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MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA
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The Impact of Professional Identity Profile on Teachers’ Commitment

Línea de Generación de Conocimientos
The Issues that Form and/or Transform the Construction of an EFL Teacher’s Professional Identity

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Abstract

This is a paper based on the premise that teachers construct their sense of professional identity influenced by their interpretations of their continuing interactions within their context. It is argued here that this sense of professional identity is manifested in the level of teachers’ job satisfaction, occupational commitment, self-efficacy and motivation. These issues, in addition, appear to influence both teachers’ sense of professional identity and, as a result, their teaching practice in different ways. In particular, they may influence teachers’ commitment and even teachers’ burnout. In order to explore these issues, this research was focused on the following main research question: What, if any, is the impact of professional identity profiles on teachers’ commitment? In other words, do teachers with different identity profiles differ in their reasons for choosing the teaching profession; do they have different perceptions of job satisfaction, their self-efficacy or different levels of commitment? In order to generate data, a semi-structured interview was employed with a sample of six Mexican public preparatory EFL teachers in order to identify the dimensions of ideology and practice associated with teachers’ commitment within a Mexican perspective, and to propose ways to improve teachers’ practice, particularly, teachers’ sense of commitment. The collection of data for this matter reflects the interest of the researcher for other individuals’ stories. This paper thus concludes by presenting the findings.

Key words: teachers’ commitment, identity, self-efficacy, job satisfaction
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Introduction

This study is based on Canrinus’ (2001) assumptions that teachers’ professional identity generally pertains to how teachers see themselves based on their interpretations of their continuing interaction with their context. It is argued here that this interaction manifests itself in teachers’ job satisfaction, occupational commitment, self-efficacy and level of motivation (Canrinus, 2001). These areas, concerning teachers’ sense of professional development, affect teachers’ work in innumerable ways. In terms of investigation, this is an area that has not been deeply explored by researchers, especially in Mexico.

For the purpose of the present dissertation and with the intention of investigating and proposing ways to improve teachers’ practice, particularly, teachers’ sense of commitment within a Mexican context, the first cycle of an action research was developed. This first cycle was to discover and understand the form of self-reflective enquiry undertaken by participants in social (including educational) situations (Kemmis: 1983 in Hopkins: 2002). In education, an action research is also called practitioner research, teacher inquiry, or teacher research; and its goal in this field is to create an inquiry position toward teaching where, according to Ary (2006), questioning one’s own practice becomes part of the work and of the teaching culture.

This study offers the opportunity to use the findings obtained and develop a second cycle or stage in action research or any other kind of study that the researcher considers convenient to be developed. This means that the application of a possible solution to the problem found with this study can be implemented as a part of a different investigation. The theories indicate that this type of research must be developed in cycles and that owing to its nature there will always be the need of an extension of the present investigation as a result of a previous one; in other words, this is a reflective stage in which experience and perceptions are used to identify an area of
focus based on a problem. In this phase, time is taken to review what is already known about a problem or focus area, in this case regarding the factors that influence teachers’ sense of commitment, and to learn more about the issue (Ary, 2006).

Finally, by listening to the teachers’ perceptions about their contexts, and the beliefs they have about the factors that affect the construction of their professional identity, this inquiry may contribute in the understanding of teachers’ behaviour during their practice. This idea is based on theories of job design in organisational psychology that assume that the environment plays a fundamental role in job motivation. In other words, it seems to be the work, not the worker, which affects persistence and performance (Walker & Symons, 1997 in Dörneyei, 2001).

Given the complexity of the study and the nature of the qualitative research method used in the development of this paper, it was necessary to limit the data collection to a sample of three technical preparatory EFL teachers working in three different rural and semi-rural environments. It is important to point out that the main purpose of this dissertation is to offer a general perspective of the teachers’ perceptions of their own sense of commitment and its impact on the construction of their professional identity profile.

**Chapter 1: Context and Focus**

The English language is spoken and understood by about one and a half billion people (Bragg, 2003). English has become the top language worldwide as a result of the impact it has on our globalized world, due to the fact that it does not only dominate the economic field, but also the technological and the business area. That is to say, that English results to be one of the most functional tools in terms of human communication, and its impact has reached the entire educational sphere. In addition,
the English language is considered to be the third most spoken language in the world, and it is claimed that it is the language of general science, and many argue that more than the 80% of the information found on the internet is in English. The acquisition of this language as a foreign language contributes to the intellectual development of the students. That is to say, the acquisition of a foreign language provides the students with tools for an effective academic, professional and personal development. In general, knowledge implies culture, and in this context it is expected that the educational field promotes the acquisition of a foreign language as a means of acquisition of culture.

Not only has English had a major impact on education, but it has also greatly influenced the perception we have regarding the idea of learning a foreign language. To a certain extent, learning English has become an evident need because of its importance. It is well known that people who lack knowledge of English in non-English spoken countries have a professional disadvantage in contrast to the ones who develop the ability of communicating in this language. It is for these reasons that the Mexican government has paid special attention to the inclusion of English learning in the education reform: the Reforma Integral de la Educación Media Superior 2008, that develops a plan to build a national preparatory system with a focus on a diversification of knowledge (SEP, 2008). The Educación Media Superior (EMS) in México is formed by a series of subsystems that work independently: Bachillerato tecnológico, Bachillerato general, CONALEP, Bachillerato UNAM and Bachillerato IPN (SEP, 2012). These subsystems have all been affected by the mentioned educational reform. Briefly, the challenge of this reform was to establish common objectives among these subsystems in order to standardize their potential.

The English curriculum was developed on the grounds of the educational proposal established by the Subsecretaría de Educación Media Superior (2008), as a result of an extensive evaluation of the programs corresponding to five semesters of the six that
form the preparatory curriculum. The new version of the programs is based on the communicative framework of English learning as a foreign language, and the objective is to develop the four basic abilities: listening, speaking, reading, and writing.

Nowadays, English teaching is considered as a crucial aspect for the educación integral of the preparatory students in Mexico. This means that English teachers have the responsibility not only of teaching the language, but of promoting the development of abilities and competences that are necessary for the successful development at university level and/or in the work field (SEP, 2008). Thus, the educational reform of 2008 obliges both the teacher and the student to change their traditional roles. The students are seen as subjects capable of thinking, acting and feeling; in short, an “integral” subject. The teacher, as an “integral” subject, stops being the provider of information and becomes a mediator to help students build their knowledge (SEP, 2008). It is a fact that to obtain a real educational change, it is necessary that teachers have an active participation in the process. In a sense, the main teachers’ role now is to be constantly involved, and to show disposition and enthusiasm to achieve the goal set.

The reform, therefore, considers the teachers’ enthusiasm and commitment as fundamental factors to strengthen the value of the academic program. Consequently, English teachers have a big responsibility. Since for the guarantee of the effectiveness of the English programs they have to acquire the methodological, theoretical and practical bases necessary for the significant acquisition of knowledge of the students. It is in this regard that Mexican public preparatory English teachers start facing new challenges added to the typical challenges that characterize the English teaching practice. Consequently, it seems that the educational reform has had a great impact not only on the public preparatory EFL teachers, but in the TEFL in general in Mexico. English teachers have acquired more responsibilities and demanding challenges to make the new programs work.
The present study resulted from the constant complaints of the authorities of a technical public preparatory in the South east of Mexico about the English teachers’ lack of commitment and its impact on the students’ performance. Apparently, this issue is not an isolated case, it is said to be a constant situation affecting the majority of the schools belonging to this subsystem. Teachers are blamed for not achieving the goals established by the program. It is claimed that the low performance of the students in terms of the acquisition of the English language is the result of the teachers’ lack of commitment to their jobs, and their responsibilities in the classrooms. In the same way, the authorities blame the EFL teachers for not attending “enthusiastically” all the policies and requirements that the school establishes. It is argued that even when the majority of the teachers start their careers in this subsystem showing a very high level of commitment, they gradually show a decrease in their levels of commitment over time. Furthermore, it seems that in spite of showing a very high level of enthusiasm, some teachers still cannot obtain the results expected. In sum, it appears that to a certain extent, the EFL teachers, at these technical preparatory schools in Mexico, are not doing their jobs as expected by the authorities.

The purpose of the researcher, therefore, was to discover the reasons why the teachers are giving the impression of having a lack of commitment in their practice, this included trying to understand their perceptions of their professional identity. According to Canrinus (2011), research into teacher professional identity can be conducted for various reasons. The author mentions that by exploring the professional identity of teachers we can focus on teacher erosion, understand teacher commitment, explain teachers’ responses to educational reforms, and perhaps understand how professional identity is influenced by teacher education.

In particular, this dissertation aims to contribute to the understanding of the factors that may affect teachers’ sense of commitment. This contribution is grounded in the interpretation of the different professional identity profiles of a sample of three
practicing teachers, in answer to the main research question: *What, if any, is the impact of professional identity profiles on teachers’ commitment?* The answer suggests which elements of teachers’ professional identity profiles have a major impact on the teachers’ sense of commitment.

**Chapter 2: Literature Review**

As mentioned in the introduction of this dissertation, this investigation sought to understand the impact that professional identity profiles have on teachers’ commitment. In order to achieve this goal, it was necessary to review the relevant literature of four basic concepts related to the study: Commitment, identity, self-efficacy and job satisfaction. These four basic concepts offered the researcher a wide view of the elements that helped to interpret the answer to the main research question. All the studies reviewed were conducted in different contexts and were focused on the areas of interest of this study. However, the lack of research in this field in a Mexican context made the task rather challenging.

**2.1 Teachers’ commitment**

Teaching necessitates three basic ingredients: passion, dedication, and commitment (Tuğrul, 2013). Tuğrul (2013) explains that teachers, critical factors of any education system, play an important role in promoting education by improving the abilities of students through their work in schools. As a result, teacher commitment is one of the most important and influencing factors affecting teaching practice. Crosswell (2004) defines commitment as a high level of attachment to an organization. Tuğrul (2013) takes Cohen’s (2003) theories and expands the concept by referring to commitment as the teachers’ motivation to work. Cohen (2003), according to Tuğrul (2013) suggests that it is “one’s attitude, including affect, belief, and behavioral intention toward his work”.

Tuğrul (2013) explores three basic ideas regarding commitment:
1. Commitment is highly related to teachers’ work performance.
2. Teacher commitment deeply contributes to future of students and schools.
3. Committed teachers make a difference to the success of the school and the learning of the students.

With reference to Crosswell (2004), the level of teachers’ commitment is considered to be a key factor in the success of the current educational reform agenda as it heavily influences teachers’ willingness to engage in cooperative, reflective and critical practice.

Teachers with a high level of commitment will be more loyal to schools where they work; similarly, teachers with high level of commitment will contribute students’ achievement effectively. Commitment is praise worthy because it facilitates learning.  
(Tuğrul, 2013)

2.2 Identity

Owing the fact that the term ‘identity’ can be analysed from two basic perspectives, the psychological and the sociological, the researcher focused on the most significant meanings related to the purpose of this study. To begin with, Oyserman (2012) offers a sociological perception of the term. The scholar describes the existence of various types of identities and he explains that these identities can be identified as the traits and characteristics, the social relations, the roles, and the social group memberships that define who one is.

As far as teachers are concerned, this concept describes the different roles that they play within the different contexts in which they interact, either the professional or the personal context. Furthermore, Oyserman (2012) claims that such identities can be focused on the past: what used to be true of one; the present: what is true of one now;
or the future: what one expects or wishes to become, what the person feels obliged to try to become, or what the person fears the person may become. In addition, Oyserman (2012) uses Erikson’s (1951, 1968) theories to describe a model of identity development that, according to the author, focuses on the fact of a developing identity via exploration and commitment. With reference to Ericson, identity can be identified as a type of self-concept (in Oyseman, 2012).

Self and identity are supposed to be grounded in social contexts (Oyseman, 2012). In a way, the variations in the characteristics and nature of the context define both the self and the identity. Such contexts can be related to parenting, practices, schooling, culture, time and the place in which one lives or works and this, according to Oyseman (2012) reflects the psychological aspect of the construction of identity.

In the same way, Beijaard (2004) believes that identity development occurs in the process of self-recognition when we find ourselves in a given context. This idea refers to the fact that when interacting within a specific context one asks oneself: “who am I?” Teachers, in this sense, construct their professional identity in the process of the interaction within their working context. However, the author explains that this construction does not only occur because of external expectations, but it is influenced also by the interaction of the teachers’ current professional lives and their past professional lives or their professional backgrounds.

Furthermore, professional identity refers not only to the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds (Tickle, 2000). Both sides of professional identity seem strongly interwoven, but have been differently emphasized by researchers.

(Beijaard, 2004)
In contrast, Goodson and Cole (in Beijaard, 2004) argue that teacher identity development is rooted both in the personal and the professional context. The authors perceive the teachers as persons and professionals whose lives and work are influenced by factors inside and outside the classrooms and the schools.

In general, the concept of identity varies in terms of perceptions. Teachers may construct their professional identity as a result of their constant interaction within their work context (classroom, school, subsystem, system, geographical area, social context, etc.), or within their personal contexts (professional background, personal life, social status, etc.). However, as mentioned above, the development of an identity may result from the interaction of both the professional and the personal context.

2.3 Self-efficacy

The concept of self-efficacy refers to the fact that a person usually estimates that a given behaviour will lead to a certain outcome and an efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcome expected (Bandura, 1977). With reference to Bandura (1977), outcome and efficacy expectations can be differentiated, because individuals can believe that an action will produce a certain outcome, but if that belief implies serious doubts about the capacity of performing such action, then it does not influence the behaviour.

People choose activities and settings through expectations of success as efficacy expectations, claims Bandura (1977). These expectations determine how much effort people will expend and how long they will persist in the face of obstacles. In other words, teachers are influenced by their perceptions of self-efficacy. Efficacy beliefs influence how teachers feel, think, motivate themselves, and behave.

The stronger the perceived self-efficacy, the higher the goal challenges people set for themselves and the firmer is the commitment to them.
There is a difference between possessing knowledge and skills and being able to use them in certain conditions. Bandura (1993) explains that personal accomplishments require not only skills, but, most importantly, self-beliefs of efficacy to use them well. For instance, teachers with the same knowledge and skills may perform poorly, adequately, or extraordinarily depending on fluctuations in self-efficacy thinking (Bandura, 1993).

2.4 Job satisfaction
Umme (1999) assumes that a teacher, who is happy with his/her job, plays a crucial role in the development of a society. Happiness according to Umme (1999) results from a state of satisfaction. According to this author, satisfied teachers contribute enormously to the “well-being” of his/her students. On the other hand, the author suggests that an unsatisfied teacher usually creates tensions and becomes irritable. This attitude of negativity influences students’ learning processes and it may affect their performance.

It is popularly believed that job satisfaction implies the overall adjustment to a work situation. Attitude is the main factor that influences the reaction towards a situation, person, or thing in a particular context. For instance, the attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society (Umme, 1999). Many argue that teachers who have a favorable attitude towards their profession are, in general, successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city, Umme (1999) concludes that attitude towards teaching correlates positively and significantly with their job-satisfaction.

On the other hand, Canrinus (2011) claims, that salary satisfaction would contribute to affective occupational commitment, as well as to teachers’ feelings of responsibility to
remain in teaching. This scholar claims that job satisfaction is also influenced by job relations and he defines what he calls relationship satisfaction.

The more positive teachers are towards the relational aspects of their work, the stronger their emotional bond is with their occupation. 
(Canrinus, 2011)

The more satisfied teachers are with their colleagues, support, and autonomy, the less guilty they feel about leaving the profession. Moreover, the more satisfied teachers are the better performance they have in the classroom.

**Chapter 3: Methodology**

Considering the nature of this qualitative research, I implemented a life history method in the form of a semi-structured interview. The life history interview stimulates informants’ introspection (Goodson & Sikes, 2001 in Lin, 2011) to obtain a general view of the issue to identify the possible factors affecting the perceptions of the interviewees. It is through the employment of this explorative method that the researcher was able to explore the complexity of internal and external factors that influence the teachers’ sense of commitment and, as a result, the construction of their sense of professional identity.

The purpose of the employment of a life history method was to explore the informants’ subjective perceptions regarding their level of commitment to the emotional experiences in their career paths against the changing social, educational, and workplace contexts (Goodson & Sikes, 2001 in Lin, 2011).

**3.1 Research Design**
As established above, this qualitative research was developed to explore the issues that may affect teachers’ sense of commitment. Exploring this area of human nature required the application of a qualitative method to focus on the total picture rather than breaking it down into variables (Ary, 2006). There are different types of qualitative research, however, for the purpose of this study; the researcher used the ethnography approach to construct his understanding of the issue. This approach, suggested by Ary (2006) as one of the most important educational research approaches, is also called ethnography field, because as the author suggests, it is conducted in a natural field. The characteristics of this approach allowed the researcher to observe behaviour as it occurs naturally without any simulation or artificial structure; for instance, the visit of the participants in their own school contexts. The data procedures used in the present ethnographic approach included interviewing members of a specific group (Ary, 2006) (three EFL teachers from the same educational system) and permitted the interpretation of the data in the context of the situation in which the data was gathered.

This ethnographic approach was used as part of the process of the first stage in Action Research. The designing of this stage was mainly adapted from Ary’s (2006) explanation of action research. According to the author, Action Research is a tool that helps us find solutions to problems we encounter in a certain educational context that may help improve our teaching practice and, as a result, our students’ learning. The author continues by explaining that it can be applied to such areas as curriculum design, professional development, teaching strategies, school reform, and more. Action research, he summarizes, is about taking action based on research and researching the action taken (Ary et al, 2006). Owing to time constraints, it was not the intention of this study to complete all the stages in this research tradition, but to carry out a first stage of this sort of research to detect the possible ideological factors affecting the EFL teachers’ sense of commitment within a Mexican context, which is entirely related to one of the areas in which, according to Ary (2006), action research can be applied.
Ary (2006) uses Kemmis and McTaggart’ (1988) theories to explain the first stage of Action Research as part of a wide number of cycles or stages in the form of a spiral where the researcher reflects, plans, acts, and observes. The implementation of Action Research, according to the author, requires, an extensive number of cycles following the same pattern of reflecting, planning, acting and observing. Ary’s (2006: p. 542-543) own interpretation of the two first cycles in Action Research follows:

- **First Cycle**
  1. Step 1: Reflect (Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about a problem or focus area and to learn more about the problem.)
  2. Step 2: Plan (A plan is developed for taking action and/or for gathering data in order to observe or capture the experience or monitor the practice.)
  3. Step 3: Act (The researcher implements the plan or changes a practice and collects data)
  4. Step 4: Observe: (The researcher synthesizes and analyses the data. This leads back into the spiral once more.)

- **Second cycle**
  1. Step 1: Reflect (The researcher reflects on and interprets the information and reports it to others. A new understanding of the nature of the problem is developed. A new area of focus is identified.)
  2. Step 2: Plan (A new plan of action is developed to resolve the problem)
  3. Step 3: Act (A new action is taken and data are collected. (Perhaps the same types of data or perhaps something different)).
  4. Step 4: Observe (The new data are analysed, synthesized, and interpreted. The researcher then spirals back into the process.)
As the reader can notice, the cycles can be indefinite as each one may generate the need to explore a new issue demanding a new cycle, until a solution is found. It is necessary to consider that Action Research is based on the premise that local conditions and contexts vary widely, so much so that the solutions to many problems cannot be found in what many people believe are general truths (Ary, 2006). In terms of this study, the researcher has taken a very specific context within the wide range of possibilities in the Mexican educational system. Therefore, this investigation does not give the final answers to all the possible questions that may result from this study. Nevertheless, the findings that emerge from this inquiry may offer a meaningful starting point to be considered in future investigations focused on this topic either in the Mexican context or in any other context in a different country.

Reflection is a key component of action research. However, Action Research is more than reflection. It emphasizes a systematic research approach that is cyclical in nature, alternating between action and reflection (Ary et al., 2006). There are three main characteristics of action research (Ary et al., 2006: p. 241):

1. The research is situated in a local context and focused on a local issue.
2. The research is conducted by and for the practitioner.
3. The research results in an action or a change implemented by the practitioner in the context.

The first cycle in action research, then, is to examine the idea of a potential problem carefully in the light of the means available. Frequently, more fact-finding about the situation is required in this part of the investigation. The experts indicate that if this first period of planning is successful, two items emerge: firstly, “an overall plan” of how to achieve the objective, and secondly, a decision regarding the first step of action (Smith, 2007).
In action research, as with other types of research, different research questions require different research approaches (Ary et al., 2006). Both quantitative and qualitative approaches may be used in action research, and no approach is better than the other (Ary et al., 2006). Nevertheless, for the purpose of the present study, a qualitative approach was used. This decision was owing to that the nature of this study involved a high level of reflection and analysis and none of the findings could be predicted as the issue to be explored included teachers’ ideology. Perceptions cannot be measured in a statistical manner, but in a reflective way.

The debate for and against the use of either a quantitative and/or qualitative approach is extremely broad, and the researcher must consider the nature of his/her study when deciding whether or not to use a determined method. Silverman (2000) expresses that most qualitative approaches have a focus on natural settings, an interest in meanings, perspectives and understandings, an emphasis on process, a concern with inductive analysis and a grounded theory. In general terms qualitative researchers are interested in life as it is lived in real situations (Woods: 2006). Ary (2006) adds that the qualitative approach is more naturalistic, emergent, and uses field-based methods. The author continues by explaining that the primary data collection in qualitative research is the researcher him/herself, often collecting data through direct observations or interviews.

3.2 Research Question
This study aims to contribute to the understanding of the factors that affect teachers’ commitment by exploring the impact of their professional identity on their sense of commitment. This aim has resulted in the following research question:
What, if any, is the impact of professional identity profiles on teachers’ commitment?

1.3 Context
The context of this inquiry is three different rural public preparatory schools that offer technical education in Mexico. These schools are located in different regions in the south-east of Mexico: Naolinco, Atzalan and Vega de Alatorre in the state of Veracruz;
all of them differ in facilities, accessibility, and resources. At these schools, according to the Plan Nacional de Desarrollo (2009), the Secretaría de Educación Pública (SEP) has implemented the Reforma Integral de la Educación Media Superior. This reform has as a purpose, the creation of the Sistema Nacional de Bachillerato that includes a standardised curriculum integrated by competences: generic, disciplinary and professional. Every public Mexican preparatory is supposed to aim to achieve the standards established by the requirements of the National Education Reform by implementing a system of teaching based on competences. The curriculum at these schools includes six semesters and offers English as a foreign language from the first to the fifth semester following governmental guidelines.

1.4 Description of the participants

The main criterion used for the selection of the participants was the geographical accessibility, considering the difficulties in access of certain schools as they are located in faraway rural and semi-rural areas of the country. They were chosen because of their accessibility, their teaching experience, and the geographical location of their school, the differences in their academic profiles, their ages, as well as the level of English and the number of hours they teach per week. There are certain individual characteristics that may influence the perceptions of the participants regarding the issue explored in this study.

The three participants were tagged with letters and numbers to protect their identity: TN1, TA2 and TV3.

- Participant TN1:

This teacher is a thirty-seven year-old male teacher. He is the only English teacher at the school. He teaches forty-one hours per week. His academic profile includes a BA in English language and about ten years of experience as an EFL teacher. He does not have a certification in the English language. He has around twenty-five students per
group. He teaches English to the five semesters included in the English curriculum of the subsystem.

- **Participant TA2:**
  This is a 33 year-old female teacher. She has taught English for about nine years. Her academic profile includes a BA in Pedagogy and a MA in Education, as well as a two year English course. She does not have a certification in the English language. She teaches thirty-three hours per week. She has around twenty students per group. She teaches English in the six semesters of the school. In addition, she teaches administration, economics, tutoring, educative orientation and a reading workshop.

- **Participant TV3:**
  This is a forty-one year-old male teacher. He has around twenty years of experience as an EFL teacher. His academic profile includes a BA in Secondary teaching with a speciality in English and a MA in Pedagogical Sciences. He does not have a language certification. He teaches forty hours per week. He teaches around thirty-six students per group. He teaches English to the six semesters of the school.

### 1.5 Data Collection Methods

A semi-structured interview was employed with a sample of three Mexican public preparatory English teachers to collect the data necessary to develop the study. Narvaes (in Pablo & Goodwin, 2012) suggests that conversations and informal interviews are a needed approach as both language and behaviour may be captured. Narvaes (2012) considers the interview to be one of the most prominent methods of data collection in the ethnographic tradition. The author refers to Gillham (2000) and argues that this method has been recognized as the most direct method of gaining knowledge on and about the research setting.
In qualitative research, interviews are usually considered as involving some form of ‘conversation with a purpose’ (Burgess, 1984). The style is conversational, flexible and fluid, and the purpose is achieved through active engagement and interaction between the interviewer and interviewee around relevant issues, topics and experiences during the interview itself (May, 2002). Furthermore, the selection of this kind of interview was based on the characteristics and the purpose of this study. Interviews, as expressed by Seidman (1998), are a basic mode of inquiry. The author explains that the basic purpose of this kind of semi-structured interviewing is not to obtain answers to the questions, test hypothesis, make judgements or evaluate. Interviews are employed when there is basically, an interest in understanding the experience of other people, and the meaning they make of that experience.

This type of semi-structured interview or “conversations with a purpose”, are usually limited by the time offered by the participant. In this investigation, it was convenient to record the entire interview to facilitate the collection of valuable information without distractors within the time of the interview. Seidman (1998) explains that one advantage of recording an interview is that the researcher can have the original data and then transform the spoken words of the participants into written words to be studied and analysed. This type of interview gives reliability to the investigation as the researcher has the original voice of the interviewee to support his/her study.

Understanding the impact of professional identity profiles on teachers’ commitment requires a complex process of analysis. The collection of data for this matter reflects the interest of the researcher for other individuals’ stories. Interviews result to be one of the most complex data collection methods to be used in a research process. They involve separating egos and giving the importance to others’ experiences and ideas. In addition, Seidman (1998) argues that the recognition of the limits of our understanding of others allows us to comprehend them by understanding their actions. He continues that interviewing provides access to the context of people’s behaviour, and thus
provides a way for researchers to understand the meaning of that behaviour. There are many arguments that justify the use of the interview in this study; however, it may be argued that the description of its nature below justifies the importance of its use in this type of qualitative research.

A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience. To observe a teacher, student, principal, or counsellor provides access to their behaviour. Interviewing allows us to put behaviour in context and provides access to understanding their action.

(Seidman, 1998: 4)

Based on Crosswell’s (2006) proposal, I elaborated a semi-structured interview, to explore teachers’ occupational commitment, motivation, and self-efficacy (Appendix: 2). The questions were translated into Spanish to help the teachers feel comfortable by allowing them to express themselves in their own language. I included two open questions to know the reasons why they had become teachers and their reasons to remain a teacher. In addition, I decided to ask the following direct questions to enrich the data: “How committed were you when you started teaching?” and “How committed are you currently?”.

Apart from Crosswell’s interview proposal on teachers’ commitment, I based the designing of the interview on Freeman’s (1998) theories. The author defines an interview as a structured oral exchange with someone that aims to gather information. He describes two basic types of research interviews: unstructured or open structured, and structured. Considering the nature of this inquiry and the function of the interview as the only tool of data collection in this research, I decided to take the six categories defined by Freeman (1998) as the main guide for the organization of the questions forming the interview. Crosswell (2006) reinforces Freeman’s (1998) theories by expressing that teachers’ beliefs play an important role in teachers’ professional development and can be viewed as a lens through which teachers perceive and filter
external information. The author argues that in her qualitative analysis of three pre-service teachers’ experience in teacher training, Mayer (1999) points out that prospective teachers have had their own experiences as students and that they are influenced by educational views existing within their culture.

Regardless the type of research interview, unstructured or structured, Donald Freeman (1998:216-217) outlines six general types of interview questions:

2. Opinion/values: What a person thinks or believes.
3. Feelings: How a person feels, his or her emotional responses and reactions.
4. Knowledge: The ‘facts’ as viewed/known by the person.
5. Sensory information: The person’s sensory world – smell, sound, sights, touch, taste.
6. Demographics/background: Information about the person that helps to situate the person in relation to others.

1.6 Research Procedure
Seidman (1998) suggests that the interviewer must both establish access to the participants and make contact. The author emphasises that the way the researcher approaches the participant may affect the initial relationship between the interviewer and the interviewee and as a result, the whole interviewing process. For this inquiry, the contact with the participants had to be done through the permission of the Teachers’ Union (Appendix: 1), as part of the internal school and Union policies in order to protect the teachers’ rights. The process involved a presentation letter addressed to each teacher informing of the presence of the researcher and explaining the academic purpose of the investigation. To maintain the anonymity of the information, and for the protection of the integrity of the participants, each teacher was assigned a letter to identify him/her as a research participant and not as a specific individual.
There is a wide variety of elements that the researcher has to consider in order to accomplish a successful data collection process with an interview. According to Seidman (1998), when working with the material that interviewing generates, the researcher first has to make it accessible by organizing it, keeping track of participants through the participant information forms, making sure the written consent forms are copied and filed in a safe place, labelling the audios, managing the file with the transcripts of interviews, and keeping track of all those elements that require attention to detail. Following the author’s suggestions, in this study, the interview was employed with the permission of the teachers’ Union respecting the internal policies of the schools and the participants who signed a consent letter with a description of the academic purpose of the study, and the researcher’s commitment to be discreet and ethical when managing the data (Appendix:3).

To facilitate the analysis of the data, I decided to divide the interview into three stages prior to the analysis procedure itself:

1. the recording of the interview,
2. the transcription of the voices into written words,
3. the classification of the relevant information obtained in the interviews.

Following Freemans’ (1998) principles, I started the interview by explaining to each teacher the specific purpose of the interview. I asked him/her to read carefully and sign the consent letter which explains the purpose of the interview and guarantees the confidentiality of the information provided, as well as the interviewee’s identity.

For the interview itself, I designed an interview guide (Appendix: 2) and used probes to elicit further information and clarifications as seemed necessary. At the same time I used a field diary to write down notes, details and ideas that occurred to me during the
interview. To record the interview, I used a digital voice recorder. The file was immediately saved into a computer to avoid any risk of losing it. I labelled and classified the file with the data and information of the school and the interviewed teacher. Following, Narvaes’ (in Pablo and Goodwin, 2012) notes, I transcribed the conversation as soon as I could. However, it was not possible to transcribe the interviews immediately as they were developed, as mentioned before, in three different schools, located in three different regions far away from my home, and the transcription of an interview is very time-consuming.

Once transcribed, the collected data was analyzed to identify each teacher’s perception of commitment and any factor that has had an impact on their levels of commitment in their careers. In general, it was discovered that commitment can be influenced by both internal and external factors. These factors may have either a positive or a negative impact on the level of teachers’ commitment. These factors work as a mechanism in which, like cogwheels, they affect each other. In short, listening to, and interpreting teachers’ individual stories, guided the understanding of their behavior and practice, and so the understanding of the factors that may affect teachers’ commitment.

**Chapter 4: Findings**

In this chapter, the researcher describes the data analysis methods used to interpret the data obtained before presenting the major findings of the study. These findings include the teachers’ perceptions concerning commitment, as well as the identification of very specific factors that have had a great impact on these teachers’ level of commitment. In order to support these findings, the issues and/or factors mentioned are supported by the specific phrases the teachers used in the interviews.

**4.1 Data Analysis Methods**
Data analysis in qualitative research is a time consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts (which is the case of this study), audio recordings, video data, reflections, or information from documents which must be examined and interpreted (Ary, 2006). Ary (2006) suggests that the core of qualitative analysis includes the identification of categories and themes and their refinement.

The interpretation of the data involves reflecting about the words and acts of the participants and abstracting important understandings from them. According to Ary (2004), it is an inductive process in which the researcher arrives at a theory based on the connections and common aspects among the categories and patterns. In addition, Ary (2004) suggests that the difficulty of the interpretation process lies in the fact that there are no set rules to follow. In addition, Ary (2004) argues that the quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skills he/she brings to the task.

For the purpose of the present dissertation, the researcher used the constant comparative procedure (Ary, 2004) that implied the constant comparison of the information obtained with the interviews employed with the participants. The analytic tools and coding procedures of Strauss and Corbin (1998 in Ary, 2004) seemed appropriate for the data of this study, as well as the use of the emotionalist method for the interpretation of the emotional perceptions of the participants.

Coding of the data obtained from the three semi-structured interviews began with open coding, that is, microanalysis coding procedures (Ary, 2004), that required the data to be broken into discrete parts before being closely examined and compared both within and between each set (interview transcription) of data. After this all relevant data were broken into data bits and grouped into naturally emerging themes, which were analysed further. Eventually these themes led to concepts and categories
(two main categories or dimensions in this case: the external and the internal factors that seems to affect the teachers’ sense of commitment). Teachers’ exact words were filed within each category.

4.2. Findings and Discussion

The data analysis resulted in the identification of the main factors that affect the participants’ commitment to teaching. These factors were divided into two general categories: Internal and External factors. The External factors are usually those that are beyond the teachers’ control as they come from the outside, that is, the teachers’ context with which they interact constantly. The Internal factors which are related with all those internal elements that affect the teachers’ perceptions of themselves, and their inter-relationship with the external factors. They are the result of the construction of the teachers’ own construction of their identity, either in the past or in the present. External and internal factors influence each other. It seems that the external factors directly affect the development of the internal self by affecting the teachers’ perceptions, assumptions, feelings and emotions. The teachers seem to perceive that the changes in their commitment are provoked by the external factors.
Within the external category, which deals with the circumstantial elements surrounding the teachers’ practice, four categories emerged: recognition, school support, students as a driving force and union policies. A number of categories can be identified within the external and internal factors. Within the internal category, which refers to the teachers’ inner self, four main categories were acknowledged: passion, sense of belonging, values and fulfilment.

**External Factors**

**Recognition**

Teachers have a need of recognition for their work as this reflects acceptance. The interviewed teachers seem to seek such recognition from the school, their colleagues, society and students. Teachers, in this sense, construct their professional identity in the interaction within their working context (Beijaard, 2004).

Teachers’ voices about their salaries, the system, the school and their colleagues:

…*El problema viene de directores hacia arriba, a veces pareciera que traen la consigna de aplastarte. También tengo compañeros que no le dan absolutamente nada de importancia a lo que hacemos en la asignatura, consideran que la asignatura es de relleno y, gracias a eso, algunos alumnos también. (TA2)*
...Te come el sistema. O sea, si te comprometes con venir intentas dar las clases pero ya no la das ni con entusiasmo, ni dando ese plus ni ese cien por ciento. Nada más lo das a lo que tú consideras que equivale a lo que te pagan de sueldo. Porque a veces no importa cuánto te esfuerces, pasan los años y sigues ganando exactamente lo mismo y no te lo reconocen. (TN1)

...alguien llega y me dice: “fíjate que encontré un texto muy bueno, pero está en inglés, ¿Me ayudas a traducirlo, para que pueda yo dar mi clase?”. Me siento importante en ese lado. (TV3)

Teachers seem to need recognition from the educational system first, then the school, their colleagues and their students. However, they argue that the students’ attitude towards their English class is the result of the lack of teacher recognition from the authorities. This lack of recognition may affect directly their commitment. If we consider commitment as a high level of attachment to an organization, then how can teachers feel attached to a school which does not recognize the importance of their work?

School support
This results to be one of the most important external factors, as the support that a school gives to their teachers may have a direct effect on their professional development, as well as on their performance and job satisfaction. The teachers agreed
that the lack of resources, as well as the lack of training affect directly their performance, and as a result, their commitment.

Teachers’ voices about their academic projects, their training and the school resources:

...Yo creo que hace falta mucha herramienta, mucho recurso y yo creo que el sistema también es culpable porque no dudo que nuestros directores no gestionen. Por ejemplo, te estoy hablando de recursos, de material didáctico o apoyos de enseñanza: proyectores. Pedimos un retroproyector para hacer nuestras conferencias o nuestras diapositivas, eso no lo teníamos. Llegamos a tener solamente un retroproyector en toda la escuela y somos quince grupos. Entonces imagínate, si tú preparas un buen tema y vienes motivado y lo está ocupando fulano, entonces ya tienes que improvisar y no era el caso. (TA2)

...se les critica mucho a los maestros que no hacen nada. Pero cuando tú propones un proyecto, hay veces que tampoco te toman en cuenta y dicen: “¡Los maestros son flojos!” Pero ahí estamos. Hay veces que no te apoyan pero lo haremos ya sea por parte de apoyo de aquí o externo, como asociación civil. (TN1)

...Una es que hay muchos maestros que están pidiendo programas de capacitación y no se los dan, otros que han tenido dificultades
personales y no les han dado las licencias o los espacios para poder resolverlos. (TV3)

The participants agreed that the school is not promoting professional development, that it is not providing the necessary resources, and that they are not listening to their proposals for academic improvement. This has a negative impact on the teacher’s sense of self-efficacy.

**Students**

Students’ attitudes and performance within the classroom influence the teachers’ sense of self-efficacy as it is often believed that the students’ performance is the result of what the teacher does in the classroom. The participants shared the idea that the students are one of the driving forces to continue their work as teachers.

Teachers’ voices about students as a motivating force:

…viene directo de los alumnos, yo ya dejé de esperar que la Dirección General o el sindicato me den así como que el empuje o me echen la porra. Más bien son los alumnos los que me ayudan a seguir adelante y a seguir contenta con esto. (TN1)

…Yo de manera personal y como representando aquí a mi escuela, me preocupo porque los muchachos aprendan por lo menos lo básico. A lo que ellos se van a enfrentar al siguiente nivel que es la universidad. (TV3)
Students are the most important elements of the teaching-learning process. These three teachers seem to express that they care about their students and that they reach a high level of job satisfaction when they are able to help their students to achieve their goals. They argued that teachers who have a favourable attitude towards their profession are, in general, successful, properly adjusted to and well satisfied with their job.

**Union Policies**

Teachers perceive that the union makes them do what they do not want to do. Teachers share the idea that union policies have a negative effect on their performance at school and therefore have a negative impact on their levels of commitment.

Teachers’ voices about their perceptions of the union:

... *realmente no hacemos un estudio profundo sobre lo que está pasando en las aulas, no se tiene una evaluación docente adecuada, no se meten a las aulas a evaluar a los maestros, aparte porque está en contra del sindicato hacerlo.* (TA2)

...*Hay mucha presión por parte del sindicato. De pronto, la verdad es que antes nos presionaba mucho el colegio cuando no éramos sindicalizados...* (TN1)

... *La verdad les interesa que cumpras con el sindicato y que entregues formatos en Dirección General. No les importa si das bien o das mal la*
The data analysis revealed that the participants attribute to the union policies a negative impact on their performance. In spite of the fact that the participants are working in an educational sub-system in which it was no longer possible to inherit a teaching post, long before the 2013 educational reform, the teachers nevertheless felt that they were subject to the complete control of the union.

**Internal Factors**

**Passion**

The description of the teachers’ commitment as a passion, emotional involvement or a love of particular aspects of teaching was a significant theme throughout the interviews. Teacher commitment from this perspective is a phenomenon that requires a positive emotional attachment to the job.

Teachers’ voices about their passion for their profession:

...Me comprometo también, digamos conmigo misma. Yo tenía una ilusión, una meta, un sueño que era ser maestra de inglés y eso no lo voy a traicionar y no lo voy a abandonar aunque los demás me pongan obstáculos. (TA2)

...amo lo que hago y moriré haciendo lo que estoy haciendo que es enseñar a los jóvenes. (TN1)
…yo tuve, yo digo que buenos maestros en nivel secundaria y en el bachillerato también, que te motivaban. Ya en la carrera, en la normal, también tuve maestros que se apasionaban por la asignatura y como que me inyectaron eso. (TV3)

The study shows that these three teachers had different reasons for starting a career in the field. However, they had something in common: the three of them felt passionate about teaching English.

Sense of belonging

A sense of belonging is helpful for teachers to work for the community and not just for themselves. The participants agreed feeling excluded from the majority of the academic activities organized by the school. As a result, the teachers felt rejected and felt that their work was not recognised as relevant by the other members of the community.

Teachers’ voices about their sense of belonging to the community:

…Llegan capacitaciones o cursos para las demás materias, pero para el de inglés no, entonces tienes que empezar a buscar por tu lado.

¿Dónde me actualizo, con quién platico, quién me presta un libro?

(TA2)
...quien tiene un efecto muy positivo son algunos de mis compañeros que dan módulos profesionales porque luego me dicen: “oye fíjate que tengo un texto que los muchachos necesitan leer, pero lo encontré en inglés, ¿pudieras incluirlo en tu materia y que lo lean contigo?”. Entonces me siento parte de, o me dicen: ¿Sabes qué? vamos a hacer una práctica, así y así, y necesito que sepan decir estos términos en inglés. (TN1)

The three teachers showed that they felt excluded from the school meetings and more importantly, they feel underestimated by the system that does not seem to give the English subject the importance that they (the English teachers) claim it should have.

Values
Values represent the strongest internal structure supporting the attitudes and behaviours in a given context. They can affect the teachers in different ways. Every teacher has a specific background and so their values vary.

Teachers’ voices about their personal values:

...Cuesta un poquito conciliar el estudio con el trabajo y todavía la familia, porque le estás quitando tiempo a tu familia y a tu trabajo para intentar crecer profesionalmente. (TA2)

...Mucho depende del maestro, de la convicción y de la ética que tenga uno. Si estás comprometido tú con lo que haces, si estás convencido
de lo que realmente puedes llegar a hacer. Y pues no, yo siento que
voy pa’ rriba, no hay que decaer. Desde nuestro lugar de trabajo
podemos hacer mucho no hay que desfallecer ahí. (TN1)

...La verdad yo pensaba: “Qué bueno sería que el día de mañana mis
hijos u otras personas de la comunidad supieran hablar un idioma, va
abrirles otra puerta, más cuando vayan a trabajar”. Pensando como
hacia adelante. Más que nada esa era mi intención. Ahora que
aprendí, que ya lo sé, o que lo voy a aprender, voy a tratar de que
otros aprendan también de mí. Lo poco o lo mucho que les pueda yo
dar, que sea para bien. (TV3)

In the interviews, the teachers agreed that personal values are the most important tool
they have to defend their internal factors from all the negative impact of external
factors on their sense of commitment.

**Personal Fulfilment**

When teachers develop a sense of self-efficacy, they find significance in their job.

Personal fulfilment brings about a state of satisfaction and happiness.

The teachers’ voices about their sense of satisfaction:

...¡llena!, me encanta ver cuando el alumno de pronto llega sin saber
absolutamente ni una palabra y de pronto me dice: “maestra, esto
se dice así, esto se dice así”. Cuando me dicen: “ya le entendí”. ¡Es maravilloso! (TA2)

...En principio de cuentas porque me gustaba el idioma y ya después haciendo prácticas en la licenciatura te das cuenta de que hay satisfacciones... Desde chico me gustaba el idioma y enseñarlo pues es otra cosa. ¡Es muy satisfactorio! (TN1)

...La verdad yo me siento feliz. Me siento muy a gusto con lo que hago porque fue siempre lo que quise a partir de aquella curiosidad que te digo y le agarré como amor a ese idioma y me siento contento. Me ha dado muchas satisfacciones tanto a nivel profesional como personal. (TV3)

The three teachers gave many reasons to leave school and move to a different educational system, a different career or even to stop teaching. However, they seem to be attracted by one important factor; that is personal fulfilment, which results from the development of a sense of self-efficacy and accomplishment. A satisfied teacher is a happy teacher, and a happy teacher experiences, as Bandura (1977) mentions, a feeling of personal fulfilment.

Conclusions and Implications

This qualitative study reported an investigation on the factors that affect the commitment to teaching of three Mexican EFL teachers with similar teaching
behaviours, practices and attitudes in a semi-rural, technological, public preparatory school. The interest of the researcher in the participants’ voices allowed an emotional approach to the teachers’ perceptions of the factors that affect their sense of commitment.

This study challenges the view that teachers’ commitment to teaching is directly influenced by internal factors and shows that these internal dimensions (such as passion) are affected by external factors that provoke an impact on the teachers’ commitment. The findings also support the idea that the teachers’ view of students is an external factor which has a positive influence on their commitment. However, there are some other external factors that affect the teachers’ values and beliefs in a negative way.

However small the contribution that this investigation may make to the field of professional development, it is important for the Mexican context due to the lack of studies developed in this area. Although the sample of the analysis was very limited, the findings of this research provide relevant foundations for future research in the field and have significant implications for both school authorities and this specific educational system in Mexico as they offer the bases for a better understanding of the Mexican teachers’ perceptions of the issues that affect their attitudes towards their practice. It is necessary that the authorities of the Mexican educational system and the teachers unions are aware of the teachers’ beliefs and perceptions of the factors influencing their practice as they are the main connection between the new educational reforms and the teachers’ ideological frameworks. The next step in this
research would lead this investigation to widen the exploration of the issue and to expand the study to offer the authorities of this specific context the foundations to help their teachers increase their levels of commitment to teaching by modifying the impact of some of the factors affecting their sense of commitment.
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Appendix

1. UNION'S PERMISSION FOR VISITING ENGLISH TEACHERS.

SINDICATO ÚNICO DE TRABAJADORES DEL COLEGIO DE ESTUDIOS CIENTÍFICOS Y TECNOLÓGICOS DEL ESTADO DE VERACRUZ
Reg. 1958/2004
COMITÉ EJECUTIVO ESTATAL

"Un nuevo ramo a la educación, nuestro compromiso con Veracruz"

SECRETARÍA GENERAL
Oficina No. SG/SI0156/0073/13

Xalapa, Ver. 15 de Abril de 2013
Anexo II que se indica

M.E. CARLOS ALBERTO ROMÁN LANDERO
Secretario Delegacional del Plantel Atzalan

A través de la presente carta, me permito presentarle al Licenciado en Lengua Inglesa Margarito Jácome Martínez, docente de nuestro sindicato adscrito al plantel de Coatepec, quien actualmente cursa la Maestría en Enseñanza del Inglés, en el Instituto del Área de Lenguas de la Universidad Veracruzana y tiene bajo su responsabilidad el proyecto denominado “The Impact of Professional Identity Profiles on Teachers’ Commitment” (El Impacto de los Perfiles de Identidad Profesional en el Compromiso de los Maestros); cuyo objetivo es identificar el impacto que tienen los perfiles de identidad profesional en el compromiso de los maestros de inglés.

Para el cumplimiento del objetivo citado anteriormente, el licenciado Margarito Jácome, ha solicitado el apoyo de nuestro Organismo Sindical; por lo que se presentará en su plantel entre los días comprendidos del 22 de abril al 3 de mayo del año en curso. Durante su visita, aplicará un cuestionario a los alumnos que cursan las asignaturas de Inglés II e Inglés IV y realizará una entrevista a los docentes de las asignaturas citadas anteriormente; esto con la intención de obtener percepciones del contexto, tanto por parte de los docentes, como por parte de los alumnos.
2) SEMI-STRUCTURED INTERVIEW

Questions for semi-structured interview with teachers

Teacher Commitment: The dimensions of ideology and practice associated with teachers’ commitment within a Mexican perspective.

- What, if any, is the impact of professional identity profiles on teachers’ commitment?

✓ Are different professional identity profiles evident in a sample of six practicing teachers?
   If so, do teachers with different identity profiles differ in:

<table>
<thead>
<tr>
<th>A) their reasons for choosing the teaching profession?</th>
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<td>1. ¿Por cuánto tiempo ha enseñado inglés?</td>
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<td>2. ¿Por qué decidió ser maestro?</td>
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<td>3. ¿Se arrepiente de haber decidido ser maestro?</td>
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<td>4. ¿Cómo se siente respecto a su profesión?</td>
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<td>5. ¿Cree que la profesión del maestro es más criticada que el resto de las demás? ¿Por qué?</td>
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42
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<th><strong>B) their perceptions of job satisfaction</strong></th>
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<tr>
<td>1. ¿Qué tipo de oportunidades de desarrollo profesional debería tener un maestro?</td>
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<td>2. Si tuviera que mencionar algunos beneficios de trabajar en esta escuela ¿Cuáles serían estos?</td>
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<td>3. ¿Hay algo en particular con lo que se sienta comprometido en su trabajo?</td>
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<td>4. ¿Considera que este compromiso ha cambiado durante su carrera?</td>
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<td>5. ¿Cree que la escuela para la cual trabaja se encuentra interesada en el nivel de compromiso de sus maestros?</td>
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<td>6. ¿Qué aspectos mejoraría en su escuela para sentirse más comprometido con su trabajo?</td>
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<td>7. ¿Considera que el resto de sus compañeros comparten sus ideas/puntos de vista?</td>
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<td>their perceptions on their self-efficacy?</td>
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<td>1.</td>
<td>Además de sus horas de trabajo en la escuela, ¿Cuántas horas extra invierte en su trabajo?</td>
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<td>2.</td>
<td>¿Obtiene algún resultado por el tiempo extra invertido en su trabajo?</td>
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<td>3.</td>
<td>¿Cree que es posible que un maestro se sienta comprometido con su trabajo pero que no se esfuerce por alcanzar los objetivos planteados por la institución?</td>
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<td>4.</td>
<td>¿Cómo cree que un maestro pueda mantener un nivel alto de compromiso en el contexto escolar?</td>
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<td>5.</td>
<td>¿Cómo se puede incrementar o fortalecer el nivel de compromiso de un maestro?</td>
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| **D) Their perceptions about their commitment?** | 1. ¿Qué aspectos necesita un maestro para mejorar su nivel de dedicación en su trabajo?  
2. ¿Cómo describiría a un maestro que muestra un alto compromiso con su trabajo?  
3. ¿Cómo describiría a un maestro que muestra poco compromiso con su trabajo?  
4. En una escala del uno al diez, tomando el uno como el indicador más bajo y el diez como el indicador más alto, ¿qué nivel de compromiso siente hacia su trabajo?  
5. ¿Qué factores afectan su nivel de compromiso con su trabajo?  
   - A nivel personal  
   - A nivel académico  
   - A nivel institucional  
6. ¿Qué mantiene su nivel de compromiso hacia su trabajo?  
   - A nivel personal  
   - A nivel académico  
   - A nivel institucional |
3) CONTRATO DE CONFIDENCIALIDAD DE LOS DATOS DE LA ENTREVISTA

Tema de investigación: The Impact of Professional Identity on Teachers’ Commitment

Responsable del estudio: Lic. Margarito Jácome Martínez

Gracias por aceptar contestar la presente entrevista. Podremos interrumpir la entrevista en cualquier momento que usted considere necesario. Hago de su conocimiento que ésta será una entrevista completamente anónima. Su nombre, así como los datos de la escuela en la que labora no serán usados durante mi investigación o en la redacción de mi trabajo final. La presente entrevista tiene como único propósito mis intereses académicos concernientes a la percepción de los maestros de inglés sobre su quehacer docente.

Acuerdo de confidencialidad

Confidencialidad de los datos:
Se reserva y garantiza el total anonimato de los datos para evitar la identificación del sujeto de investigación. Se usará un código alfanumérico para identificar los materiales en función de cada profesor y carrera de adscripción. Los profesores/as sujetos de investigación, leerán las transcripciones de las entrevistas y podrán cambiar nombres de personas, lugares y entes, así como la verificación de la veracidad de las informaciones y corregir datos erróneos o disimular acontecimientos a objeto de evitar su identificación.

Acceso y divulgación de los datos de la investigación:
El investigador se compromete con los profesores/as sujetos de investigación a no publicar la totalidad de la entrevista de ninguna forma, en tanto él es, el único responsable para manejar los datos y por lo tanto, el acceso a terceras personas no es permitido, salvo que cada profesor (sujeto de investigación) de su consentimiento. La divulgación de los datos de la entrevista se realizará tal y como se han producido los datos y su análisis está supeditado a la confidencialidad garantizada por el investigador. Las entrevistas transcritas globalmente quedan en poder del investigador y él es el único responsable del manejo de los datos aportados en la entrevista.

**Manejo de la Información:**

Los datos analizados producto de la entrevista serán usados para la elaboración de informes de investigación que podrán presentarse parcialmente (en función de las características de la investigación) a autoridades en investigación pedagógica, y a personas interesadas en el tema de investigación por medio de presentaciones académicas.

**Destino del material:**

La entrevista transcrita y el soporte en audio se entregarán a cada profesor/a (sujeto de la investigación). Será entregada la versión original y la versión corregida.

**Enterado:**

___________________________________________  ____________________________
El investigador                                                               El entrevistado

**4) INTERVIEW 2 (TA2) TRANSCRIPTS - ANALYSIS SAMPLE**

<table>
<thead>
<tr>
<th><strong>TN3:</strong> Ya llevo ocho años, voy a cumplir nueve en noviembre.</th>
<th><strong>EXPERIENCE</strong></th>
<th>ocho años</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[00:00:19]</strong></td>
<td><strong>REASONS FOR CHOOSING THE CARREER</strong></td>
<td><strong>PATTERNS</strong></td>
</tr>
<tr>
<td><strong>TN3:</strong> Fíjate que mi papá era maestro de inglés, él originalmente era Ingeniero Agrónomo de profesión, pero él tenía familia en Estados Unidos, entonces le tocó ir a hacer unos cursos allá y hablaba muy bonito el inglés y me enamoré de escucharlo hablar. O sea, el escucharlo era muy bonito, entonces, yo veía que mi papá era maestro de inglés y le gustaba mucho. Yo admiraba mucho a mi papá, él ya falleció, entonces yo quería ser como él y dije: ¡Ay, yo también quiero ser maestra de inglés! ¡Sí, sí! Me gusto mucho.</td>
<td>yo veía que mi papá era maestro de inglés y le gustaba mucho. Yo admiraba mucho a mi papá, él ya falleció, entonces yo quería ser como él y dije</td>
<td></td>
</tr>
<tr>
<td><strong>[00:01:24]</strong></td>
<td><strong>FEELING OF RECOGNITION</strong></td>
<td><strong>EXTERNAL FACTOR</strong></td>
</tr>
<tr>
<td><strong>TN3:</strong> Me gusta, me da mucho orgullo porque también veo que no es algo que cualquiera haga ni que cualquiera pueda hacer, me hace sentir especial.</td>
<td>...me da mucho orgullo porque también veo que no es algo que cualquiera haga ni que cualquiera pueda hacer, me hace sentir especial.</td>
<td></td>
</tr>
</tbody>
</table>