instability in the place. T1 and T3 increased the amount we received from the organization, which directly covered 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 students 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 on a government-scale salary. Living expenses are skyrocketing, and it's a bit hard to save money. Think multiple times while spending time on something. Despite this, T3 was euphoric and happy because students wished her a happy birthday, and she taught them according to their abilities and qualities (Hargreaves, 2000). This paragraph stated economic crisis at the same time as happiness on the other side of the coin.

Likewise, T1 expressed his sympathy regarding 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 a lack of administrative support, the teacher's outcome was hindered (Bhattarai, 2022; Mainali, 2024). Salary is directly connected to the familial needs and economic realities of teacher identity. T1's life was marked by a range of challenges, including 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 the existence of pay disparities between private and public schools. People established their own businesses and consulting firms to improve their standard of living due to 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 aligns with Subedi (2023), who argues that 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 the establishment of teacher identity. T2 highlighted that 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 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 process of learning never ends. All are gaining knowledge from one another. Learners can also provide unique insights to teachers. Tailored care and a supportive environment are provided to support learning. While they do obey the teacher, other pupils are extremely obstinate. Teachers significantly impact students and play a crucial role in guiding students in navigating the influence of strong resistance (Khanolainen et al., 2024). As a result, social variables, including age, gender, language barriers, and academic achievement, are associated with how teachers form their identities. Therefore, a teacher's identity should comprise their commitment to the teaching profession, their integrity, 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.

This paragraph indicates 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 dialogue, no questions from the pupils. Hence, working in the public sector erodes teachers' identities. According to McAdams and McLean (2013), narrative identity examines people's experiences of struggle, adversity, and prosperity. According to the narrative identity theory; a teacher's identity is constructed through their own initiative, fortunate circumstances, and a satisfying resolution.

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

English teachers face numerous challenges in their work. The experiences and obstacles shaped the formation of their professional identities. 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 demanding responsibility. According to T5, the majority of the children have diverse languages and district of origin. The collaborative technique is ineffective when working with diverse students, as they may not be proficient in English. 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 diverse 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 artefacts. Students undergo an assessment of identifying and

learning needs in the first step of 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 the multicultural modality method as per the needs of students' 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 reported experiencing fatigue and exhaustion from working long hours. For teachers, the lack of therapeutic refreshments led to harm and discouragement from their work. Findings indicate that teacher burnout results from an enormous workload.

3.3.3 Expectation from Society

Expectations from society on 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 is shaped by community respect, ethical standards, and societal perceptions of teachers' image (Baraily & Sherpa, 2022; Shanker, 2023). In addition, evidence of disrespect for teachers has been observed. Teachers are not idolised by pupils. T4 claims that he is so enthusiastic about teaching that the profession should be honoured no matter what. Therefore, expectations are another important element in constructing teacher identity.

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 gossips. Teacher will not get support from the administrative department as well. The school environment plays a vital role in shaping teacher identity.

3.4.1 Lack of organizational support and resources

Teachers T2 and T3 discussed the need for institutional resources to support the development of a teacher's identity. They underlined instructional materials, including workbooks, textbooks, slides, posters, charts, and maps. Above all, they stressed the importance of having tools to implement effective 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 emphasizes the crucial role of high-quality instructional materials and a well-structured educational framework in the development of 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. In addition to the student-driven strategy, she employs the interpersonal language approach. Dhakal (2021) argues that students today have diverse expectations; therefore, to teach them more effectively, teachers need to employ a variety of tools to support their learning objectives.

3.4.2 School Culture and Cordial Relationships

T2 shared her experience from a previous school where she worked. The previous school was good enough to work. The previous school was adequate, but when she entered a new school, she was quite shocked to observe the people around her. They were acting well 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 school's working environment should be adequate to enhance quality. Teachers should maintain a positive attitude and avoid developing 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. She revealed the shocking truths occurring inside the company.

3.4.3 Learning Aids for Educators

Modern teaching methodologies incorporate ICT-enabled approaches that use e-books, YouTube, Web 2.0, television, radio, mobile phones, and other resources. Teaching has become more convenient and pertinent to the modern world thanks to technology like CALL (Computer Assisted Language Learning). Whatever is 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 self-appropriate to foster independent self-awareness (Bhandari & Bhandari, 2024; Joshi & Ayer, 2024; Saud & Laudari, 2023).

3.5 Conceptual Framework

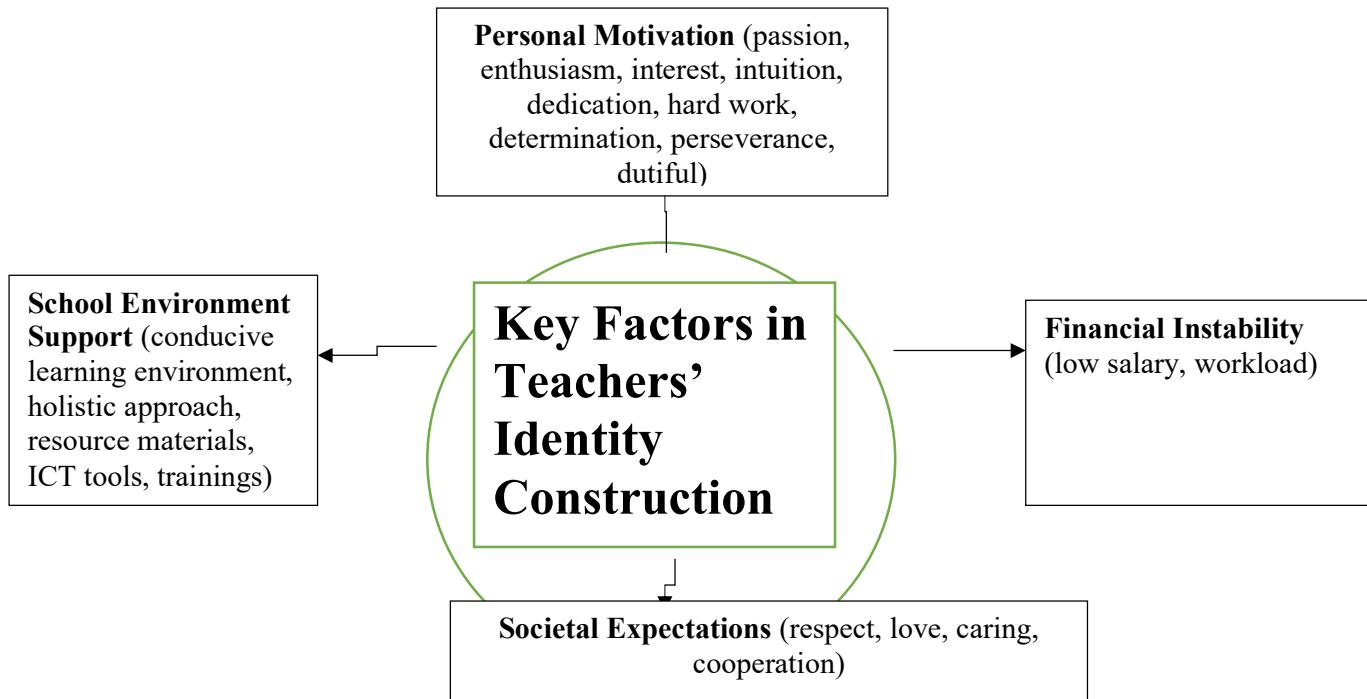
3.5.1 Figure Representing Key Findings

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 the 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 is associated with competence, resources, ICT tools, and reinforces the professional growth of English language teachers. Moreover, financial instability, low salaries, and heavy workloads hinder teachers' identities. 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 influence

the roles of dynamic educators in the 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 the private sector receiving inadequate salaries should be addressed through educational initiatives, mechanisms, and plans. There were mainly three findings from this research: the construction of teacher identity, the consequences of English teachers, and environmental factors. Under the 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. The 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 that the consequences for English teachers when teaching diverse students are 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 a lack of organizational support, a 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 teacher and clarify the teacher's identity. Furthermore, for educators to grow as individuals and confront societal issues, they need to feel inspired and supported. Therefore, support from institutions 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 understanding of the constituents of teachers' identities, future research should examine additional information on teacher identity development from a broad sample of instructors across diverse contexts. My impressive remarks from this research are: an inclusive classroom caters to learning, and burnout damages the psychological core of teacher identity. Last but not least, social recognition, genuine passion, culture of respect, and strong administrative support empower English language teacher identity.

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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?