

Language Teacher Professional Identity: The Mediator Role of L2 Grit, Critical Thinking, Resilience, and Self-efficacy Beliefs

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Abstract

The teacher's professional identity (TPI) defines their perception of how to behave in their teaching profession, and it may have a significant role in determining their place in educational advancement. Yet, the moderator influence of L2 Teacher Grit (L2TG), Critical Thinking (CT), Teacher Resilience (TR), and Teacher Self-efficacy Beliefs (TS-EB) on TPI has not been extensively documented in the literature. To fill this lacuna, this study developed a model to show the interplay between TPI, L2TG, CT, TR, and TS-EB. The Teacher's Professional Identity Scale (TPIS), the L2-teacher Grit Scale (L2TGS), the Watson–Glaser Critical Thinking Appraisal Form (WGCTAF), the Teacher Resilience Scale (TRS), and the Teacher Sense of Efficacy Scale (TS-ES) were given to 437 English as a foreign language (EFL) teachers for the intention of collecting this data. Following the findings of Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM), L2TG, CT, TR, and TS-EB can enhance TPI among EFL teachers. Finally, the implications and future direction were offered to enthusiastic educators and researchers which may enhance their awareness of the link between TPI, L2TG, CT, TR, and TS-EB and the way it can generate great results for the educational system.

Keywords: teacher professional identity, l2 teacher grit, critical thinking, teacher resilience, teacher self-efficacy beliefs, EFL teachers

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1. Introduction

The notion of “teacher identity” has been acknowledged as a multifaceted phenomenon that is dynamic, context-dependent, and non-linear (Yuan, & Zhang, 2020). Teacher identity is still a fluid and foggy notion in education due to its plurality, discontinuity, and social character. This is particularly true when it is analyzed in combination with how it influences the pedagogical practices of instructors (Beauchamp & Thomas, 2009). The passage of time and the interactions that take place within various professional settings and communities of practice are both factors that may mold and remold it. EFL instructors’ professional identities, or how they view themselves as professional teachers, are forcefully (re)constructed via the discussions and conversations that take place between the self and other members of the group. This is because teacher identities are socially produced in groups. The many responsibilities that teachers play during their professional lives often lead to the development of several facets of their personalities. Therefore, their identity is fluid, non-imposed, and the product of a dynamic interaction between personal, professional, and discursive aspects of their lives (Sachs, 2005).

A forum for the formation of teachers’ professional identities that has received less attention is L2 teacher grit (L2TG). A behavioral attribute known as TL2G is considered to be the outcome of a mix of perseverance in effort and instructional enthusiasm for long-term goals (Sudina et al., 2020). Further research is needed to understand TL2G, and it is unclear how it relates to other teaching assistant variables, particularly in the EFL contexts. TL2G may be tied closely to TPI. In addition, CT, known as higher-level thinking abilities, is the analysis and evaluation of information via reflection and reasoning (Ennis, 1996). With the help of CT, instructors evaluate their instructional practices critically and search for evidence of their effectiveness. TR is described as a characteristic and viewed as an individual’s ability and beneficial quality that allows effective dealing with environmental mental pressures and prevents psychopathology in facing obstacles (Mansfield et al., 2018). Furthermore, TR is described as the ability to sustain steady functioning and make adaptations in the face of tremendous hardship (Bagdžiūnienė et al., 2022). The existence or experience of adversity and the subsequent constructive adaptation are two fundamental characteristics of resilience. The last teacher-related attribute which is intended to be discovered in this research is teacher self-efficacy beliefs (TS-EB). The term TS-EB corresponds to teachers’ judgments of their qualities supply efficient conditions for their students’ learning’ intended results (Tschannen-Moran & Hoy, 2001), which has a substantial impact on instructors’ wellness and pupils’ school performance (Buric, & Kim, 2020).). TS-EB is connected with the strategies, tactics, and methods that instructors embrace in their daily experiences (Ma, 2022). Considering the crucial roles of teachers’ TPI, TL2G, CT, and TR notably in the TEFL settings, there appears to be a paucity of evidence on the interaction and probable impacts among them. In the following part, a short overview of the related literature is offered.

2. Theoretical Backgrounds

2.1. Teacher Professional Identity (TPI)

The notion of identity relates to an individual's whole consciousness and the level of self-regulation that they cultivate in connection to "who" they are and "what roles they play" in the context of a particular society and culture (Atay & Ece, 2009). It is a dynamic and ever-changing characteristic that is personal as well as social in the sense that its (re)construction is due to a network of causes and processes both internal and external to the individual (Liu et al., 2021). It is crucial to recognize that a person's identity is dependent on the setting in which they find themselves, in the sense that a person might cultivate a variety of identities in light of the numerous professional contexts and duties that they are entrusted with. As a consequence of this, a single person is capable of constructing several identities in connection to his or her family, career, culture, policy, and religion (Alibakhshi, 2011; Beauchamp & Thomas, 2011; Salehizadeh et al., 2022). People often negotiate their identities in their contacts with other members of the same community or discourse by accepting, reinforcing, downplaying, and contesting aspects of their identities as well as patterns of behavior and thought (Teng, 2019). The mere idea of "identification" is still relatively poorly defined, despite the growing interest in demystifying student and teacher identity in a variety of educational situations (Olsen, 2008). In addition to this, it does not have a framework for conducting analyses that is useful to researchers working in many fields (Deakhshan et al., 2022a). The personal facet of identity has been studied extensively in academic circles, but the social aspect of identity has been largely neglected (Edwards & Burns, 2016).

Reviewing the literature on identity and teacher identity reflected biological, structural, sociocultural, ecological, and post-structural viewpoints. The biological viewpoint relates identity to genes and their transfer from individuals to their offspring like their color, complexion, and features. This approach claims that one's identity is at least partly genetically imparted permanently. The classic structural approach sees identity as a permanent and unchanging property of a person without considering contextual variables (Taylor, 2017). Up against this perspective, the sociocultural approach defines identity as an interactive, continuous, context-specific, and social activity (Taylor, 2017). Furthermore, as emphasized by Gray and Morton (2018), the sociocultural approach conceives identity as dynamic, complex, multiple, multilayered, contradictory, (re)constructed via language, social-based, and transitory in connection to time and context.

Another viewpoint influenced by the sociocultural perspective was the ecological approach that stressed the conceptual self or how a person views him/herself and how he/she believes others think about him/her and his/her involvement in molding their ideas and the converse (Namaziandost et al., 2023; Teng, 2019). The ecological perspective also stresses the affordances and possibilities that a setting may give for a person to act upon (Derakhshan & Nazari, 2022).

Finally, the post-structural approach considers identity as continuing, dynamic, multifaceted, dialogical, discontinuous, social, and multi-dimensional (Arvaja, 2016). According to the post-

structural perspective, identity is developed and remade in connection to one's social and cultural background, beliefs, practices, norms, and discourses (Huang & Benson, 2013).

2.2. Teacher L2 Grit

Duckworth (2016) is the one who offered the Grit theory, which highlighted the bidirectional linkages between excitement and perseverance as they influenced people's capacity to attain their objectives successfully. Grit may be described as "working aggressively against problems, retaining enthusiasm and effort throughout the years despite setbacks, hardship, and plateaus in development," as stated by Duckworth et al. (2007, pp. 1, 087–1,088). Therefore, eagerness and tenacity are the primary components that contribute to the production of grit (Duckworth, 2016).

Individuals are more likely to commit themselves to tasks requiring expertise and long-term accomplishment if they possess the attribute of grit, which includes persistence as one of its components (Duckworth, 2016). As Dale et al. (2018) viewed, persons who are gritty have optimistic perspectives on life and have a high level of devotion to their work. Individuals who can discriminate between major and minor objectives and acquire the skills to effectively control their resources have a larger level of grit than those who are unable to do so (Hejazi & Sadoughi, 2022).

Based on Pawlak et al. (2022), the definition of "L2TGrit" is "the tenacity of commitment and constancy of interest." L2TGri is a quality that helps teachers handle their stress, which in turn contributes to better instruction (Xu, 2022) and job involvement (Lan, 2022). As was seen, tenacious educators give a significant portion of their time, energy, and enthusiasm to the classroom and take pleasure in the activities they participate in as educators, regardless of the challenges they confront on the job (Sudina et al., 2021). Even though research in the field of student L2 grit has been relatively positive in recent years (e.g., Cheng, 2021; Wei et al., 2020), research on language instructors' L2 grit and its correlates is rather lacking (Sudina et al., 2021; Lan, 2022).

According to Teimouri et al. (2020), this deficiency might be explained by the absence of domain-specific measures to quantify grit in the teaching of a second/foreign language. Grit is a trait that is unique to a certain field, as Cormier et al. (2019) concluded. Sudina et al. (2021) were inspired by this conception to develop the paradigm of L2 grit among language educators. Grit is a personality attribute that is regarded to include tenacity of endeavor and consistency of enthusiasm in teaching at the second-language level (Li, 2022). More importantly, Sudina et al. (2021) created and validated the L2-Teacher Grit Scale (L2TGS) to assess the level of grit shown by language instructors.

The aforementioned empirical research shortcomings reflect a compelling necessity to examine the connections of L2TG with other attributes associated with teaching, given the recent adoption of L2 grit. Xu (2022) performed a theoretical study confirming the paucity of attention to L2 teacher grit. Moreover, Shabani et al. (2022) investigated how the levels of grit among EFL instructors affect different instructional approaches. When the components of educational thinking were considered, their results suggested that there were substantial disparities between low-grit and

high-grit instructors. Ashkani et al. (2021) recently performed research to examine teachers' mental and emotional manifestations of educational objectives, in addition to how L2TG impacts these two dimensions in EFL situations. According to their results, the grittier instructors demonstrated substantial links across their attitudes and practical instructional practices. Importantly, they discovered that L2TG anticipated the links between conscience educational views and behavioral patterns among EFL instructors. In the same vein, Amirian et al. (2022) found in the same line of investigation that gritty instructors are more driven, critical thinkers, and appreciate the experience of language instruction.

2.3. Critical Thinking

The significance of higher-order thinking abilities was first introduced by Dewey (1933) in the context of educational settings. He emphasized the need to replace old methods of instruction, which emphasize surface learning and memorization, with more modern methods that emphasize reflective thinking and the use of technology. Dewey (1933) defined CT as an active and frequent review of premises and contemplations to obtain appropriate conclusions. Moreover, Paul (1988) viewed that CT incorporates evaluation, synthesis, and appraisal. Furthermore, Acevedo and Chelsie (2022) described CT as the application of cognitive functions and reasoning processes, which enhance the possibility of intended responses. CT studies are particularly focused on developing critical minds that analyze everything (Derakhshan, 2022; Sadeghi et al., 2020).

Instructors should possess the capacity to reason critically. In this regard, Zhang et al. (2020) performed to evaluate teachers' views about CT and its uses in their teaching, to gain insight into the vital role that CT plays and how it might be improved. Based on what their research showed, language teachers affirmed that CT should be an essential component of classroom instruction. Another recent research concluded that CT and self-regulation offer helpful strategies in language teaching (Aldosari et al., 2023; Heydarnejad et al., 2021). A substantial positive link was found to exist, according to the results of this investigation. As a consequence of a study by Kozikoglu and Babacan (2019), a portion of the variation in the CT inclinations of teachers was found to be accounted for by the prospective teachers' metacognitive, problem-solving, and self-efficacy skills. Similarly, Sadeghi et al. (2020) intended to conduct a qualitative analysis of the conceptions of CT from the perspectives of EFL instructors and students. In this research, suggestions were made on theoretical and practical implications for EFL instructors to exercise CT skills with their students. They also encouraged those responsible for creating curricula and syllabi to think about incorporating activities related to technology into instructional content and promote in-service workshops for educators.

2.4. Teacher Resilience (TR)

Resilience in teachers, defined here as the capacity to withstand the inevitable pressures and adversities inherent in teaching as a demanding job, is of the highest significance in all academic

settings because it can yield a wide variety of beneficial results. To be further detailed, resiliency results in job satisfaction, responsiveness, effectiveness, consciousness, source of satisfaction, ability to initiate, interpersonal relations, proficiency, independence, confidence, effective interpersonal attitudes, sensitivity, and emotionally intelligent teachers (Mullen et al., 2021; Riswanto et al., 2022). Therefore, constructing this conceptual framework in instructors via rich workshops is a necessity in educational environments.

According to Beltman (2021), the idea of resilience can be interpreted in four different ways. The first way of thinking about resilience takes a person-centered approach and views it as a characteristic of a person that becomes evident in the face of adversity. Based on this point of view, a resilient person is capable of picking themselves up and trying again when they have been knocked down (Brown et al., 2021). The second way of thinking about resilience is known as the process focus or the person-context perspective. This way of thinking views resilience as the product of interaction between the person and their environment. Following its definition, resilience is the process through which an individual deliberately and purposefully employs acceptable ways to sustain their dedication and wellness in the circumstances of adversity. A conceptualization of resilience that places an emphasis on context contends that, in addition to individual capacities and strategies, the environment in which one finds oneself is of the utmost importance. Thus, resilience is the capacity to adjust one's behavior to a stressful environment while maintaining one's competence in the face of difficult sociocultural pressures (Kangas-Dick & O'Shaughnessy, 2020). The ultimate conceptualization takes a system-centric approach, viewing resilience as a procedure that involves many dimensions, both internally and externally to individuals, that engage in dynamic interaction with one another.

The majority of research on TR has focused on its link with other variables, such as job satisfaction, fatigue, job involvement, and anxiety (Karabiyik, 2020; Polat & Skender, 2018). Furthermore, recent studies were undertaken on the impact of educator training programs, such as insight meditation training, on teachers' resilience (Alibakhshi et al., 2021; Polat & Iskender, 2018; Xue, 2022). Galante et al. (2018) used an insight meditation program to enhance university learners' resiliency through a practical randomized controlled trial. The educational aspects of the insight meditation program and its contribution to instructors' anxiety and stress management were considered in this research. They found that the intervention helped assist instructors to increase their mental awareness in the classroom, which might have a positive influence on their technique training by lowering their stress levels. Recent interest in the concept of TR was reflected in a review of the relevant literature. For example, Lacaba et al.'s study (2020) demonstrated the effects of instructors' resilience on their dedication and effectiveness. Teachers were aware of the current problems in their teaching practice, but they needed to strengthen their resilience to enhance their effective teaching and exhibit their job involvement, as indicated by the outcomes. In a descriptive research, Polat and Iskender (2018) investigated the association among TR, job satisfaction, weariness, business commitment, and assessment of the organizational environment. Addressing

the study goals, the impacts of experience, gender, age, and institution level on resiliency were investigated. Teachers' reactions to many surveys demonstrated a substantial negative association between TR levels and weariness, as well as substantial beneficial correlations between TR values and commitment to the organization, job satisfaction, and impression of the working environment.

2.5. Teacher Self-efficacy Beliefs (TS-EB)

Bandura's ground-breaking research (1997) defines self-efficacy as an individual's belief in their ability to govern and control their actions as the basis for achieving a specific level of success. This definition emphasizes that individuals who have higher levels of confidence in their skills may have larger chances of accomplishing the desired consequences. This is mostly due to a more defined motivation and a greater desire to overcome the challenges that are presented by a specific endeavor. Self-efficacy is important for a variety of explanations, such as the fact that it plays a decisive part in the process of modifying the teaching tone. This, in turn, has positive effects on learning and, in a circular manner, increases the effectiveness of instructors. The particular kind of effectiveness that pertains to teachers is referred to as teacher efficacy.

TS-EB is drawn from Bandura's self-efficacy theory, which particularly focuses on educators' beliefs of professional capacities to successfully engage students in learning to attain learning goals (Alibakhshi et al., 2020; Malmir & Mohammadi, 2018; Tschannen-Moran et al., 2001). Banduras (1997) stated sources of efficacy beliefs as mastery experience, emotional arousal, societal or linguistic persuasion, and physical or affective responses. Actually stated, the confidence that educators have in their capacity to affect both teaching and learning may have a substantial effect on the mindsets, aspirations, inclinations, willingness, and outcomes that they demonstrate in the workplace (Barni et al., 2019). Moreover, educators who possess a greater degree of self-efficacy are more receptive to differences in students (Buric' et al., 2020). Contrarily, low levels of teacher effectiveness may cause instructors to experience feelings of boredom and disappointment because they tend to underestimate their own potential and believe that they lack competence (Alibakhshi et al., 2019; Chen, 2018).

Some further research demonstrated the advantages of teacher effectiveness. Efficacious teachers, for instance, aim for more detailed and well-organized lesson plans, that will ultimately result in improved instructional leadership (Chacon, 2005). Quite notably, TS-EB not only decreases the psychological stress, experiences of inefficacy, and absence of success that are all constituents of teacher burnout, but it additionally improves job fulfillment and a strong feeling of achievement (Aloe et al., 2014). Similarly, Alibakhshi et al. (2020) validated that TS-EB and engagement were significantly correlated. The good influence of teachers' motives on TS-EB, willingness to develop, and consciousness was evidenced by Barni et al. (2019) and Wyatt (2018).

2.6. The Present Study

The process of improving L2 education PI is seen as dynamic, multifaceted, and impacted by a wide range of factors. As a result, these factors either encourage or discourage educators to take the initiative in their classrooms. These educators, while their identities are being established, may become demotivated or motivated dependent on a wide range of emotional experiences, goals, and aspirations. A process of comprehending and adopting an identity is required for both the establishment of PI and its ongoing maintenance. The existing literature reflected that the impact of TL2G, CT, TR, and TS-E on TPI has also received little attention in the realm of second/foreign language education. This study attempted to provide a model to illustrate the correlations between TPI, TL2G, CT, TR, and TSE in the hopes of shining light on these concerns and launching more research after attributing this gap (see Figure 1). The results of this analysis may have both theoretical and practical ramifications. This research provides information that should be considered by authorities, language directors, syllabus designers, language teachers, academics, students, and their families. Additionally, the study outcomes can provide Iranian EFL instructors and academics knowledge that will enable them to promote the development of more significant and efficient teaching and learning methods. To do this, the following research concerns were identified:

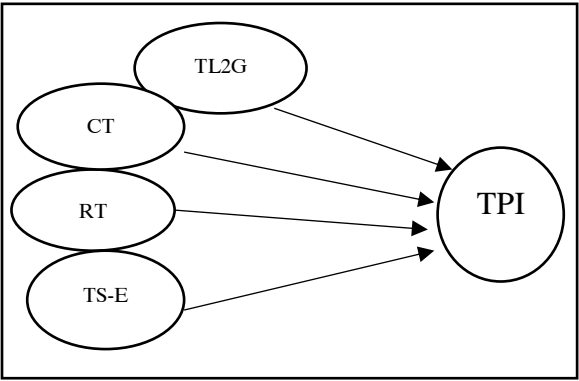
- 1. Can EFL teachers' L2 grit provide insight into their TPI?
- 2. Can EFL teachers' CT provide insight into their TPI?
- 3. Can EFL teachers' TR provide insight into their TPI?
- 4. Can EFL teachers' TS-E provide insight into their TPI?

Based on these research questions, the following hypotheses were proposed:

- H01. EFL teachers' L2 grit cannot provide insight into their TPI.
- H02. EFL teachers' CT cannot provide insight into their TPI.
- H03. EFL teachers' TR cannot provide insight into their TPI.
- H04. EFL teachers' TS-E cannot provide insight into their TPI.

Figure 1

A Theoretical Model Based on Structural Equations



3. Methodology

3.1. Participants

In all, this research comprised 437 teachers from Iran, 215 of whom were male and 222 of whom were female. These instructors were teaching English in different public schools in Iran. When selecting participants, the next factors were considered to guarantee that the findings could be generalized: age ranges, years of teaching experience, genders of participants, and locations of their places of employment. Participants in this phase varied in age from 23 to 50 and from one to twenty-seven years of prior experience in the classroom. They graduated with degrees in English Teaching (n=151), English Literature (n=98), English Translation (n=132), and linguistics (n=52). 42 instructors were working on their Ph.D., 294 teachers earned MA degrees, and the rest instructors held BA degrees.

3.2. Instruments

3.2.1. The Teacher's Professional Identity Scale (TPIS)

This scale, TPIS, was developed by Kao and Lin (2015) to evaluate how teachers' professional identities were perceived. It consists of 22 questions, and teachers are required to respond to each question using a Likert scale that ranges from 1 (Strongly Disagree) to 5 (Strongly Agree) (Strongly Agree). TPIS is broken up into six different subscales, which are as follows: Self-expectation, Teachers' Duties, External Influential Factors, Pedagogy, Instructional Skills and Knowledge, and Teachers' Citizenship Behavior. In this particular research endeavor, the dependability of this instrument was determined to be 0.86.

3.2.2. The L2-teacher Grit Scale (L2TGS)

The L2TGS, which was developed and verified by Sudina et al. (2021), was used to inspect the L2 grit experienced by teachers. This instrument consists of 14 questions, each scored on a Likert scale from 1 to 5, with two subscales: persistence in teaching and passion and purpose in teaching. This measure was created specifically to assess the perseverance of language instructors. The value of 0.944 that was reported for Cronbach's alpha for the L2TGS suggested that the dependability was satisfactory.

3.2.3. The Watson–Glaser Critical Thinking Appraisal Form (WGCTAF)

To investigate CT among the participants, WGCTAF (1980) was used. WGCTAF was designed by Watson and Glaser (1980) in five subsections: inference, assumption recognition, deduction, interpretation, and evaluation. The report of Cronbach Alpha was 0.944 in the current investigation, indicating satisfactory dependability

3.2.4. The Teacher Resilience Scale (TRS)

The TRS by Daniilidou and Platsidou (2018) consists of 26 questions and evaluates four facets of TR: (a) Personal Competencies and Persistence (9 items), (b) Spiritual Influences (3 items), (c) Family Cohesion (7 items), and (d) Social Skills and Peer Support (7 items). On the first sub-dimensions, responses were on a 5-point Likert scale ranging from 0 (not at all true) to 4 (almost always true); on the second two subscales, responses ranged from 1 to 5.

3.2.5. The Teacher Sense of Efficacy Scale (TS-ES)

The TS-ES (long form) created by Tschannen-Moran et al. (1998) was used to assess the self-efficacy beliefs of university teachers. This measure has 24 questions on a 9-point Likert scale with three subscales: (1) effectiveness in student involvement, (2) effectiveness in instructional tactics, and (3) effectiveness in classroom management. In this research, Cronbach’s alpha indicated that the TSES was reliable (ranging from 0.756 to 0.891) based on the reported values.

3.3. Procedures

Table 1
Descriptive Statistics

Instruments	Subfactors	N	Minimum	Maximum	Mean	Std. Deviation
TPI	Self-expectation	437	5	25	16.023	5.454
	Teachers’ Duties	437	3	15	9.508	3.274
	External Influential Factors	437	4	20	13.593	3.799
	Pedagogy	437	3	15	9.915	3.174
	Instructional Skills and Knowledge	437	4	20	13.510	3.786
	Teachers’ Citizenship Behavior	437	3	15	10.428	2.811
L2TG	Perseverance in Teaching	437	8	40	26.387	7.038
	Passion and Purpose in Teaching	437	8	30	20.579	5.238
	Inference	437	17	80	53.993	12.485
CT	Recognizing of Assumptions	437	32	76	59.787	8.267
	Making Deduction	437	20	80	56.506	13.095
	Interpretation	437	31	80	57.268	11.460
	Evaluation	437	16	80	58.087	14.917
TR	Personal Competencies and Persistence	437	19	45	32.968	6.018
	Spiritual Influences	437	3	15	11.105	2.476
	Family Cohesion	437	9	34	24.991	4.438
	Social Skills and Peer Support	437	7	35	24.501	6.183
TS-E	Efficacy in Student Engagement	437	8	57	31.508	8.798
	Efficacy in Instructional Strategies	437	9	57	31.471	9.180
	Efficacy in Classroom Management	437	9	51	30.755	8.215

A web-based platform was used during the year 2022 to compile the needed information over four months (google forms). The results of this online survey are going to be presented in five distinct sections: the TPIS, the L2TGS, the WGCTAF, the TRS, and the TS-ES. The overall return rate was calculated to be 79.7%, and a total of 398 forms were handed in by respondents. There is no possibility that any data were missed because the participants were compelled to answer each question.

3.4. Data Analysis

The Kolmogorov-Smirnov test was carried out so that it could be determined whether or not the data were normal. The findings of the Kolmogorov-Smirnov test indicated that the data followed a normal distribution. This conclusion was reached based on the findings of the test. As a direct consequence of this, parametric methods were investigated further. To attain this goal, canonical factor analysis (CFA) and structural equation modeling (SEM) using LISREL 8.80, which is an acronym for linear structural relationships, are used to explore the data.

4. Results

This section exhibits the results of the statistical application. First, Table 1 presents the descriptive data for the instruments' subfactors.

According to Table 1, among the different components that make up TPI, Self-expectation was the one that emerged with the highest mean score ($M=16.023$, $SD=5.454$). In addition, among the component of the LDSGS, Perseverance in Teaching had a higher mean score ($M=26.387$, $SD=7.038$). When compared to the other subscales of the CT, the Recognizing of Assumptions had the highest mean score ($M=59.787$, $SD=8.267$). The mean score for Personal Competencies and Persistence was 32.968, with a standard deviation of 6.018. This was the highest score among the TR sub-components.

The Kolmogorov-Smirnov test is the following phase, and it evaluates the normality of the data to decide on the most effective statistical analysis. The report of the Kolmogorov-Smirnov test is displayed in the table that can be seen below.

Table 2
Results of the Kolmogorov-Smirnov Test

Instruments	Subfactors	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
TPI	Self-Expectation	0.742	0.641
	Teachers' Duties	0.622	0.833
	External Influential Factors	0.739	0.646
	Pedagogy	0.761	0.609
	Instructional Skills and Knowledge	0.687	0.732
	Teachers' Citizenship Behavior	0.748	0.630
L2TG	Perseverance in Teaching	0.746	0.634
	Passion and Purpose in Teaching	0.473	0.979
CT	Inference	0.590	0.877
	Recognizing of Assumptions	0.595	0.871
	Making Deduction	0.588	0.879
	Interpretation	0.703	0.706
	Evaluation	0.409	0.996
TR	Personal Competencies and Persistence	0.859	0.452
	Spiritual Influences	1.294	0.070
	Family Cohesion	0.845	0.473
	Social Skills and Peer Support	0.760	0.610
TS-E	Efficacy in Student Engagement	0.550	0.923
	Efficacy in Instructional Strategies	0.702	0.707
	Efficacy in Classroom Management	0.686	0.734

Based on Table 2, the normality of the data distribution has been confirmed, and parametric techniques could be employed for data processing. To investigate the structural correlations between TPI, L2TG, CT, TR, and TS-E, LISREL 8.80 was used in conjunction with CAF and SEM. In addition, the chi-square magnitude, the Root Mean Squared Error of Approximation (RMSEA), the normed fit index (NFI), the good fit index (GFI), and the comparative fit index (CFI) were used to evaluate the model's fit. The Chi-square/df ratio should be less than three, and the chi-square should not be statically meaningful (Jöreskog, 1990). Jöreskog (1990) suggests that the root mean square error of approximation (RMSEA) should be less than 0.1. Additionally, the NFI, GFI, and CFI must be larger than 0.90.

Table 3
Fit Indices (Model 1)

Fitting indexes	χ^2	df	χ^2/df	RMSEA	GFI	NFI	CFI
Cut value			<3	<0.1	>0.9	>0.9	>0.9
Model 1	453.16	160	2.832	0.065	0.932	0.953	0.966

The data in Table 3 indicate that the chi-square/df ratio (2.832), the RMSEA (0.065), GFI (0.932), NFI (0.953), and CFI (0.966) were acceptable.

Figure 2
Schematic Representation of Path Coefficient Values for the Relationships between TPI, L2TG, CT, TR, and TS-EB (Model 1)

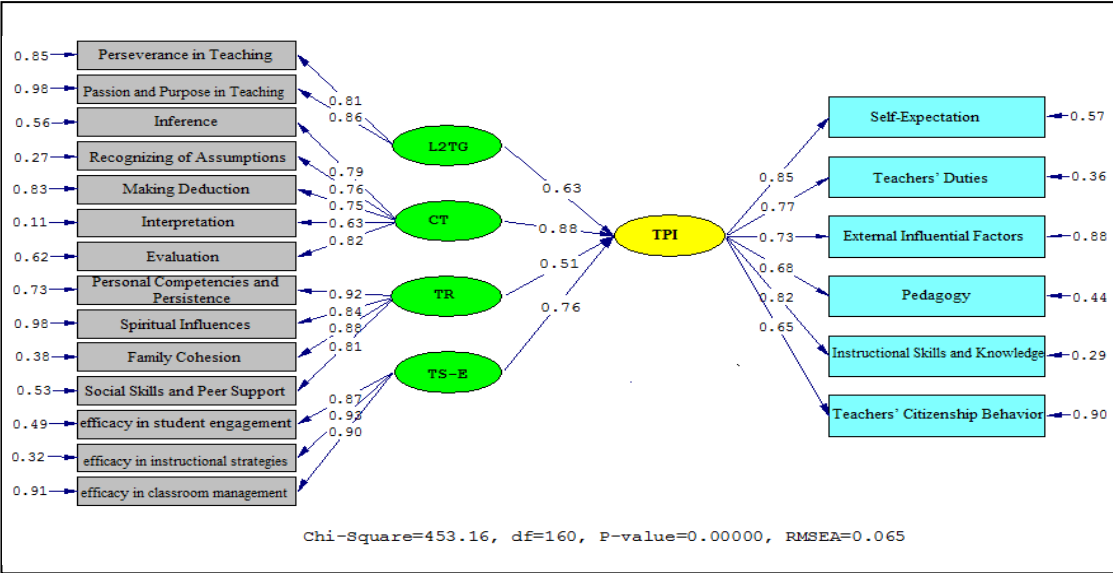
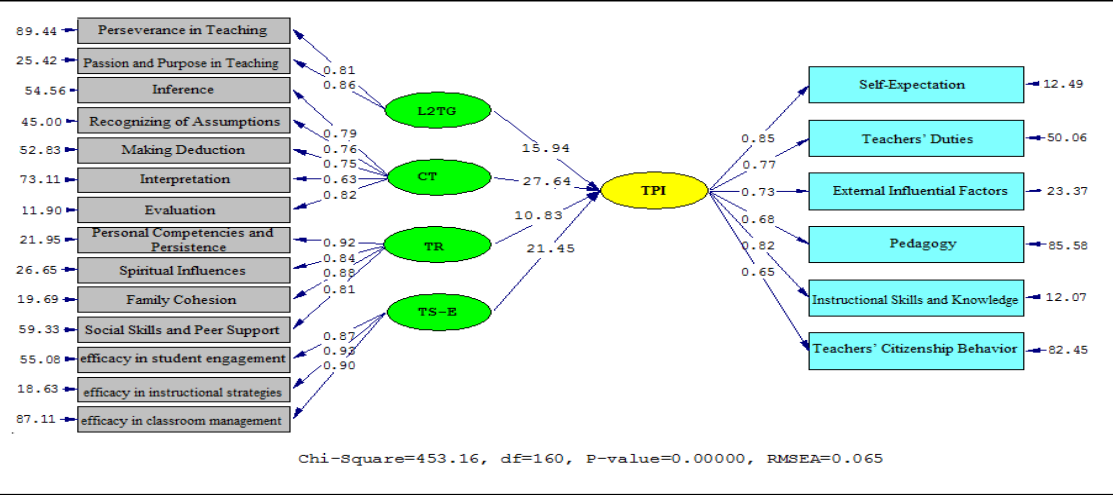


Figure 3
T Values for Path Coefficient Significance (Model 1)



The significant association between TPI, L2TG, CT, TR, and TS-EB is seen in Figures 2 and 3. L2TG and TPI had significant correlations ($\beta=0.63$, $t=15.94$), as did CT and TPI ($\beta=0.88$, $t=27.64$), as well as TR and TPI ($\beta=0.51$, $t=10.83$). In addition, significant correlations were seen between TS-EB and TPI ($\beta=0.76$, $t=21.45$).

Table 5 reveals that all of the model fit indices associated with Model 2 are adequate. Included are the chi-square/df ratio (2.733), RMSEA (0.063), GFI (0.923), NFI (0.934), and CFI (0.959).

Table 4
Model Fit Indices (Model 2)

Fitting indexes	χ^2	df	χ^2/df	RMSEA	GFI	NFI	CFI
Cut value			<3	<0.1	>0.9	>0.9	>0.9
Model 2	1541.28	564	2.733	0.063	0.923	0.934	0.959

Figure 4
Schematic Representation of Path Coefficient Values for the Relationships between L2TG, CT, TR, TS-EB, and TPI Subfactors (Model 2)

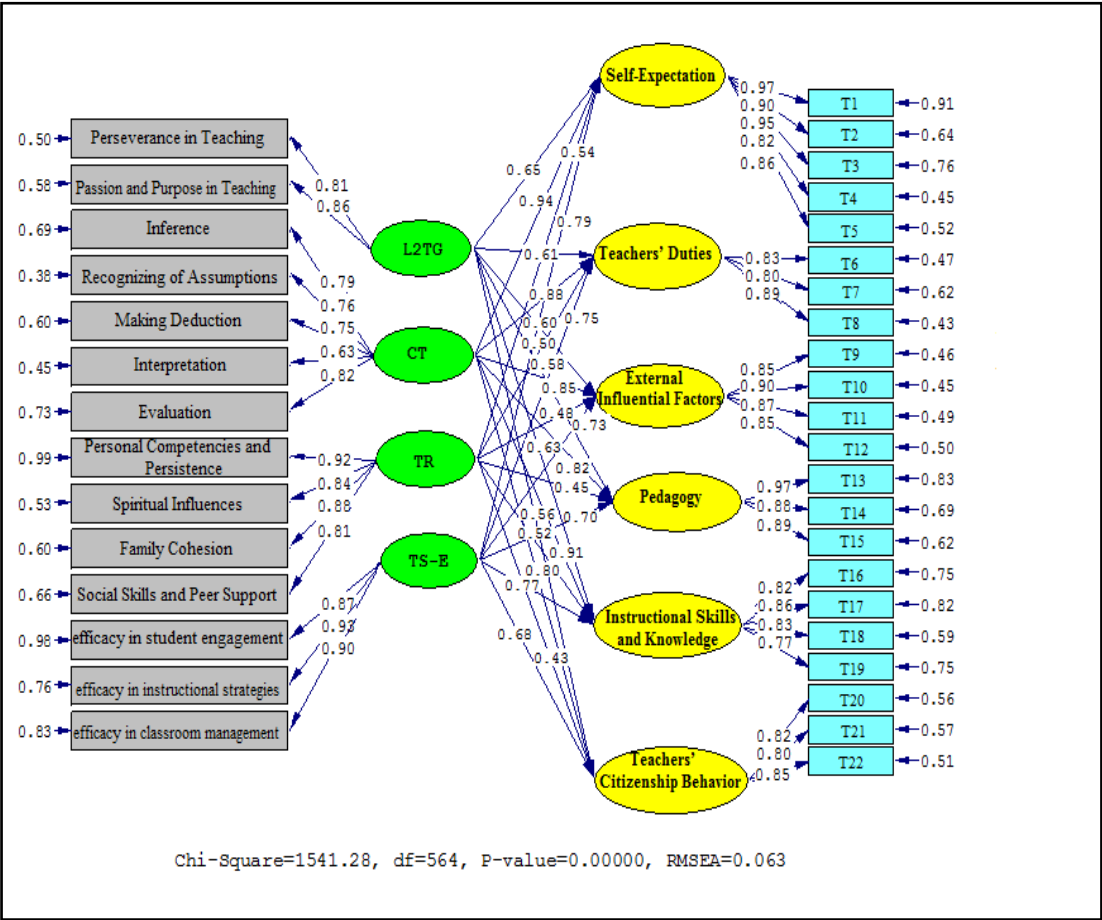
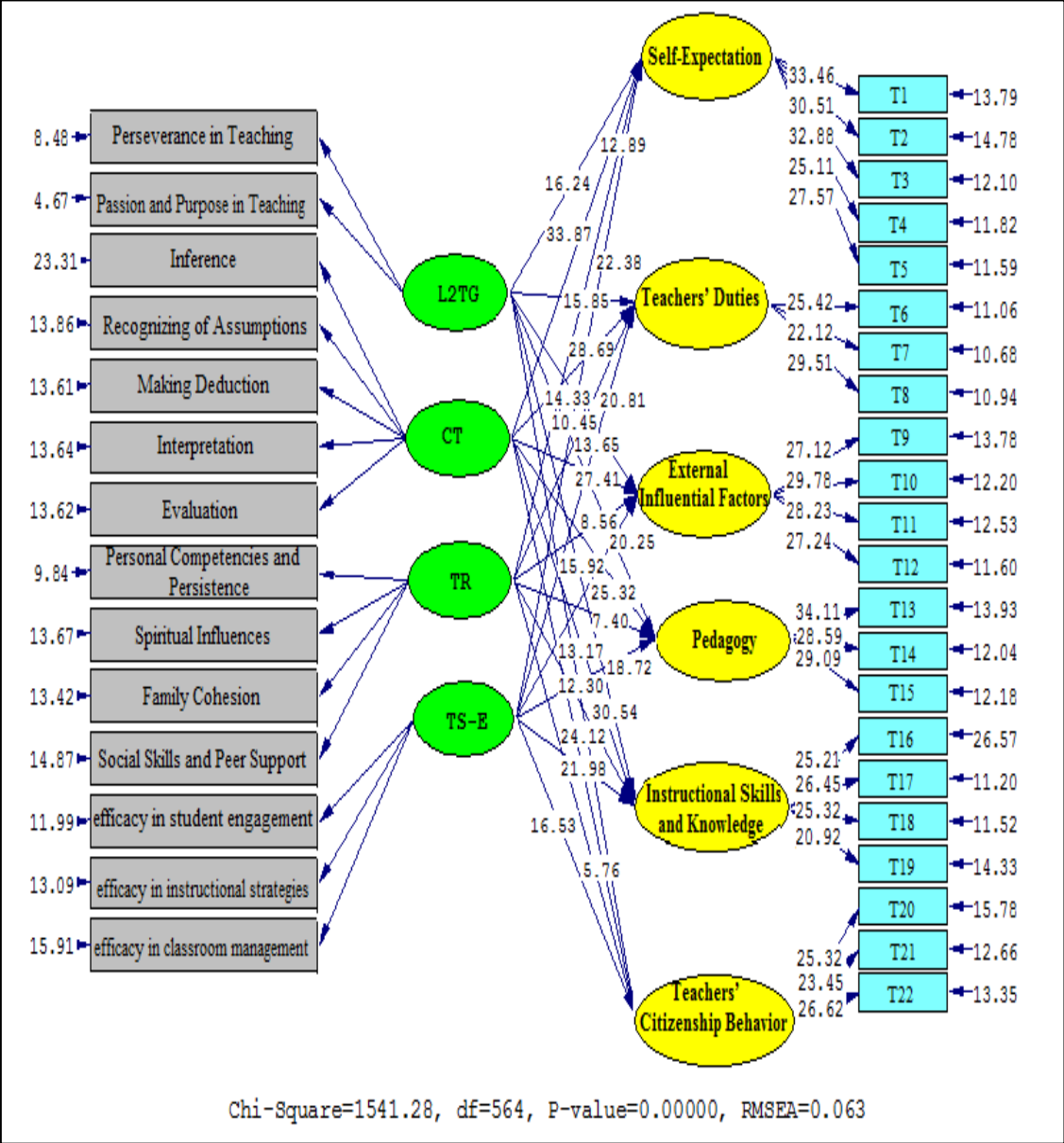


Figure 5
T Values for Path Coefficient Significance (Model 2)



A diagrammatic illustration of the path coefficient values for the link between the L2TG, CT, TR, TS-EB, and TPI Subfactors may be seen in Model 2, which is shown in Figures 4 and 5. These figures explain the model. When considering L2TG and TPI subscales, the findings are as follows: Self-expectation ($\beta=0.65$, $t=16.24$), Teachers' Duties ($\beta=0.61$, $t=15.85$), External Influential Factors ($\beta=0.60$, $t=14.33$), Pedagogy ($\beta=0.58$, $t=13.65$), Instructional Skills and Knowledge ($\beta=0.63$, $t=15.92$), and Teachers' Citizenship Behavior ($\beta=0.56$, $t=13.17$). Significant correlations between CT and some factors, including Self-expectation ($\beta=0.94$, $t=33.87$), Teachers' Duties ($\beta=0.88$, $t=28.69$), External Influential Factors ($\beta=0.85$, $t=27.41$), Pedagogy ($\beta=0.82$, $t=25.32$),

Instructional Skills and Knowledge ($\beta=0.91$, $t=30.54$), and Teachers' Citizenship Behavior ($\beta=0.80$, $t=24.12$). Because TR and TPI subscales are associated with one another, the following may be said: Self-expectation ($\beta=0.54$, $t=12.89$), Teachers' Duties ($\beta=0.50$, $t=10.45$), External Influential Factors ($\beta=0.48$, $t=8.56$), Pedagogy ($\beta=0.45$, $t=7.40$), Instructional Skills and Knowledge ($\beta=0.52$, $t=12.30$), and Teachers' Citizenship Behavior ($\beta=0.43$, $t=5.76$) were concluded. In addition to this, TS-EB has been related to the following TPI subscales: Self-expectation ($\beta=0.79$, $t=22.38$), Teachers' Duties ($\beta=0.75$, $t=20.81$), External Influential Factors ($\beta=0.73$, $t=20.25$), Pedagogy ($\beta=0.70$, $t=18.72$), Instructional Skills and Knowledge ($\beta=0.77$, $t=21.98$), and Teachers' Citizenship Behavior ($\beta=0.68$, $t=16.53$). As a final step, a Pearson product-moment correlation was calculated to determine the connection between the L2TG, CT, TR, TS-EB, and TPI Subfactors.

Table 5
The Correlation Coefficients between the L2TG, CT, TR, TS-EB, and TPI Subfactors

	Self- Expectation	Teachers' Duties	External Influential Factors	Pedagogy	Instructional Skills and Knowledge	Teachers' Citizenship Behavior	L2TG	CT	TR	TS-EB
Self-Expectation	1.000									
Teachers' Duties	0.556**	1.000								
External Influential Factors	0.591**	0.594**	1.000							
Pedagogy	0.644**	0.586**	0.658**	1.000						
Instructional Skills and Knowledge	0.636**	0.621**	0.605**	0.581**	1.000					
Teachers' Citizenship Behavior	0.631**	0.643**	0.628**	0.592**	0.632**	1.000				
L2TG	0.691**	0.652**	0.637**	0.625**	0.666**	0.591**	1.000			
CT	0.970**	0.915**	0.889**	0.861**	0.943**	0.836**	0.554**	1.000		
TR	0.584**	0.533**	0.514**	0.492**	0.558**	0.479**	0.631**	0.681**	1.000	
TS-E	0.827**	0.794**	0.765**	0.741**	0.806**	0.715**	0.676**	0.622**	**0.589	1.000

**Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 5, L2TG, CT, TR, and TS-EB were substantially and positively linked with TPI subscales: L2TG and Self-expectation ($r=0.691$, $p<0.01$), Teachers' Duties ($r=0.652$, $p<0.01$), External Influential Factors ($r=0.637$, $p<0.01$), Pedagogy ($r=0.625$, $p<0.01$), Instructional Skills and Knowledge ($r=0.666$, $p<0.01$), and Teachers' Citizenship Behavior ($r=0.591$, $p<0.01$). CT and TPI subfactors were correlated significantly as follows: Self-expectation ($r=0.970$, $p<0.01$), Teachers' Duties ($r=0.915$, $p<0.01$), External Influential Factors ($r=0.889$, $p<0.01$), Pedagogy ($r=0.861$, $p<0.01$), Instructional Skills and Knowledge ($r=0.943$, $p<0.01$), and Teachers' Citizenship Behavior ($r=0.836$, $p<0.01$). The following describes the association between TR and TPI subfactors: Self-expectation ($r=0.584$, $p<0.01$), Teachers' Duties ($r=0.533$, $p<0.01$), External

Influential Factors ($r=0.514$, $p<0.01$), Pedagogy ($r=0.492$, $p<0.01$), Instructional Skills and Knowledge ($r=0.558$, $p<0.01$), and Teachers' Citizenship Behavior ($r=-0.479$, $p<0.01$). The connection between TS-EB and TPI subfactors is described as follows: Self-expectation ($r=0.827$, $p<0.01$), Teachers' Duties ($r=0.794$, $p<0.01$), External Influential Factors ($r=0.765$, $p<0.01$), Pedagogy ($r=0.741$, $p<0.01$), Instructional Skills and Knowledge ($r=0.806$, $p<0.01$), and Teachers' Citizenship Behavior ($r=0.715$, $p<0.01$)

5. Discussion

This study sought to unveil the relationship between TPI, L2TG, CT, TR, and TS-EB in the EFL settings. This goal was attained by applying SEM focusing on developing a causal model by which the association of TPI, L2TG, CT, TR, and TS-EB can be evaluated. Based on the information gathered, L2TG, CT, TR, and TS-EB significantly and substantially predict the EFL instructors' professional identity (Model 1). The positive impact of L2TG, CT, TR, and TS-EB on TPI subcomponents was also demonstrated (Model 2). Thereafter, the null hypotheses were refuted, and it can be argued that these structures (TPI, L2TG, CT, TR, and TS-EB) are intimately intertwined.

The findings of the current investigation further validated the influence of L2TG on TPI (the first research question). That is, enhancement in language teachers' abilities to effectively navigate the responsibilities, obligations, and challenges related to their professional identity generates devotion to and enthusiasm for teaching. Additionally, the findings revealed that L2TG links strongly with TPI subcomponents. In other words, it is discovered that L2TG is connected with self-expectation, teachers' duties, external influential factors, pedagogy, instructional skills and knowledge, and teachers' citizenship behavior. This discovery is in accordance with the findings of Lan (2022). According to the findings of this research, L2TG and motivation are influential in teachers' professional development. Moreover, L2TG (Sudina et al., 2021) imply that the unavoidable components of gritty teachers are their determination and desire for overcoming challenges. These teachers may broaden their endeavors and keep enthusiastic in the face of obstacles and unsatisfactory achievement.

Regarding the second study question, the attained data documented that CT may predict the EFL teachers' professional identity. Also, the findings uncovered the favorable impacts of CT on the components of TPI, namely self-expectation, teachers' duties, external influential factors, pedagogy, instructional skills and knowledge, and teachers' citizenship behavior. That is, the attained data exposed that The level of CT possessed by EFL instructors had a direct effect on the mental, emotional, and social perspectives that comprised their identities. Closely allied with the achieved findings, this claim might well be offered that the CT may have resulted in attentive and competent interpretation, evaluation, integration, and assessment of the language teachers' actions. In all other utterances, via the perspective of CT, the participants may have exercised more

intelligent thinking abilities and utilized effective techniques to tackle problems and ambiguities in their job roles (Sheybani & Miri, 2019).

The third research question examined investigated whether or not there was a significant connection between the TPI and the TR. The outcomes indicated that EFL teachers' TR and professional identity as well as its components were related (Model 2). The plausible justification for this discovery may be due to the fact that resilient language teachers truthfully contemplate their future aspirations and embrace responsibility for their actions which in turn foster TPI (Derakhshan et al., 2020). This outcome gives implicit approval for the concept that resilience might aid language instructors in developing their attained professional identity. Nevertheless, owing to the fact that no prior literature has directly inspected the relation between language teachers' resiliency and their professional identity, this particular discovery could not be compared and contrasted to those of other studies. However, it could stimulate more future study in the TEFL arena.

Moreover, TPI was revealed to be highly affected by TS-EB (the third research question). This result reflected that TS-EB S-EB was able to help language instructors moderate the emotions that they were experiencing. It means that the degrees of teacher effectiveness strongly improve the level of TPI among EFL teachers. It was also approved that the subfactors of TPI were affected by TS-EB. The results from Cansoy et al. (2020) as well as Derakhshan and Nazari (2022b) demonstrated that TS-EB, their psychological wellness, and professional identity are interconnected. From the perspective of self-efficacy theory (Bandura, 1982), it can be discussed that efficacious language teachers have a strong sense of self-worth, self-identity, and self-concept; consequently, they can skillfully regulate activities and responds to the emotional exhaustion of their instruction. TS-EB drives language instructors to act with more care and dynamism, which assists in being mindful, aware, and up-to-date. In other words, TS-EB is the existing demand to achieve significant and suitable adaptations in education and identity development (Dikilitas & Yayli, 2018).

6. Conclusion

All in all, this investigation highlighted the substantial effects of L2TG, CT, TR, and TS-EB on TPI. Teachers with the help of L2TG, CT, TR, and TS-EB can alleviate their identity development even in the face of teaching confusion and ramifications. In the sphere of language instruction investigating the link between these notions is quite rare. Consequently, his area is a promising issue and asks for future evidence, which builds the ground for increasing instructors' wellness and successful instruction. The outcomes of this research set the framework for future studies to examine the construct of TPI and its correlation.

The consequences of this study could be of considerable use to be addressed in pre-service and in-service teacher preparation programs. Practicing L2TG, CT, TR, and TS-EB in pre-service and in-service teacher training pogroms could strengthen TPI and promote productive instruction.

These programs are supposed to establish an efficient path for boosting their successful instruction. The information regarding environmental and psychological aspects of TPI and its efficacy is vital and should be covered in language training courses for teachers. Such successful training may emphasize comprehending the wide variety of strategies to boost L2TG, CT, TR, and TS-EB and demonstrate the situations under which, they are effective or not. A further area to take benefit of the premises of this research pertains to resource designers who may produce books and activities to tap into TPI, L2TG, CT, TR, and TS-EB.

This study faces a number of limitations requiring to be addressed in the assessment of the achieved results. Firstly, this study utilized a quantitative methodology, thus to offer a deep view of the causal linkages between TPI, L2TG, CT, TR, and TS-EB, further mixed-method research is required. Additionally, the demographic factors of the participants and their prospective relationships with TPI, L2TG, CT, TR, and TS-EB were not investigated in this study; Hence, they might be a viable avenue for additional investigation. Moreover, it is advised to explore if TPI, L2TG, CT, TR, and TS-EB may impact their students' identity development.

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