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Exploring the Relationship between Iranian EFL Teachers' Professional Identity and Job Satisfaction in Virtual Environments

Zohreh Seifoori¹, Shima Mir²

¹Associate Professor, English Department, Islamic Azad University, Science and Research Branch, Tehran, Iran. zseifoori@gmail.com

²Ph.D. Candidate of English Department, Islamic Azad University, Science and Research Branch, Tehran, Iran. shima.mir@srbiau.ac.ir

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Abstract

Job satisfaction (JS) is a crucial component of the professional domain, as it can affect productivity and teacher professional identity (TPI), specifically in distance and online education contexts and virtual environments. The analysis of TPI encompasses personal, social, and institutional perspectives which examines how teachers' identities are influenced by their experiences, socioeconomic backgrounds, and societal perceptions of the teaching profession. The current ex-post-facto survey investigated the association between Iranian EFL teachers' TPI and online JS in online working environments. The research participants comprised 144 teachers who had been purposefully selected from a population of 350 teachers running online classes through different educational platforms at private language institutes. The research data were collected through a 38-item JS scale and a 37-item TPI scale. The statistical analysis of the research data indicated a weak positive relationship between TPI's personal, institutional, and social factors and JS. The study offers valuable insights for educational policymakers and administrators and underscores the significance of TPI.

Keywords:

Job Satisfaction, Teacher Professional Identity, Virtual classroom, Iranian Context, Correlation

*Corresponding Author: Zohreh Seifoori

Email: zseifoori2005@yahoo.com



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Introduction

With the advent of enhanced educational technology since the last quarter of the 20th century and the spread of virtual learning environments, language teacher education literature underscores the importance of teacher education, especially in online and virtual environments (Mosere et al., 2021; Spiteri & Rundgren, 2018). The shift from traditional classroom instruction to virtual environments has altered pedagogical approaches and introduced problems, as Wu et al. (2024) noted, impacting various teacher related factors like JS and PI. The quality of education is significantly influenced by the teaching qualifications of instructors, which encompass their professional knowledge and teaching abilities (Hai et al., 2023). Hence, the ultimate objective is now training and preparing teachers for evolving the online teaching landscape. Adequate teacher education involves equipping novice and in-service teachers to improve classroom teaching practices (Spiteri & Rundgren, 2018). By the same token, the domain of TPI has evolved from behaviorist to cognitive processes that are socially and technologically oriented (Johnson, 2006).

Research on teacher identity has thrived in the last twenty years in teacher education and professional development (Beauchamp & Thomas, 2009; Beijaard et al., 2000); researchers have highlighted the crucial role of social interactions in online learning and digital environments suggesting that the work environment, a product of these social interactions, can significantly influence the teachers' JS and PI (Akour & Alenezi, 2022; Haleem et al., 2022; Spiteri & Rundgren, 2018). Numerous studies examined the correlation between JS and factors including teacher digital literacy, PI, commitment, and burnout. For instance, Manzano-Garcia et al. (2023) executed a survey employing structural equation modelling to analyse the relationships among job demands, control, social support, and burnout in educators during the COVID-19 pandemic. Roch and Montague (2021) conducted a study comparing traditional public schools and remote instruction through a survey to assess differences in JS and turnover intentions. Haleem et al. (2022) examined the impact of digital technologies on education, contending that technology enhances accessibility and affordability in teaching while transforming the learning experience. Gkolia and Belias (2014)

conducted a literature review on JS and self-efficacy among teachers, highlighting the necessity for schools to bolster these aspects to enhance educational outcomes. Wu et al. (2024) examined the relationship between TPI and JS to improve teachers' performance.

JS has been delineated as a vital component relevant to TPI as it can affect employee productivity, commitment, and retention within an organization, specifically in remote teaching contexts (Martin et al., 2022). JS is perceived as an internal response to working conditions (García-Salirrosas et al., 2023). Some educators call for the demands of online teaching, which can potentially exert detrimental impact on teachers' level of satisfaction, leading to burnout, increased inactivity, and ultimately attrition from the profession (Akour & Alenezi, 2022; Haleem et al., 2022). According to Hartell and Steyn (2019), teachers may abandon their profession because of low JS, insufficient working conditions, and a lack of professional advancement. Since JS is an attitude that evaluates various aspects of the work and work situation (Canrinus et al., 2012), increased employment satisfaction can result in improved teacher retention and performance (Richards & Farrell, 2005; Gkolia et al., 2014) consequently teacher identity. What may also exacerbate teacher resignation is poor working conditions, high responsibility, and inadequate compensation, leading to stress for distance education and online instruction (Hartell & Steyn, 2019). However, a supportive virtual work environment, reasonable pay, and room for advancement can make teachers interested in pursuing their careers and staying in the profession, which can positively relate to teachers' JS (Akour & Alenezi, 2022; Grayson & Alvarez, 2008; Haleem et al., 2022; Spiteri & Rundgren, 2018).

According to Abuhussein and Badah (2024), despite its considerable significance, the evolution of EFL TPI has garnered less focus than the vast research on technological advancements in pedagogical methods. Habibi and Ganjali (2021) stated that despite the extensive emphasis on teachers' professional competence for the last three decades, there is still a paucity of research on the relationship between TPI and JS in online settings. Therefore, the present study aimed to examine Iranian EFL teachers' TPI and their JS in virtual classrooms. To this end, the following research question and null hypothesis were formulated:

- Is there any significant relationship between Iranian EFL TPI and JS?
- There is not any significant relationship between Iranian EFL TPI and JS.

Literature Review

Teachers' Professional Identity

The teacher education literature has accentuated the link between TPI and a robust and affirmative viewpoint regarding the profession characterised by a sense of connection, an ambition for retention, and a feeling of success; however, Beijaard et al. (2004) assume that professional identities result from how teachers perceive themselves as experts in the subject matter who rely on knowledge and skills. As such, teachers rely on different knowledge to provide a productive learning situation for their profession (Cheng, 2017). Many studies acknowledge identity formation as a complex interaction between the individual and the social (e.g., Farrell, 2013). To be more precise, the concept of PI is frequently used and explored in an individual's perception of themselves as an employee in their field or occupation (Tang, 2020). That is, conceptualising PI requires addressing one's current identity and investigating the more detailed question of how individuals perceive their role as teachers. The process of addressing these issues has been paralleled by the increasing significance of TPI in comprehending teachers' decision-making, commitment, departure, and staying in their profession (Beijaard et al., 2004; Beauchamp & Thomas, 2009). Understanding the relationship between TPI and JS in a virtual environment is paramount in English language teaching (ELT), as it can significantly influence education quality and the well-being of teachers (García-Salirrosas, 2023; Haleem et al., 2022; Spiteri & Rundgren, 2018).

Teacher identity is a cognitive process that emerges from utilising cultural objects and symbols and influences classroom instruction. In a digitalisation era, the abrupt transition to online instruction heightened teachers' responsibilities and professional demands to incorporate technology into their classes. TPI is now envisaged as a dynamic process (Beauchamp & Thomas, 2009) that extends as teachers accumulate experience and is formed by the ongoing interpretation and reinterpretation of these experiences. Clarke (2009) argues that TPI might can be influenced by "the

interplay between social and individual factors, e.g., discourse and practice, reification and participation, similarity and difference, and the synoptic and dynamic” (p. 189). That is to say, TPI is not a fixed construct and changes due to individuals’ interaction with others and with artefacts (Edwards & Burns, 2016) in hybrid environments (Haleem et al., 2022). Since teacher identity is a cognitive process that emerges from utilising cultural objects and symbols and influences classroom instruction (Lantolf & Poehner, 2014), teachers must actively enhance their teaching knowledge and represent subject content with technology to facilitate students’ learning. Thus, crucial to TPI, as argued by Cheng (2017), is the attempt on the part of teachers to equip themselves with “technological pedagogical content knowledge” (TPACK), which refers to knowledge that facilitates students’ learning of specific content through proper pedagogy and technology.

The primary focus of language teacher educators and researchers has now become the professional development of language teachers (Astuni, 2016; Farrell, 2013). According to Flores and Day (2006), this attempt may be attributable to the fact that language educators can develop novel strategies to improve the language teaching profession and performance by examining various aspects of language TPI. Significant discussions have evolved among researchers regarding developing, discovering, and implementing new methods for the enhancement of TPI based on the sociocultural theory (SCT) and activity theory. For instance, Gu and Benson (2015) examined how teacher identities are produced through discourse throughout teacher education, drawing on insights from Communities of Practice. It also explores how social structure influences this process.

In another study in the Iranian context, Shahri (2018) investigated the formation of language teacher identity and emotions through SCT. He found that the teacher identity construction of a Turkish ESL teacher was rooted in emotionally charged teaching experiences which affected her enactment of teacher identities and practices. Similarly, Karimi and Mofidi (2019) utilised activity theory as a conceptual framework to explore TPI formation.

JS in Virtual Environment

One of the factors that might be closely related to TPI is JS. According to Tang (2020), although the more individuals get paid, the better they feel about their careers, “It’s not only Work and Pay” (p.1). JS is considered an internal response to working conditions, a comprehensive assessment that individuals derive from their work environment (Gkolia et al., 2014). Many researchers have expressed concern regarding JS, primarily due to its correlation with organisational efficacy. Despite the plethora of definitions attributed to JS, it should be interpreted based on the research subject (Gkolia et al., 2014). Lawler (1973) defines overall JS as the aggregate of an individual’s expectations from their job and the actual benefits received (Evans, 1997). However, Bogler (2001) characterises JS through teachers’ judgments of occupational prestige, self-esteem, work autonomy, and professional self-development; hence, it can be considered an indicator of an individual’s contentment with their employment.

Troesch and Bauer (2017) describe JS as the perception of how well individuals’ job-related requirements are being fulfilled (Evans, 1997) or as the degree to which individuals either enjoy “(satisfaction) or detest (dissatisfaction) their occupations” (Spector, 1997, p. 2). They argued that multiple theoretical models highlight the components contributing to elevated work satisfaction in the teaching profession. Some researchers identified a substantial positive association between personal identity and work happiness, implying that teachers may feel accomplished in their professional positions (Wu et al., 2024). The authors contend that a robust sense of personal identity is essential for fostering dedication and involvement, influencing career satisfaction (Perrachione et al., 2008). Also, higher levels of TPI have been associated with greater JS (Chen et al., 2020). For instance, Tang (2020) investigated the moderating influence of TPI on JS in traditional face-to-face classrooms.

TPI entails development in teachers’ capabilities and resources which boost their teaching effectiveness. With the pervasive use of technology and the rise in virtual instruction, it seems imperative to explore teachers’ JS and TPI to see if they correlate in online environments as well. Many studies undertaken to address the issue have linked remote JS to teacher digital literacy, PI, dedication, and burnout. In a COVID-19 pandemic survey, Manzano-Garcia et al. (2023) examined different factors related

to JS. Roch and Montague (2021) explored JS and turnover intentions in typical public schools and remote instruction. They considered different factors, including teacher characteristics, experience level, gender, and perceptions of working conditions, i.e., school control and student quality. Haleem et al. (2022) examined how digital literacy enables teachers to enhance the learning experience. Martí-González et al. (2023) examined employment happiness by analysing job demands, control, and social support, highlighting the importance of social ties in the workplace for JS and personal accomplishment.

Although there are significant differences in the details, existing research generally agrees that JS is affected by internal and external influences, including the context and working conditions (Troesch & Bauer, 2017). The emergence of COVID-19 led to remote instruction, and the shift in instructional delivery informed future online and remote teaching (Moser et al., 2021), and consequently, job demands. The abrupt transition to online instruction heightened teachers' awareness of their professional demands regarding coping with and integrating technology into their online classes.

In online teaching settings, JS can relatively mediate the relationship between PI and job burnout. Understanding the potential influence of the shifts in context on a teacher's identity is necessary (Beauchamp & Thomas, 2009). A glance through the empirical literature indicates that numerous studies have examined the correlation between personal variables and professional components, especially within online teaching. For instance, Chen et al. (2020) investigated the effect of JS and PI on job burnout among online university educators during COVID-19. They found that PI and JS negatively predict job burnout, with JS as a partial mediator. Surprisingly, teachers possessing a robust PI and elevated JS were less prone to occupational burnout. Furthermore, the found PI and JS to be significantly and negatively influencing job burnout. Martí-González et al. (2023) investigated the impact of job demands, control, and social support on JS, emotional weariness, depersonalisation, and personal accomplishment in the virtual environment.

Similarly, the study by Abuhussein and Badah (2024) investigated the Palestinian perspectives of EFL instructors regarding identity transformation in online

instruction amid the COVID-19 pandemic that affected professional identities. Employing a mixed-methods design, they found that online instruction could influence multiple facets of EFL instructors' PI. Similarly, drawing on different methods, Wu et al. (2024) and Zhang and Chang (2025) investigated the relationship between JS and various components of TPI. As a result, the teachers had to implement new methods of instruction, student interaction, and evaluation when they moved their classes online. Interestingly, the most critical factor was the beneficial effect on JS and various components of TPI.

A longitudinal study by Smith et al. (2021) investigated the relationships among virtual teaching resources, personal teaching abilities, and instructor involvement in online settings. Their findings suggested that various kinds of resources and general well-being can experience a cyclical process, profoundly affecting instructors' capacity to adjust to the obstacles of online instruction. While some research has been conducted on forming identities among English teachers (Gu & Benson, 2015), in the EFL context, there has been limited research on the relationship between TPI and JS among Iranian teachers holding online classes.

Method

Design

The study adopted a correlational ex-post-facto research design without any interventions or manipulations to examine the extent to which the variance in the participants' JS scores was correlated with their TPI. As the study utilised a Likert scale questionnaire and the data collected were ordinal, the conditions necessary for a parametric test were violated, and the Spearman Rank Order Correlation (ρ) which is a nonparametric correlation test, was employed to analyze the research data (Ary et al., 2018).

Setting

Although public schools and private language institutes are the two primary institutions in Iran that provide language instruction (Abednia, 2012), the researcher was forced to undertake the current study at private institutes due to limited access to public schools. The private language institutes adhere to a decentralized structure wherein each institute

has the autonomy to choose its coursebook and teaching methods. Most language institutes in Iran cater to the demand of the language education market by structuring their courses around the principles of communicative competency. The primary goal is to enable students with the skills to communicate effectively in spoken and written English. The private institutes generally aim to ensure that teacher applicants possess a high level of language competency, similar to that of a native speaker (Rahimi & Zhang, 2015). The institutes from which the participating teachers were selected employed different educational or general platforms for teaching, such as BigBlueBottom, Adobe Connect, Google Meet, Zoom, and Skyroom.

Participants

A cohort of 144 Iranian EFL instructors, consisting of 77 females and 67 males, answered were selected purposefully from a research population of approximately 350 EFL teachers who ran online courses at different institutes in Tehran to take part in the study. The participants' teaching experience spanned from more than four to ten years, with an average of six years. Their ages ranged from twenty-two to forty-nine years, averaging thirty-four. The teachers in this study held bachelor's and master's degrees in English-related fields such as Teaching English as a Foreign Language (TEFL), English Translation, Linguistics, and English Literature. However, some had learned English at institutes and had undertaken international training courses like CELTA and TESOL.

Instruments

Drawing on previous studies on TPI and JS, this study utilised two five-point Likert scale questionnaires. The JS questionnaire (Lester, 1982) was employed to measure the participants' JS (see Appendix A). This questionnaire consists of 77 items that assess respondents' JS across five different areas. However, they were reduced to 38 items to be tailored to the scope of this study. These areas, or subscales, include seven items on working conditions, nine on work itself, seven on pay, eight on responsibility, and five on advancement. It included response options ranging from the response "strongly agree" to the highest score (scored 5), "agree" (scored 4), "neutral" (scored 3),

“disagree” (scored 2); and “strongly disagree” to the lowest (scored 1). Namely, a low score denotes low JS, whereas a high score denotes reasonable JS. The questionnaire had almost 50% of its items written in negative form and required reverse scoring that prevented bias in the response set and promoted response validity.

The TPI questionnaire developed by Samsudin et al., (2021) was employed as well (see Appendix B). It comprises 37 items and features three personal, institutional, and social factors. Social stigmatization includes nine items regarded as social recognition of occupational prestige (Klimenko & Posukhova, 2018). The personal factor, including fourteen items, encompasses indicators like motivation, satisfaction, and commitment to work (Day et al., 2006), which are used to evaluate the individual’s PI. In addition, institutional TPI, encompasses 14 items designed to identify and classify an individual as a member of a specific class. Samar et al. (2011) define institutional TPI as a recycling of meanings that encompasses the actions and attitudes of institutional members. It also denotes the institutional identity and administrators’ inclination to interact with instructors at the workplace.

Procedure

The study employed two data collection instruments to comprehensively address the research question. The JS and TPI questionnaires were sent through email and social media to 250 participants. The respondents were chosen for diversity, with different ages, genders, and fields of study, to provide relevant information. The responses were collected using the online survey like Google Forms and further transmitted the digital format of the questionnaires to be shared through social networking sites such as LinkedIn, Bale, Eta, WhatsApp, and Telegram. Some hard copies were also distributed through email and in person at two universities in Tehran. 144 completed questionnaires were collected, with a response rate of fifty-eight per cent. The research data obtained from the questionnaires were archived in a computerised database for subsequent data analysis.

Data Analysis

Statistical Package for Social Sciences version 20 was employed to answer the research question. Initially, the normality assumption was checked which showed that the normality assumption had been violated. Next, preliminary analyses were performed to ensure no violation of the assumptions of linearity and homoscedasticity of the research data. Having checked these assumptions, the relationship between the participants' JS and TPI was examined through Spearman Brown correlation test.

Results

Having checked the preliminary correlation assumption, the research data were analyzed through Spearman Brown correlation test. However, prior to the main analysis, the descriptive statistics of the data sets were computed and are presented in Table 1.

Table 1

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
TPI	144	2.30	4.10	3.3569	.02571	.30854
JS	144	2.40	3.80	3.0833	.02551	.30611
Valid N (listwise)	144					

As shown in Table 1, TPI and JS include 144 sample sizes, a reliable size for statistical analysis. The minimum and maximum for TPI ranges from 2.30 to 4.10, while JS ranges from 2.40 to 3.80. These results illustrate that TPI has a broader range than JS, suggesting more response variability. The mean score for TPI is 3.35, while that of JS is 3.08, suggesting the TPI is approximately rated higher than JS. The standard deviation for TPI is 0.30, and JS is 0.30. The standard deviations for both variables are relatively close, indicating that the deviations for both items are relatively similar. The standard error for the mean provides insight into how much the sample mean is expected to fluctuate. The standard errors of both variables are around 0.025, suggesting a low uncertainty level in the mean.

Then, the Spearman Rank order Correlation test was run on the research data in order to answer the research question. Table 2 presents the results.

Table 2*Spearman Rank Order Correlation*

			TPI	JS
Spearman's rho	TPI	Correlation Coefficient	1.000	.224**
		Sig. (2-tailed)	.	.007
		N	144	144
	JS	Correlation Coefficient	.224**	1.000
		Sig. (2-tailed)	.007	.
		N	144	144

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

As displayed in Table 2, a positive correlation exists between TPI and JS, indicating that TPI increases as JS increases, namely $r_s = 0.224$, $N = 144$, $p < 0.01$ level (2-tailed). In other words, the correlation between TPI and JS. However, the p-value of 0.007 suggests the relationship is statistically significant at the 0.01 level (2-tailed). Hence, these findings are strong enough to reject the null hypothesis, implying a positive relationship between TPI and JS among Iranian teachers in virtual settings.

Discussion

The findings from the current study confirmed a positive relationship between Iranian EFL teachers' TPI and JS in virtual settings. The findings from the current research are in line with those reported by Wu et al. (2024) and Zhang and Chang (2025) who reported a significant positive association between TPI and JS in online education. Wu et al. (2024) analyzed many variables, including affective and efficacy identities, whereas Zhang and Chang (2025) established a relationship between work engagement, JS, and TPI. They found that work involvement acts as a mediator between two other qualities. Consistent with this study, they demonstrated that instructors possessing a robust PI were fully involved in their careers, resulting in increased JS. The findings also lend support to those reported by Kim and Lee (2021) who found a positive correlation between teachers' professional identity and job satisfaction, and that professional identity was a significant predictor of job satisfaction. Also, Zhang and Yang (2021) found that professional identity partially mediated the relationship between emotional labor and job satisfaction, suggesting that a strong professional identity can help mitigate the negative effects of

emotional labor on job satisfaction. Likewise, Chen et al. (2022) found that teachers with a strong professional identity had higher job satisfaction, and that professional identity was a significant predictor of job satisfaction. It seems that TPI can play a key role in mitigating this relationship between work challenges and JS by promoting teacher's commitment to work that can help them to handle the challenges of their profession, and they are satisfied with their teaching role. Troesch and Bauer (2017) found high levels of JS despite the workload and the preparation needs.

The findings from this study, however, run counter to those reported by García-Salirrosas et al. (2023) who examined the impact of family behaviours on JS by creating supportive and positive environments for teachers. They found that the online environment with a supportive ambience can impact JS more than individual factors like TPI.

Numerous prior research has confirmed teachers' JS within the virtual context. Consequently, the outcomes of this study align with the findings of prior studies. Roch and Montague (2021) compared JS and teacher turnover among novice teachers in traditional and online schools, reporting that online teachers generally demonstrated higher JS and lower turnover rates. It can be suggested that the teacher's JS is related to social aspects and how the students treat them, namely their relationship with their students, can result in JS (Veldman, 2013). Likewise, Martí-González et al. (2023) reported that social support could predict JS, underscoring the significance of workplace and social connections and emotional exhaustion.

One theory that explicates teachers' JS is the Equity Theory, which suggests that teachers are satisfied when they perceive that their job inputs like effort and time they invest are equal to their job outputs such as salary and benefits they get from their job (Mueller, 2003). Tang (2020) found that rural teachers who worked longer hours and had a lower reported income level were likely to experience less JS. However, Mueller (2003) underscores the role of positive interactions teachers may have at the workplace with their administrators who provide support and feedback, the supportive and positive environment they experience, the manageability of the degree of the workload, and the opportunities the institutes provide for professional growth and development. The word "equity" in Equity Theory refers to the balance between the teacher's inputs and outputs in a work situation. That is, they are more satisfied with their jobs when they feel that the effort and resources they put in are equal to the rewards they get out. That is to say, if teachers feel that their efforts are rewarded fairly, they are more likely to be satisfied with their job. This can explicate the positive relationship between teachers' JS and their TPI reported in this study. It seems that owing to the supportiveness of the teaching context and professional development opportunities provided, a sense of belongingness is created in teachers, and they can develop a sense of identity based on the groups they belong to. This, in turn, seems to lead to a sense of satisfaction from what they perform as teachers.

It should be noted that teacher identity formation is a multifaceted process shaped by multiple factors like the immediate context, socioeconomic background, and societal beliefs about teachers and the teaching profession (Hogg, 2001). Investigating the effect of the online teaching environment, Abuhussein and Badah (2024) found cultural and contextual factors in online teaching favourably impacting instructors' social relationships with colleagues and students. They reported improvements in the teaching process, the teachers' self-esteem, and consequently their professional identities. Similarly, Karimi and Mofidi (2019) reported that teacher's individual identity was influenced by various factors, including the teachers' personal experiences, extensive teaching experience, immediate context, and broader social structure related to multiple identities.

García-Salirrosas et al. (2023) found that family-supportive behaviours, work and life balance, and their positive effect on JS. A supportive atmosphere can significantly impact JS more than individual factors such as TPI.

Conclusion

Despite the limitations involved in the current study, e.g., its reliance on self-reported data, and the focus on two teacher related variables of JS and TPI, some conclusions might be drawn from the findings. It is concluded that schools and educational organizations should work to support teachers in developing a strong professional identity by providing opportunities for professional development, mentorship, and collaboration (Sachs, 2000). In addition, cultivating a favourable institutional culture that appreciates and acknowledges teachers' efforts can further augment JS and PI. Likewise, it creates numerous avenues to establish better methodological practices for virtual classrooms and the subsequent research to endorse them. These, of course, do not deny the facilitative role of raising the pay teachers receive and providing them with fringe benefits.

The current study employed an ex-post-facto correlational research design dealing with JS and TPI. Other interested researchers are suggested to investigate more extensive and varied samples of teachers from various levels of teaching experience, educational background, and gender to authenticate and expand upon the findings from this study. Furthermore, using a correlation design prevents the establishment of causal relationships, emphasising the necessity of conducting longitudinal research to determine causality. Subsequent investigations should examine factors affecting TPI, such as inherent motivations, individual values, and the wider educational environment. Scholars should comprehensively analyze other dimensions of teacher identity, teacher cooperation, and working conditions in the virtual environment. Another critical component related to teachers' qualifications is digital literacy which affects TPI or JS. It might be illuminating to explore the role of TPI and JS in the light of their digital literacy.

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Appendix A: TPI Questionnaire

	SA	A	N	DA	SDA
P1. I am passionate about the teaching profession.					
P2. I feel that I am well prepared for teaching					
P3. I believe I am competent to teach					
P4. In my class, I can effectively handle diverse groups of students.					
P5. I am satisfied with my teaching role					
P6. I am proud to be a teacher					
P7. I have always enjoyed working with children/students					
P8. I am committed to the teaching profession					
P9. I joined the teaching profession with passion, even if the salary scale was not attractive					
P10. I am motivated to learn new knowledge and skills about innovative teaching.					
P11. I feel that I made the correct decision when I chose the teaching profession					
P12. I have a responsibility for the wholesome development of children/students					
P13. I always make every effort to improve my career					
S14. I am proud to tell others that I am a teacher					
S15. In my school, we have a good teamwork spirit					
S16. Teachers in my school treat me with a welcoming attitude					
I17. There is an adequate accountability system in my school					
I18. In my school, there is an opportunity to learn from other teachers					

I19. My school leadership has high regard for teachers					
I20. My school provides adequate teaching-learning resources					
I21. My school environment is conducive for teaching-learning					
I22. My school has an incentive system that encourages good performance					
S23. I have a good relationship with my school leadership					
I24. My school leadership supports the teaching-learning process					
P25. I am proud of my school					
S26. My school accommodates students with different Backgrounds					
I27. The working conditions of teachers in my school are motivating me to stay in the profession					
I28. The performance evaluation in my school is useful to my career development					
S29. I advise my family members to choose teaching as their profession					
P30. If I were given a chance to choose a profession, I would choose teaching again					
S31. Students highly value the teaching profession					
S32. Teaching is highly regarded in my family					
S33. My family is happy about my current job as a teacher					
S34. The community values experienced teachers					
S35. Teaching is considered a high-status profession by society					
S36. The society has a high regard for teachers					
I37. Assignment of school leadership is merit-based.					

Appendix B: Teacher Job Satisfaction Questionnaire

	SA	A	N	DA	SDA
A1. Teaching provides me with an opportunity to advance professionally.					
P2. Teacher income is adequate for normal expenses.					
W3. Teaching provides an opportunity to use a variety of skills.					
P4. Insufficient income keeps me from living the way I want to live.					
W5. The work of a teacher consists of routine activities.					
A6. I am not getting ahead in my present teaching position.					
WC7. Working conditions in my school can be improved.					
W8. I do not have the freedom to make my own decisions.					
R9. The administration in my school defines its policies.					
WC10. Working conditions in my school are comfortable.					
R11. Teaching provides me with the opportunity to help my students learn.					
A12. Teaching provides limited opportunities for advancement.					
R13. My students respect me as a teacher.					
W14. Teaching is very interesting work.					
WC15. Working conditions in my school could not be worse.					
W16. Teaching discourages originality.					
R17. The administration in my school communicates its policies well.					
W18. Teaching does not provide me the chance to develop new methods.					
WC 19. The administration in my school communicates its policies well.					
A20. Teaching provides an opportunity for promotion.					
R21. I am responsible for planning my daily lessons.					

WC22. Physical surroundings in my school are pleasant.					
P23. I am not well paid in proportion to my ability.					
R24. I do have responsibility for my teaching.					
W25. Teaching encourages me to be creative.					
P26. Teacher income is barely enough to live on.					
W27. I am indifferent toward teaching.					
W28. The work of a teacher is very pleasant.					
A29. Teaching provides a good opportunity for advancement.					
R30. I am not responsible for my actions.					
WC31. Working conditions in my school are good.					
P32. Teacher income is less than I deserve.					
R33. I try to be aware of the policies of my school.					
P34. Pay compares with similar jobs in other school districts.					
P35. Teaching provides me with financial security.					
R36. I am not interested in the policies of my school.					
R37. I get along well with my students.					
WC38. administration in my school does not clearly define its policies.					