Research Paper

Iranian EFL Teachers' Professional Identity and Their Goal Orientation

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Abstract

Teachers' professional identity has been defined as a developing and dynamic characteristic of teachers affecting social and personal aspects. Regarding Teacher Professional Identity (TPI), both personal and the professional dimensions of being and empowering a teacher should be investigated. Achievement goal theory concerns that individuals do their best for learning, performance-approach, and performance-avoidance goals. This study investigated the relationship between Iranian EFL teachers' professional identity and their goal orientation. To this end, TPI and goal-orientation questionnaires were distributed via the google form links being shared among 380 male and female EFL teachers in *Telegram* and *WhatsApp* groups in which EFL teachers were the members, and 371 of them returned the questionnaires. To analyze the data, Pearson correlation and multiple regression were used and

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the results revealed that there was a positive and significant relationship between TPI and goal orientation (GO). To investigate the subscales' predictability power, personal teaching efficacy proved to have the highest predicting power for TPI. The findings may be fruitful for EFL teachers who may not be aware of different dimensions of their PI and how they can control the influencing factors and develop PI in different domains by exploring their orientations.

Keywords: Professional Identity, Goal Orientation, Personal Teaching
   Efficacy, Iranian EFL Teachers

1. Introduction

As the major actors in education, teachers play salient roles (Derakhshan, Coombe, Zhaleh, & Tabatabaeian, 2020); therefore, understanding their perceptions and beliefs are of significance because they practice educational theories in the classrooms (Eslami & Fatahi, 2008). Because it has been shown that the notion of teacher professional identity is highly relevant to teachers' growth (Sheybani & Miri, 2019), some of the germane variables which can affect Teacher Professional Identity (TPI) like teachers' motivation, commitment, efficacy, adjustment, and satisfaction in their job (Danielewicz, 2001) were taken into consideration. Research in identity offers ideas about the components that influence the inclination of an individual to a particular profession (Tsakissiris, 2015). According to Bressler and Rotter (2017), TPI is considered to be built and developed by the interplay between various contexts and the self, which gives rise to TPI's connection to social and personal aspects.

Regarding the various definitions of the term teacher professional identity, Beijaard, Meijer, and Verloop (2004, p. 113) assert that "professional identity is an ongoing process of integration of the personal and the professional sides of becoming and being a teacher." They believe that teachers' professional identity should be challenged throughout university studies to combine personal and professional aspects. Chang-Kredl and Kingsley (2014) also highlight the professional identity goes through dynamic processes; it is a continuous process, including forming, building, and shaping one's

professional identity. Derakhshan, Coombe, Arabmofrad and Taghizadeh (2020) pinpoint that teacher identity is dynamic and creates a balance between their understanding self in their profession with their roles as teachers. Developing a positive professional identity can help students handle the challenging moments of their profession. The first step for teachers to be considered as professionals is to set their professional goals and ambitions.

Setting goals in the internal aspect of people's life and their intentions to accomplish those targets involves shaping one's identity. Achievement goal theory (Ames & Ames, 1984; Dweck,1986; Nicholls, 1984) implies that people should aim for learning goals, performance-approach goals, and performance-avoidance goals (VandeWalle, 1997). Learning includes stimulated and intentional participation as an active process. Educational goals refer to the purpose of the person to acquire expertise, knowledge or abilities. Challenging activities are used by people with a learning goal orientation as an ability to improve and view failures as a preliminary step for learning (Kunst, Woerkom, & Poell, 2018). Although several scholars believe that people have a single dominant goal orientation, research is gradually embracing several goal orientation viewpoints (Payne, Youngcourt, & Beaubien, 2007), and much qualitative research includes clear examples of learners who pursue different goals (Levy, Kaplan, & Patrick, 2004).

Block and Burn (1976) founded teachers' goal orientation, and it was further developed and well categorized by Butler (2007). Approaches to instruction which include mastery approaches, performance approaches, and personal teaching efficacy are three significant dimensions of teachers' goal orientation in this study. Teachers' professional identity and their goal orientation have been rarely discussed in the history of teacher development, and studies in this realm made poor connections between these variables. The

need for exploring the relationship of TPI with teachers' goal orientation made the researchers answer the following research questions:

1.   Is there any significant relationship between Iranian EFL teachers' professional identity with their goal orientation?
2.   Which component of teachers' goal orientation can best predict teachers' professional identity?

2. Literature Review
2.1 Identity
One of the comprehensive definitions of identity provided by Alsup (2006) claims that identity is a changeable interpretation of the self over time which can be dependent upon where a person lives and works. Core identity or the "more fixed sense of self is the foundation for multiple, context-specific situated identities or subjectivities" (Alsup, 2006, p. 205) and can provide "the ability to initiate action and to register experience" (Gilligan, 2003, p. 167).

Colbeck (2008) asserts that role labels include people's understandings and expectations from the behavior that have evolved from a particular person in interactions with other individuals in social communities. For instance, the role labels pre-service teacher, beginning teacher, and expert teacher reflect their understanding from the expectations of themselves, such as classroom management and teaching strategies.

On one hand, identity is imposed by others through externally defined roles and expectations, and on the other hand "individuals define their own identities internally as they accept or reject social role expectations as part of who they are" (Colbeck, 2008, p.10). Identity is made, kept and discussed through language and discourse (Alsup, 2006; Varghese, Morgan, Johnston, & Johnson, 2005).

2.2 Teachers' Professional Identity
According to Bryan (2004), various classes explore the goals of educators, along with positions as diverse. Each of these categories, supported by

valuations, carries a well-defined purpose. Consequently, concepts of teacher professionalism are value-laden. The practical work of instructors can be seen to be affected by national politics more and more. Teacher professionalism thus determines the duty of teachers to govern and improve their own skills and behavior for the advantage of customers (Alibakhshi, 2019, Webb, Vulliamy, Hämäläinen, Kimonen, & Nevalainen, 2004). Educational structures around the globe have been at the hands of similar forces as a result of economic developments and inventions (Saqipi, Asunta, & Korpinen, 2014). These pressures eventually contribute to changes in the role of teachers through education systems or demands posed by communities for educators to represent these foreign impacts on group policies and procedures.

Some researchers have reported that TPI is linked to self-images (Derakhshan et al, 2020; Motallebzadeh & Kazemi, 2018; Rahimi, Yousofi, & Moradkhani, 2019). From the professional perspectives, the ability of one's understanding from the self as a human is connected with how they behave as professionals. The individual cannot be isolated from the profession; "it seems unlikely that the core of the person will not impact the core of the professional" (Loughran, 2007, p. 112). Motallebzade and Kazemi (2018) concluded that there is a significant relationship between TPI and self-esteem. Based on their SEM analyses, all sub-constructs of self-esteem could predict TPI positively and significantly.

In addition, Ball (cited in Peeler & Jane, 2003) distinguishes the significant (stable) from the sporadic identity, which is self-presentation, which differs according to the particular circumstances for evaluation. Similarly, substantial identity is the fundamental depiction of an individuals' overall understanding of themselves.

As Fogle and Moser (2017) have stated, studying the identity of teachers is crucial to a greater understanding of the conditions that affect the decision-

making process of teachers, their behaviors and values. It can also be inferred that identity is a powerful component of the inspiration, self-efficacy, engagement and effectiveness of teachers.

In the Iranian context, the concept of teacher identity in the Second Language (L2) have been recently investigated in relation to other variables using various types of designs. Abtahi and Motallebzadeh (2016) found a significant relation between TPI and computer literacy concluding as an encouraging base for developing their professional identity.

Labbaf, Moinzadeh, and Dabaghi (2019) conducted a comprehensive study about the influential factors on shaping Iranian TPI and their impact on teachers' teaching quality. They concluded that the effective personal characteristics on teachers' PI is their teaching professional interest. Moreover, they found that the effective factor influencing on teaching quality is teachers' self-confidence.

Behin, Esmaeili, and Assadollahi (2018), on the other hand, reported that social and institutional factors affect TPI. They analyzed teachers' narrative based on their experiences resulting in emerging five types of patterns related to teachers' autonomy, macro political concerns on teaching, communicative language teaching, lack of resources, and wrong learners' placement strategies. The results revealed that constructing and reconstructing teacher's identity is highly affected by each single language teaching policy.

The probable relationship between the teachers' professional identity and their self-efficacy (TSE) was investigated by Hesamoddini (2013). After analyzing the gathered data, he came up with the findings that there is a direct and significant relationship between TPI and TSE; which is considered as a component of personality traits.

A recent research by Ghanizadeh and Ostad (2016) explored the relationship between the components of the professional identity of teachers.

In this research, some of the underlying aspects of the professional identity of teachers have been classified as self-expectations, teaching responsibilities, pedagogy and so on. They used Kao and Lin's (2015) predetermined 22 items questionnaire and their findings based on a correlation analysis showed the significant relationship among the components of EFL teacher Identity.

Mirzaee and Aliakbari (2017) conducted an investigation about Iranian EFL teachers' identity construction processes. They focused on social ecology of identity by Wenger (1998) which was incorporated to analyze the data. The findings of their study showed that social issues were the effective factor in the construction of teacher's identity in comparison to other factors such as personal agency.

With respect to factors enhancing the quality of teaching and teacher professional empowerment, this study focused on goal orientation as a contributing factor to teachers' professional identity.

2.3 Goal Orientation Theory

Achievement Goal Orientation Theory (AGOT), as a theory of academic motivation, has acquired a motivational area with a new perspective on the success of an interaction of goals, impressions, and neural mechanisms when understanding the academic motivation of students.

According to the AGOT research, students' perspectives about themselves, their roles and their success in the classroom are under emphasis. This theory stresses a student's comprehension of educational objectives rather than a student's lack of interest or a desire to learn. Based on the researchers' categorization of goal orientation, three types of achievement goal orientations were proposed: mastery goals, performance-approach goals, and performance avoidance goals (Elliot, Shell, Henry & Maier, 2005).

Achievement goal investigators and theorists have classified motivational goal approach as a dualistic model including the mastery and performance or

learning versus performance goals (Elliot & Dweck, 1988); and ego-involvement goals versus ability-focused goals (Duda, 2005; Kaplan & Maehr, 2007; Maehr & Midgley, 1991) and mastery versus ability (Ames, 1992; Ames & Archer, 1988).

Research in the realm of goal orientation leads the scientists to a comprehensive categorization of goal orientations in both learners and teachers such as mastery and performance approach. Because the focus of this study was to find the different dimensions of teachers' goal orientation and their relationships with teachers' professional identity, teachers' goal orientation is explained below.

2.4 Dimensions of Goal Orientation
2.4.1 Mastery approach

In research over the last two decades, mastery goals were assumed as an adequate approach to optimizing learning, increasing self-efficiency, motivation and tolerance, as well as a goal-oriented approach that promotes the use of more efficient metacognitive and cognitive techniques. Hom, Duda, and Miller (1993) referred to those students who concentrate on completing the given task, not competing with other students. Students with learning or mastery goals dominance work harder on and involve more in challenging activities and incline more achievement and failure to factors which are both inner and controllable.

Ames (1992) concluded that those students whose goals are set for learning (mastery) show higher readiness for more risk-taking academic challenges. These results are not restricted to K-12 students, but are valid for students in higher education and adult groups as well. Brophy (2005) asserted that learners whose orientation inclines to mastery-avoidance "share an emphasis on mastery [with the mastery-approach oriented student], but engage in the task

with an emphasis on avoiding mistakes, failures, or diminution of existing skills" (p. 167).

2.4.2 Performance approach

The main characteristic of performance goals is that learners' competence is measured against other learners. Scientists such as Dweck and Elliot (1983), Dweck and Leggett (1988), and Elliot and McGregor (2001) assert that one of the factors which leads learners to showing themselves as competent or preventing them to show as incompetent is their understanding of their performance goals. Students associated with performance goals are more likely to become discouraged and aggressive in the face of failure and assign success and failure to more environmental factors such as chance, challenge, and uncontrollable lack of skill (Dweck, 1986).

Several researchers explored the conditions in which the performance goal orientation contributes to academic success (Brophy, 2005). This interpretation of goal theory distinguishes between performance-approach and performance-avoidance objectives. Students who are performance-approach dominated see themselves as possessing a reasonable deal of talent and want to compare themselves against other performance, thereby showing their ability.

2.4.3 Performance avoidance and work avoidance

As the literature of goal orientation is replete with studies on performance and mastery goal orientation, there is a scarcity of research on avoidance-goal orientation. Performance-avoidance which is known as educational isolation is distinct from work-avoidance orientation (Nicholls, Patashnick, & Nolen, 1985), which describes the main cause of failure as putting the minimum effort and learners with this type of orientation tend to avoid hard work (Brophy, 2005; Nicholls, 1989). According to Archer (1994), researchers such as Duda and Nicholls, (1992); and Meece, Blumenfield, and Hoyle (1988) believe that developing work-avoidant goals in learners can be dangerous due to the

counterproductive consequences on their inclinations to learning and eventually on their achievement outcomes.

Wolters (2003), believed that the strongest predictor of academic procrastination among goal orientations was work-avoidance. Conducting another research, he came up with the results that the strongest predictors of procrastination in learning were negative self-efficacy and work-avoidance orientation. Dowson and McInerney (2004), using a qualitative design, with the focus on intermediate learners, concluded that one of the significant layers of learners' motivation was work-avoidance. In result, developing work-avoidance orientation was highly correlated to effort minimizing strategies.

2.5 Teachers' Goal Orientation

Butler (2007) asserts that school is not only a venue for learners to study and learn, but also for teachers to develop their expertise. Wang, Hall, Goetz, and Frenzel (2016) conducted a causal analysis study about teachers' goal orientations, classroom goal structure and emotions in which 495 Canadian active teachers answered two questionnaires about teachers' goal orientations and emotions. They found that teacher goal orientations influence their emotions as well as their classroom goal structure. In addition, Butler and Shibaz (2008) suggested a complementary system for the measurement of teaching and learning priorities, consisting of three orientations. They concluded that teachers with a higher index of mastery goals were expected to concentrate on growing their teaching abilities, appreciate the teaching process rather than accomplishment.

2.5.1 Mastery approaches

One of the major concerns of goal orientation theories is to focus on learners' desires or inclinations for challenging, selecting, and insisting on various learning tasks, and were extended to elucidate students' learning and performance on academic activities (Maehr & Zusho, 2009). Teachers' goal

orientation for teaching has been proved to be different from students' goal orientations which are affected by teachers' educational and teaching activities (Schunk, Pintrich, & Meece, 2008).

Paulick, Retelsdorf, and Möller (2013) conducted a study on preservice teachers investigating the possible relationships between teachers' intrinsic motivation for teaching and their inclinations for mastery goals for learning. They also used in-service teachers to investigate the role of teaching motivations and achievement goals for teaching in shaping the instructional practices. They concluded that one of the influential factors for shaping pre-service instructional practices in the future is their motivation and achievement goals in their profession and professional identity.

2.5.2 Performance approach

Along with focusing on learners' performance approach in learners' goal orientation, it is of high significance to focus on teachers' goal orientation since teachers' instructional and motivational performance can be explored through teachers' goal orientation towards teaching (Kucsera, Roberts, Walker, & Svinicki, 2011). They defined "goal orientation towards teaching as a teacher's desire to develop or demonstrate her or his instructional ability" (p. 59). To do so, teachers would be more concerned with their own performance in the classroom and other factors which can interfere their performance did not have any impact on their true performance in the classroom. Moreover, personal teaching efficacy was another aspect of teachers' goal orientation framework developed by Midgley et al. (2000).

2.5.3 Personal teaching efficacy

Soodak and Podell (1997) explain that "teachers' beliefs about their own effectiveness, known as teacher efficacy, underlie many important instructional decisions which ultimately shape students' educational experiences" (p. 214). Based on Tschannen-Moran, Wookfolk, and Hoy

(2001), there are two types of teachers' self-efficacy; Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE). According to their idea, PET deals with teachers' beliefs about their personal competencies to empower their students to learn better. Considering the effective factors which are in the environment out of the teachers' control and highly affect learners' performance, they define GTE.

3. Method
3.1 Participants and Setting
One of the important issues in study is the characteristics of the participants who have been selected for a study. The number of population of teachers from which the participants of the present study were selected is 13000. Based on Krejcie-Morgan (1970) table of sample size, the number of participants for valid generalization of the results should be 370 teachers who were selected from different cities of different provinces of Iran such as *Khorasan Razavi*, *Tehran*, *Fars*, *East Azerbaijan*, *Lorestan*, *Boushehr* and so forth; teaching in junior and senior high schools. Male and female EFL teachers were selected from different age range (22-50). Their native language was Farsi and Turkish, and they had different language proficiency levels, academic degree and years of teaching experience.

3.2 Instruments
3.2.1 Teachers' goal orientation questionnaire
Goal orientation questionnaire was first designed to measure mastery, performance approach, performance avoidance, and work avoidance goal orientation held by the teachers. Because the purpose of this study was to measure teachers' goal orientation, TGO questionnaire first developed by Midgley et al., (2000), consisted of 16 items related to the approaches to the instruction (including 4 items of mastery and 5 items of performance

approaches) and personal teaching efficacy (including 7 items) with acceptable reliability indices (Cronbach's alpha= .69, .69 and .74, respectively) was used.

The readability and content validity of this questionnaire were double checked by three experts in applied linguistics. The total estimated time required to answer the items was about 15 minutes to read them carefully and choose their desired response.

3.2.2 Teachers' professional identity questionnaire

In order to measure teachers' professional identity, the researchers used professional identity questionnaire, which was first developed and validated by Cheung (2008), and initially consisted of 41 items. After he modified this scale by measuring the validity through exploratory and confirmatory factor analysis, he shortened it to 19 items (on a 5-point Likert-style scale; one = very weakly, two = weakly, three = somewhat, four = strongly and five = very strongly) and possessed acceptable psychometric characteristics (Cronbach's Alpha α=0.83). The readability and validity of TPIS were double checked by three experts in applied linguistics. The total estimated time required to answer the items was about 20 minutes to read them carefully and choose their desired response.

3.3. Procedure

Due to the pandemic of Covid-19 and severe limitations for having face to face interaction and holding virtual classes, the teacher's goal orientation questionnaire as well as teacher professional identity questionnaires were shared among teachers all over Iran by means of Telegram, Whatsapp, email and any other type of social media through which the links of the questionnaires, being made in google forms, could be shared. In order to have accurate demographic information, gathered data were classified based on the teacher who responded the questions, and their relevant answers to the items on questionnaires were converted to values in SPSS to measure the relationship

between teachers' professional identity and their goal orientation. Moreover, the scores of subscales of TGO were computed to find which of them can best predict the highest success in TPI.

3.4 Design and Data Analysis

This study included two principal variables, and each of which had different dimensions. The nature of this was correlational and the relationship between TPI and TGO was measured through running Pearson correlation index. To find which of TGO subscales could best predict success in TPI, a multiple regression analysis was also run down.

4. Results

To answer the research questions, the researchers went through some statistical steps such as calculating the reliability of the questionnaires, measuring the normality indices, running correlational formulas and finally, a multiple regression analysis to answer the second research question. The following presents the tables and descriptions for data analysis.

4.1 Reliability of the Questionnaires

The reliability of TPI and TGO questionnaire were measured through running Cronbach's alpha:

Table 1
Reliability of the Questionnaires

Questionnaire	Cronbach's Alpha	N of Items
TPI	.89	19
TGO	.86	16
Mastery	.75	4
Performance	.80	5
Personal Teaching Efficacy	.79	7

The Cronbach's alpha indices for TPI and TGO were .89 and .86, respectively, which are highly acceptable ones. The reliability indices and number of items of each subscale of TGO were as the following: 4 items for

mastery approach (r=.75), 5 items of performance approach (r=.80), and 7 items of personal teaching efficacy (r=.79).

4.2 Normality of the Data

To measure the normality of the data, the K-S index was calculated and the following results were achieved:

Table 2
Normality of the Data

Data	K-S	df
TPI	.200	317
TGO	.195	317

To find if the data were normal, a Kolmogorov-Smirnov test was run, and the indices revealed that the data did not deviate from the assumption of the normality.

4.3 Pearson Correlation

After computing the data to measure the total scores of TPI and TGO, a Pearson correlation was measured, and the following results were achieved:

Table 3
Pearson Correlation for TPI and TGO

		TGO
TPI	Pearson Correlation	.259
	Sig. (2-tailed)	.000
	N	317

As seen in table 3, the Pearson correlation (r) index was .259 which showed that there was a direct relationship between TPI and TGO. Moreover, because the *P* value is .000 this direct relationship is also statistically significant. To find which of the subscales of TGO can best predict the highest TPI, a multiple regression analysis was run.

4.4 Multiple Regression Analysis

To make sure of the model, a model summary analysis was conducted:

Table 4
Model Summary for TPI and GO

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	theDurbin-Watson
1	.191	.036	.027	13.399	1.426

As displayed in Table 4, the value was .036. Expressed as a percentage, implies that the model (which included scores on GO) explained 3.6 percent of the variance in scores from TPI.

Table 5
ANOVA for TPI and GO

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2117.83	3	705.94	3.93	.009
	Residual	56196.13	313	179.54		
	Total	58313.96	316			

To assess the statistical significance of the results, it was necessary to look at Table 5 labeled ANOVA. This tested the hypothesis that multiple R in the population equals zero (0). The model reached statistical significance ($F(3,313)=3.93$, $p=.009$) with an R^2 of .036.

Table 6
Coefficient for TPI and GO

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.17	5.60		13.595	.000
	Mastery	-.488	.315	-.110	-1.552	.122
	PA	-.600	.279	-.163	-2.155	.032
	PTE	.668	.211	.243	3.162	.002

Participants' predicted TPI was equal to 76.17, Mastery=-.488, Performance approach=-.600, and personal teaching efficacy=.668. Moreover, performance approach and personal teaching efficacy were significant predictors of TPI (.032, .000), but not the mastery (.122). Finally, β coefficient of personal teaching efficacy (.668) proved that this subscale can best predict success in developing TPI.

5. Discussion and Conclusion

This study attempted to investigate the associations between teachers' professional identity, and their goal orientation. More specifically, the researchers examined the relationship between teachers' professional identity and goal orientation subscales. Regarding the first research question, the outcomes of correlational analyses pointed to a significant and positive correlation between teachers' professional identity and teacher goal orientation. In the history of TGO, it was discussed that mastery goal orientation was the most effective and influential element of goal orientation theory (Dupeyrat & Marine, 2005; Paulick, Retelsdorf, & Möller, 2013; van Daal, Donche, & De Maeyer, 2014).

The first research question of the present study concerned the possible significant relationship between Iranian EFL teachers' professional identity with their goal orientation. The results of correlational analysis revealed that there is a positive (.259) and significant (p value= .000) relationship between these variables. Behin et al. (2018) concluded that the present policies of the Iranian educational system defined instrumental and technical roles for teachers to empower the system instead of developing professional and active agents who try to make changes in the society and educate creative and critical students. Using cross-lagged analyses and structural equation modelling, Wang et al. (2016) came up with the findings that teachers' achievement goals are significant variables to predict their perceived classroom goal structures that, in turn, predicted their efficacy as a subscale of teachers' goal orientation. The findings of Kunst et al. (2018) showed that goal orientation profiles can be used to explain individual differences in teachers' propensity to engage in professional development activities such as reconstructing and empowering their professional identities.

Teachers' professional identity and their goal orientation have been rarely discussed in the history of teacher development, and studies in this realm made poor connections between these variables. The results of the present study not only confirmed that there is a positive relationship between TPI and TGO, but also this relationship can be studied from different perspectives. Since three subscales were used in studying teacher goal orientation, the next research question dealt with the predictability power of these subscales for developing TPI.

The findings of the study were different in terms of teachers' goal orientation subscales, which mostly resulted in teachers' mastery goal orientation as one of the main subscales. Although some studies proved that mastery goal orientation has the highest index among other subscales of teacher goal orientation (Kunst et al., 2018; Kucsera et al., 2011; Wang et al., 2016; Yıldızlı, 2021), it was concluded that teachers' mastery goal orientation did not have any significant relationship with TPI. On the other hand, personal teaching efficacy proved to be highly connected with TPI and could best predict success in developing a fine-tuned TPI. In line with the findings of many studies in this realm (Ghanizadeh & Ostad, 2016; Hesamoddini, 2013; Mirzaee & Aliakbari, 2017), the results of the present study had overlaps with the goal orientations in the field of both learners and teachers. The findings of Huang and Benson (2013) are in line with the findings of this study in case of teacher professional identity development and its directions for more teachers' efficacy. In another study, Labbaf, Moinzadeh, and Dabaghi (2019) concluded that teachers' identity can be used as one of the predictors of teachers' efficacy and effectiveness. As the findings suggest, personal teaching efficacy played the major role in developing TPI, thus it makes a stronger connection with personal side of identity explained in the literature.

Doing research in the pandemic of COVID 19, which has highly influenced the procedure of the most academic studies, has become a more arduous task than ever. Teachers' responses may be under the impact of harsh situation individuals around the world faced; therefore, the generalizability of the results decreased. One of the implications of the findings of the present study could be in terms of teacher preparation courses where student teachers are getting ready for real teaching practice as a profession. They can learn the terminology, practice different aspects and develop their basic identity for the future carrier. Later, it can be studied if these groups of student teachers differ from other would-be-teachers in terms of their professional identity. The other implication of the findings can be helpful for novice in-service teachers whose PI is not fully shaped. They can take advantage of the results by working more on their personal teaching efficacy to make stronger and effective PI. Further investigation can be conducted to find the relationship between TGO with more subscales of TPI suggested by other scholars. More significantly, further studies will examine what other personal, interpersonal, and social factors can be influential on forming, constructing and modifying TPI considering teachers' gender, academic degree, and years of teaching experience. Using interviews can shed more light on our understanding to identify what possible psychological variables can be influential in forming and developing teachers' professional identity, considering their motivation and orientations.

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