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(IJMOE)[www.ijmoe.com](http://www.ijmoe.com)ENGLISH INSTRUCTORS' ROLE IDENTITIES AND THEIR  
ABILITY TO MANAGE CLASSROOM SETBACKS:  
THE CASE OF KYRENIASonia Shoar<sup>1\*</sup>, Aylin Koyalan<sup>2</sup>

<sup>1</sup> Faculty of Educational Science, Department of English Language Teaching Final International University, Via Mersin 10, Kyrenia 99320, Turkey  
Email: [sonia.shoar@final.edu.tr](mailto:sonia.shoar@final.edu.tr)

<sup>2</sup> Faculty of Educational Science, Department of English Language Teaching Final International University, Via Mersin 10, Kyrenia 99320, Turkey  
Email: [aylin.koyalan@final.edu.tr](mailto:aylin.koyalan@final.edu.tr)

\* Corresponding Author

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## Abstract:

Teacher identity, a complex and dynamic phenomenon, is shaped by various social and institutional factors. While previous research has established teacher identity as a critical factor in educational outcomes, this study specifically examines how different aspects of professional identity influence teachers' responses to classroom setbacks. Employing a quantitative research approach, this study investigates the role identity of English teachers through survey data. The primary objective is to explore the correlation between the professional identity of university-level English teachers and their proficiency in managing classroom setbacks. Data were gathered through surveys administered to 86 English teachers in Kyrenia, focusing on educators affiliated with FIU, GAU, GU, CSU, and ARUCAD during the 2023–2024 academic year. Two scales were utilized: "Teacher's Ability to Manage Classroom Setbacks" and "Teacher's Role Identity." The analysis demonstrates that English language teachers in Kyrenia maintain relatively strong professional identities across multiple dimensions, with particularly high identification in learner, pundit, and interaction supervisor roles. These findings suggest that teachers in this context view themselves primarily as continuous learners, subject matter experts, and facilitators of student interaction. The results collectively indicate that teacher identity and classroom setback management are complex, multifaceted constructs influenced more by institutional and contextual factors than by individual characteristics or general competence perceptions. While teachers demonstrate strong professional identities, the ability to manage classroom challenges appears more dependent on institutional support, specific role combinations, and environmental factors than on overall identity strength or demographic characteristics. Bridging the gap between teachers' identity

beliefs and their classroom decisions may inform interventions that foster positive school outcomes, including improved student behaviour and academic achievement.

**Keywords:**

Teacher Identity, Classroom Setbacks, Role Identity, English Language Teaching, Classroom Management

**Introduction**

The past twenty years have seen significant growth in research focused on teacher identity. This expanding interest has established teacher identity as a distinct field within teacher education research (Beijaard, 2019). Teacher identity represents a complex, multidimensional, and continuously evolving construct (Beauchamp & Thomas, 2009) that significantly influences teachers' professional practice and personal life experiences. Teachers' self-perception and understanding of their roles both within classroom environments and broader societal contexts fundamentally shapes their instructional approaches and concepts of teaching effectiveness. The paradigm shifts from positivistic to interpretive frameworks in analyzing teaching processes has highlighted identity's crucial role in teacher development and professional formation (Johnson & Golombek, 2020; Friesen & Besley, 2013). Varghese, Morgan, Johnston, and Johnson (2005) proposed that comprehending teachers requires consideration of their multifaceted identities across professional, cultural, political, and individual dimensions. This study explores the correlation between teacher identity and classroom setbacks. The guiding hypothesis posits that teachers with a strong professional identity are more inclined to employ differentiated strategies in managing classroom setbacks compared to those with a weaker professional identity. Specifically, this research aims to investigate how different aspects of teacher professional identity—including their roles as learner, interaction supervisor, pundit, social panacea, juggler, promoter, arbiter, trader, collaborator, knowledge transmitter, entertainer, tutelage provider, and cultural adapter—influence their ability to navigate and overcome various classroom challenges. From a theoretical perspective, this research advances our understanding of teacher professional identity by examining its dynamic relationship with classroom management. While previous research has established teacher identity as a critical factor in educational outcomes, this study specifically illuminates how different aspects of professional identity influence teachers' responses to classroom setbacks.

**Literature Review**

While identity has long been a subject of study in education, psychology, and other social sciences, research on teacher identity has gained increasing prominence over the past two decades (Shin & Alpern, 2024). According to La Velle and Reynolds (2020), effective primary teacher education establishes the prerequisites for a successful teaching career. In the context of English language instruction at universities in Kyrenia, North Cyprus, where teachers often operate within multicultural and multilingual environments, understanding identity formation becomes especially significant. Teacher performance encompasses both in-role and extra-role behaviors exhibited by educators that contribute to educational objectives (Papadakis, Kanadlı, Kardas, Tülübaş, Karakose, & Polat, 2024). Teachers are expected not only to deliver content effectively but also to navigate classroom dynamics, address behavioral challenges, and support student learning—often with limited training or support in areas such as classroom

management. In addition to offering teachers professional and psychological assistance, principal behaviors have a significant effect on improving school outcomes by creating a supportive learning environment (Özdoğru, Tülübaş, Karakose, Kanadlı, Kardas, & Papadakis, 2025). These setbacks can significantly impact teachers' confidence, decision-making, and overall sense of professional self. Teacher identity is a comprehensive concept that encapsulates the complexity of teaching and reflects how educators define their roles and behaviors (Hong, Cross Francis, & Schutz, 2024). It provides insight into what teachers decide to do, the reasons behind their choices, and the ways in which they approach their work (Noonan, 2018; Schutz, Nichols, & Schwenke, 2018). The development of teacher identity occurs within social, cultural, and historical contexts. As teachers progress in their careers and gain more experience, they continuously reinterpret and make sense of their experiences through personal, community, and professional lenses (Flores & Day, 2006). Shifting focus from merely becoming a teacher to fully embracing what it means to be a teacher reflects the ongoing negotiation of personal and professional identities (Czerniawski, 2011). According to Pishghadam, Golzar, and Miri (2022), when constructing a curriculum or syllabus, teacher educators should incorporate research that highlights the relationship between the six identity core components and demonstrates how these elements influence teacher identity building.

Teacher professional identity consists of multiple interconnected roles and self-conceptions that significantly impact classroom practice and professional growth. Research has identified various distinct yet interrelated categories of teacher identity, which together influence how educators perceive themselves and carry out their professional responsibilities. Beauchamp and Thomas (2009) and Sammons, Davis-Singaravelu, Day, and Gu (2014) highlight how these categories—ranging from personal and professional roles to the integration of values and beliefs—collectively shape teachers' sense of self and their approach to teaching. These dynamic components of teacher identity interact to guide not only daily practices but also the ongoing development and adaptation of educators throughout their careers. Teacher identity development is intricately tied to institutional contexts and power dynamics. Flores and Day (2006) emphasize the significant role of school culture and institutional support systems in shaping teacher identity and teachers' capacity to manage classroom challenges. Their findings suggest that supportive professional environments contribute to the development of more resilient teacher identities, enabling educators to navigate setbacks more effectively. Classroom management refers to the strategies and techniques teachers use to establish and maintain an environment conducive to learning. It involves not only addressing and modifying student behavior but also creating a space where students can engage in education and instruction. Scholars have increasingly acknowledged that teacher identity is not simply an individual phenomenon but is deeply shaped by social, cultural, and institutional contexts (Beauchamp & Thomas, 2009). Similarly, Ladson-Billings (2020) found that culturally responsive teachers often implement community-building strategies that foster collective responsibility. These teachers view classroom management not as controlling student behavior but as creating conditions for student success. In summary, this study examines the multifaceted and evolving nature of English language teacher identity, particularly in the context of higher education in Kyrenia, Northern Cyprus. Through a review of key theoretical perspectives and empirical findings, the discussion has emphasized the role of identity as both an individual and socially mediated construct, influenced by personal experiences, institutional environments, and broader socio-political forces.

## Materials And Methods

The relationship between model teacher identity and classroom setbacks among English language instructors in higher education institutions has been examined in this study using a quantitative research methodology. The purpose of the research design was to examine how teachers' professional identity affects their ability to deal with and overcome a range of classroom issues. To collect data from English instructors at five universities in Kyrenia at one particular point, a cross-sectional survey design was applied. Purposive sampling was used to select participants from a population of 100 English instructors at five universities in Kyrenia. Only English language instructors employed in higher education settings contributed to the sample. This sampling technique allowed for more controlled comparison and analysis by ensuring accuracy across various institutional contexts while keeping the focus on a particular teaching field. Two carefully chosen and validated measurement tools were used in the study. The first tool, the Role Model Teacher Identity Scale (Sahragard & Sadeghi, 2017), had 55 items distributed across 13 dimensions: subject-matter proficiency, professional self-efficacy, social belonging, educational values and beliefs, and professional dedication. There were 4 to 6 items in each dimension, and the answers were chosen from a 5-point Likert scale that went from 1 (Never) to 5 (Always). The scale exhibited solid psychometric characteristics, with high internal consistency indicated by Cronbach's alpha coefficients between 0.78 and 0.92 across the different subscales. The second tool, the Classroom Setbacks Scale (Bozavlı, Genç, Koyalan, & Erdel, 2024), had 24 items that were intended to assess the ability of teachers to handle problems in the classroom. Behavioral management challenges, student motivation and engagement, educational issues, funding limitations, administrative restraints, and professional development barriers were the criteria used to arrange these elements. Participants responded using a 5-point Likert scale (1 = Never to 5 = Always). The questionnaire was distributed to 100 participants after institutional approval and informed consent procedures. The research design included proper ethical procedures such as institutional review board approval, informed consent from all study participants, confidentiality protections, and secure data storage protocols. Participants were apprised of the study's objective and their entitlement to withdraw at any time without consequences. The ethical standards were strictly followed throughout the research process. Institutional approval was explicitly obtained from the Institutional Review Board of the researcher's connected university, as well as from each of the collaborating institutions, ensuring that all organizational steps were completed before the study began. All individuals provided written informed consent prior to participating in the research. Data were collected throughout a single academic term to account for potential variation in teaching situations. Although online surveys have been a widely adopted approach for collecting data within academic institutions, participants completed the questionnaire individually in paper format (Lavidas, Papadakis, Manesis, Grigoriadou, & Gialamas, 2022).

**Table 1: Demographic Characteristics of Participants**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Man	25	29.1
Woman	61	70.9
Total	86	100.0
<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
21-25	9	10.5
26-30	18	20.9
31-35	16	18.6
36-40	9	10.5
41-45	11	12.8
46+	23	26.7
Total	86	100.0
<b>Nationality</b>	<b>Frequency</b>	<b>Percentage</b>
Turkish	31	36.0
Cypriot	21	24.4
British	7	8.1
African	9	10.5
Others	18	20.9
Total	86	100.0
<b>Level of Edu.</b>	<b>Frequency</b>	<b>Percentage</b>
BA	17	19.8
MA	48	55.8
PhD	21	24.4
Total	86	100.0
<b>Experience</b>	<b>Frequency</b>	<b>Percentage</b>
0-1	8	9.3
2-5	24	27.9
6-10	13	15.1
11+	41	47.7
Total	86	100.0
<b>Universities</b>	<b>Frequency</b>	<b>Percentage</b>
FIU	34	39.5
CSU	12	14.0
GAU	22	25.6
GU	16	18.6
ARUCAD	2	2.3
Total	86	100.0



Table 1 shows a diversified sample of 86 47 individuals, with a significant gender imbalance (70.9% women, 29.1% males) and a wide age distribution, with the largest groups being participants aged 46+ (26.7%) and 26-30 (20.9%). The sample shows significant cultural diversity, with Turkish participants constituting the largest nationality group (36.0%), followed by Cypriot (24.4%) and Others (20.9%), while British (8.1%) and African (10.5%) individuals represent insignificant quantities. The degree level is significantly high, with more than half holding Master's degrees (55.8%), nearly a quarter holding PhDs (24.4%), and less than 20% holding Bachelor's degrees. Professional experience varies greatly, with the largest group having 11+ years of experience (47.7%), followed by those with 2-5 years (27.9%), and novices with 0-1 years making up only 9.3% of the sample. The institutional distribution reveals FIU as the dominating affiliation (39.5%), with GAU (25.6%), GU (18.6%), CSU (14.0%), and ARUCAD (2.3%) making up lower percentages of the sample, demonstrating a concentration of individuals from specific academic institutions.

## Results

The analysis follows a systematic approach, beginning with preliminary examination of data quality and descriptive statistics, followed by reliability assessments of the measurement instruments. The primary analysis employs multiple statistical techniques: correlation analysis to examine relationships between teacher identity dimensions and classroom setbacks, hierarchical multiple regression to identify predictive factors while controlling for demographic variables, and group comparison tests to explore differences across participant categories. This analytical framework enables a thorough examination of how various dimensions of teacher identity influence English language teachers' experiences with classroom setbacks in higher education contexts. The process began with data cleaning to screen for missing values, outliers, and normality of distributions. Descriptive statistics were then generated, including means, standard deviations, frequencies, and percentages. Scale reliability was assessed by computing Cronbach's alpha coefficients for each subscale, and factor analysis was conducted to confirm the factor structure of both measurement instruments.

**Table 2: Reliability Test Results**

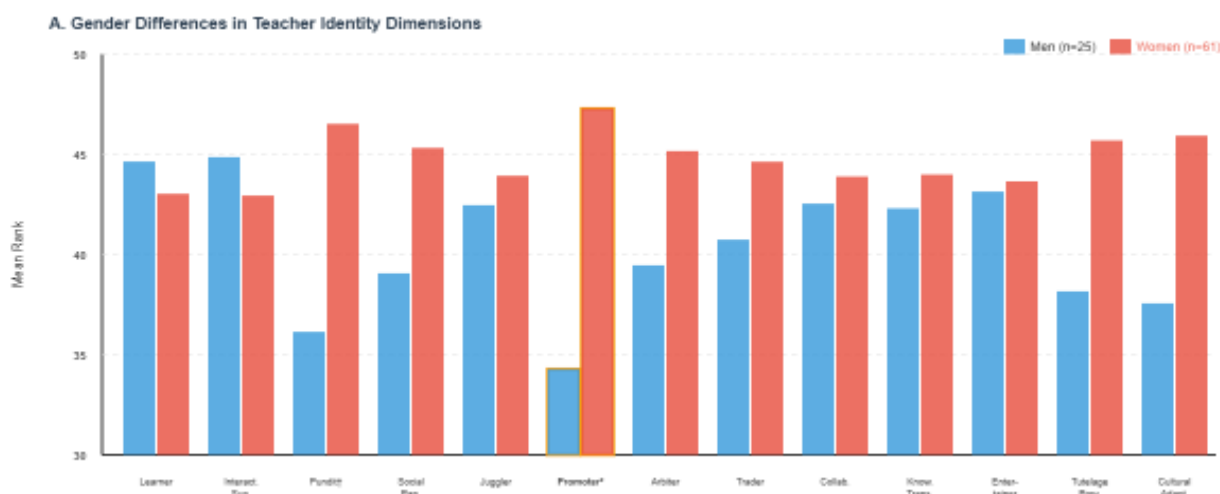
	Cronbach's Alpha			
	Baseline	Pilot	This Study	N of Items
<b>Scale1</b>	0.87	0.88	0.89	55
<b>Scale2</b>	0.79	0.81	0.79	24

The reliability analysis results in Table 2 show consistently strong internal consistency across both measurement scales used in this study. Scale 1, with 55 items, has a Cronbach's alpha coefficient of 0.89, slightly higher than the baseline ( $\alpha = 0.87$ ) and pilot study ( $\alpha = 0.88$ ) values. Scale2, which had 24 items, had a Cronbach's alpha of 0.79, which was the same as the baseline assessment and represented a slight increase over the pilot study result of 0.81.

**Table 3: Descriptive Statistics**

<b>Dimension</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>S1OVRMN</b>	<b>86</b>	<b>4.2070</b>	<b>0.34086</b>
S1learner	86	4.6395	0.42462
S1interactionsupervisor	86	4.4244	0.51886
S1pundit	86	4.5436	0.50758
S1socialpanacea	86	4.1589	0.58517
S1juggler	86	4.1017	0.76733
S1promoter	86	4.3866	0.50825
S1arbiter	86	4.1250	0.61447
S1trader	86	3.3663	0.85980
S1collaborator	86	4.1744	0.72362
S1knowledgetransmitter	86	4.3110	0.64390
S1entertainer	86	4.1599	0.72954
S1tutelageprovider	86	4.0291	0.66908
S1culturaladapter	86	4.2767	0.58865
<b>S2OVMN</b>	<b>86</b>	<b>4.0494</b>	<b>0.35161</b>
<b>Valid N (listwise)</b>	<b>86</b>		

As shown in Table 3, the findings, based on data analysis from 86 participants, provide crucial insights on teacher identity and classroom problems. The strong overall mean for Model English Teacher Identity (4.207) suggests that teachers have a strong professional identity. Teachers are most strongly identified as constant learners (4.640), pundits (4.544), and interaction supervisors (4.424), with less connection with trader (3.366) and tutelage provider (4.029) roles. The Classroom Setbacks scale has a mean of 4.049, which is slightly lower than the teacher identity mean. The variety in responses, particularly in dimensions such as 'trader' (SD = 0.860), reflects teachers' differing perspectives on different elements of their professional role.



**Figure 1: Analysis of Gender Differences in Teacher Identity Dimensions**

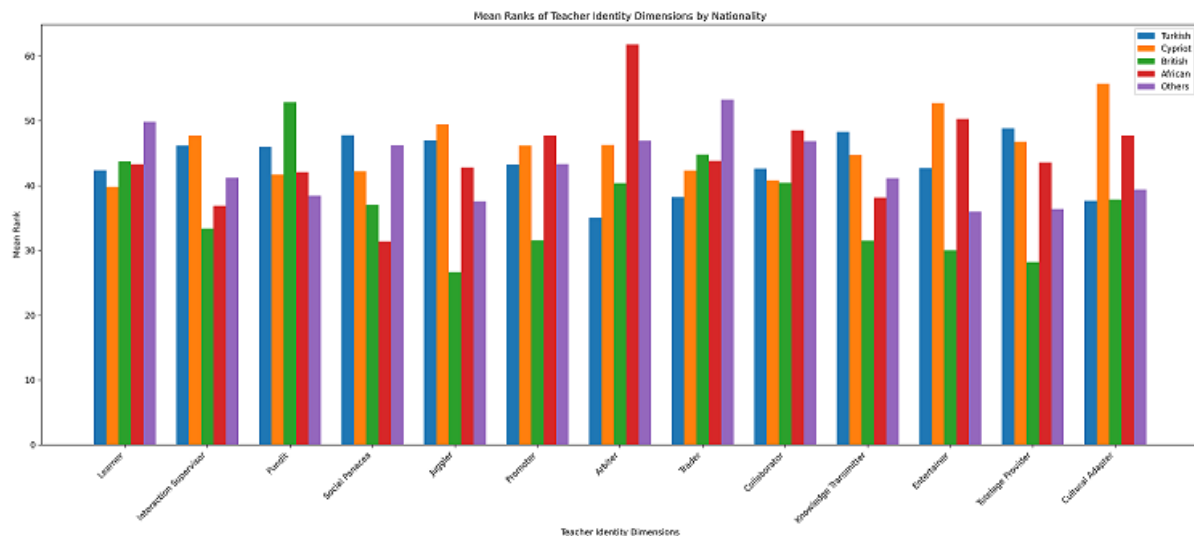
Figure 1 indicates variations in gender across all 14 dimensions, with statistically significant differences in the Promoter dimension ( $U = 532.00$ ,  $Z = -2.230$ ,  $p = 0.026$ ). Women (Mean Rank = 47.28) displayed stronger identification than men (Mean Rank = 34.28).

Variable	Dimension	p-value
Gender	Promoter*	0.026
Gender	Pundit†	0.070
Education	Tutelage Provider†	0.070
Experience	All dimensions	> 0.145
Age	All dimensions	> 0.11
Nationality	All dimensions	> 0.093
University	All dimensions	> 0.089

**Figure 2: Statistical Findings Across All Tested Variables**

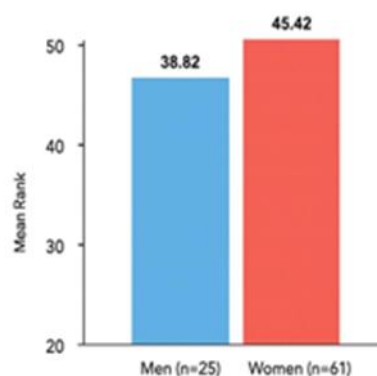
Figure 2 shows the statistical findings for all examined factors. The Promoter dimension was the only variable with statistically significant variations ( $p < 0.05$ ) across demographic comparisons.





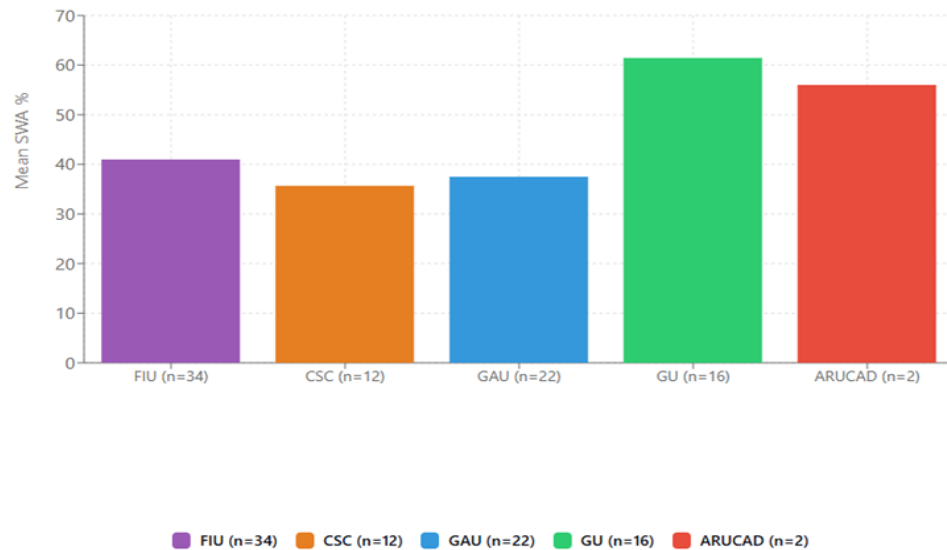
**Figure 3: Analysis of Nationality Differences in Teacher Identity Dimensions**

Figure 3 demonstrates the correlation between teacher identity characteristic and nationality using Kruskal-Wallis tests across five groups (Turkish, Cypriot, British, African, and Others), with a total sample size of 86 individuals (Turkish = 31, Cypriot = 21, British = 7, African = 9, Others = 18). The research found almost significant variations in arbiter role ( $\chi^2 = 9.237$ ,  $p = 0.055$ ) and cultural adaptor role ( $\chi^2 = 7.963$ ,  $p = 0.093$ ), indicating that nationality may impact these dimensions of teacher identity. Significant patterns occurred across countries, with Cypriot teachers ranking highest in cultural adaptor (55.74) and entertainer roles (52.74), while African teachers ranked top in arbiter (61.78) and trader (53.28) roles. British instructors had lower mean ranks in various categories, particularly juggling (26.64) and tutelage provider (28.21) roles, though this could be attributed to their smaller study size ( $n=7$ ). Turkish teachers, being the biggest group ( $n=31$ ), had constant moderate performance across most dimensions, with particular strength in knowledge transmitter role (48.31) and social panacea (47.76). While most variables did not approach statistical significance, differences in mean ranks indicate that cultural and national backgrounds may influence how teachers develop and display their professional identities, especially in roles integrating cultural mediation and authority.



**Figure 4: Analysis Of Gender Differences in Classroom Management**

Figure 4 indicates gender disparities in classroom management, where women (Mean Rank = 45.42) demonstrated higher scores than men (Mean Rank = 38.82), although this difference proved to be statistically significant ( $U = 645.50$ ,  $Z = -1.109$ ,  $p = 0.267$ ).



**Figure 5: Institutional Differences Across Universities**

Figure 5 shows notable institutional differences between universities ( $\chi^2 = 11.583$ ,  $df = 4$ ,  $p = 0.021$ ). GU instructors had the highest mean rank (61.44), followed by ARUCAD (56.00), FIU (40.97), GAU (37.50), and CSU (35.67).

Variable	Test Statistics	p-value	Significance
University	$\chi^2 = 11.583$ , $df = 4$	0.021	Yes*
Gender	$U = 645.50$ , $Z = 1.109$	0.267	No
Experience	$\chi^2 = 2.703$ , $df = 2$	0.440	No
Education Level	$\chi^2 = 0.962$ , $df = 2$	0.618	No
Age	$\chi^2 = 2.324$ , $df = 5$	0.803	No
Nationality	$\chi^2 = 2.636$ , $df = 4$	0.620	No

**Figure 6: Statistical Findings Across All Tested Variables**

Figure 6 presents statistical data across all examined variables, indicating institutional context as the single significant factor. The data imply that the university environment has a major impact on teachers' classroom management methods.

**Table 4: The Spearman Correlation Analysis Between S1OVMN and S2OVMN***The Spearman Correlation Analysis between S1OVMN and S2OVMN*

		S1OVMN	S2OVMN
Spearman's $\rho$	Correlation Coefficient	1.000	
	S1OVMN Sig. (2-tailed)		
	N	86	
	Correlation Coefficient	0.176	1.000
	S2OVMN Sig. (2-tailed)	0.105	
	N	86	86

Table 4 displays a weak positive connection ( $r_s = 0.176$ ,  $p = 0.105$ ), which is not statistically significant. This non-significant relation implies that these two characteristics of teacher identity perform largely independently of one another. With 86 individuals, the low correlation coefficient and p-value greater than 0.05 indicate that there is no significant or meaningful association between these two variables.

**Table 5: The Spearman Correlation Analysis of Teacher Identity Dimensions**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Learner	—	-0.453	0.222	0.382	0.249	0.268	0.096	0.040	0.303	0.211	0.188	0.154	0.146
2. Interaction Supervisor	-0.453	—	0.447	0.487	0.463	0.437	0.118	-0.137	0.324	0.368	0.283	0.353	0.359
3. Pundit	0.222	0.447	—	0.418	0.297	0.376	0.157	-0.200	0.182	0.307	0.150	0.147	0.215
4. Social Analyst	0.382	0.487	0.418	—	0.553	0.361	0.140	-0.035	0.375	0.331	0.208	0.424	0.421
5. Juggler	0.249	0.463	0.297	0.553	—	0.484	0.258	-0.204	0.307	0.335	0.346	0.342	0.447
6. Promoter	0.268	0.437	0.376	0.361	0.484	—	0.503	-0.225	0.221	0.280	0.245	0.379	0.312
7. Arbiter	0.096	0.118	0.157	0.140	0.258	0.503	—	-0.057	0.181	0.178	0.264	0.299	0.315
8. Trader	0.040	-0.137	-0.200	-0.035	-0.204	-0.225	-0.057	—	-0.064	-0.349	-0.145	-0.134	-0.145
9. Collaborator	0.303	0.324	0.182	0.375	0.307	0.221	0.181	-0.064	—	0.361	0.206	0.271	0.312
10. Knowledge Transmitter	0.211	0.368	0.307	0.331	0.335	0.280	0.178	-0.349	0.361	—	0.420	0.409	0.253
11. Entertainer	0.188	0.283	0.150	0.208	0.346	0.245	0.264	-0.145	0.206	0.420	—	0.403	0.214
12. Tutelage Provider	0.154	0.353	0.147	0.424	0.342	0.379	0.299	-0.134	0.271	0.409	0.403	—	0.402
13. Cultural Adapter	0.146	0.359	0.215	0.421	0.447	0.312	0.315	-0.145	0.312	0.253	0.214	0.402	—

Correlation Coefficient

-0.5                      0                      1.0

Table 5 shows a Spearman correlation analysis of teacher identity dimensions. The largest positive connections are evident between social panacea and juggling roles ( $r_s = 0.558$ ,  $p < 0.01$ ) and between arbiter and promoter roles ( $r_s = 0.503$ ,  $p < 0.01$ ). Significant positive correlations have been observed between learner and interaction supervisor ( $r_s = 0.453$ ), interaction supervisor and pundit ( $r_s = 0.447$ ), social panacea and interaction supervisor ( $r_s = 0.487$ ), juggler and promoter ( $r_s = 0.484$ ), and tutelage provider and cultural adapter ( $r_s = 0.402$ ), all at  $p < 0.01$ . The trader role indicated significant patterns, with weak or negative associations with most other roles, including knowledge transmitter ( $r_s = -0.349$ ,  $p < 0.01$ ) and promoter ( $r_s = -0.225$ ,  $p < 0.05$ ). The arbiter role showed non-significant correlations with learner and interaction supervisor roles. These patterns imply that whereas many teacher identity dimensions often group together, mainly those involving interconnected and social aspects, certain positions like trader may operate independently in the wider context of teacher identity. The analysis also shows that roles with similar functional elements have larger

correlations, implying a foundational framework to how various components of teacher identity interact and strengthen one another.

### Discussion Of the Findings

The results of this study reveal several important insights into the nature of teacher identity and its relationship to classroom challenges in higher education. The analysis demonstrates that English language teachers in Kyrenia maintain relatively strong professional identities across multiple dimensions, with particularly high identification in learner, pundit, and interaction supervisor roles. These findings suggest that teachers in this context view themselves primarily as continuous learners, subject matter experts, and facilitators of student interaction—aligning with contemporary pedagogical approaches that emphasize lifelong learning and student-centered instruction.

The descriptive statistics reveal that teachers most strongly identify with the learner dimension ( $M = 4.640$ ), indicating a commitment to continuous professional development and adaptation to evolving educational practices. This finding demonstrates both convergence and divergence with previous research. Notably, Sahragard and Sadeghi (2017), in their study of Iranian EFL teachers, also identified the learner role as a significant component of professional identity, suggesting that the commitment to continuous learning transcends cultural and institutional boundaries in English language teaching contexts. However, while Iranian teachers conceptualized their professional identity primarily through knowledge transmitter, pundit, collaborator, and learner roles, the present study reveals a more complex pattern: Kyrenia-based teachers show stronger identification with interaction supervisor roles, possibly reflecting the multicultural student population in Northern Cyprus universities. The high identification with the pundit role ( $M = 4.544$ ) aligns closely with findings from the Iranian context, where teachers similarly maintained strong subject matter expertise identity. This consistency across different EFL contexts suggests that content knowledge confidence represents a universal dimension of English language teacher identity, regardless of geographical or institutional setting. However, unlike the Iranian study, where cultural adapter roles were primarily conceptualized within the acculturator dimension, the present research reveals that Cypriot teachers show particularly strong identification with cultural adaptation, reflecting the unique multicultural environment of Northern Cyprus higher education. The analysis of demographic factors reveals nuanced patterns that both confirm and extend previous research findings. Gender emerged as a significant factor only in the promoter dimension, where female teachers demonstrated stronger identification with promoting learning compared to their male counterparts. This finding partially aligns with Sahragard and Sadeghi's (2017) recommendations for future research on demographic factors, though their study did not explore gender differences in depth. The current results extend the literature by providing empirical evidence that gender influences specific dimensions of teacher identity rather than overall professional identity formation.

The relationship between nationality and teacher identity revealed interesting cultural patterns, particularly in the arbiter and cultural adapter roles, which were not extensively explored in the Iranian study. The near-significant differences in these dimensions suggest that cultural background influences how teachers perceive their authority and their role in mediating between different cultural contexts. Cypriot teachers showed the highest identification with cultural adapter roles, which may reflect their position as cultural bridges in the diverse educational landscape of Northern Cyprus. This finding extends beyond the Iranian context,

where cultural adaptation was primarily conceptualized within a more homogeneous cultural framework. African teachers demonstrated the highest identification with arbiter roles, possibly reflecting different cultural expectations regarding teacher authority and classroom management. This contrasts with studies from Western contexts, where teacher authority is often more collaborative and democratic (Varghese, Morgan, Johnston, & Johnson, 2005), suggesting that cultural background significantly influences teachers' conceptualization of their authoritative roles.

The significant institutional differences found across universities highlight the importance of organizational culture in shaping teacher identity—a dimension not extensively explored in the Iranian study. The social panacea and arbiter roles showed particularly strong institutional variations, suggesting that different universities may foster different approaches to student support and authority structures. Cyprus Science University (CSU) consistently showed higher mean ranks across multiple dimensions, indicating that institutional practices, professional development opportunities, or organizational culture at this institution may particularly support comprehensive teacher identity development. This institutional influence extends previous research that has primarily focused on individual and cultural factors in teacher identity formation (Beauchamp & Thomas, 2009). The lack of significant differences based on years of experience challenges common assumptions about linear professional development found in longitudinal studies (Day, 2008). While novice teachers showed surprisingly high engagement across multiple identity dimensions, this may reflect intensive pre-service preparation and ongoing support provided in this educational context, contrasting with studies that report identity struggles among beginning teachers. The correlation analysis reveals important insights into how different aspects of teacher identity relate to and potentially reinforce each other, providing empirical support for multidimensional models of teacher identity. The strong positive correlations between social panacea and juggler roles suggest that teachers who embrace supportive, problem-solving approaches also tend to be comfortable managing multiple responsibilities and adapting to diverse student needs. This finding extends the Iranian model by demonstrating specific patterns of identity dimension clustering that were not empirically tested in previous research.

The negative correlations involving the trader dimension, particularly with knowledge transmitter and promoter roles, suggest fundamental tensions between commercial and educational orientations. Teachers who strongly identify with knowledge sharing and learning promotion appear to be less comfortable with transactional aspects of education, reflecting broader philosophical differences about the nature and purpose of higher education. This finding provides empirical support for theoretical tensions identified in the teacher identity literature (Sachs, 2005) while extending these concepts to the EFL context. These findings contribute to teacher identity theory by demonstrating the multidimensional and context-dependent nature of professional identity formation, building upon the foundational work of Sahragard and Sadeghi (2017) while extending it to a different cultural and institutional context. The study provides evidence that teacher identity is not a monolithic construct but rather a complex configuration of professional roles and orientations that may vary based on institutional context, cultural background, and individual preferences.



## Limitations

The cross-sectional design of this study limits understanding of how teacher identity develops and changes over time. Future research should employ longitudinal designs to track identity development and identify factors that promote or constrain identity formation. The specific cultural and institutional context of this study, while providing valuable insights into teacher identity in Northern Cyprus, may limit the generalizability of findings to other contexts. Future research should examine teacher identity formation in diverse cultural and institutional settings to identify both universal and context-specific patterns. Additionally, the sensitive nature of the survey may be influenced by the social context in which the research was carried out. The sample size, while adequate for the analyses conducted, limits the power to detect smaller effects and examine complex interactions between variables (Lavidas, Petropoulou, Papadakis, Apostolou, Komis, Jimoyiannis, & Gialamas, 2022). Larger-scale studies would provide more robust evidence about the factors influencing teacher identity formation.

## Concluding Remarks

This study contributes to our understanding of teacher identity formation in higher education by demonstrating the multidimensional, context-dependent nature of professional identity development. The findings highlight the importance of institutional culture, cultural background, and individual differences in shaping how teachers construct and express their professional identities. The results suggest that effective teacher development requires a comprehensive approach that recognizes the complexity of teacher identity and the multiple factors influencing its formation. Rather than viewing teacher identity as a fixed characteristic or simple outcome of training, educators and administrators should understand it as a dynamic, multifaceted construct requiring ongoing support and development throughout teachers' careers. The study also demonstrates the value of examining teacher identity in diverse, multicultural contexts where teachers must navigate multiple cultural expectations and institutional demands. The findings from Northern Cyprus provide insights that may be particularly relevant for other international educational contexts where teachers work with diverse student populations and must balance multiple cultural and institutional expectations. Ultimately, this research contributes to the growing body of literature on teacher identity by providing empirical evidence about the factors that influence identity formation and the ways different aspects of teacher identity relate to each other. These insights can inform efforts to support teacher development, improve educational quality, and create more effective and satisfying professional environments.

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